



## **ROSETTA STONE PROFESSIONAL**

**ANGLÈS PER A HOTELERIA I TURISME**

## TAULA DE CONTINGUTS

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## A. LA INDUSTRIA HOTELERA – THE HOSPITALITY INDUSTRY

### a. *Servei de taula i restauració* – Dining & Catering Services → 05:02

The Language Program The Hospitality Industry – Dining and Catering Services will enable you to carry out basic tasks such as preparing for a banquet or eating in the hotel’s staff cafeteria. You will be capable of having direct, short interactions about meals and meal service when others use standard vocabulary and speak with a familiar accent.

#### 1. Cafeteria - 02:24

##### Lesson Objectives

- Asking about the cafeteria's services & opening hours

##### Vocabulary Themes

- The hotel & restaurant trade (booth, menu, table...)  
 - Food (beef, chicken, dessert...)  
 - Meals (meal, break, snack...)  
 - Description - qualification (a little, a lot, busy...)

#### 2. Banquet - 02:39

##### Lesson Objectives

- Setting up for a banquet

##### Vocabulary Themes

- The hotel & restaurant trade (chair, cover, dolly...)  
 - Meals (bowl, centerpiece, condiment...)

### b. *Servei d’atenció al client* – Guest Services → 08:21

The Language Program The Hospitality Industry - Guest Services will enable you to interact with guests in a way that is appropriate to a service environment. You will be capable of having direct, short interactions with guests on a variety of hotel topics such as check-in, directions, and safety procedures when others use standard vocabulary and speak with a familiar accent.

#### 1. General Vocabulary - 03:13

##### Lesson Objectives

- Communicating information & directions to guests

##### Vocabulary Themes

- Communication (to apologize, excuse me, do not disturb...)  
 - The hotel & restaurant trade (room service, business center, conference...)  
 - Careers in hotels & restaurants (bellperson, concierge, lifeguard...)  
 - Household fixtures (floor, stairs, elevator...)  
 - Household maintenance & cleaning (to clean up, to

- mop, to sweep...)
- Travel, tourism (spa, store, restaurant...)
- Description - qualification (early, late, dirty...)
- Problems & disagreements (noise, broken, out of order...)

## 2. Public Areas - 02:36

### Lesson Objectives

- Understanding the importance of maintaining public areas

### Vocabulary Themes

- Circulation spaces (elevator, entrance, exit...)
- Parts of a building (building, baseboard, ceiling...)
- Decorative items (decor, mirror, pot...)
- Housing (driveway, grounds, garage...)
- Rooms (office, reception, restroom...)
- Accidents & disasters (accident, emergency, safety...)
- Description of an object (automatic, dirty, public...)
- Maintenance & functioning (to maintain, to lock, to activate...)

## 3. Service Culture - 02:33

### Lesson Objectives

- Understanding the concept of customer service and the importance of the resort's image

### Vocabulary Themes

- Tourist activities (excursion, golf, spa...)
- Jobs in the tourism industry (attendant, bellperson, concierge...)
- Human resources (to invigorate, to forge, management...)
- The hotel & restaurant trade (service culture, welcome desk, guest relations...)
- Behavior & human relations (to advise, to go the extra mile, to assist...)
- Instructions & orders (directions, training, to lead...)
- Criteria to measure the quality of a service (luxury, elegance, image...)
- Description & characterization (personalized, fiscal, ethical...)

### c. Videos – Video Lessons → 01:20

The Language Program Video Lessons: the Hospitality Industry will enable you to address subjects such as hotels, restaurants, and tourism. You will be able to

understand relatively short Associated Press videos using specialized yet accessible vocabulary related to the hospitality industry.

**1. Supersized Hotels - 00:27**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about the hotel industry
<b>Vocabulary Themes</b>	- The hotel & restaurant trade (to accommodate, resort, bathrobe, ...) - Marketing & communication (niche market, to cater to, to attract, ...)
<b>Grammar</b>	- Adverbs of degree

**2. Cruising the Seas on the World's Biggest Ship - 00:26**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about the tourism industry
<b>Vocabulary Themes</b>	- Sea & river transportation (deck, passenger, to accommodate, ...)
<b>Grammar</b>	- The place of 'even'

**3. Smart Restaurants: Tables and Tablets - 00:27**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about the restaurant industry
<b>Vocabulary Themes</b>	- The hotel & restaurant trade (to split, check, service, ...) - Value judgment (accurate, efficient, helpful, ...)
<b>Grammar</b>	- Irregular verbs

## B. FITXES DE VOCABULARI ESPECIALITZAT

### 1. *Màrqueting i publicitat* – Marketing & Advertising Industry → 0:30

The Language Program Marketing & the Advertising Industry will enable you to discover and develop specialized yet accessible vocabulary related to direct and indirect marketing methods.

#### Advertising and Marketing – 5 Vocabulary Files

<b>Overall Objective</b>	- Understanding specialized vocabulary related to advertising and marketing
<b>Targeted Skills</b>	- Reading
<b>Lexical Groups</b>	- Marketing & communication (competitor, display material, free sample, ...)

### 2. *La industria del viatge* – The Travel Industry

#### a. Plane Travel → 00:36

The Language Program The Travel Industry - Plane Travel will enable you to discover and develop specialized yet accessible vocabulary related to topics such as flight reservations, safety, on-board services, travel documents, and luggage.

#### 1. Flight Reservations – 1 Vocabulary File

<b>Overall Objective</b>	- Understanding specialized vocabulary related to plane travel
<b>Targeted Skills</b>	- Reading
<b>Lexical Groups</b>	- Travel, tourism (booking, airfare, layover, ...)

#### 2. Schedules and Itineraries – 1 Vocabulary File

<b>Overall Objective</b>	- Understanding specialized vocabulary related to plane travel
<b>Targeted Skills</b>	- Reading
<b>Lexical Groups</b>	- Traffic (bound for, nonstop, delay, ...)

#### 3. The Flight – 1 Vocabulary File

<b>Overall Objective</b>	- Understanding specialized vocabulary related to plane travel
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<b>Targeted Skills</b>	- Reading
<b>Lexical Groups</b>	- Air transportation (takeoff, crew, overhead compartment, ...)

<b>4. Flight Safety – 1 Vocabulary File</b>	
<b>Overall Objective</b>	- Understanding specialized vocabulary related to plane travel
<b>Targeted Skills</b>	- Reading
<b>Lexical Groups</b>	- Air transportation (to buckle, hazard, oxygen mask, ...)

<b>5. Luggage – 1 Vocabulary File</b>	
<b>Overall Objective</b>	- Understanding specialized vocabulary related to plane travel
<b>Targeted Skills</b>	- Reading
<b>Lexical Groups</b>	- Travel equipment & accessories (suitcase, allowance, to travel light, ...)

<b>6. Travel Documents and Formalities – 1 Vocabulary File</b>	
<b>Overall Objective</b>	- Understanding specialized vocabulary related to plane travel
<b>Targeted Skills</b>	- Reading
<b>Lexical Groups</b>	- Travel, tourism (customs, entry visa, liable, ...)

**b. The Airport → 01:24**

The Language Program The Travel Industry – The Airport will enable you to discover and develop specialized yet accessible vocabulary related to airport layout, procedures, facilities, and equipment.

<b>The Airport – 14 Vocabulary Files</b>	
<b>Overall Objective</b>	- Understanding specialized vocabulary related to the airport

<b>Targeted Skills</b>	- Reading
<b>Lexical Groups</b>	- Air transportation infrastructure (beacon, body search, border police, ...)



## C. LLIÇONS EN VÍDEO (ANGLÈS BRITÀNIC)

### 1. *Cultura i societat* – Culture and Society → 10:25

The Language Program Video Lessons: Culture and Society will enable you to address social and cultural topics. You will be able to understand relatively short, authentic audiovisual aids about subjects such as cultural identity or the evolution of social behaviors using specialized yet accessible vocabulary.

#### 1. Energy Under Control - 00:23

<b>Lesson Objectives</b>	Understanding the general sense of a short document on a social issue
<b>Vocabulary Themes</b>	- Intellect (aim, behaviour, to influence, ...) - Information & inquiries (consumption, real-time, to monitor, ...)
<b>Grammar</b>	- Phrasal verb particles

#### 2. Wetlands Survey - 00:23

<b>Lesson Objectives</b>	Understanding the general sense of a short document on a political issue
<b>Vocabulary Themes</b>	- Quantities (abundant, countless, pretty, ...) - Relief & landscapes (delta, wetland, plain, ...) - Communication (compromise, interface, network, ...) - Politics (agenda, power struggle, non-governmental organisation, ...)
<b>Grammar</b>	- Compound adjectives

#### 3. A Place for Lessons on Europe in Schools? - 00:24

<b>Lesson Objectives</b>	Understanding the main points in a short document about a political issue
<b>Vocabulary Themes</b>	- Advantages and disadvantages (on the one hand, on the other hand, however, ...) - Advice and recommendations (should, to need to, to be necessary, ...)
<b>Grammar</b>	- 'Should' and 'ought to': advice

**4. European Parliament Reviews Deadly Fine Particles - 00:23**

**Lesson Objectives** Understanding the main points in a short document about a political issue

**Vocabulary Themes**

- Traffic (car sharing, toll, car pool, ...)
- Public administration (environmental managers, traffic planners, citizens, ...)
- Instructions and directives (to take action, to run a campaign, to make the effort, ...)

**Grammar** - Construction of the passive

**5. Art Batters Barriers in Cyprus - 00:21**

**Lesson Objectives** Understanding the main points in a short document about culture

**Vocabulary Themes**

- Literature & theatre (playwright, to mount, troop, ...)
- Problem explanation (barrier, obstacle, difficulty, ...)
- Resolution & handling of problems (effort, to overcome, to take on, ...)

**6. EU Invests 14 Million Euros in Fight Against Fat - 00:25**

**Lesson Objectives** Understanding the main points in a short document about science

**Vocabulary Themes**

- Movement (movement, to sit, to run, ...)
- Sport (cycling, to run a marathon, active, ...)

**Grammar** - May - Might

**7. Market Driving Europeans out of House and Home - 00:27**

**Lesson Objectives** Understanding the main points in a short document about the economy

**Vocabulary Themes**

- Property (property, tenant, rent, ...)
- Household equipment (balcony, carpet, cabinet, ...)

**Grammar** - Prepositions of place - Use of the passive

**8. Researchers Aim to Reduce Excessive Urban Noise - 00:26**

**Lesson Objectives** Understanding the main points in a short document about technology

<b>Vocabulary Themes</b>	- Infrastructures for road transport (motorway, interchange, junction, ...) - Road vehicle parts (tyre, engine, transmission, ...)
<b>Grammar</b>	- Regular superlatives - Irregular superlatives

<b>9. Playing the Game and Learning the Lesson - 00:25</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Students (schoolkid, student, child, ...) - Ergonomics & convenience (multidisciplinary, personalised, unique, ...)
<b>Grammar</b>	- Construction of the present conditional

<b>10. Morocco Works to Integrate Its Disabled Citizens - 00:24</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about a political issue
<b>Vocabulary Themes</b>	- Politics (reform, commitment, framework, ...) - Behaviour & human relations (to take into account, to shake up, to escape, ...) - Law & justice (prejudice, right, voice, ...)

<b>11. Europe's Struggle Against Pesticides - 00:22</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about a political issue
<b>Vocabulary Themes</b>	- How the human body works (genetic, reproductive, immune, ...) - Problems & inconveniences (contaminated, poisonous, dangerous, ...)
<b>Grammar</b>	- The present continuous

<b>12. A Hamburger? No Thanks, Pass the Focaccia - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about culture
<b>Vocabulary Themes</b>	- Food & drink (ingredient, food, product, ...) - Food (tomato, mushroom, pastry, ...) - Careers in hotels & restaurants (baker, artisan, critic, ...)

**Grammar** - Irregular comparatives

**13. Literary Types Want EU Support - 00:23**

**Lesson Objectives** Understanding the main points in a short document about culture

**Vocabulary Themes** - Remuneration (fee, reward, pay, ...) - Careers (job, opportunity, career, ...) - Careers in the book & publishing industry (translator, interpreter, publisher, ...)

**Grammar** - The simple present and the present continuous

**14. Living on the Edge - 00:26**

**Lesson Objectives** Understanding the main points in a short document about the environment

**Vocabulary Themes** - Relief & landscapes (cliff, coast, edge, ...)

**Grammar** - Use of the present perfect - Irregular verbs

**15. Research into the Effects of Pesticides - 00:22**

**Lesson Objectives** Understanding the main points in a short document about a political issue

**Vocabulary Themes** - Health problems & diseases (hyperactivity, disability, symptom, ...) - Chemical elements & compounds (solvent, pesticide, substance, ...) - Laws and regulations (legislation, policy, report, ...)

**16. Promoting Scottish Identity Through Music - 00:28**

**Lesson Objectives** Understanding the main points in a short document about culture

**Vocabulary Themes** - Music (label, album, hit parade, ...) - Development and growth (to thrive, to promote, to contribute, ...) - Situation assessment (at an all time high, as a whole, at stake, ...)

**Grammar** - Expressions followed by the gerund - Too - Too much

**17. Europe's Struggle to Reduce Pollution - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	- Environment & ecology (emission, pollutant, acid rain, ...) - Instruments & units of measurement (control station, reading, register, ...)
<b>Grammar</b>	- Construction of the past tense

**18. French Middle Class Purchasing Power Blues - 00:26**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	- Finance (purchasing power, disposable income, to feel the pinch, ...) - Housing (subsidised housing, property prices, practice, ...) - Everyday life (saving grace, battle cry, upwardly mobile, ...) - Description of results (to shrink, to spread, to soar, ...)
<b>Grammar</b>	- Use of the present perfect continuous

**19. Improving Food Allergy Diagnosis - 00:23**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about health
<b>Vocabulary Themes</b>	- Health problems & diseases (allergen, swelling, redness, ...) - Description - qualification (harmless, adverse, fatal, ...) - Exact & applied science (to break down, to react to, to vary from, ...) - Crimes & misdemeanors (threat, trace, culprit, ...)

**20. Teaching Good Habits for Clean Water - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	- Environment & ecology (to recycle, on tap, waste, ...) - Problems & inconveniences (scarce, to pollute, to destroy, ...)
<b>Grammar</b>	- The impersonal structure

**21. Translation Woes - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short
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	document about culture
<b>Vocabulary Themes</b>	- Remuneration (gross, compensation, commission, ...) - Training & knowledge (to encourage, to flourish, to nurture, ...) - Information & enquiries (from the horse's mouth, to stress, to insist, ...)
<b>Grammar</b>	- Construction of the passive

<b>22. Virtual Assistance for Music Teachers - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about culture
<b>Vocabulary Themes</b>	- Music (composer, score, to perform, ...) - Education (to evaluate, e-learning, classroom, ...)
<b>Grammar</b>	- Compound adjectives

<b>23. Stockholm: Model of Climate-Friendly Innovation - 00:22</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	- Environment & ecology (fossil fuels, treatment centre, toilet waste, ...) - Project management (pilot project, conviction, scale, ...) - Everyday life (to release, to dump, to power, ...) - Definition and characterisation (sustainable, self-sufficient, hefty, ...)

<b>24. A Bright Future for Stained Glass - 00:21</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about culture
<b>Vocabulary Themes</b>	- Composition of an object (structure, thickness, corrosion, ...) - Art (conservation, technique, stained glass, ...) - Resolution & handling of problems (to investigate, to unveil, to consolidate, ...)
<b>Grammar</b>	- For - Since - Ago

<b>25. Humans and Machines Working on Road Safety - 00:27</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about technology

<b>Vocabulary Themes</b>	- Computer equipment (virtual world, simulator, software, ...) - Mathematics (to analyse, to go over, to assess, ...) - Mechanics (specific, sophisticated, tailored, ...)
<b>Grammar</b>	- Dependent clauses with 'that' - When 'that' may be left out

<b>26. New Frontiers in Imaging the Human Body - 00:25</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Medicine (ventricle, valve, chronic, ...) - Resolution & handling of problems (to tackle, to proceed, to prevent, ...)
<b>Grammar</b>	- Means with 'by' - Use of the passive

## 2. *Espai* - Space → 12:16

The Language Program Video Lessons: Space will enable you to address topics related to space. You will be able to understand relatively short, authentic audiovisual aids about subjects such as space research, satellites, or planets using specialized yet accessible vocabulary.

<b>1. Space Medicine on Earth - 00:24</b>	
<b>Lesson Objectives</b>	Understanding the general sense of a short document about health
<b>Vocabulary Themes</b>	- Scientific research (faculty, mechanism, diagnosis, ...) - Work tools & machines (miniaturisation, robotics, imagery, ...) - The nervous system (otolith, neurosensory, regulation, ...)

<b>2. Science and Science Fiction - 00:21</b>	
<b>Lesson Objectives</b>	Understanding the general sense of a short document about aerospace
<b>Vocabulary Themes</b>	- Intellect (to extrapolate, to overlook, to assume, ...) - Probability and potential (plausible, fictional, realistic, ...)
<b>Lesson Objectives</b>	Understanding the general sense of a short document

about aerospace

### 3. The Rosetta Odyssey - 00:24

<b>Lesson Objectives</b>	Understanding the general sense of a short document about aerospace
<b>Vocabulary Themes</b>	- Speed ((to accelerate, to sling, velocity, ...) - Composition of an object ((composition, density, to form, ...)
<b>Grammar</b>	- For - Since - Ago - Expressions with the present perfect

### 4. Saturnian Secrets - 00:24

<b>Lesson Objectives</b>	Understanding the general sense of a short document about aerospace
<b>Vocabulary Themes</b>	- Chemistry (methane, ammonia, vapour, ...) - Description - qualification (intense, complex, fascinating, ...) - Information & inquiries (ultimately, to find out, implication, ...)
<b>Grammar</b>	- Phrasal verb particles

### 5. Searching for Exoplanets - 00:23

<b>Lesson Objectives</b>	Understanding the general sense of a short document about aerospace
<b>Vocabulary Themes</b>	- Intellect (preoccupied, suspected, compared, ...) - Astronomy (exoplanet, galaxy, constellation, ...)
<b>Grammar</b>	- For - Since - Ago

### 6. Successful Launches Are a Team Effort - 00:20

<b>Lesson Objectives</b>	Understanding the general sense of a short document about aerospace
<b>Vocabulary Themes</b>	- Work tools & machines (stage, launcher, components, ...) - Risks (reliability, defect, quality control, ...) - Project brainstorming (to coordinate, to put together, to orchestrate, ...)



**7. Searching for the Origins - 00:22**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about aerospace
<b>Vocabulary Themes</b>	- Astronomy (clusters, filaments, network, ...) - Progression (evolution, formation, fossil, ...)

**8. Unveiling the Universe - 00:23**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about aerospace
<b>Vocabulary Themes</b>	- Physics (infrared , radiation, wavelength, ...) - Value judgment (marvel, faint, nuisance, ...)
<b>Grammar</b>	- Phrasal verb particles

**9. Smaller Countries Compete in Space - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- IT (software, hardware, system, ...) - Secondary sector (Space industry, aeronautics industry, telecommunications, ...)
<b>Grammar</b>	- Adjectives ending in -ing - Comparing equals

**10. Hubble: Looking for Answers - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Situation in time (since, from that moment, first, ...) - Astronomy equipment (telescope, instrument, mirror, ...) - Value judgement (productive, complex, crucial, ...)
<b>Grammar</b>	- Prepositions of time - Past perfect

**11. The Importance of Good Food While Living in Space - 00:27**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Description of an object (tasty, scrambled, freeze-dried, ...) - Resolution & handling of problems (to work on, to work out, to fit in, ...)

<b>Grammar</b>	- Use of the past participle as an adjective - Infinitive clause
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**12. Back to the Moon and Plans to Travel to Mars - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
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<b>Vocabulary Themes</b>	- Social sciences (society, industry, private sector, ...) - Reflection and plans (endeavour, to accomplish, challenge, ...) - Development and growth (cornerstone, development, large scale, ...)
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<b>Grammar</b>	- Also - As well - Too
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**13. ISS Deliveries Soon to be Automatic - 00:27**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
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<b>Vocabulary Themes</b>	- Toiletries & hair products (toiletries, comb, brush, ...) - Tertiary sector (supply, to restock, cargo, ...)
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<b>Grammar</b>	- Different meanings of 'all' - Also - As well - Too
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**14. Sputnik: the Satellite That Started the Space Race - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about Space
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<b>Vocabulary Themes</b>	- Aerospace industry (rocket, blast-off, satellite, ...) - Feelings (stress, fear, joy, ...)
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<b>Grammar</b>	- Irregular verbs
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**15. Preparing the Way for a Mission to Mars - 00:23**

<b>Lesson Objectives</b>	- Understanding the main points in a short document about Space
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<b>Vocabulary Themes</b>	- Distance (short, to cover, distance, ...) - Description of time (to spend, delay, year, ...) - Problems & inconveniences (boredom, tension, problem, ...)
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<b>Grammar</b>	- Construction of the passive
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**16. Helping Space Students Reach for the Stars - 00:23**

<b>Lesson Objectives</b>	- Understanding the main points in a short document about Space
<b>Vocabulary Themes</b>	- Instruments & units of measurement (year, kilo, centimetre, ...) - Aerospace industry (satellite, astronaut, star, ...) - Environment & ecology (environment, atmosphere, ozone layer, ...)
<b>Grammar</b>	- The prepositions 'in' and 'at'

**17. The Tale of the Man -made Debris Circling the Earth - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Description of an object (mass, velocity, diameter, ...) - Appearance of an object (solid, sphere, block, ...) - Cause & effect (If you do this, then this tiny object here will cause such a crater., ...)
<b>Grammar</b>	- Compound adjectives

**18. Did Comets Start Life on Earth? - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Chemical elements & compounds (nitrogen, hydrogen, oxygen, ...) - Solar system (asteroid, comet, crater, ...)
<b>Grammar</b>	- The future

**19. GPS Systems Uncover Mysteries of Time and Light - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Mathematical operations (to calculate, to quantify, to correct, ...)
<b>Grammar</b>	- Also - As well - Too

**20. SMOS - the Satellite for Water and Salt - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
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<b>Vocabulary Themes</b>	- The solar system (planet, globe, Earth, ...) - Meteorology (climate, weather, precipitation, ...) - Rivers, seas, & oceans (ocean, sea, current, ...)
<b>Grammar</b>	- Relative pronouns and adverbs

<b>21. ESA Head of Science sets out Cosmic Vision Goals - 00:26</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- The business world (goal, purpose, proposal, ...) - Project management (to involve, to tackle, to rely on, ...) - Everyday life (to make the cut, to come up with, to split into, ...)

<b>22. Project Mars: ESA's Role in Space Exploration - 00:26</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Corporate life (to assert, to retain, to address, ...) - Everyday life (to be on an equal footing, to foot the bill, to set foot on, ...) - Reflection and plans (underway, worthwhile, potential, ...)
<b>Grammar</b>	- Construction of the passive

<b>23. All Aboard the Mars Express - 00:28</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Description of an object (fascinating, mysterious, harsh, ...) - Value judgement (fundamental, average, obvious, ...)
<b>Grammar</b>	- Use of the present perfect continuous

<b>24. Studying the Sea from Space - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Rivers, seas & oceans (salinity, circulation, current, ...) - Meteorology (forecast, phenomenon, drought, ...) - Health problems & diseases (ailing, heal, to

suffer, ...)

**25. One Hundred Days of Solitude - 00:24**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about health
<b>Vocabulary Themes</b>	- Scientific research (surveillance, findings, feedback, ...) - A person's physical & mental state (solitude, readiness, monotonous, ...) - Social life (volunteer, crew, to man, ...)
<b>Grammar</b>	- Which - What

**26. A Pocket-sized Ecosystem - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Careers in the aerospace industry (astronaut, crew, scientist, ...) - Biology (ecosystem, provisions, metabolism, ...)
<b>Grammar</b>	- Construction of the present perfect continuous

**27. Space, Defence and Security - 00:22**

<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Security & defence (vigilant, to scan, detection, ...) - Reflection and plans (outset, to conceive, to join forces, ...) - Risks (hazard, risky, harmful, ...)

**28. Methane on Mars - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Chemistry (methane, organic, composition, ...) - Situation of something in space (internal, in situ, atmosphere, ...) - Probability & potential (feasibility, capability, activity, ...)
<b>Grammar</b>	- Also - As well - Too

**29. Destination Moon, 1969 to Today - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Evolution (impact, to form, to head, ...) - Audiovisual & radio broadcasting (to copy, glued to, black and white, ...)

**30. The Making of an Astronaut - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Value judgement (breathtaking, terrifying, sharp, ...) - Description of a person (willing, aware, vulnerable, ...) - Character & values (audacity, determination, stability, ...)

**31. Mars-500: The Ultimate Challenge - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Scientific research (stimuli, depression, deprivation, ...)
<b>Grammar</b>	- Construction of the present perfect continuous

**3. *Política i economia* – Politics and the Economy → 8:52**

The Language Program Video Lessons: Politics and the Economy will enable you to address political and socioeconomic topics. You will be able to understand relatively short, authentic audiovisual aids about subjects such as political and economic issues and globalization using specialized yet accessible vocabulary.

**1. Monaco: Small Country, Big Image - 00:23**

<b>Lesson Objectives</b>	Understanding the general sense of a short document on the economy
<b>Vocabulary Themes</b>	- Value judgment (testimony, legacy, tribute, ...) - Political regimes and parties (aristocrat, principality, throne, ...) - Finance (to generate, revenue, to thrive, ...)
<b>Grammar</b>	- Means with 'by'

**2. Shareholding in a Globalised Economy 1 - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	- Finance (to save, to earn, income, ...) - Problem explanation (to go wrong, mismanagement, to collapse, ...)
<b>Grammar</b>	- Can - Could - Be able to - Relative pronouns and adverbs

**3. Fishermen Call on EU to Safeguard Their Future - 00:26**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	- Finance (income, financial, funds, ...) - Situation assessment (threatened, shocking, unimaginable, ...) - Problem explanation (useless, waste, hurdle, ...)
<b>Grammar</b>	- Expressions with the present perfect - Use of the passive

**4. Shareholding in a Globalised Economy 2 - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	- Value judgement (problematic, successful, key, ...) - Stock exchange (exchange rate, volatility, currency, ...) - Trade (consumer, goods, globalisation, ...)

**5. Nuclear Energy Back on UK's Political Agenda - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	- Forms of energy (nuclear reactor, natural gas, oil, ...) - Finance (taxpayer, cost, estimate, ...)
<b>Grammar</b>	- Must - Have (got) to

**6. How the European Parliament Came to Be - 00:27**

<b>Lesson Objectives</b>	Understanding the main points in a short document about a political issue
<b>Vocabulary Themes</b>	- Problems & inconveniences (conflict, trigger, tension, ...) - Resolution & handling of problems (solution, negotiation, treaty, ...)
<b>Grammar</b>	- Definite article with geographical names - Relative pronouns and adverbs

<b>7. Nuclear Energy: Friend or Foe to the Environment? - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a debate on a political issue
<b>Vocabulary Themes</b>	- Primary sector (gas, petrol, radioactive, ...) - Environment & ecology (climate, global warming, ecology, ...) - Description of an object (clean, dirty, dangerous, ...)
<b>Grammar</b>	- Similarity: 'like' and 'as'

<b>8. Europe Ponders Growth Versus Climate Change - 00:24</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about a political issue
<b>Vocabulary Themes</b>	- Means of transport (bicycle, limousine, aviation, ...) - Public administration (policy, deputy, European Commission, ...) - Forms of energy (coal, energy, fuel, ...) - Development and growth (flourish, prosper, improve, ...)
<b>Grammar</b>	- Irregular comparatives

<b>9. From Seagull Road to EU Integrated Maritime Policy - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	- Prices & payments (funds, price tag, money, ...) - Industry (to build, to downsize, to develop, ...)

<b>10. CARS 21 Reports on the Future of European Cars - 00:24</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy



<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Companies (sacking, concession, competition, ...)</li> <li>- Value judgement (unrealistic, broad, powerful, ...)</li> <li>- Corporate strategy (to be at stake, to lack, to adapt, ...)</li> <li>- Reflection and plans (to keep abreast of, to report (on), to aim (at), ...)</li> </ul>
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**11. China in Africa – What Does the EU Think? - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a debate on a political issue
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Geography (continent, world, country, ...)</li> <li>- Politics (presence, monopoly, security, ...)</li> </ul>
<b>Grammar</b>	- Nouns and adjectives of nationality

**12. Spain: Housing Boom, or Bust? - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Banking (mortgage, rent, loan, ...)</li> <li>- Prices &amp; payments (to afford, to earn, to cover, ...)</li> <li>- Description - qualification (overjoyed, stuck, brisk, ...)</li> </ul>
<b>Grammar</b>	- Construction of compound nouns

**13. Mobile Phone Charges Across Europe - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Companies (revenue, charge, service, ...)</li> <li>- Prices &amp; payments (bill, cost, price, ...)</li> <li>- Economic situations (gain, lose out, raise, ...)</li> </ul>
<b>Grammar</b>	- Use of the present conditional

**14. Bittersweet Take on Belgian ID Crisis - 00:22**

<b>Lesson Objectives</b>	Understanding the main points in a short document about a political issue
<b>Vocabulary Themes</b>	- Literature & theatre (stage name, comedian, character, ...)

**15. The Success Story of North-East Italy's SMEs - 00:26**

**Lesson Objectives**

Understanding the main points in a short document about the economy

**Vocabulary Themes**

- Problem explanation (to fold like cards, to wipe out, to emerge, ...) - Advantages and disadvantages (strength, wealth, success, ...) - Resolution & handling of problems (to reverse, to define, to realise, ...)

**Grammar**

- Emphatic 'do'

**16. European Common Agricultural Policy Re-examined - 00:23**

**Lesson Objectives**

Understanding the main points in a short document about the environment

**Vocabulary Themes**

- Politics (ally, subsidy, blame, ...) - Habits & tendencies (to follow in sb's footsteps, to waste, to decline, ...) - Resolution & handling of problems (to combat, to halt, to ensure, ...)

**17. Fishing for Tomorrow - 00:28**

**Lesson Objectives**

Understanding the main points in a short document about the environment

**Vocabulary Themes**

- Description of time (age -old, mature, immature, ...) - Exact & applied science (extent, outcome, sample, ...) - Scientific research (to estimate, to weigh, to claim, ...) - Agriculture, fishing and livestock farming (to land a catch, to lay eggs, to bring ashore, ...)

**Grammar**

- The expression 'used to' - The place of 'enough'

**18. Construction Workers Close to Blows - 00:27**

**Lesson Objectives**

Understanding the general sense of a short document on a social issue

**Vocabulary Themes**

- Construction industry (building site, labourers, vanload, ...)

	<ul style="list-style-type: none"> <li>- The business world (social benefits, unemployment, unions, ...)</li> <li>- Situation assessment (to flourish, to top, to be close to blows, ...)</li> </ul>
<b>Grammar</b>	- The past continuous

<b>19. The Space Business - 00:22</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Economics (sector, public, ownership, ...)</li> <li>- Negotiation (to cooperate, partnership, to share, ...)</li> <li>- Definition and characterisation (justifiable, strategic, strong, ...)</li> <li>- Development and growth (constant, flat, to lag behind, ...)</li> </ul>

<b>20. Brazilians in Portugal - 00:24</b>	
<b>Lesson Objectives</b>	- Understanding the main points in a short document about immigration/emigration processes
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Public administration (immigrant, authorities, red tape, ...)</li> <li>- Economics (manpower, labour, sector, ...)</li> <li>- Countries (rural, inland, municipality, ...)</li> </ul>
<b>Grammar</b>	- Uncountable nouns which may take 'a'

<b>21. The Textile Industry in Greece - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about the economy
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Reasoning (mindset, to rely on, to support, ...)</li> <li>- The business world (jobless, to employ, pension, ...)</li> <li>- Finance (prospect, to invest, to globalise, ...)</li> </ul>

<b>22. Air Passengers' Rights - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about a legal issue

**Vocabulary Themes**

- Air traffic (airline, flight, passenger, ...)
- Commitment & responsibility (to wriggle out of, to pass off, compensation, ...)
- Situation assessment (wrecked, high and dry, enormous, ...)

**Grammar**

- Different meanings of 'since'

**4. Ciència - Science → 19:27**

The Language Program Video Lessons: Science will enable you to address topics related to scientific advances. You will be able to understand relatively short, authentic audiovisual aids about subjects such as the day-to-day use of new technologies and computers using specialized yet accessible vocabulary.

**1. Tuna Farms - 00:21**

**Lesson Objectives**

Understanding the general sense of a short document about science

**Vocabulary Themes**

- Agriculture, fishing, & livestock farming (captivity, harvesting, farming, ...)
- Animal life (to reproduce, egg, larva, ...)
- Resolution & handling of problems (hurdle, challenge, to achieve, ...)

**2. Heart Modelling - 00:23**

**Lesson Objectives**

Understanding the general sense of a short document about health

**Vocabulary Themes**

- Art (to model, blueprint, simulation, ...)
- Project brainstorming (mechanism, prognostic, trial and error, ...)
- Assessment of a situation (complex, complicated, substantially, ...)

**Grammar**

- Construction of the passive

**3. Mechatronic Shoes – 00:21**

**Lesson Objectives**

Understanding the general sense of a short document about technology

**Vocabulary Themes**

- Development & expansion (to elaborate, to customise, to carry out, ...)
- Project brainstorming (strategies, given, obstacles, ...)

**4. In Touch with Robots - 00:24**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about technology
<b>Vocabulary Themes</b>	- Behavior & human relations (to grasp, to take hold of, to crush, ...) - Social life (companion, consortium, to interact, ...) - Intellect (cognitive, therapeutic, to get a grip, ...)
<b>Grammar</b>	- Compound adjectives

**5. The Decline of European Eels - 00:25**

<b>Lesson Objectives</b>	Understanding the general sense of a short document on the environment
<b>Vocabulary Themes</b>	- Progression (in waves, peak, to thin out, ...) - Assessment of a situation (eerie, mysterious, alarming, ...)
<b>Grammar</b>	- Definite article with geographical names

**6. Navigation by Satellite - 00:24**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about technology
<b>Vocabulary Themes</b>	- Description of a position (altitude, terrestrial, navigation, ...) - Criteria to measure the quality of a service (precision, integrity, sensitive, ...)
<b>Grammar</b>	- Use of the passive

**7. MUSIC Software - 00:20**

<b>Lesson Objectives</b>	Understanding the general sense of a short document about technology
<b>Vocabulary Themes</b>	- Description of space (surroundings, ubiquitous, geopositioning, ...) - Computer equipment (smartphone, server, platform, ...)

**8. The Photovoltaic Oasis - 00:26**

<b>Lesson Objectives</b>	Understanding the general sense of a short document on the environment
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<b>Vocabulary Themes</b>	- Types of energy (current, to recharge, to power, ...) - Natural resources (to desalinate, to irrigate, oasis, ...)
<b>Grammar</b>	- Construction of the present perfect - Use of the present perfect

<b>9. Research to Protect Deep-Sea Corals - 00:31</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Biology (biological, to reproduce, clonality, ...) - Scientific research (research, laboratory, genetic analysis, ...) - Definition and characterisation (vital, threatening, dangerous, ...)
<b>Grammar</b>	- Use of the present perfect - The present continuous - Construction of the passive - The future

<b>10. Women in the World of Science 1 - 00:27</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Careers in natural sciences (to explore, to experiment, to regenerate, ...) - Cause & effect (in order to, in order that, so that, ...)
<b>Grammar</b>	- Verbs introducing a second action - Verbs expressing a wish to act

<b>11. When Nanotechnology Invades, but by Invitation - 00:27</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Scientific research (to exploit, to detect, to develop, ...) - Medicine (molecule, antibody, cell, ...)
<b>Grammar</b>	- Means with 'by' - Regular comparatives

**12. The Next Generation of Compatible Software - 00:27**

<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Mechanics (weld, crane, sensor, ...)</li> <li>- Resolution &amp; handling of problems (to malfunction, glitch, to challenge, ...)</li> </ul>
<b>Grammar</b>	- Construction of the passive - Adverbs of time

**13. Textiles of the Future in Futuris - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Description of an object (resistant, absorbent, impermeable, ...)</li> <li>- Human body (perspiration, heartbeat, breathing, ...)</li> <li>- Definition and characterisation (to enable, to allow, to be conceived for, ...)</li> </ul>
<b>Grammar</b>	- The verb 'to have (got)'

**14. Volcanic Mounds on the Ocean Bed - 00:30**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- The business world (scientist, geophysicist, colleague, ...)</li> <li>- Geology (mud, fluid, sediment, ...)</li> <li>- Scientific research (to discover, research, observation, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- The simple present and the present continuous</li> <li>- Regular comparatives</li> </ul>

**15. Women in the World of Science 2 - 00:29**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- The business world (career, managerial, responsibility, ...)</li> <li>- Family &amp; entourage (partner, to raise, youngster, ...)</li> </ul>

<b>Grammar</b>	- The simple present and the present continuous - Construction of the present perfect - Use of the present perfect
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**16. Rehabilitation Robots - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Human body (neural network, cerebral signal, brain, ...) - Scientific research (helmet, gel, electrode, ...) - Thought (to tap into, to interpret, to develop, ...)
<b>Grammar</b>	- Relative pronouns and adverbs

**17. Planck - The Time Machine - 00:27**

<b>Lesson Objectives</b>	Understanding the main points in a short document about space
<b>Vocabulary Themes</b>	- Physics (radiation, heat, wavelength, ...) - Astronomy (universe, celestial body, satellite, ...)
<b>Grammar</b>	- Contraction of 'to be' - For - Since - Ago

**18. The Robots Which Walk and Think for Themselves - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Mechanics (robot, prototype, machine, ...) - Human body (head, leg, foot, ...)
<b>Grammar</b>	- Prepositions of place

**19. Research to Make Forecasts More Accurate - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Meteorology (forecast, storm, weather, ...) - Scientific research (researcher, simulation, data, ...) - Definition and characterisation (severe, different, dramatic, ...)



**Grammar** - Past perfect

**20. Arctic Research Looks for Clues to Global Warming - 00:25**

**Lesson Objectives** Understanding the main points in a short document about science

**Vocabulary Themes**

- Animal habitats (habitat, environment, Arctic, ...)
- Relief & landscapes (glacier, coastline, fjord, ...)
- Animal life (to live, to feed, to give birth, ...)
- Resolution & handling of problems (to adapt, to change, to manage, ...)

**Grammar** - The present continuous

**21. Understanding Evolution by Cruising the Volga - 00:25**

**Lesson Objectives** - Understanding the main points in a short document about science

**Vocabulary Themes**

- Species (fish, parasite, mollusc, ...)
- Divisions of time (year, decade, century, ...)

**Grammar** - Construction of the present perfect continuous

**22. Conversing with Computers - 00:27**

**Lesson Objectives** Understanding the main points in a short document about technology

**Vocabulary Themes**

- Value judgement (cheap, expensive, reasonably priced, ...)
- Speaking (react, talk, interact, ...)

**Grammar** - Demonstratives - Interrogative words

**23. Sea Ice - Satellites Monitor Change - 00:24**

**Lesson Objectives** Understanding the main points in a short document about science

**Vocabulary Themes**

- Sport (to drive back, to beat sb to sth, to battle (against), ...)
- Key figures in history (adventurer, hero, victim, ...)
- Meteorology (to melt, frozen, to be fuelled by, ...)

**Grammar** - Sequence of tenses with 'if'

**24. Saving Cultural Heritage from Mother Nature - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Material (wood, iron, lead, ...)</li> <li>- Musical material (keyboard, pipe, belly, ...)</li> <li>- Music (piece, instrument, music, ...)</li> </ul>
<b>Grammar</b>	- For - Since - Ago

**25. European Digital Library to Contain All Knowledge - 00:27**

<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Book &amp; publishing industry (binding, page, book, ...)</li> <li>- Divisions of time (day, minute, week, ...)</li> </ul>
<b>Grammar</b>	- The possessive - Prepositions of place

**26. RFID and Healthcare: the Revolutionary Friendship - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Medicine (cell, tumour, specimen, ...) - Treatment, care &amp; medical procedures (patient, therapy, treatment, ...)</li> </ul>

**27. Unveiling the Mysteries of Sleep - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Thought (record, discover, analyse, ...) - Divisions of time (night, day, hour, ...) - Scientific research (volunteer, lab, experiment, ...)</li> </ul>
<b>Grammar</b>	- Construction of the passive

**28. Number of Alzheimer's Patients Set to Increase - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
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<b>Vocabulary Themes</b>	- Intellect (mind, memory, brain, ...) - Health problems & diseases (disease, condition, atrophy, ...)
<b>Grammar</b>	- Reflexive pronouns

<b>29. Getting to the Bottom of Africa's Carbon Figures - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Trees & shrubs (root, foliage, bark, ...) - Exact & applied science (to measure, to weigh, to absorb, ...) - Scientific research (sample, element, researcher, ...) - Chemistry (polluter, organic matter, carbon, ...)

<b>30. Designing Europe's Train of the Future - 00:24</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Description of an object (spacious, tactile, the other way round, ...) - Vehicle parts (accelerator, brake, button, ...) - Description of a person (passenger, wheelchair user, driver, ...) - Behaviour & human relations (to cope, to start from scratch, to manoeuvre, ...)

<b>31. European Initiative Spearheads Medical Advances - 00:24</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Medical equipment (implant, electrode, monitor, ...)
<b>Grammar</b>	- Construction of the passive

<b>32. Crusts, Crumbs and Chromatography - 00:24</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Scientific research (experiment, guinea pig, researcher, ...)
<b>Grammar</b>	- Irregular comparatives

**33. Preserving Europe's Bells - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Sound (sound wave, diapason, tone, ...) - Architecture (preserve, restore, heritage, ...)
<b>Grammar</b>	- Relative pronouns and adverbs

**34. Snow Scientists Research Falling Mercury - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Evolution (change, transform, become, ...) - Environment & ecology (food chain, predator, bioaccumulable, ...)
<b>Grammar</b>	- The more . . . the more

**35. Development in the Research of Rare Diseases - 00:26**

<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Medical fields (patient care, pre-clinical study, public awareness, ...) - Medicine (health authorities, support groups, drug companies, ...) - Treatment, care & medical procedures (diagnosis, treatment, cure, ...) - Description of an object (encouraging, inherited, faulty, ...)
<b>Grammar</b>	- Means with 'by'

**36. Europe Grooms Its New Generation of Scientists - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	- Environment & ecology (wastewater, resource, field trip, ...) - Natural sciences (harmful, polluted, hands-on, ...) - Chemistry (to preserve, to treat, to filter, ...) - Plant kingdom (roots, pond, willow, ...)

**37. Technology That Will Soon Be Ready-To-Wear - 00:24**

<b>Lesson Objectives</b>	Understanding the main points in a short
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	document about technology
<b>Vocabulary Themes</b>	- Human body (sweat, physio, saltiness, ...) - How the human body works (to age, to excrete, to exercise, ...) - Information & enquiries (to complement, to track, to reveal, ...) - Definition and characterisation (wireless, wearable, faint, ...)

<b>38. Exploring Deep Water Corals - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about science
<b>Vocabulary Themes</b>	- Rivers, seas & oceans (gulf, stream, to flow, ...) - Movement (to draw, to cover, to shoot, ...)
<b>Grammar</b>	- Definite article with geographical names

<b>39. Energy from the Sea - 00:24</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	- Geography (conservation, footprint, turbine , ...)

<b>40. Dust Chasers Study Aral Sea Dust Storms - 00:25</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	- Composition of an object (make -up, particle, compound, ...) - Thought (scrutiny, consequence, hypothesis, ...)
<b>Grammar</b>	- Definite article with geographical names

<b>41. High-tech Textiles for a Material World - 00:23</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Material (material, fibre, cable, ...) - Scientific research (to detect, to monitor, to assess, ...) - Risks (load, severe, damage, ...)
<b>Grammar</b>	- Compound adjectives

**42. Listening to the Deep - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	- Animal habitats (ecosystem, surroundings, equilibrium, ...) - Problem explanation (to incapacitate, to determine, condition, ...) - Warnings (threat, to prevent, to contaminate, ...)
<b>Grammar</b>	- Use of the past participle as an adjective

**43. Climate Change - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	- Environment & ecology (climate change, greenhouse gas, to warm up, ...)
<b>Grammar</b>	- Verbs expressing a wish to act

**44. Virtual Reality - 00:23**

<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Mathematics (random, scale, sequence, ...) - IT (icon, interface, virtual, ...) - Forms of energy (current, device, electrode, ...)
<b>Grammar</b>	- Expressing percentages

**45. Advancing on Hydrogen - 00:25**

<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	- Technical aspects (fuel cell, canister, wheelchair, ...) - Value judgement (futuristic, innovative, conventional, ...) - Reflection and plans (prototype, framework, viability, ...)
<b>Grammar</b>	- Use and omission of 'the'

**46. Multiple Hopes for Multiple Sclerosis - 00:22**

<b>Lesson Objectives</b>	Understanding the general sense of a short
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<b>Vocabulary Themes</b>	<p>document about health</p> <ul style="list-style-type: none"> <li>- Health problems &amp; diseases (multiple sclerosis, disability, disease, ...)</li> <li>- Biology (nerve, spinal cord, lesion, ...)</li> <li>- Cause &amp; effect (to affect, to result, to spark, ...)</li> </ul>
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<b>47. Biofuels: The Cellulose Barrier - 00:22</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about the environment
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Chemical elements &amp; compounds (enzyme, ethanol, mineral, ...)</li> <li>- Chemical reactions (to yield, to concentrate, fermentation, ...)</li> <li>- Biology (poplar, biomass, greenhouse, ...)</li> <li>- Environment &amp; ecology (congested, polluted, widespread, ...)</li> </ul>

<b>48. Cultural Heritage: A New Dimension - 00:25</b>	
<b>Lesson Objectives</b>	Understanding the main points in a short document about technology
<b>Vocabulary Themes</b>	<ul style="list-style-type: none"> <li>- Art (artefact, workshop, detail, ...)</li> <li>- Scientific research (to classify, to compare, to restore, ...)</li> <li>- IT (to digitalise, to capture, to photograph, ...)</li> </ul>
<b>Grammar</b>	- Phrasal verb particles

## D. SITUACIONES PROFESSIONALS

### 1.1. BEGINNER/INTERMEDIATE – A1/A2

#### c. Client and Business Partner Relations I → 06:04

The Language Program Client and Business Partner Relations will enable you to engage in simple interactions, over the phone, in person, and in writing. You will be able to carry out routine tasks such as welcoming unfamiliar visitors, asking for information about events, and writing basic emails. You will be capable of handling brief, structured situations as long as topics are familiar and others speak with a familiar accent.

#### 1. Welcoming a Visitor - 00:58

<b>Lesson Objectives</b>	- Welcoming an unfamiliar visitor
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Offering to help someone - Understanding personal introductions - Asking for further details - Giving information about a person's availability
<b>Lexical Groups</b>	- Meetings (meeting, appointment, ...) - A person's physical & mental state (busy, available, free, ...) - Present situation (now, right now, today, ...)
<b>Grammar</b>	- Questions without interrogative words - The negative form - The present continuous - The simple present and the "present continuous"
<b>Phonetics</b>	- (about) - (September) - (Wednesday)
<b>Language &amp; Culture</b>	- Forms of address

#### 2. Virtual Conversation: Talk about Family - 00:10

<b>Lesson Objectives</b>	- Talking briefly about family
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### 3. Visitor Information - 00:30

<b>Lesson Objectives</b>	- Asking an unfamiliar visitor to wait and providing him with information
<b>Targeted Skills</b>	- Listening - Speaking
<b>Language Functions</b>	- Asking someone to wait - Giving directions - Offering a beverage
<b>Lexical Groups</b>	- Company premises (office, corridor, meeting room, ...) - Beverages (coffee, tea, water, ...)
<b>Grammar</b>	- The affirmative imperative - Prepositions of place - 'Would like': expressing wishes

### 4. Phone Introductions - 00:52

<b>Lesson Objectives</b>	- Understanding someone's professional details (company, position title, service/department) - Giving professional details about yourself (company, position title, service/department)
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Understanding personal introductions - Asking to have something spelled out - the source of a telephone call - Identifying someone's profession - Introducing yourself - Giving information - Introducing yourself in a professional context
<b>Lexical Groups</b>	- Hierarchy (director, manager, assistant, ...) - Services (department, division, branch, ...)
<b>Grammar</b>	- The alphabet
<b>Phonetics</b>	- (please) - (sixteen) - (eighteen)

### 5. Customer Service Questions - 00:30

<b>Lesson Objectives</b>	- Understanding a request for information
<b>Targeted Skills</b>	- Listening
<b>Language Functions</b>	- Identifying the reason for a request
<b>Lexical Groups</b>	- Means of communication (to fax, to mail, to call, ...) - Information & inquiries (to ask, contact information, to help, ...)
<b>Grammar</b>	- Questions without interrogative words
<b>Phonetics</b>	- Intonation and stress

### 6. Virtual Conversation: Answer Questions - 00:10

<b>Lesson Objectives</b>	- Answering personal questions (age, marital status, etc.)
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### 7. The Conference - 01:03

<b>Lesson Objectives</b>	- Asking for practical details about an event
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Asking to speak with someone - Specifying the reason for your call - Expressing intention
<b>Lexical Groups</b>	- Meetings (conference, convention center, to attend, ...) - Description and characterization (concerning, regarding, about, ...)
<b>Grammar</b>	- Questions without interrogative words - The present continuous - 'Will' - 'To be going to'
<b>Phonetics</b>	- (seven) - (about)

Language & Culture - Telephone calls

### 8. The Rescheduling - 00:53

<b>Lesson Objectives</b>	- Canceling or rescheduling a meeting
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Canceling a meeting - Giving information about a person's availability - Understanding an offer
<b>Lexical Groups</b>	- Meetings (to cancel a meeting, appointment, to reschedule, ...) - Polite expressions (sorry, unfortunately, ...)
<b>Grammar</b>	- 'Need to' - 'Must' - 'Have to' - Modal auxiliaries
<b>Phonetics</b>	- (but) - (Monday)

### 9. Emails - 00:33

<b>Lesson Objectives</b>	- Communicating a basic message by email
<b>Targeted Skills</b>	- Reading - Writing
<b>Language Functions</b>	- Understanding the name of a field to fill out - Informing someone of something
<b>Lexical Groups</b>	- Email (subject, attachments, attach file, ...)
<b>Vocabulary</b>	- Email writing

### 10. The Bill - 00:26

<b>Lesson Objectives</b>	- Understanding a basic bill
<b>Targeted Skills</b>	- Reading
<b>Language Functions</b>	- Identifying information in a standard document

**Lexical Groups**

- Prices & payments (cost, bill, to pay, ...)

d. Presentations and Meetings I → 06:40

The Language Program Presentations and Meetings will enable you to have simple interactions with others in formal and informal situations, as well as give short, basic presentations. You will be able to express yourself with reasonable ease when talking about familiar, routine topics such as your job or projects you are involved in. You will also be able to write documents, such as basic memos. You will be capable of handling brief, routine exchanges as long as standard speech is used and accents are familiar.

**1. Job Presentation - 01:16**

**Lesson Objectives**

- Describing your work: tasks & responsibilities

**Targeted Skills**

- Listening
- Speaking
- Reading
- Writing

**Language Functions**

- Introducing yourself in a professional context
- Talking about your work
- Describing your daily activities

**Lexical Groups**

- Professions (Product Manager, Personal Assistant, Project Manager, ...)
- Hierarchy (manager, boss, assistant, ...)
- Management (responsibility, team, to manage, ...)

**Grammar**

- Contraction of 'to be'
- Construction of compound nouns
- Use of compound nouns
- Adverbs of time
- Possessive adjectives
- Time

**Phonetics**

- (fifty)
- (October)
- (black)

**2. Work Review - 01:04**

**Lesson Objectives**

- Talking about the status of your work with a superior

**Targeted Skills**

	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Describing something in a positive way</li> <li>- Expressing satisfaction</li> <li>- Conveying that you like or appreciate something or someone</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Value judgment (interesting, good, well, ...)</li> <li>- A person's physical &amp; mental state (pleased, glad, happy, ...)</li> <li>- Character and values (friendly, kind, nice, ...)</li> <li>- Value judgment (interesting, enjoyable, fun, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- 'Everybody' - 'Nobody'</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Construction of compound nouns</li> <li>- Use of compound nouns</li> <li>- The present continuous</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (November)</li> <li>- (Saturday)</li> <li>- (good)</li> </ul>

### 3. The Presentation Opening - 00:37

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Introducing your own presentation (to an unfamiliar audience)</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Greeting an unfamiliar audience</li> <li>- Thanking an audience</li> <li>- Introducing yourself in a professional context</li> <li>- Communicating the topic of a speech</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Greetings &amp; introductions</li> <li>- Professions (to head up, to manage, to work, ...)</li> <li>- Speaking (to talk about, to tell, presentation, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Infinitive clauses</li> <li>- Contraction of 'to be'</li> <li>- 'Will' - 'To be going to'</li> <li>- The future</li> </ul>

#### 4. The Memo - 00:48

<b>Lesson Objectives</b>	- Writing a memorandum
<b>Targeted Skills</b>	- Reading - Writing
<b>Language Functions</b>	- Informing someone of something
<b>Grammar</b>	- Dates

#### 5. A Project Meeting - 01:03

<b>Lesson Objectives</b>	- Discussing a new project in broad terms
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Identifying the steps in a project - Asking for confirmation - Expressing difficulty - Expressing a need
<b>Lexical Groups</b>	- Situation in the past (before, ...) - Future situation (next, after, ...) - Project management (to sign a contract, to be in stores, to launch, ...) - Value judgment (difficult, complicated, tight, ...)
<b>Grammar</b>	- Confirmation requests - Adjective + infinitive - Regular comparatives
<b>Phonetics</b>	- (yellow) - (fifty) - (hello)

#### 6. Virtual Conversation: What's for Lunch? - 00:10

<b>Lesson Objectives</b>	- Talking about your food preferences
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#### 7. The Schedule - 00:54

<b>Lesson Objectives</b>	- Presenting the overview of an annual schedule
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<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Identifying the stages of a process</li> <li>- Identifying the people involved in a process</li> <li>- Expressing necessity</li> <li>- Outlining the stages of a process</li> <li>- Informing the people involved in a process</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Progression (to begin, to finish, to complete, ...)</li> <li>- Future situation (next, after, following, ...)</li> <li>- Duration (to take X month(s), length of time, duration, ...)</li> <li>- The business world (task, project, job, ...)</li> <li>- Hierarchy (director, manager, boss, ...)</li> <li>- Services (team, department, division, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Prepositions of time</li> <li>- Ordinal numbers</li> <li>- The possessive</li> <li>- Construction of compound nouns</li> <li>- Use of compound nouns</li> <li>- 'Must' - 'Have to'</li> <li>- 'Need to'</li> <li>- Dates</li> </ul>

<b>8. Deadlines - 00:39</b>	
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Identifying dates &amp; deadlines mentioned during a meeting</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Identifying a date</li> <li>- Identifying a deadline</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Future situation (next, following, then, ...)</li> <li>- Progression (to extend, ready, to finish, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- 'Next' - 'The next'</li> <li>- 'For how long' - 'Since when'</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Dates</li> <li>- Ordinal numbers</li> <li>- 'Till' - 'Until'</li> <li>- Prepositions of time</li> </ul>

**9. Virtual Conversation: Make an Appointment - 00:10**

**Lesson Objectives** - Making an appointment (time, date, etc.)

e. Organization I → 03:57

The Language Program Organization will enable you to carry out basic tasks such as making and taking reservations, and understanding simple documents such as forms. You will be capable of having direct, short interactions on familiar topics when others use standard vocabulary and speak with a familiar accent.

**1. Reservation Call - 00:51**

<b>Lesson Objectives</b>	- Taking a reservation
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Asking for further details - Understanding a need - Offering to help someone
<b>Lexical Groups</b>	- Business trips (air conditioning, bath, conference room, ...)
<b>Vocabulary</b>	- 'Kind of' followed by a noun
<b>Grammar</b>	- Interrogative words - 'Will' - 'To be going to' - Questions without interrogative words
<b>Phonetics</b>	- (March) - (eighteen) - (fifty)

**2. Virtual Conversation: Reserve a Table - 00:10**

**Lesson Objectives** - Reserving a table at a restaurant

**3. Vacation Request - 00:22**

**Lesson Objectives** - Understanding a vacation request form

**Targeted Skills** - Reading



<b>Language Functions</b>	- Understanding instructions
<b>Lexical Groups</b>	- Hierarchy (employee, manager, department manager, ...) - Professional documents (holiday request form, vacation request form (US), to fill in, ...) - The business world (position, post, ...) - Corporate life (to take x days' vacation (US), to take x days' holiday, annual leave, ...)

<b>4. Tickets to Boston - 01:06</b>	
<b>Lesson Objectives</b>	- Reserving a plane ticket
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Expressing a wish - Situating something in time - Situating something in space
<b>Lexical Groups</b>	- Travel (to arrive, to stay, to return, ...) - Business trips (to reserve, business-class, ticket, ...)
<b>Vocabulary</b>	- Describing motion
<b>Grammar</b>	- 'Would like': expressing wishes - Time - Dates - Prepositions of place
<b>Phonetics</b>	- (fifteen) - (pen)

<b>5. Hotel Reservation - 01:29</b>	
<b>Lesson Objectives</b>	- Reserving a hotel room
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Giving details about something - Understanding a request for precise information

<b>Lexical Groups</b>	- Business trips (available, to book, to cancel, ...)
<b>Grammar</b>	- 'How long' - 'How much' - 'How many'
<b>Phonetics</b>	- (day) - (June)

## 1.2. To complete my training

a. Client relations → 05:16

The learning program Client relations aims at enabling you to do the following tasks:

- have a simple conversation with a supplier;
- contact a company;
- answer a receptionist's requests for information: spelling your name and giving your job title;
- get information from a client;
- or, playing the role of a client, express yourself in practical situations such as when renting a car or reserving a stand for a trade fair.

### 1. Days & Hours - 01:48

<b>Lesson Objectives</b>	Meeting with a supplier, discuss the number of products you require. Arrange a date and time for the delivery of your order.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Possibility and probability</li> <li>- Desires and wishes</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Delivery</li> <li>- Buying, selling</li> <li>- People and professions</li> </ul> <p>Making Contact</p> <ul style="list-style-type: none"> <li>- Written correspondence</li> </ul>
<b>Grammar</b>	<p>Object pronouns</p> <p>Time</p> <p>Prepositions of time</p> <p>Dates</p>

### 2. A Delivery - 01:33

<b>Lesson Objectives</b>	Discuss the purchase of a large quantity of computers with a sales representative. Compare the different
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	<p>models before deciding on one and agreeing on the quantity required. Negotiate the price and a discount.</p>
<p><b>Vocabulary Themes</b></p>	<p>Communication and Intellect - Oral communication</p> <p>Economy and Trade - Cost, payment</p> <p>Science and Industry - Computer science</p> <p>Finance and Insurance - Currency</p> <p>Measurements and Quantities - Quantity</p>
<p><b>Grammar</b></p>	<p>Demonstratives Placing the adjective “Too” - “Too much” Use of the pronoun “one”</p>

<p><b>3. Renting a Car - 01:48</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Learn how to rent a car. Answer the questions of the car rental representative concerning the duration of your rental, insurance, the distance you intend to drive, the price of the rental, and the means of payment.</p>
<p><b>Vocabulary Themes</b></p>	<p>On the Road - Traveling by vehicle or on foot - Driving</p> <p>Economy and Trade - Cost, payment - Products, merchandise - Micro- and macroeconomics</p> <p>Finance and Insurance - Banking - Insurance - Currency</p> <p>Vacations and Traveling - Accessories</p>

<b>Grammar</b>	Prepositions of time American money Dates
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**4. Cultural Exercises - 00:07**

<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.
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b. Welcoming clients → 03:29

The learning program Welcoming clients aims at teaching you how:

- to exchange information with a receptionist;
- to welcome a client;
- to understand or give directions to a specific place.

**1. At Reception - 01:44**

<b>Lesson Objectives</b>	Give information to a receptionist concerning your meeting with the company chairman. Follow directions on how to find the chairman's office.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Suggestion, proposal, advice</li> <li>- Oral communication</li> <li>- Greetings, being polite</li> </ul> <p>Defining Space</p> <ul style="list-style-type: none"> <li>- Indicating a place</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Office space and supplies</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> <li>- The present</li> <li>- Sequence of events</li> </ul>
<b>Grammar</b>	The negative form The present continuous "Would like:" expressing wishes "Can:" ability and likelihood

**2. Welcoming Clients - 01:45**

<b>Lesson Objectives</b>	Learn how to welcome a visitor to your company. Ask questions concerning the visitor's business with your
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	<p>company and ask them to wait. Give directions to the vice-chairman’s office.</p>
<p><b>Vocabulary Themes</b></p>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Possibility and probability</li> <li>- Oral communication</li> <li>- Greetings, being polite</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Meetings</li> <li>- Professions and hierarchy</li> </ul> <p>Politics and Society</p> <ul style="list-style-type: none"> <li>- People and professions</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> <li>- The present</li> </ul> <p>Defining Space</p> <ul style="list-style-type: none"> <li>- Volume</li> </ul>
<p><b>Grammar</b></p>	<p>“The simple present and the “present continuous          The verb “to have”          The plural          Questions without interrogative pronouns</p>

c. Business calls → 11:30

The learning program Business calls will allow you to be able to:

- contact a company by telephone and introduce yourself;
- set up or cancel an appointment;
- master the principal expressions for getting practical information by telephone;
- answer practical questions by telephone.

You will be able to have a simple telephone conversation, requesting and providing information.

<p><b>1. On the Phone - 01:46</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Ask to speak to the company accountant on the telephone. Answer the receptionist’s questions: spell your name and say which position you hold in your company.</p>
<p><b>Vocabulary Themes</b></p>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Oral communication</li> <li>- Common expressions</li> </ul>

	<ul style="list-style-type: none"> <li>- Greetings, polite expressions</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> </ul> <p>Making Contact</p> <ul style="list-style-type: none"> <li>- The telephone</li> <li>- Written correspondence</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> </ul>
<b>Grammar</b>	<p>The alphabet</p> <p>Interrogative pronouns, adjectives and adverbs</p>

<b>2. Appointments - 01:50</b>	
<b>Lesson Objectives</b>	Learn how to rearrange a meeting. Agree on a date and time to meet.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Oral communication</li> <li>- Suggestion, proposal, advice</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> <li>- Times of day</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Professions and hierarchy</li> <li>- Meetings</li> </ul>
<b>Grammar</b>	<p>“Must” - “Have to”</p> <p>Tags - Short answers</p> <p>Verb + infinitive clause</p> <p>Placement of “enough”</p>

<b>3. Reserving a Flight - 01:40</b>	
<b>Lesson Objectives</b>	Learn how to reserve a plane ticket. Give the date of your departure and say how long you will be staying. Ask about car rental and airport shuttle services at your destination, as well as the duration of the flight. Say how you will pay.

**Vocabulary Themes**

Air and Rail Transportation  
 - Places  
 - Traveling by train or plane  
 - Departure and arrival

Cities and Towns  
 - Public places

Vacations and Traveling  
 - Hotels

Transportation Terms  
 - Stages of a journey  
 - Public transportation

On the Road  
 - Traveling by vehicle or on foot

**Grammar**

Prepositions of place  
 "How long"

**4. Reserving a Room - 01:23**

**Lesson Objectives**

Reserve a hotel room by phone. Tell the receptionist when you will arrive. Specify the type of room you would like and say how many nights you will stay. Ask about the hotel facilities and its location.

**Vocabulary Themes**

Housing  
 - Household appliances  
 - Living spaces  
 - Types of accommodation

Measurements and Quantities  
 - Quantity

Cities and Towns  
 - Places and buildings

Vacations and Traveling  
 - Hotels

Time  
 - Times of day

**Grammar**

"Will" - "To be going to"  
 "There is" - "There are"

**5. Conference Plans - 01:33**

**Lesson Objectives**

Contact a company which is organizing a management conference in New York. Tell the receptionist what your call concerns. Speak to the human resources director and answer his questions: say how many employees would like to attend and whether or not they were at the previous year's conference. Tell him when your delegation will be arriving.

**Vocabulary Themes**

Communication and Intellect  
- Obtaining information

Work Environment  
- Meetings  
- Office space and supplies  
- Professions and hierarchy  
- Managing and organizing

Making Contact  
- The telephone

**Grammar**

The future  
"To be" and "to have:" past tense  
Past interrogatives

**6. Information by Phone - 01:31**

**Lesson Objectives**

Learn how to obtain information over the phone. Ask a supplier for information about deliveries. Request a catalog and inquire about the whereabouts of their nearest branch.

**Vocabulary Themes**

Work Environment  
- Office space and supplies

Economy and Trade  
- Delivery  
- Products, merchandise  
- Accessories

Communication and Intellect  
- Obtaining information

Making Contact  
- Written correspondence  
- The telephone



**Grammar**

“Some” - “Any”  
“May” - “Might”

**7. Reserving a Stand - 01:47**

**Lesson Objectives**

Reserve a stand for your company at a trade fair in Dallas. Ask about the different seminars which will take place, as well as the dates and times of the event.

**Vocabulary Themes**

Economy and Trade

- Negotiation
- Cost, payment
- Buying, selling

Communication and Intellect

- Oral communication

Making Contact

- Written correspondence

Time

- Schedule

Work Environment

- Meetings

**Grammar**

“There is” - “There are”  
Time

d. Introducing yourself and your company → 09:15

The learning program Introducing yourself and your company aims at teaching you how:

- to greet people, introduce yourself and get to know new colleagues;
- to present your career history simply and in detail;
- to answer questions about your company;
- to speak about your company’s products;
- to talk about your new job;
- to describe a typical day at work, your day-to-day tasks and current projects.

**1. First Meeting - 01:15**

**Lesson Objectives**

A first meeting with the manager. Learn to greet people and present yourself: say your name, what you do and where you come from. Say goodbye.

<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Common expressions</li> <li>- Greetings, polite expressions</li> </ul> <p>Personality and Feelings</p> <ul style="list-style-type: none"> <li>- Personality</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Appraisal</li> <li>- True, false</li> </ul> <p>Family, Identity, Social Life</p> <ul style="list-style-type: none"> <li>- Identity</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Expressions</li> </ul>
<b>Grammar</b>	<p>Subject pronouns</p> <p>The verb “to be”</p> <p>Definite and indefinite articles</p> <p>Names of countries: capital letters</p>

<b>2. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

<b>3. Meeting People - 00:56</b>	
<b>Lesson Objectives</b>	A meeting with a company executive in New York. Learn to greet people. Give your name and say what your job is. Talk about where you work and where you come from.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Greetings, polite expressions</li> </ul> <p>Family, Identity, Social Life</p> <ul style="list-style-type: none"> <li>- Identity</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Agreement, disagreement</li> </ul> <p>Defining Space</p> <ul style="list-style-type: none"> <li>- Movements, moving</li> </ul>

	Nature and Geography - Countries, nationalities, languages
<b>Grammar</b>	The simple present Contraction of “to be” The difference between “a” and “an” Nationalities: capital letters

<b>4. Numbers &amp; Money - 01:19</b>	
<b>Lesson Objectives</b>	While at a trade fair, answer questions about your company. Describe the departments and number of employees. Discuss the price of your products. Say where your head office is and give your telephone number.
<b>Vocabulary Themes</b>	<p>Communication and Intellect - Oral communication</p> <p>Work Environment - Managing and organizing - Professions and hierarchy</p> <p>Economy and Trade - Business and commerce - Cost, payment - Products, merchandise</p> <p>Making Contact - The telephone</p> <p>Judgment and Opinion - Agreement, disagreement</p>
<b>Grammar</b>	Possessive adjectives “How much” - “How many” “Some” - “Any”

<b>5. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

<b>6. An Interview - 02:04</b>	
<b>Lesson Objectives</b>	An interview for a management position. Describe

<p><b>Vocabulary Themes</b></p>	<p>your academic studies, your professional experience and skills. Discuss your starting date and salary.</p> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Meetings</li> <li>- Corporate life</li> <li>- Professions and hierarchy</li> </ul> <p>Personality and Feelings</p> <ul style="list-style-type: none"> <li>- Feelings</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Marketing</li> <li>- Cost, payment</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Necessity, ability and difficulty</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>- Learning and knowledge</li> <li>- Places</li> </ul>
<p><b>Grammar</b></p>	<p>Construction of the past tense          "To be" and "to have:" past tense          "'Can:" ability and likelihood</p>

<p><b>7. First Day at Work - 01:16</b></p>	
<p><b>Lesson Objectives</b></p>	<p>You begin a new job. Ask and answer questions during a short tour of the company given by your superior. Greet a new colleague and ask about internal company rules.</p>
<p><b>Vocabulary Themes</b></p>	<p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- The stock market</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Corporate life</li> <li>- Professions and hierarchy</li> <li>- Office space and supplies</li> </ul> <p>Housing</p> <ul style="list-style-type: none"> <li>- Furniture</li> <li>- Parts of a building</li> </ul>

	Time - Times of day
<b>Grammar</b>	The possessive Prepositions of place

<b>8. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

<b>9. Meeting the Boss - 01:27</b>	
<b>Lesson Objectives</b>	You meet your boss after three months on the job. Talk about settling in and describe your relations with your colleagues. Discuss the results and progress of an on-going project.
<b>Vocabulary Themes</b>	<p>Work Environment - Professions and hierarchy</p> <p>Personality and Feelings - Personality - Feelings</p> <p>Progress and Change Judgment and Opinion - Appraisal</p> <p>Science and Industry - Computer science</p>
<b>Grammar</b>	"The simple present and the "present continuous "Would like:" expressing wishes

<b>10. Presenting your Job - 01:37</b>	
<b>Lesson Objectives</b>	Present your position and responsibilities to a new employee. Describe a typical working day, your daily tasks and on-going projects.
<b>Vocabulary Themes</b>	<p>Work Environment - Professions and hierarchy - Managing and organizing</p>

<b>Grammar</b>	Time - The present
	Communication and Intellect - Obtaining information
	Economy and Trade - Marketing
	Adverbs of time Possessive pronouns

e. Meetings and speeches → 08:08

The learning program Meetings and speeches aims at greater ease in conducting the following tasks:

- discussing questions and answers with your manager;
- understanding company rules and how the firm works;
- participating in a meeting and suggesting new ideas.

**1. A New Project - 01:35**

**Lesson Objectives**

In a meeting, you and your colleagues discuss the details of a new project: the project's start date, the signing of the contract, recruitment, and the available budget.

**Vocabulary Themes**

Judgment and Opinion  
- Agreement, disagreement  
- General terms and impartiality  
- Necessity, ability and difficulty

Time  
- Sequence of events  
- Schedule

Finance and Insurance  
- Accounting

Work Environment  
- Corporate life  
- Office space and supplies  
- Professions and hierarchy  
- Managing and organizing

Communication and Intellect  
- Thinking, debating, explaining

**Grammar**

The future

## 2. Giving your Opinion - 01:43

### Lesson Objectives

Exchange opinions with a colleague concerning the new project. Make suggestions on how the product could be improved. Discuss the budget, workload and give your opinion on how best to proceed.

### Vocabulary Themes

Communication and Intellect

- Suggestion, proposal, advice
- Thinking, debating, explaining
- Possibility and probability

Finance and Insurance

- Currency

Personality and Feelings

- Feelings

Judgment and Opinion

- General terms and impartiality

Work Environment

- Corporate life

### Grammar

“Should” and “ought to:” advice  
Verbs: reactions and preferences

## 3. Discussions - 01:40

### Lesson Objectives

Ask a colleague to summarize the latest meeting. Discuss the design of the product and the marketing strategy the company has planned for it.

### Vocabulary Themes

Economy and Trade

- Marketing
- Buying, selling

The Arts

- Creativity and artistic trends
- Fine arts

Work Environment

- Managing and organizing

Communication and Intellect

- Suggestion, proposal, advice

	Judgment and Opinion - Necessity, ability and difficulty
<b>Grammar</b>	Interrogative pronouns, adjectives and adverbs Direct and indirect questions

<b>4. An Urgent Problem - 01:37</b>	
<b>Lesson Objectives</b>	Discuss with colleagues how to solve the problem of a delay in the project's development, taking into account the budget and other limitations.
<b>Vocabulary Themes</b>	<p>Time - Schedule</p> <p>Communication and Intellect - Oral communication - Thinking, debating, explaining - Desires and wishes</p> <p>Judgment and Opinion - Necessity, ability and difficulty</p> <p>Personality and Feelings - Personality</p>
<b>Grammar</b>	"Also" - "As well" - "Too" "Must" - "Have to"

<b>5. Solving the Problem - 01:33</b>	
<b>Lesson Objectives</b>	During a meeting, report back to your boss on the compromise reached between your company and your partners.
<b>Vocabulary Themes</b>	<p>Science and Industry - Aeronautics</p> <p>Economy and Trade - Marketing - People and professions</p> <p>Work Environment - Meetings</p> <p>Making Contact</p>



	- Written correspondence
<b>Grammar</b>	“Will” - “To be going to” Questions without interrogative pronouns

f. On a business trip → 04:16

The learning program On a business trip will enable you:

- to present your career history simply;
- to discover the principal courteous forms of address.

<b>1. Introductions - 01:43</b>	
<b>Lesson Objectives</b>	Greet someone, introduce yourself, ask someone their name, inquire about their profession, and their family life.
<b>Vocabulary Themes</b>	Communication and Intellect - Common expressions - Greetings, polite expressions Family, Identity, Social Life - Identity - Social life Judgment and Opinion - Agreement, disagreement - Appraisal Work Environment - Corporate life
<b>Grammar</b>	Definite and indefinite articles The difference between “a” and “an” The verb “to be” The verb “to have”

<b>2. A City Tour - 02:33</b>	
<b>Lesson Objectives</b>	Learn vocabulary dealing with urban settings. Ask for prices and order a drink.
<b>Vocabulary Themes</b>	Economy and Trade - Buying, selling - Cost, payment Defining Space - Indicating a place Games, Leisure and Entertainment - Places

<b>Grammar</b>	Shopping - Stores Cities and Towns - Places and buildings - Public places
	Interrogative words Demonstratives Prepositions of place "Here" - "There"

g. All topics → 10:27

With the learning program All topics, you will discover and learn the basic words and structures needed to communicate effectively in a professional environment.

The following situations will enable you to put into practice your vocabulary and communication skills:

- presentation of your professional background;
- presentation of your company.

**1. Numbers & Money - 01:31**

<b>Lesson Objectives</b>	While at a trade fair, answer questions about your company. Describe the departments and number of employees. Discuss the price of your products. Say where your head office is and give your telephone number.
<b>Vocabulary Themes</b>	<p>Communication and Intellect - Oral communication</p> <p>Work Environment - Managing and organizing - Professions and hierarchy</p> <p>Economy and Trade - Business and commerce - Cost, payment - Products, merchandise</p> <p>Making Contact - The telephone</p> <p>Judgment and Opinion - Agreement, disagreement</p>
<b>Grammar</b>	Possessive adjectives "How much" - "How many" "Some" - "Any"

**2. Cultural Exercises - 00:07**

**Lesson Objectives**

Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

**3. First Meeting - 01:15**

**Lesson Objectives**

A first meeting with the manager. Learn to greet people and present yourself: say your name, what you do and where you come from. Say goodbye.

**Vocabulary Themes**

Communication and Intellect

- Common expressions
- Greetings, being polite

Personality and Feelings

- Personality

Judgment and Opinion

- Appraisal
- True, false

Family, Identity, Social Life

- Identity

Time

- Expressions

**Grammar**

Subject pronouns

The verb "to be"

Definite and indefinite articles

Names of countries: capital letters

**4. Cultural Exercises - 00:07**

**Lesson Objectives**

Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

**5. Meeting People - 00:56**

**Lesson Objectives**

A meeting with a company executive in New York. Learn to greet people. Give your name and say what your job is. Talk about where you work and where you come from.

<b>Vocabulary Themes</b>	<p>Communication and Intellect - Greetings, being polite</p> <p>Family, Identity, Social Life - Identity</p> <p>Judgment and Opinion - Agreement, disagreement</p> <p>Defining Space - Movements, moving</p> <p>Nature and Geography - Countries, nationalities, languages</p>
<b>Grammar</b>	<p>The simple present Contraction of “to be” The difference between “a” and “an” Nationalities: capital letters</p>

<b>6. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

<b>7. An Interview - 02:04</b>	
<b>Lesson Objectives</b>	An interview for a management position. Describe your academic studies, your professional experience and skills. Discuss your starting date and salary.
<b>Vocabulary Themes</b>	<p>Work Environment - Meetings - Corporate life - Professions and hierarchy</p> <p>Personality and Feelings - Feelings</p> <p>Economy and Trade - Marketing - Cost, payment</p> <p>Judgment and Opinion - Necessity, ability and difficulty</p>

	<p>Education</p> <ul style="list-style-type: none"> <li>- Learning and knowledge</li> <li>- Places</li> </ul>
<b>Grammar</b>	<p>Construction of the past tense</p> <p>“To be” and “to have:” past tense</p> <p>“Can:” ability and likelihood</p>

<b>8. First Day at Work - 01:16</b>	
<b>Lesson Objectives</b>	<p>You begin a new job. Ask and answer questions during a short tour of the company given by your superior. Greet a new colleague and ask about internal company rules.</p>
<b>Vocabulary Themes</b>	<p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- The stock market</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Corporate life</li> <li>- Professions and hierarchy</li> <li>- Office space and supplies</li> </ul> <p>Housing</p> <ul style="list-style-type: none"> <li>- Furniture</li> <li>- Parts of a building</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Times of day</li> </ul>
<b>Grammar</b>	<p>The possessive</p> <p>Prepositions of place</p>

<b>9. Meeting the Boss - 01:27</b>	
<b>Lesson Objectives</b>	<p>You meet your boss after three months in the job. Say how you have settled in and describe your relations with your colleagues. Discuss the results and progress of an on-going project.</p>
<b>Vocabulary Themes</b>	<p>Work Environment</p> <ul style="list-style-type: none"> <li>- Professions and hierarchy</li> </ul> <p>Personality and Feelings</p>

	<ul style="list-style-type: none"> <li>- Personality</li> <li>- Feelings</li> </ul> <p>Progress and Change Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Appraisal</li> </ul> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Computer science</li> </ul>
<b>Grammar</b>	<p>“The simple present and the “present continuous “Would like:” expressing wishes</p>

<b>10. Presenting your Job - 01:37</b>	
<b>Lesson Objectives</b>	Present your position and responsibilities to a new employee. Describe a typical working day, your daily tasks and on-going projects.
<b>Vocabulary Themes</b>	<p>Work Environment</p> <ul style="list-style-type: none"> <li>- Professions and hierarchy</li> <li>- Managing and organizing</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- The present</li> </ul> <p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Obtaining information</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Marketing</li> </ul>
<b>Grammar</b>	<p>Adverbs of time Possessive pronouns</p>

**2.1. PROFICIENT – B1**

a. Client and Business Partner Relations II → 09:33

The Language Program Client and Business Partner Relations will enable you to carry out clear-cut tasks with reasonable fluency, such as welcoming visitors, making suggestions and scheduling meetings over the phone, making a sale, or giving instructions by email. You will be able to understand and interact with others who speak clearly and articulately with a familiar accent.

**1. The Welcome Desk - 01:44**

**Lesson Objectives**

- Welcoming various visitors using appropriate polite expression

**Targeted Skills**

- Listening  
- Speaking  
- Reading  
- Writing

**Language Functions**

- Greeting a visitor  
- Asking someone to wait  
- Offering something politely  
- Notifying someone about someone else's availability  
- Putting yourself at someone's disposal

**Lexical Groups**

- Future situation (right away, in no time, shortly, ...)  
- Professional first contacts (to be willing to, to care, to get someone something, ...)  
- A person's availability (busy, available, to be tied up, ...)

**Grammar**

- Modal auxiliaries  
- The future

**Phonetics**

- Shortened pronunciation  
- (Wednesday)  
- (September)

**Language & Culture**

- Forms of address  
- 'Shall'

**2. Appointment Setup - 01:33**

**Lesson Objectives**

- Arranging a meeting with someone whose availability is limited

**Targeted Skills**

- Listening

	<ul style="list-style-type: none"> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Asking someone to wait</li> <li>- Giving information about a person's availability</li> <li>- Suggesting that someone do something</li> <li>- Confirming a meeting</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Polite expressions (to be afraid, to regret, you're welcome, ...)</li> <li>- A person's availability (busy, absent, to miss someone, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Possessive adjective</li> <li>- Object pronouns</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (about)</li> <li>- (December)</li> <li>- (Sunday)</li> </ul>
<b>Language &amp; Culture</b>	<ul style="list-style-type: none"> <li>- Telephone calls</li> <li>- 'Shall'</li> </ul>

### 3. Itinerary Organization - 01:15

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Making suggestions to clients concerning their needs</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Advising</li> <li>- Warning someone about something</li> <li>- Stating conditions</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Advice and recommendations (reliable, to be wise to, to recommend, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- The past subjunctive</li> <li>- Construction of the present conditional</li> <li>- The future</li> <li>- Modal auxiliaries</li> <li>- Expressions of condition</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (book)</li> </ul>



- (September)

#### 4. Before the Visit - 01:23

<b>Lesson Objectives</b>	- Giving precise instructions to an unfamiliar group of visitors
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Guiding a group - Giving instructions - Warning someone about something - Granting permission or expressing an absence of obligation
<b>Lexical Groups</b>	- Quantities (all, one by one, each, ...) - Advice and recommendations (to be careful, to make sure, to be aware, ...)
<b>Vocabulary</b>	- Ways to address groups
<b>Grammar</b>	- The negative imperative - Modal auxiliaries
<b>Phonetics</b>	- Intonation and stress - (Sunday) - (Saturday) - (about)

#### 5. Security Rules - 00:43

<b>Lesson Objectives</b>	- Communicating instructions by email
<b>Targeted Skills</b>	- Reading - Writing
<b>Language Functions</b>	- Giving instructions - Listening - Speaking - Reading - Writing
<b>Lexical Groups</b>	- Instructions and orders
<b>Vocabulary</b>	- Email writing

<b>Grammar</b>	<ul style="list-style-type: none"> <li>- The affirmative imperative</li> <li>- The negative imperative</li> </ul>
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## 6. Sales Contact - 01:07

<b>Lesson Objectives</b>	- Establishing a contact in order to facilitate professional collaboration
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Expressing your interest in something</li> <li>- Establishing a contact</li> <li>- Introducing yourself in a professional context</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Marketing &amp; communication (brochure, catalog, demonstration, ...)</li> <li>- Professional documents (business card, ...)</li> <li>- Communication (to get in touch, to hear from somebody, to network, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- 'Should' and 'ought to': advice</li> <li>- 'May' - 'Might'</li> <li>- 'To look forward to'</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (Sunday)</li> <li>- (hello)</li> <li>- (March)</li> </ul>

## 7. Prospective Customer - 01:02

<b>Lesson Objectives</b>	- Discussing a detailed request for information about a product
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Praising someone or something</li> <li>- Making an offer</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Value judgment (best-seller, popular, ...)</li> <li>- Description of an object (feature, characteristic, detail, ...)</li> </ul>

	- Prices & payments (free, for free, extra, ...)
<b>Grammar</b>	- Expressions of emphasis - Sequence of tenses with 'if'
<b>Phonetics</b>	- (pen) - (day) - (seventy)

<b>8. Contract Settlements - 00:31</b>	
<b>Lesson Objectives</b>	- Understanding the conditions specified in a contract
<b>Targeted Skills</b>	- Listening - Speaking
<b>Language Functions</b>	- Understanding a condition - Clarifying an ambiguous point
<b>Lexical Groups</b>	- Prices & payments (monthly payment, quarterly payments, payment by semester, ...) - Negotiation (terms, order, distribution contract, ...)
<b>Vocabulary</b>	- 'Within' - 'Within . . . of'
<b>Grammar</b>	- Sequence of tenses with 'if'

<b>9. Virtual Conversation: Return a Product - 00:15</b>	
<b>Lesson Objectives</b>	- Expressing dissatisfaction and arguing for a refund

b. Professional Interaction II → 05:57

The Language Program Professional Interaction will enable you to express yourself reasonably fluently, as well as understand others when discussing opinions, interests, or objectives within your company. You will be capable of identifying the important points in clear, factual documents such as professional letters. You will be able to understand others as long as they speak clearly and articulately with a familiar accent and the subjects discussed are familiar to you.

<b>1. Company History - 01:10</b>	
<b>Lesson Objectives</b>	- Speaking about your company in general terms with an outside party
<b>Targeted Skills</b>	- Listening - Speaking

	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Giving information about a company's history</li> <li>- Giving information about a company's projects</li> <li>- Evaluating performance</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Corporate strategy (to set up, to found, to establish, ...)</li> <li>- Development &amp; expansion (to grow by X%, to increase by X%, to expand, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Irregular verbs</li> <li>- Construction of the past tense</li> <li>- Use of the past tense</li> <li>- The future</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (five)</li> <li>- (black)</li> <li>- (eighteen)</li> </ul>

<b>2. Job Application - 00:25</b>	
<b>Lesson Objectives</b>	- Understanding a basic résumé
<b>Targeted Skills</b>	- Reading
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Identifying information in a standard document</li> <li>- Identifying a candidate's skills in a document</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Training &amp; knowledge (Business Studies, Modern Languages, Marketing, ...)</li> <li>- Assessment &amp; qualifications (BA [Bachelor of Arts], BSc [Bachelor of Science], BEng [Bachelor of Engineering], ...)</li> </ul>

<b>3. Letter of Recommendation - 00:33</b>	
<b>Lesson Objectives</b>	- Understanding a basic letter of recommendation
<b>Targeted Skills</b>	- Reading
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Identifying a candidate's qualities in a document</li> <li>- Identifying a candidate's skills in a document</li> </ul>
<b>Lexical Groups</b>	- Character and values (motivated, dedicated, ambitious , ...)

- Professions (implementation, creation, to manage, ...)

#### 4. Job Interview - 00:48

##### Lesson Objectives

- Taking part in a job interview

##### Targeted Skills

- Listening  
- Speaking

##### Language Functions

- Talking about your experience  
- Expressing your interest in something  
- Expressing a wish  
- Establishing limitations

##### Lexical Groups

- Career stages (interview, experience, promotion, ...)  
- Value judgment (To appreciate, Impressive, To be interested in, ...)

##### Grammar

- Construction of the present perfect  
- Use of the present perfect  
- Use of the past participle as an adjective  
- Relative pronouns and adverbs  
- 'Would like': expressing wishes  
- Verb + infinitive clause  
- Expression of preference  
- Verbs: reactions and preferences

#### 5. Letter to Human Resources - 00:29

##### Lesson Objectives

- Understanding a basic cover letter

##### Targeted Skills

- Reading

##### Language Functions

- Identifying a candidate's motivation in a document  
- Identifying a candidate's qualities in a document  
- Identifying a candidate's skills in a document

##### Lexical Groups

- Character and values (enthusiasm, strength, professionalism, ...)  
- Description of a person (problem-solving skills, leadership skills, organisational skills, ...)

#### 6. About the Project - 01:12

##### Lesson Objectives

- Asking a colleague for general information about a project

<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Asking for information</li> <li>- Asking for someone's advice</li> <li>- Giving your opinion</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Project management (to launch, launch date, to finish, ...)</li> <li>- Value judgment (excellent, great, good point, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- „Not bad“</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Direct and indirect questions</li> <li>- Interrogative words</li> <li>- 'That' and dependent clauses</li> <li>- The sequence of tenses</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (sixteen)</li> <li>- (please)</li> </ul>

<b>7. Company Presentation - 01:07</b>	
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Speaking about current developments within your company with an outside party</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Describing a company</li> <li>- Talking about objectives</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Company structure (multinational company, headquarters, global, ...)</li> <li>- Corporate strategy (to employ, to distribute, competition, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Approximation</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (Monday)</li> <li>- (January)</li> </ul>

**8. Virtual Conversation: Join a Company Team - 00:15**

**Lesson Objectives** - Talking about pastimes

c. Professional Telephone Communication II → 06:37

The Language Program Professional Telephone Communication will enable you to carry out straightforward tasks over the phone, such as asking for directions or information, and understanding or expressing needs. You will be able to write standard documents, such as surveys, that can be used while on the phone. You will be able to have conversations with others who speak at a moderate pace and without any significant accent.

**1. Directions - 01:20**

**Lesson Objectives**

- Understanding a complex itinerary that is clearly explained

**Targeted Skills**

- Listening
- Speaking
- Reading
- Writing

**Language Functions**

- Asking for directions
- Asking for confirmation
- Asking for further details
- Understanding an itinerary

**Lexical Groups**

- Travel (to turn, to follow, to pass, ...)
- Situation of something in space (right-hand side, left-hand side, in front of, ...)
- Situation in time (next, before, soon, ...)

**Vocabulary**

- 'Here' - 'There'

**Grammar**

- Infinitive clauses
- Question tags
- Interrogative words
- 'Should' and 'ought to': advice

**Phonetics**

- (they)
- (Wednesday)
- (sixteen)

**2. Registration - 01:04**

**Lesson Objectives** - Asking clients about their needs

<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Arranging for participation at a trade fair</li> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Asking for further details</li> <li>- Showing that you understand</li> <li>- Understanding a need</li> <li>- Asking someone to repeat something</li> <li>- Committing to doing something</li> <li>- Expressing a need</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Results of reflection (in mind, second thoughts, preference, ...)</li> <li>- Information &amp; inquiries (to specify, breakdown, to request, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- 'Which' - 'What'</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (pen)</li> <li>- (nine)</li> </ul>

### 3. Fair Registration - 01:14

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Answering practical questions concerning participation in a trade fair or other event</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Getting in contact with the right person</li> <li>- Expressing quantity</li> <li>- Understanding pricing</li> <li>- Situating something in time</li> <li>- Expressing intention</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Management (chair, to put together, event planner, ...)</li> <li>- Prices &amp; payments (discount, additional, charge, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Expressions of quantity</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- 'There is' - 'There are'</li> <li>- Goal and consequence</li> </ul>



<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (nothing)</li> <li>- (small)</li> <li>- (Saturday)</li> </ul>
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**4. Virtual Conversation: Organize a Trip - 00:15**

<b>Lesson Objectives</b>	- Organizing a trip abroad
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**5. A Special Offer - 01:08**

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Offering your services to a prospect</li> <li>- Responding to an offer of service</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Addressing a topic</li> <li>- Praising someone or something</li> <li>- Making an offer</li> <li>- Responding to an objection</li> <li>- Responding to someone over the telephone in an appropriate way</li> <li>- Asking for further details</li> <li>- Stating objections</li> <li>- Expressing wishes</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Value judgment (bargain, deal, one-of-a-kind, ...)</li> <li>- Prices &amp; payments (fee, free of charge, rate, ...)</li> </ul>
<b>Vocabulary</b>	- A use of the comparative
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Regular comparatives</li> <li>- Irregular comparatives</li> <li>- Possessive pronouns</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (fifteen)</li> <li>- (October)</li> </ul>

**6. A Telephone Survey - 01:01**

<b>Lesson Objectives</b>	- Conducting short telephone interviews as part of market research
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<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>
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	- Reading - Writing
<b>Language Functions</b>	- Asking to speak with someone - Specifying the reason for your call - Obtaining information about the consumption of something
<b>Lexical Groups</b>	- Management (to be in charge, to manage, to be responsible for, ...) - Buying & selling (purchase, subcontract, purchase volume, ...)
<b>Phonetics</b>	- (good) - (black)

<b>7. The Survey - 00:36</b>	
<b>Lesson Objectives</b>	- Writing a customer survey
<b>Targeted Skills</b>	- Reading - Writing
<b>Language Functions</b>	- Asking for information - Offering a range of answers to a question
<b>Lexical Groups</b>	- Surveys & questionnaires (survey, to fill in, to fill out (US), ...)
<b>Grammar</b>	- 'How' + adjective or adverb

d. Presentations and Meetings II → 07:41

The Language Program Presentations and Meetings will enable you to interact in a variety of clear-cut situations, and to write and understand standard documents. You will learn to express yourself in a clear, detailed way when speaking to a group, such as when explaining a procedure or justifying a choice. You will be capable of writing and understanding straightforward documents such as memos. You will be able to converse with and understand others as long as accents are familiar and only standard speech is used.

<b>1. About the Presentation - 01:45</b>	
<b>Lesson Objectives</b>	- Summarizing your points of view on technical questions to a familiar audience

<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Outlining the advantages of something</li> <li>- Minimizing something's flaws and drawbacks</li> <li>- Giving an example</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Maintenance and functioning (configuration, to install, to implement, ...)</li> <li>- Examples (as you can see, clear, to demonstrate, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Construction of the present conditional</li> <li>- Diplomatic constructions</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- Pronunciation of consonants</li> <li>- (pen)</li> <li>- (five)</li> <li>- (seventy)</li> </ul>

## 2. Asset Management - 00:41

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Summarizing your points of view on technical questions to a familiar audience</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Outlining the advantages of something</li> <li>- Minimizing something's flaws and drawbacks</li> <li>- Giving an example</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Maintenance and functioning (configuration, to install, to implement, ...)</li> <li>- Examples (as you can see, clear, to demonstrate, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Examples and illustrations</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Relative pronouns and adverbs</li> <li>- Construction of the present conditional</li> <li>- Diplomatic constructions</li> </ul>

### 3. The Production Process - 01:39

<b>Lesson Objectives</b>	- Explaining work methods in an informative way to an audience (clients, colleagues, etc.)
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Outlining the stages of a process - Informing the people involved in a process - Justifying a choice - Talking about the amount of time that something takes
<b>Lexical Groups</b>	- Project management (to agree on, to appoint, to approve, ...) - Duration (time-consuming, to take, brief, ...)
<b>Grammar</b>	- Construction of the present perfect - Use of the present perfect
<b>Phonetics</b>	- (please) - (sixteen) - (she)

### 4. Explanation of a Procedure - 00:40

<b>Lesson Objectives</b>	- Explaining work methods in an informative way to an audience (clients, colleagues, etc.)
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Outlining the stages of a process - Informing the people involved in a process - Justifying a choice - Talking about the amount of time that something takes
<b>Lexical Groups</b>	- Project management (to assign, to appoint, in charge of, ...) - Duration (time-consuming, to take, brief, ...)

<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Construction of the present perfect</li> <li>- Use of the present perfect</li> <li>- Construction of the passive</li> <li>- Use of the passive</li> <li>- Goal and consequence</li> <li>- Expressions of condition</li> </ul>
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<b>5. Advice - 00:36</b>	
<b>Lesson Objectives</b>	- Writing recommendations
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Advising</li> <li>- Justifying an action</li> </ul>
<b>Lexical Groups</b>	- Advice and recommendations
<b>Grammar</b>	- 'Instead of' - 'Rather than'

<b>6. Delays - 01:15</b>	
<b>Lesson Objectives</b>	- Discussing progress made on a project
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Expressing necessity</li> <li>- Situating something in time</li> <li>- Expressing agreement</li> <li>- Understanding constraints</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Qualifiers of time and age (on time, quickly, soon, ...)</li> <li>- Project management (to compromise, quality, budget, ...)</li> </ul>
<b>Vocabulary</b>	- 'Next' - 'The next'
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- 'Must' - 'Have to'</li> <li>- 'Will' - 'To be going to'</li> <li>- 'Also' - 'As well' - 'Too'</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- (but)</li> <li>- (July)</li> <li>- (November)</li> </ul>

**7. Instructions - 00:44**

<b>Lesson Objectives</b>	- Giving instructions
<b>Targeted Skills</b>	- Listening Speaking
<b>Language Functions</b>	- Relaying information - Insisting on something - Explaining a procedure - Giving details about something
<b>Lexical Groups</b>	- Speaking (to repeat, to explain, to insist, ...) - Situation in time (first off, moving on, in addition, ...) - The business world (step, stage, part, ...)
<b>Vocabulary</b>	- 'So that' + 'may' or 'can' - „Process“ and „procedure“
<b>Grammar</b>	- Making references - Object pronouns - Use of the pronoun 'one' - Relative pronouns and adverbs
<b>Phonetics</b>	- Intonation and stress

**8. The Leaving Party - 00:23**

<b>Lesson Objectives</b>	- Understanding a memorandum in detail
<b>Targeted Skills</b>	- Reading
<b>Language Functions</b>	- Identifying information in a standard document
<b>Lexical Groups</b>	- Corporate life (retirement, to retire, party, ...)

**2.2. To complete my training**

- a. Client relations → 04:46

The learning program Client relations will enable you to:

- answer a client following a problem with an order;
- review the expressions for negotiating with someone in order to get discounts or to finalize the terms of a contract;
- describe an IT problem;
- answer a technician`s questions.

**1. Customer Service - 01:31**

<b>Lesson Objectives</b>	Deal with a client who has a problem with a delivery.
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	<p>Ask about the invoice and negotiate a compromise to resolve the situation.</p>
<p><b>Vocabulary Themes</b></p>	<p>Finance and Insurance          - Accounting          - Insurance</p> <p>Shopping          - People and professions</p> <p>Objects          - Descriptive terms</p> <p>Economy and Trade          - Cost, payment          - Buying, selling          - Delivery</p>
<p><b>Grammar</b></p>	<p>The affirmative imperative          The negative imperative</p>

<p><b>2. First Negotiations - 01:35</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Learn how to negotiate. Discuss discounts on bulk orders and distribution rights with a distribution company representative.</p>
<p><b>Vocabulary Themes</b></p>	<p>Economy and Trade          - Negotiation          - Delivery</p> <p>Work Environment          - Corporate life          - Office space and supplies</p> <p>Communication and Intellect          - Oral communication          - Suggestion, proposal, advice</p> <p>Judgment and Opinion          - Descriptive terms</p> <p>Time          - Time periods</p>
<p><b>Grammar</b></p>	<p>Regular superlatives          Irregular superlatives          "Shall"</p>

### 3. Contracts - 02:07

#### Lesson Objectives

Negotiate the terms of a contract with a sales representative. Discuss the discount, terms of payment and warranty covering the products. Outline how any contract disputes will be settled.

#### Vocabulary Themes

Judgment and Opinion

- Agreement, disagreement

Communication and Intellect

- Thinking, debating, explaining

Finance and Insurance

- Insurance

Economy and Trade

- Cost, payment

- People and professions

Administration and Law

- Law and justice

- Laws and regulations

#### Grammar

Sequence of tenses with "if"

### 4. Technical Problems - 01:40

#### Lesson Objectives

Call technical support after your laptop crashes. Describe the problem to the technician and respond to his questions. Discuss solutions to the problem.

#### Vocabulary Themes

Science and Industry

- Computer science

- Electricity

- Technology

Judgment and Opinion

- Appraisal

The Media

- The Internet

Objects

- How it works

Work Environment

- Managing and organizing



- Professions and hierarchy

**Grammar**

Construction of the present perfect continuous  
Use of the present perfect continuous

b. On a business trip → 06:24

The learning program On a business trip aims at developing your capacity:

- to exchange information with an check-in desk clerk at the airport (changing your ticket, confirming flight times, checking bags and boarding the aircraft);
- to give the precise location for a meeting;
- to confirm the date for a business meeting.

**1. At the Airport - 02:08**

**Lesson Objectives**

Respond to the questions asked at the check-in counter of New York airport. Upgrade your ticket, check your flight's departure and arrival times, check-in your luggage and enquire about the boarding gate.

**Vocabulary Themes**

Air and Rail Transportation  
- Traveling by train or plane  
- Departure and arrival  
- Baggage

Transportation Terms  
- Safety and regulations  
- Stages of a journey  
- Public transportation

Defining Space  
- Movements, moving

Vacations and Traveling  
- Accessories

**Grammar**

"Must" - "Have to"  
Possessive pronouns

**2. Getting Directions - 01:59**

**Lesson Objectives**

Follow instructions over the phone to find the New York restaurant where you will attend your business lunch. Confirm the date and location of the meeting.

<p><b>Vocabulary Themes</b></p>	<p>Time - Schedule</p> <p>Defining Space - Direction - Distance - Indicating a place</p> <p>Cities and Towns - Places and buildings</p> <p>Food - Eating out</p> <p>Transportation Terms - Safety and regulations - Public transportation</p>
<p><b>Grammar</b></p>	<p>Construction of the present perfect Use of the present perfect “Still” - “Yet” “Yet” - “Not yet”</p>

<p><b>3. Cultural Exercises - 00:07</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.</p>

<p><b>4. A Business Lunch - 02:10</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Conclude a contract during a business lunch. Engage in small talk: your business trip, your family and where you live. Order the meal. Discuss the terms of the contract and payment. Reach an agreement.</p>
<p><b>Vocabulary Themes</b></p>	<p>Food - Courses - Eating out</p> <p>Personality and Feelings - Feelings - Tastes</p> <p>Communication and Intellect - Oral communication</p>

	<p>Work Environment - Managing and organizing</p> <p>Economy and Trade - Delivery - People and professions</p>
<b>Grammar</b>	"For" - "Since" - "Ago"

c. Product presentation → 05:22

With the learning program Product presentation, you will learn how:

- to have a discussion with a company rep;
- to get information about a company's products;
- to answer a client's questions about your product: its physical characteristics (color, size, etc.), the warranty, the price, possible discounts;
- to ask a client to fill out a questionnaire.

<b>1. Telesales - 01:47</b>	
<b>Lesson Objectives</b>	Respond to a telesales representative who wants to sell you his company's services. Discuss the advantages and disadvantages of their range of services in relation to existing services. Negotiate with the telesales representative.
<b>Vocabulary Themes</b>	<p>Work Environment - Corporate life</p> <p>Finance and Insurance - Insurance - Accounting - Banking</p> <p>Economy and Trade - Cost, payment - Delivery</p> <p>Communication and Intellect - Choices and decisions - Suggestion, proposal, advice</p> <p>Making Contact - The telephone - Written correspondence</p>
<b>Grammar</b>	Regular comparatives Irregular comparatives

## 2. A Trade Fair - 01:45

### Lesson Objectives

During an IT trade fair in Frankfurt, discuss potential business links with a representative of another company.

### Vocabulary Themes

Economy and Trade

- Miscellaneous items
- Buying, selling

Work Environment

- Office space and supplies
- Managing and organizing

Science and Industry

- Technology

Shopping

- Stores

### Grammar

“May” - “Might”  
“To look forward to”

## 3. Product Presentation - 01:50

### Lesson Objectives

Respond to a client who asks you about one of your products. Describe the various features of the product and the length of validity of the warranty. Give the price and negotiate with the customer over the discount. Ask the customer to fill out a customer survey.

### Vocabulary Themes

Economy and Trade

- Marketing

Communication and Intellect

- Choices and decisions
- Obtaining information

Objects

- Packaging
- Descriptive terms
- Progress and Change

### Grammar

“Should” and “ought to”: advice

d. Presenting your company → 03:46

The learning program Presenting your company will develop your capacity:

- to answer a journalist's questions about your company (history, international success, etc.);
- during a trade fair, to explain how the company works and how it has become a market leader;
- to show how your company's distribution network is organized;
- to present overseas mergers and profits;
- to announce sales objectives for the coming year.

**1. The Company - 02:01**

<b>Lesson Objectives</b>	A journalist interviews you about your company. Answer his questions about your company's history and its international growth. Describe your products.
<b>Vocabulary Themes</b>	<p>Time</p> <ul style="list-style-type: none"> <li>- Frequency</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Office space and supplies</li> <li>- Professions and hierarchy</li> <li>- Corporate life</li> <li>- Managing and organizing</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Necessity, ability and difficulty</li> </ul> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Technology</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- The stock market</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Marketing</li> </ul>
<b>Grammar</b>	<p>Use of the past tense</p> <p>Irregular verbs</p> <p>Percentages</p>

**2. Presenting your Firm - 01:45**

<b>Lesson Objectives</b>	Respond to questions about your company while at a trade fair. Speak about the number of employees and the location of your headquarters. Explain how you became the market leader and how your distribution network is organized. Talk about your company's
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<p><b>Vocabulary Themes</b></p>	<p>mergers and overseas profits. Outline the company's objectives for the coming year.</p> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Delivery</li> <li>- Professions and hierarchy</li> <li>- Micro- and macroeconomics</li> <li>- Buying, selling</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Professions and hierarchy</li> <li>- Office space and supplies</li> <li>- Managing and organizing</li> </ul> <p>Progress and Change</p> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Banking</li> </ul> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Technology</li> </ul>
<p><b>Grammar</b></p>	<p>Questions without interrogative pronouns Interrogative pronouns, adjectives and adverbs Past interrogatives</p>

e. All topics → 10:18

The learning program All topics aims at increasing your autonomy in the following situations:

- presenting your company, its mission, philosophy and product line;
- leaving on a business trip and participating in a business luncheon.

<p><b>1. A Business Lunch - 02:18</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Conclude a contract during a business lunch. Engage in small talk: your business trip, your family and where you live. Order the meal. Discuss the terms of the contract and payment. Reach an agreement.</p>
<p><b>Vocabulary Themes</b></p>	<p>Food</p> <ul style="list-style-type: none"> <li>- Courses</li> <li>- Eating out</li> </ul> <p>Personality and Feelings</p> <ul style="list-style-type: none"> <li>- Feelings</li> <li>- Tastes</li> </ul>

	<p>Communication and Intellect - Oral communication</p> <p>Work Environment - Managing and organizing</p> <p>Economy and Trade - Delivery - People and professions</p>
<b>Grammar</b>	"For" - "Since" - "Ago"

<b>2. The Company - 02:01</b>	
<b>Lesson Objectives</b>	A journalist interviews you about your company. Answer his questions about your company's history and its growth internationally. Describe your products.
<b>Vocabulary Themes</b>	<p>Time - Frequency</p> <p>Work Environment - Office space and supplies - Professions and hierarchy - Corporate life - Managing and organizing</p> <p>Judgment and Opinion - Necessity, ability and difficulty</p> <p>Science and Industry - Technology</p> <p>Finance and Insurance - The stock market</p> <p>Economy and Trade - Marketing</p>
<b>Grammar</b>	Use of the past tense Irregular verbs Percentages

<b>3. Presenting your Firm - 01:45</b>	
<b>Lesson Objectives</b>	Respond to questions about your company while at a

	<p>trade fair. Speak about the number of employees and the location of your headquarters. Explain how you became the market leader and how your distribution network is organized. Talk about your company's mergers and overseas profits. Outline the company's objectives for the coming year.</p>
<p><b>Vocabulary Themes</b></p>	<p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Delivery</li> <li>- Professions and hierarchy</li> <li>- Micro- and macroeconomics</li> <li>- Buying, selling</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Professions and hierarchy</li> <li>- Office space and supplies</li> <li>- Managing and organizing</li> </ul> <p>Progress and Change</p> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> <li>- Banking</li> </ul> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Technology</li> </ul>
<p><b>Grammar</b></p>	<p>Questions without interrogative pronouns          Interrogative pronouns, adjectives and adverbs          Past interrogatives</p>

<p><b>4. At the Airport - 02:08</b></p>	
<p><b>Lesson Objectives</b></p>	<p>Respond to the questions of a check-in desk attendant at a New York airport. Upgrade your ticket, check your flight's departure and arrival times, check-in your luggage and enquire about the boarding gate.</p>
<p><b>Vocabulary Themes</b></p>	<p>Air and Rail Transportation</p> <ul style="list-style-type: none"> <li>- Traveling by train or plane</li> <li>- Departure and arrival</li> <li>- Baggage</li> </ul> <p>Transportation Terms</p> <ul style="list-style-type: none"> <li>- Safety and regulations</li> <li>- Stages of a journey</li> <li>- Public transportation</li> </ul>



<b>Grammar</b>	Defining Space - Movements, moving
	Vacations and Traveling - Accessories
	“Must” - “Have to” Possessive pronouns

<b>5. Getting Directions - 01:59</b>	
<b>Lesson Objectives</b>	Follow instructions over the phone on how to find the restaurant in New York where you are to attend a business lunch. Confirm the date and location of the meeting.
<b>Vocabulary Themes</b>	<p>Time - Schedule</p> <p>Defining Space - Direction - Distance - Indicating a place</p> <p>Cities and Towns - Places and buildings</p> <p>Food - Eating out</p> <p>Transportation Terms - Safety and regulations - Public transportation</p>
<b>Grammar</b>	<p>Construction of the present perfect Use of the present perfect “Still” - “Yet” “Yet” - “Not yet”</p>

<b>6. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

**3.1. ADVANCED – B2**

a. Presentations and Meetings III → 05:08

The Language Program Presentations and Meetings will enable you to carry out a variety of tasks such as presenting information and restrictions, explaining results, or informing others of your intentions. You will also be capable of writing and reading professional documents containing complex content, such as reports or meeting minutes. You will be able to express yourself with some fluidity and spontaneity, as well as understand others when discussing relatively complex topics that are somewhat familiar to you, even when others speak with an accent.

<b>1. Company Strategy - 01:22</b>	
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Consulting with managers in order to identify &amp; respond to a company's needs</li> <li>- Informing managers of your intentions</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Understanding an issue</li> <li>- Making a suggestion</li> <li>- Communicating priorities</li> <li>- Defining a strategy</li> <li>- Advising</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Corporate strategy (communication strategy, policy, change plan, ...)</li> <li>- Management (buy-in, ownership, on board, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- The present subjunctive</li> <li>- The past subjunctive</li> </ul>
<b>Language &amp; Culture</b>	<ul style="list-style-type: none"> <li>- Diplomatic advice</li> </ul>

<b>2. Executive Committee Meeting - 00:28</b>	
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Understanding meeting minutes</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Reading</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Identifying information in a standard document</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Meetings (apologies, A.O.C.B. [Any Other Competent Business], read and agreed, ...)</li> </ul>

- Professional documents (minutes, ...)

### 3. Virtual Conversation: Organize a Meeting - 00:20

**Lesson Objectives** - Organizing a meeting with multiple participants

### 4. A Project Update - 00:38

**Lesson Objectives** - Relaying & explaining results to a supervisor

**Targeted Skills**  
- Listening  
- Speaking

**Language Functions**  
- Understanding a question concerning the advancement of something  
- Giving information about the advancement of something  
- Commenting on results  
- Giving details about something

**Lexical Groups**  
- Project management (to have some way to go, to go back to the drawing board, to start from scratch, ...)  
- Value judgment (negative, smoothly, promising, ...)  
- Description of results (complaint, drawback, conclusive, ...)

**Vocabulary**  
- Emphatic 'do'  
- Expressions with 'to have'

**Grammar**  
- Comparing equals  
- Adverbs of degree

### 5. The Year in Review - 00:36

**Lesson Objectives** - Identifying the main ideas in a text & summarizing it

**Targeted Skills**  
- Reading  
- Writing

**Language Functions**  
- Understanding the structure of a text  
- Understanding the main ideas in a text  
- Summarizing ideas

**Lexical Groups**  
- Reports & summaries (Furthermore, Moreover, Overall, ...)

## 6. Policies - 00:45

### Lesson Objectives

- Presenting and explaining a set of rules or regulations

### Targeted Skills

- Listening
- Speaking

### Language Functions

- Prohibiting
- Expressing obligation
- Granting permission or expressing an absence of obligation
- Expressing change
- Providing more specific information by giving concrete examples

### Lexical Groups

- Laws & regulations (to prohibit, law, to forbid, ...)
- Laws & regulations (to require, in compliance, rule, ...)
- Laws & regulations (have the right to, to grant, to permit, ...)
- Progression (no longer, to discontinue, to modify, ...)
- Present situation (from now on, now, for the time being, ...)
- Laws & regulations (to pass a law, bill, code, ...)
- Laws & regulations (to apply, to comply, to require, ...)

### Vocabulary

- A use of the comparative
- Describing motion

### Grammar

- 'May' - 'Might'
- 'Some' - 'Any'
- 'Should' and 'ought to': advice
- Construction of the present perfect
- Use of the present perfect
- Goal and consequence

## 7. Site Visit - 00:40

### Lesson Objectives

- Giving a formal, pre-arranged guided tour

### Targeted Skills

- Listening
- Speaking

### Language Functions

- Introducing yourself in a professional context
- Giving instructions

	<ul style="list-style-type: none"> <li>- Providing background information on something</li> <li>- Describing a place</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Company structure (affiliate, corporation, incorporated, ...)</li> <li>- Corporate strategy (to downsize, to streamline, to found, ...)</li> <li>- Company premises (plant facilities, plant, manufacturing facilities, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Construction of the present perfect continuous</li> <li>- Use of the present perfect continuous</li> <li>- Use of the present perfect</li> <li>- The present subjunctive</li> <li>- The past continuous</li> <li>- Past perfect</li> </ul>

**8. Virtual Conversation: Interview for a Job - 00:20**

**Lesson Objectives** - Going to a job interview

b. Interpersonal Skills and Negotiation III → 14:23

The Language Program Interpersonal Skills and Negotiation will enable you to fluently and effectively communicate with others in both formal and informal situations. You will be able to carry out relatively complex tasks such as welcoming clients, justifying decisions, or negotiating deadlines or prices. You will be capable of writing clear, detailed professional documents, such as letters or brochures. You will be able to interact in a reasonably natural way, even when others speak with an accent, as long as topics are somewhat familiar and background noise is not excessive.

**1. The Trade Show - 01:17**

<b>Lesson Objectives</b>	- Welcoming & giving information to a prospect in an interesting way
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Offering something politely</li> <li>- Praising someone or something</li> <li>- Understanding a request for information on the conditions of a discount</li> <li>- Giving information on the conditions of a discount</li> </ul>

<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Value judgment (stylish, high-end, top quality, ...)</li> <li>- Prices &amp; payments (goodwill gesture, introductory offer, bulk order, ...)</li> <li>- A person's availability (to be convenient, to suit someone, to be OK with someone, ...)</li> <li>- Clauses &amp; conditions (to depend on, to be dependent on, according to, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- The place of 'even'</li> </ul>
<b>Language &amp; Culture</b>	<ul style="list-style-type: none"> <li>- Persuasive suggestion</li> <li>- Ways to offer refreshments</li> </ul>

**2. Virtual Conversation: Rent a Car - 00:20**

<b>Lesson Objectives</b>	- Renting a car and negotiating rental conditions
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**3. Questions about Berlin - 03:05**

<b>Lesson Objectives</b>	- Talking about your personal plans in detail
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Expressing a degree of certainty</li> <li>- Asking someone for advice</li> <li>- Expressing enthusiasm</li> <li>- Expressing fear, concern, anxiety</li> <li>- Describing a sequence of future events</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Feelings (overjoyed, thrilled, to look forward to, ...)</li> <li>- Administrative procedures (to jump through hoops, rigmarole, bureaucracy, ...)</li> <li>- Probability and potential (to set in stone, sure thing, conceivable, ...)</li> <li>- Advice and recommendations (tip, pointer, word of wisdom, ...)</li> <li>- Assessment of a situation (to dread, apprehensive, to fret, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Adverbs of degree</li> <li>- The future perfect</li> </ul>

**4. Virtual Conversation: Handle Travel Trouble - 00:20**

<b>Lesson Objectives</b>	- Managing unexpected events during a trip abroad
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## 5. History of a Business - 02:55

<b>Lesson Objectives</b>	- Talking about your company in an informal setting
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Describing a company - Giving information about a company's history - Giving information about a company's projects - Minimizing something's flaws and drawbacks
<b>Lexical Groups</b>	- Corporate strategy (partnership, to join forces, to take over, ...) - Progression (to venture, to get off the ground, rise, ...) - Description and characterization (first-rate, franchise, multinational, ...) - Development & expansion (to corner the market, to lead the field, innovation, ...) - Problems and disagreements (setback, hurdle, ups and downs, ...)
<b>Vocabulary</b>	- Expressions of increase - Concession and opposition
<b>Grammar</b>	- Compound adjectives - Past perfect - Reinforcing the comparative

## 6. Hotel Brochure - 00:31

<b>Lesson Objectives</b>	- Writing an informational brochure about a company's services
<b>Targeted Skills</b>	- Reading - Writing
<b>Language Functions</b>	- Giving information - Praising someone or something
<b>Lexical Groups</b>	- Value judgment (effective, successful, tailor-made, ...) - Prices & payments (minimum charge, price range,

flat rate, ...)

## 7. The Order - 01:02

### Lesson Objectives

- Negotiating a price with a cooperative client

### Targeted Skills

- Listening
- Speaking
- Reading
- Writing

### Language Functions

- Opening a negotiation
- Understanding a need
- Praising someone or something
- Making an offer

### Lexical Groups

- Situation in time (to get down to something, to move along, to get started, ...)
- Prices & payments (to give someone a good price, to give someone a good deal, to throw something in, ...)
- Criteria to measure the quality of a service (to fit a need, tailor-made (for someone), made-to-order, ...)

### Grammar

- Regular comparatives
- Irregular comparatives
- Use of the pronoun 'one'

### Phonetics

- Intonation and stress

### Language & Culture

- 'Shall'

## 8. Delivery Time - 01:11

### Lesson Objectives

- Negotiating a deadline with a cooperative client

### Targeted Skills

- Listening
- Speaking
- Reading
- Writing

### Language Functions

- Making predictions
- Expressing uncertainty
- Justifying a possibility
- Offering compensation

### Lexical Groups

- Duration (delay, to take..., ...)



	<ul style="list-style-type: none"> <li>- Project management (to be snowed under , to be behind on something, overbooked, ...)</li> <li>- Complaints (to compensate for, compensation, to make up for something, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Approximation</li> <li>- 'Should' and 'Ought to': probability</li> <li>- Modal auxiliaries</li> <li>- 'When,' 'while' + present</li> <li>- Use of the present conditional</li> </ul>

<b>9. The Resignation - 00:32</b>	
<b>Lesson Objectives</b>	- Writing a letter of resignation
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Announcing a decision</li> <li>- Justifying a decision</li> </ul>
<b>Lexical Groups</b>	- Human resources (resignation, to accept a position, transfer of responsibilities, ...)

<b>10. Business Negotiations - 00:44</b>	
<b>Lesson Objectives</b>	- Negotiating a price with a cooperative supplier
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Stating demands or requirements</li> <li>- Arguing in favor of something</li> <li>- Identifying limits</li> <li>- Making an offer</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Prices &amp; payments (to get a X% discount, to give a discount, discount on ..., ...)</li> <li>- Sales (wholesale, to raise, sales rep, ...)</li> <li>- Delivery (distributor, order, shipping, ...)</li> </ul>
<b>Grammar</b>	- Sequence of tenses with 'if'

**11. An Overdue Payment - 01:12**

**Lesson Objectives** - Giving a reminder in the case of an unpaid bill

**Targeted Skills**

- Listening
- Speaking
- Reading
- Writing

**Language Functions**

- Addressing a topic
- Verifying that something has been done
- Exposing a problem
- Demanding payment
- Taking a request into account

**Lexical Groups**

- Prices & payments (to withhold, terms of sale, overdue, ...)
- Resolution & handling of problems (to straighten out, to iron out, to sort out, ...)

**Vocabulary** - Expressions with 'to have'

**Grammar** - Adverbs of degree

**12. At the Restaurant - 01:14**

**Lesson Objectives** - Discussing a project, a contract, a deal, etc. during the course of a meal or other informal event

**Targeted Skills**

- Listening
- Speaking
- Reading
- Writing

**Language Functions**

- Talking about yourself
- Imposing conditions diplomatically
- Clarifying an ambiguous point
- Assuring someone of something

**Lexical Groups** - Stages of a meal (course, appetizer, starter, ...)

**Vocabulary** - 'Within' - 'Within . . . of'

**Grammar** - Diplomatic constructions

**Phonetics** - Intonation and stress

**Language & Culture** - Personal questions etiquette

c. Client and Business Partner Relations III → 08:41

The Language Program Client and Business Partner Relations will enable you to interact effectively with clients, such as when handling problematic requests or dealing with uncooperative visitors. You will be able to communicate clearly and in detail over the phone when making apologies, insisting on something, or expressing certainty. You will be capable of understanding written complaints containing a wide range of vocabulary, and also be able to respond to them in a clear, detailed way. You will be able to understand complex speech, even when others speak with accents, as long as the topics discussed are somewhat familiar to you.

**1. A Difficult Visitor - 01:39**

**Lesson Objectives**

- Welcoming an uncooperative visitor
- Asking an uncooperative visitor to wait

**Targeted Skills**

- Listening
- Speaking
- Reading
- Writing

**Language Functions**

- Identifying a problem
- Reassuring a visitor
- Making excuses
- Expressing empathy
- Insisting diplomatically
- Interrupting diplomatically
- Suggesting a choice

**Lexical Groups**

- Problem explanation (to regret, unavoidable, to encounter, ...)
- Assessment of a situation (to appreciate, to acknowledge, to recognize, ...)

**Vocabulary**

- Emphatic 'do'

**Grammar**

- Diplomatic constructions

**2. A Busy Thursday Morning - 01:12**

**Lesson Objectives**

- Handling a problematic request

**Targeted Skills**

- Listening
- Speaking
- Reading

	- Writing
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Expressing a degree of certainty</li> <li>- Stalling for time</li> <li>- Generalizing</li> <li>- Notifying someone that something might happen</li> <li>- Refusing diplomatically</li> <li>- Offering a solution</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Habits and tendencies (to be inclined to, tendency, as a rule, ...)</li> <li>- Probability and potential (doubtful, conceivable, to be liable to, ...)</li> </ul>
<b>Vocabulary</b>	- Noncommittal replies
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Diplomatic constructions</li> <li>- Expressions of emphasis</li> </ul>

<b>3. A Meeting to Reschedule - 00:36</b>	
<b>Lesson Objectives</b>	- Handling a problematic request
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Expressing a degree of certainty</li> <li>- Stalling for time</li> <li>- Generalizing</li> <li>- Notifying someone that something might happen</li> <li>- Refusing diplomatically</li> <li>- Offering a solution</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Habits and tendencies (to be inclined to, to have a tendency to, customary, ...)</li> <li>- Probability and potential (doubtful, conceivable, to be liable to, ...)</li> </ul>
<b>Vocabulary</b>	- Noncommittal replies
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Diplomatic constructions</li> <li>- The perfect conditional</li> <li>- Expressions of emphasis</li> </ul>

#### 4. Virtual Conversation: Change a Plane Ticket - 00:20

<b>Lesson Objectives</b>	- Resolving a complicated issue with a reservations agent
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#### 5. An Order Problem - 01:28

<b>Lesson Objectives</b>	- Handling a complaint from a dissatisfied client
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<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
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<b>Language Functions</b>	- Apologizing - Expressing a degree of certainty - Justifying results - Committing to doing something - Making predictions
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<b>Lexical Groups</b>	- Cause & effect (to have trouble with, unforeseen circumstances, to be beyond someone's control, ...) - Information & inquiries (to get back to someone, to find out, to check on something, ...)
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<b>Vocabulary</b>	- 'I am told'
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<b>Grammar</b>	- Perfect conditional using 'should' - Use of the present perfect continuous - 'Should' and 'Ought to': probability
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#### 6. The Complaint - 00:24

<b>Lesson Objectives</b>	- Understanding the gist of a long, detailed letter of complaint
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<b>Targeted Skills</b>	- Reading
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<b>Language Functions</b>	- Understanding the structure of a text - Understanding the reason for a complaint
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<b>Lexical Groups</b>	- Complaints (inconvenience, satisfaction, to remedy, ...)
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#### 7. A Defective Product - 01:08

<b>Lesson Objectives</b>	- Responding to a complaint
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<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Responding to someone over the telephone in an appropriate way</li> <li>- Showing that you understand</li> <li>- Asking for further details</li> <li>- Informing someone of something</li> <li>- Insisting on something</li> <li>- Assuring someone of something</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Prices &amp; payments (purchase order number, invoice, billing address, ...)</li> <li>- After-sales, maintenance, and warranties (credit, policy, refund, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Confirmation of understanding</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- 'To let'</li> <li>- Phrasal verbs</li> </ul>
<b>Language &amp; Culture</b>	<ul style="list-style-type: none"> <li>- Telephone calls</li> </ul>

### 8. Virtual Conversation: Get Technical Help - 00:20

<b>Lesson Objectives</b>	- Giving details about a technical problem
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### 9. The Response - 00:31

<b>Lesson Objectives</b>	- Responding to a complaint by letter or email
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<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Reading</li> <li>- Writing</li> </ul>
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<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Apologizing</li> <li>- Justifying someone or something</li> <li>- Praising someone or something</li> </ul>
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<b>Lexical Groups</b>	- Complaints (inconvenience, satisfaction, to remedy, ...)
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<b>Grammar</b>	- Diplomatic constructions
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**10. Service Problems - 01:03**

<b>Lesson Objectives</b>	- Making a complaint using arguments
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Exposing a problem - Presenting arguments - Expressing dissatisfaction - Reproaching - Asking to have someone intervene
<b>Lexical Groups</b>	- Complaints (to mess up, to lay the blame, incident, ...) - Resolution & handling of problems (to get to the bottom of something, to nip something in the bud, to take care of, ...)
<b>Vocabulary</b>	- 'Supposed to'
<b>Grammar</b>	- 'The more . . . the more' - The sequence of tenses
<b>Language &amp; Culture</b>	- Expressions of dissatisfaction

**3.2. To complete my training**

a. Jobs and career paths → 08:04

The learning program Jobs and career paths will enable you:

- to get to know the names of different occupations, as well as the vocabulary related to the job of project manager in a company;
- to learn how to speak about time organization.

**1. Delegates - 02:27**

<b>Lesson Objectives</b>	Answer questions about your company and talk about your work.
<b>Vocabulary Themes</b>	Communication and Intellect - Oral communication  Progress and Change - Success and failure  Work Environment

	<ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Professions and hierarchy</li> <li>- Meetings</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> </ul>
<b>Grammar</b>	Perfect conditional using “should” “How” + adjective or adverb

<b>2. A New Job - 02:36</b>	
<b>Lesson Objectives</b>	Discuss business strategies to optimize your work. Learn vocabulary related to professions.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Obligation, permission, prohibiting</li> <li>- Obtaining information</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Negotiation</li> <li>- People and professions</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Professions and hierarchy</li> <li>- Corporate life</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> </ul>
<b>Grammar</b>	Use of the passive The impersonal structure

<b>3. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

<b>4. Job Promotions - 02:54</b>	
<b>Lesson Objectives</b>	Organize your work, develop sales strategies and negotiate a promotion.



<b>Vocabulary Themes</b>	<p>Work Environment - Managing and organizing</p> <p>Economy and Trade - Negotiation - Cost, payment</p> <p>Progress and Change Finance and Insurance - Accounting</p> <p>Work Environment - Managing and organizing - Corporate life</p>
<b>Grammar</b>	<p>“Had better” - “Would rather” “Each other” - “One another”</p>

b. Business calls → 08:12

With the learning program Business calls, you will learn how:

- to formulate questions for a telephone survey;
- to establish an inventory of needs for IT equipment while speaking with a client on the telephone;
- to set up an appointment to meet with a client.

### 1. Seminar Planning - 03:08

<b>Lesson Objectives</b>	Reserve a hotel room. Organize a seminar, set the date and number of participants, choose the services required. Arrange for payment.
<b>Vocabulary Themes</b>	<p>Communication and Intellect - Oral communication - Obtaining information - Greetings, being polite</p> <p>Judgment and Opinion - Necessity, ability and difficulty</p> <p>Housing - Living spaces</p> <p>Sports - People and professions</p> <p>Time - Schedule</p>

<b>Grammar</b>	The perfect conditional Infinitive clauses “To be left” - “To have left”
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**2. Market Research - 02:28**

<b>Lesson Objectives</b>	Learn to formulate specific questions for a client survey.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Oral communication</li> <li>- Suggestion, proposal, advice</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- Marketing</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>- Language, reading and writing</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Meetings</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Sequence of events</li> <li>- Schedule</li> </ul>
<b>Grammar</b>	<p>“Ever”- “Never”</p> <p>“Some”, “any:” singular or plural?</p> <p>Nouns without singular forms</p>

**3. Helpful Contacts - 02:36**

<b>Lesson Objectives</b>	Conduct a study to clarify clients’ needs, learn vocabulary related to computer equipment and set up an appointment.
<b>Vocabulary Themes</b>	<p>Objects</p> <ul style="list-style-type: none"> <li>- Descriptive terms</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Business and commerce</li> <li>- Buying, selling</li> <li>- Delivery</li> <li>- Cost, payment</li> <li>- Products, merchandise</li> <li>- People and professions</li> </ul>

	<p>The Media</p> <ul style="list-style-type: none"> <li>- The Internet</li> </ul> <p>Measurements and Quantities</p> <ul style="list-style-type: none"> <li>- Whole numbers</li> </ul> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Computer science</li> </ul>
<b>Grammar</b>	<p>“Shall”</p> <p>“To let”</p>

c. On a business trip → 03:08

The learning program On a business trip will enable you:

- to guide travelers;
- to give advice to travelers;
- to express your general opinion about the United States.

<b>1. Living in America - 03:01</b>	
<b>Lesson Objectives</b>	Reply to general questions about your daily life in the US: <i>Where do you live? What is your job? What are your hobbies?</i>
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Oral communication</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Products, merchandise</li> <li>- People and professions</li> </ul> <p>Education</p> <ul style="list-style-type: none"> <li>- Learning and knowledge</li> <li>- The educational process</li> <li>- Language, reading and writing</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Necessity, ability and difficulty</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Professions and hierarchy</li> <li>- Corporate life</li> </ul>
<b>Grammar</b>	<p>“That” and dependent clauses</p> <p>“To be likely”</p> <p>Omission of certain prepositions</p>

**2. Cultural Exercises - 00:07**

**Lesson Objectives**

Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

d. Client relations → 08:21

The learning program Client relations will enable you:

- to get to know the vocabulary related to business travel, insurance and banking;
- to learn the vocabulary used in an airport;
- to ask questions about business travel by airplane;
- to get details about a business trip.

**1. Flight Information - 02:42**

**Lesson Objectives**

Learn airport vocabulary (departure, gate, flight number) and answer questions about flights.

**Vocabulary Themes**

- Transportation Terms
- Stages of a journey
  - People and professions
- Air and Rail Transportation
- Traveling by train or plane
  - The trip
  - Departure and arrival
  - Baggage
- Vacations and Traveling
- Accessories

**Grammar**

“Should” and “Ought to:” probability  
 Use of “else”  
 More uses of the possessive

**2. Plane Reservations - 02:28**

**Lesson Objectives**

Make flight reservations: ask questions about destinations, dates, departure and arrival times. Find a solution to travelers’ concerns.

**Vocabulary Themes**

- Stages of a Journey
- People and professions
  - Safety and regulations
  - Public transportation
- Air and Rail Transportation
- Technical terms

	<ul style="list-style-type: none"> <li>- People and professions</li> <li>- Departure and arrival</li> <li>- Baggage</li> </ul> <p>Vacations and Traveling</p> <ul style="list-style-type: none"> <li>- Accessories</li> <li>- Hotels</li> </ul>
<b>Grammar</b>	<p>Construction of the passive</p> <p>The sequence of tenses</p> <p>“When”, “while” + present</p>

<b>3. Insurance &amp; Banking - 03:04</b>	
<b>Lesson Objectives</b>	Learn vocabulary related to the world of insurance and banking (coverage, life insurance, cash transfer, account number).
<b>Vocabulary Themes</b>	<p>Administration and Law</p> <ul style="list-style-type: none"> <li>- Law and Justice</li> <li>- Crimes and misdemeanors</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- People and professions</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Insurance</li> <li>- Banking</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Corporate life</li> </ul>
<b>Grammar</b>	<p>The main postpositions</p> <p>“Little” - “A little” - “Much”</p> <p>Invariable cardinal numbers</p>

<b>4. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

e. All topics → 11:46

During a virtual “visit” to the United States, the learning program All topics will enable you to develop your knowledge and skills to know how:

- to discuss the customs and traditions of the United States;
- to organize a business trip;
- to plan a seminar;
- to carry out administrative tasks (at the post office, the bank, in an insurance agency, etc.).

### 1. Flight Information - 02:44

#### Lesson Objectives

Learn airport vocabulary (departure, gate, flight number) and answer questions about flights.

#### Vocabulary Themes

##### Transportation Terms

- Stages of a journey
- People and professions

##### Air and Rail Transportation

- Traveling by train or plane
- The trip
- Departure and arrival
- Baggage

##### Vacations and Traveling

- Accessories

#### Grammar

“Should” and “Ought to:” probability  
 Use of “else”  
 More uses of the possessive

### 2. Plane Reservations - 02:43

#### Lesson Objectives

Make flight reservations: ask questions about destinations, dates, departure and arrival times. Find a solution to travelers’ concerns.

#### Vocabulary Themes

##### Stages of a Journey

- People and professions
- Safety and regulations
- Public transportation

##### Air and Rail Transportation

- Technical terms
- People and professions
- Departure and arrival
- Baggage

##### Vacations and Traveling

- Accessories
- Hotels

<b>Grammar</b>	Construction of the passive The sequence of tenses “When”, “while” + present
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**3. Living in America - 03:01**

<b>Lesson Objectives</b>	Reply to general questions about your daily life in the US: Where do you live? What is your job? What are your hobbies?
<b>Vocabulary Themes</b>	<p>Communication and Intellect - Oral communication</p> <p>Economy and Trade - Products, merchandise - People and professions</p> <p>Education - Learning and knowledge - The educational process - Language, reading and writing</p> <p>Judgment and Opinion - Necessity, ability and difficulty</p> <p>Work Environment - Professions and hierarchy - Corporate life</p>
<b>Grammar</b>	“That” and dependent clauses “To be likely” Omission of certain prepositions

**4. Cultural Exercises - 00:07**

<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.
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**5. Insurance & Banking - 03:04**

<b>Lesson Objectives</b>	Learn vocabulary related to the world of insurance and banking (coverage, life insurance, cash transfer, account number).
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**Vocabulary Themes**

Administration and Law  
 - Law and Justice  
 - Crimes and misdemeanors

Economy and Trade  
 - Buying, selling  
 - People and professions

Finance and Insurance  
 - Insurance  
 - Banking

Work Environment  
 - Corporate life

**Grammar**

The main postpositions  
 “Little” - “A little” - “Much”  
 Invariable cardinal numbers

**6. Cultural Exercises - 00:07**

**Lesson Objectives**

Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.



**4.1. EXPERT – C1**

a. Interpersonal Skills and Negotiation IV → 10:10

The Language Program Interpersonal Skills and Negotiation will enable you to engage in formal and informal multi-layered interactions, as well as give structured speeches on complex topics. You will be able to express yourself with ease when carrying out tasks such as responding to objections, convincing difficult clients, or criticizing in a diplomatic way. You will be capable of understanding others when they communicate implicit meanings or express needs and opinions, as well as understand specialized, lengthy documents, such as press articles. You will be able to communicate fluently with others on a wide range of topics, even when speaking with others who have pronounced accents.

**1. An Unexpected Change - 01:02**

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Understanding the stakes of a reception situation and the implicit information conveyed</li> <li>- Diffusing tension &amp; negotiating solutions during delicate or conflictual interactions</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Understanding implicit meanings in verbal communication</li> <li>- Understanding statements about what might happen</li> <li>- Apologizing</li> <li>- Justifying a decision</li> <li>- Reassuring a visitor</li> <li>- Offering a solution</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Value judgment (beneficial, profitable, expedient, ...)</li> <li>- Problems and disagreements (to be inconvenienced, to put someone out, nuisance, ...)</li> <li>- Assessment of a situation (critical, to be compelled to, of the essence, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Confirmation of understanding</li> </ul>
<b>Language &amp; Culture</b>	<ul style="list-style-type: none"> <li>- Diplomatic advice</li> </ul>

**2. Legal Advice - 00:38**

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Giving general legal advice</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> </ul>

	- Speaking
<b>Language Functions</b>	- Understanding a problem - Asking for further details - Advising
<b>Lexical Groups</b>	- Law & justice (law firm (US), case, ...) - Crimes & misdemeanors (fraudulent imitation, forgery, to commit a crime, ...) - Careers in law & justice (attorney (US), legal advisor, lawyer, ...) - Legal procedures (to take somebody to court, to take proceedings, to bring before the courts, ...) - Stages of a legal procedure (evidence, proof, ...)
<b>Vocabulary</b>	- To be at stake

<b>3. The Project - 00:35</b>	
<b>Lesson Objectives</b>	- Defining a project framework
<b>Targeted Skills</b>	- Listening - Speaking
<b>Language Functions</b>	- Understanding a need - Asking for further details - Making predictions
<b>Lexical Groups</b>	- The business world (quality outcome, requirement, to monitor, ...) - Project brainstorming (to have something in mind, to imagine, to envisage, ...)

<b>4. Client Negotiations - 00:36</b>	
<b>Lesson Objectives</b>	- Convincing difficult clients - Critiquing a decision by arguing your point of view
<b>Targeted Skills</b>	- Listening - Speaking
<b>Language Functions</b>	- Identifying the pertinent points in a speech - Rephrasing information - Changing the subject in a subtle way - Insisting on something - Arguing in favor of something - Expressing & justifying objections

<b>Lexical Groups</b>	- Critical thinking (to weigh up, to ruminate , to mull over, ...) - Criteria to measure the quality of a service
<b>Vocabulary</b>	- Emphatic 'do'
<b>Grammar</b>	- Diplomatic constructions
<b>Phonetics</b>	- Intonation and stress

**5. Virtual Conversation: Make a Deal - 00:20**

<b>Lesson Objectives</b>	- Negotiating a price with a difficult client
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**6. Between Meetings - 01:21**

<b>Lesson Objectives</b>	- Covering professional topics (such as negotiations) in an informal setting - Identifying potential cultural issues in a seemingly relaxed atmosphere
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Raising a delicate issue - Changing the subject in a subtle way - Going back to something - Criticizing diplomatically - Paying a compliment - Reacting to a compliment - Showing respect
<b>Grammar</b>	- Diplomatic constructions
<b>Phonetics</b>	- Intonation and stress
<b>Language &amp; Culture</b>	- Baseball expressions - Making and receiving compliments - Business dining etiquette

**7. The Economy - 00:43**

<b>Lesson Objectives</b>	- Participating in a group discussion about economic & market news
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<b>Targeted Skills</b>	- Listening - Speaking
<b>Language Functions</b>	- Understanding someone's opinion - Going into something in more depth - Establishing limitations - Making predictions
<b>Lexical Groups</b>	- Economic trends (recession, upswing, rebound, ...) - Economics (stock market, shareholder, investment, ...) - Positive affirmation (to be with someone (on something), to see someone's point, to get someone's drift, ...)
<b>Vocabulary</b>	- Gambling-related expressions and the economy
<b>Grammar</b>	- The perfect conditional

<b>8. The Press Article - 00:26</b>	
<b>Lesson Objectives</b>	- Understanding a specialized press article
<b>Targeted Skills</b>	- Reading
<b>Language Functions</b>	- Understanding an issue - Understanding a series of events - Identifying criticism
<b>Lexical Groups</b>	- Stock market (profits warning, share price, low, ...)
<b>Vocabulary</b>	- Business writing

<b>9. Department Restructure - 00:36</b>	
<b>Lesson Objectives</b>	- Discussing a department's organization
<b>Targeted Skills</b>	- Listening - Speaking
<b>Language Functions</b>	- Stating demands or requirements - Offering a solution - Contradicting someone - Weighing pros & cons
<b>Lexical Groups</b>	- Present situation (as it stands, for the time being, as things are looking now, ...)

	<ul style="list-style-type: none"> <li>- Corporate strategy (organizational requirements, organizational model, organizational change, ...)</li> <li>- Value judgment (stagnant, deteriorating, underperforming, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- Expressions of increase</li> <li>- 'Whether'</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Short questions</li> </ul>

<b>10. The Decision - 00:40</b>	
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Communicating a decision, justifying it, &amp; outlining its consequences</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Adding layers of meaning</li> <li>- Contextualizing your remarks</li> <li>- Announcing a decision</li> <li>- Relaying the consequences of a decision</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Cause &amp; effect (to be looking at, to be confronted by, to be faced with, ...)</li> <li>- Cause &amp; effect (to entail, to imply, ramifications, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- 'Down the line'</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- The present subjunctive</li> <li>- Diplomatic constructions</li> <li>- Making references</li> <li>- The empty object</li> <li>- Phrasal verbs</li> </ul>

<b>11. Product Analysis - 00:33</b>	
<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Presenting a product analysis</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Providing background information on something</li> <li>- Outlining something's positive &amp; negative aspects</li> <li>- Adding layers of meaning</li> <li>- Comparing</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Value judgment (user-friendly, practical, well)</li> </ul>

	<ul style="list-style-type: none"> <li>designed, ...)</li> <li>- Comparison &amp; contrast (to exceed, to surpass, to fall short of, ...)</li> </ul>
<b>Vocabulary</b>	- 'While' - 'Although'

<b>12. A Disagreement - 02:22</b>	
<b>Lesson Objectives</b>	- Using arguments to defend a company's interests
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Expressing priorities</li> <li>- Justifying a decision</li> <li>- Contradicting someone</li> <li>- Asking someone to do something</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Critical thinking (to look into, to come up with, to think through, ...)</li> <li>- Value judgment (to miscalculate, to misconstrue, to overestimate, ...)</li> <li>- Corporate strategy (to streamline, outsourcing, to scale back, ...)</li> <li>- Assessment of a situation (precedence, top of the agenda, foremost, ...)</li> <li>- Examples (all things considered, in reality, as a matter of fact, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- The main postpositions</li> <li>- Goals</li> <li>- Concession and opposition</li> </ul>
<b>Language &amp; Culture</b>	- Diplomatic requests

<b>13. Virtual Conversation: Arrange a Delivery - 00:20</b>	
<b>Lesson Objectives</b>	- Negotiating delivery conditions with a difficult client

b. Client and Business Partner Relations IV → 12:22

The Language Program Client and Business Partner Relations will enable you to communicate with others fluently when involved in situations that require sophisticated interaction, such as adapting your way of expressing yourself to specific cultural contexts. You will be capable of carrying out complex tasks such as expressing

yourself in a diplomatic way when giving a detailed explanation of how a product works or negotiating with a client. You will be able to understand and engage in conversation with others even when they speak with strong accents.

### 1. A New Scanner - 00:58

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Understanding someone who speaks with an accent that is unfamiliar or that may hinder comprehension</li> <li>- Describing a product in detail</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Understanding someone with a strong accent</li> <li>- Asking someone to repeat specific information</li> <li>- Reassuring a prospect</li> <li>- Specifying the degree of something</li> <li>- Explaining how a product works</li> <li>- Responding to an objection</li> <li>- Outlining something's positive &amp; negative aspects</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Intellect (eager, reluctant, to be inclined, ...)</li> <li>- Value judgment (drawback, snag, asset, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Diplomatic constructions</li> </ul>

### 2. Information Security - 00:37

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Understanding someone who speaks with an accent that is unfamiliar or that may hinder comprehension</li> <li>- Understanding a detailed description of an unfamiliar product or service</li> <li>- Describing a product in detail</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Understanding someone with a strong accent</li> <li>- Asking someone to repeat specific information</li> <li>- Expressing reluctance</li> <li>- Asking for specific information on the degree of something</li> <li>- Understanding how a product works</li> <li>- Stating objections</li> </ul>

	<ul style="list-style-type: none"> <li>- Identifying something's qualities and drawbacks</li> <li>- Reassuring a prospect</li> <li>- Outlining something's positive &amp; negative aspects</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Intellect (hesitant, inclined, unwilling, ...)</li> <li>- Value judgment (drawback, snag, asset, ...)</li> <li>- Specification of degree (how far, to what extent, to what degree, ...)</li> <li>- Advantages and disadvantages (drawback, snag, asset, ...)</li> </ul>
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Diplomatic constructions</li> </ul>

### 3. Technical Assistance - 01:03

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Explaining in detail how a product works</li> </ul>
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Reading</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Guiding through a process</li> <li>- Encouraging someone</li> <li>- Verifying that something has happened</li> <li>- Understanding a request to have something explained again</li> <li>- Suggesting the cause of a problem in a diplomatic way</li> <li>- Making sure that the person you are speaking with understands</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Division of time (in the meantime, meanwhile, in the long run, ...)</li> <li>- Resolution &amp; handling of problems (to take getting used to, to get the hang of something, to catch on, ...)</li> <li>- Information &amp; inquiries (to run through, to walk through, to go over, ...)</li> </ul>
<b>Phonetics</b>	<ul style="list-style-type: none"> <li>- Intonation and stress</li> </ul>
<b>Language &amp; Culture</b>	<ul style="list-style-type: none"> <li>- Diplomatic advice</li> </ul>

### 4. Colleagues from Abroad - 01:13

<b>Lesson Objectives</b>	<ul style="list-style-type: none"> <li>- Adapting your communication style to a cultural context</li> </ul>
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	- Responding to a visitor's requests in a diplomatic way
<b>Targeted Skills</b>	- Listening - Speaking - Reading - Writing
<b>Language Functions</b>	- Offering to help someone - Reacting to a compliment - Expressing difficulty - Showing that you are making an effort - Putting yourself at someone's disposal
<b>Lexical Groups</b>	- Assessment of a situation (tough, awkward, tricky, ...) - Resolution & handling of problems (to work something out, to figure something out, to get around a problem, ...)
<b>Vocabulary</b>	- Polite offers

### 5. Artistic Differences - 02:24

<b>Lesson Objectives</b>	- Reaching a compromise with a cooperative client
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Devaluing someone's ideas diplomatically - Warning someone about something - Explaining the reasoning behind a choice - Making a suggestion
<b>Lexical Groups</b>	- Results of reflection (to go with, to come to a decision, to settle on, ...) - Negotiation (to meet halfway, to find middle ground, to give in, ...) - Warnings (to forewarn, to admonish, to put someone on guard, ...) - Risks (susceptible, ramification, vulnerable, ...)
<b>Vocabulary</b>	- Rhetoric - Cause and consequence
<b>Grammar</b>	- Diplomatic constructions

	- Goal and consequence
<b>Phonetics</b>	- Intonation and stress
<b>Language &amp; Culture</b>	- Diplomatic advice

**6. Virtual Conversation: Come to a Compromise - 00:20**  
**Lesson Objectives** - Reaching a compromise with a cooperative client

**7. A Convincing Argument - 01:35**

<b>Lesson Objectives</b>	- Persuading a reluctant client to do something
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Praising someone or something - Persuading someone of something - Relaying the consequences of a decision
<b>Lexical Groups</b>	- Value judgment (sound, valid, irrefutable, ...) - Finance (bond, fluctuation, to outpace, ...) - Specification of degree (by and large, considerably, immeasurable, ...) - Opportunities (to jump at, to pass up, to lose out, ...)
<b>Vocabulary</b>	- Emphasis - Rhetoric
<b>Grammar</b>	- Alternate conditional forms

**8. Sales Training Analysis - 01:34**

<b>Lesson Objectives</b>	- Analyzing a client's needs and using arguments to recommend solutions
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Identifying constraints - Asking for further details - Saying what something entails - Weighing pros & cons - Arguing in favor of something

<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Communication (to push for, to endorse, to lean toward, ...)</li> <li>- Clauses &amp; conditions (must-have, bottom line, leeway, ...)</li> <li>- Details &amp; clarification (to dot the i's and cross the t's, to itemize, to spell out, ...)</li> <li>- Advice and recommendations (to call for, to do with, to entail, ...)</li> <li>- Reports &amp; summaries (naturally, obviously, to appear, ...)</li> <li>- Advantages and disadvantages (to factor in, detriment, credence, ...)</li> </ul>
<b>Vocabulary</b>	- Concession and opposition
<b>Grammar</b>	- Goal and consequence

**9. Sales Training Negotiation - 02:18**

<b>Lesson Objectives</b>	- Negotiating the conditions of a contract (sales, services, partnerships, etc.) with cooperative suppliers
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Negotiating an agreement</li> <li>- Supporting one's refusal diplomatically</li> <li>- Going back to something</li> <li>- Negotiating a deadline</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Negotiation (to tailor, win-win, vested interest, ...)</li> <li>- Polite expressions (regrettably, unfortunately, sorry to say, ...)</li> <li>- Professional interaction (to pick up on, to backtrack, concerning, ...)</li> <li>- Description of time (lengthy, in good time, to hold off, ...)</li> <li>- Specification of degree (thereabouts, roughly, hazy, ...)</li> </ul>
<b>Vocabulary</b>	- Deadlines
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Approximation</li> <li>- Alternate conditional forms</li> </ul>
<b>Phonetics</b>	- Intonation and stress

**10. Virtual Conversation: Persuade a Client - 00:20**

<b>Lesson Objectives</b>	- Presenting arguments to convince a demanding client
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c. Professional Interaction IV → 07:34

The Language Program Professional Interaction will enable you to engage in formal and informal interactions about a variety of complex topics within your company. You will be able to express yourself with ease when carrying out tasks such as debating with your team, explaining a process to a co-worker, or asking for a raise. You will be capable of both contradicting someone diplomatically and understanding others even when they communicate implicit meanings. You will be able to fluently discuss a wide range of internal topics, even when speaking with others who have strong accents.

**1. An Advertising Strategy - 02:19**

<b>Lesson Objectives</b>	- Debating a strategy with a manager
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Contradicting someone diplomatically - Pointing out the risks of something - Suggesting a strategy
<b>Lexical Groups</b>	- Results of reflection (to see eye to eye, to be on the same page, to be mistaken, ...) - Corporate strategy (to go the extra mile, springboard, jumping-off point, ...) - Marketing & communication (niche, segment, demographic, ...) - Advantages and disadvantages (other side of the coin, upside, bright side, ...) - Problem explanation (drawback, to take forever, to scatter, ...)
<b>Vocabulary</b>	- Rhetoric - To be at stake - Concession and opposition

**2. Virtual Conversation: Defend Your Opinion - 00:20**

<b>Lesson Objectives</b>	- Arguing in favor of a project proposal
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### 3. Technical Explanations - 02:35

<b>Lesson Objectives</b>	- Explaining complex technical procedures to a colleague
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Explaining how a product works - Providing more specific information by giving concrete examples - Soliciting questions - Highlighting the importance of something
<b>Lexical Groups</b>	- IT environment & system (macro, to automate, to embed, ...) - Speaking (to jump in, to speak up, to voice, ...) - Instructions and orders (straightforward, trick, piece of cake, ...) - Examples (to rephrase, to run through, to reiterate, ...) - Details & clarification (besides, furthermore, what's more, ...) - Specification of degree (critical, pivotal, imperative, ...)
<b>Vocabulary</b>	- Rhetoric

### 4. A Salary Negotiation - 02:20

<b>Lesson Objectives</b>	- Negotiating a pay raise
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Talking about your work - Making a request - Accepting or rejecting an offer - Concluding an agreement
<b>Lexical Groups</b>	- Career stages (to take on, to step in, to fill in, ...) - Remuneration (to be entitled to, to merit, earnings, ...) - Negotiation (to bargain, bottom line, counterproposal, ...) - Professional interaction (to settle, to close, to formalize, ...)

**Grammar**

- Mixed conditionals
- Approximation
- Alternate conditional forms

d. Presentations and Meetings IV → 10:35

The Language Program Presentations and Meetings will enable you to participate in formal and informal meetings, as well as to give structured presentations on complex topics. You will be able to express yourself with ease when asking and answering difficult questions, summarizing lengthy projects, or giving orders in a diplomatic way. You will be capable of understanding complex presentations about unfamiliar subjects.

**1. End-of-Year Summary - 01:34**

**Lesson Objectives**

- Presenting the results of a project to a client

**Targeted Skills**

- Listening
- Speaking
- Writing

**Language Functions**

- Commenting on results
- Concluding
- Talking about the effects of something
- Expressing a need for improvement

**Lexical Groups**

- Progression (to fine-tune, to hone, to tweak, ...)
- Description of results (to work out, to meet with, to pay off, ...)
- Reports & summaries (all in all, all told, to wind down, ...)
- Cause & effect (accordingly, by-product, fruit, ...)
- Examples (for one, case in point, alone, ...)

**Vocabulary**

- Cause and consequence

**2. A Recruitment Strategy - 01:55**

**Lesson Objectives**

- Presenting a strategy to an audience that will take part in it

**Targeted Skills**

- Listening
- Speaking
- Writing

**Language Functions**

- Introducing a topic
- Describing a strategy in detail
- Conveying information

<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Transitioning</li> <li>- Critical thinking (synopsis, to familiarize, to take a look, ...)</li> <li>- Project management (to put in place, to kick off, approach, ...)</li> <li>- Communication (to deem, to maintain, to allude to, ...)</li> <li>- Development &amp; expansion (to move on, to evolve, to turn to, ...)</li> </ul>
<b>Vocabulary</b>	- Rhetoric
<b>Grammar</b>	- Reported speech
<b>Language &amp; Culture</b>	- Diplomatic requests

### 3. A Green Challenge - 01:49

<b>Lesson Objectives</b>	- Describing a project in a positive and detailed way to an audience that is not familiar with it
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Committing to doing something</li> <li>- Describing the progression of a project</li> <li>- Outlining the advantages of something</li> <li>- Commenting on numerical data</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Description of time (over time, at the end of the day, in due course, ...)</li> <li>- Commitment &amp; responsibility (commitment, to undertake, pledge, ...)</li> <li>- Development &amp; expansion (from the ground up, from scratch, to hit the ground running, ...)</li> <li>- Advantages and disadvantages (equitable, footprint, sustainable, ...)</li> <li>- Description of results (to rebound, to plateau, to stagnate, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- 'Affect' - 'Effect'</li> <li>- 'Little' - 'Few' - 'Less' - 'Fewer'</li> <li>- Expressions of increase</li> </ul>
<b>Grammar</b>	- 'The more . . . the more'

**4. Virtual Conversation: Find out about a Car - 00:20**

<b>Lesson Objectives</b>	- Finding out about the complex technical features of a product from a salesperson
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**5. Project Risks - 01:40**

<b>Lesson Objectives</b>	- Presenting an overview of project risks
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Notifying someone that something might happen - Weighing risks - Offering a solution - Commenting on a diagram
<b>Lexical Groups</b>	- Work documents (to model, matrix, quadrant, ...) - Problem explanation (to crop up, to come into play, to arise, ...) - Probability and potential (potential, impending, foreseeable, ...) - Assessment of a situation (severity, scope, negligible, ...) - Resolution & handling of problems (to mitigate, to allocate, trigger, ...)
<b>Grammar</b>	- Alternate conditional forms - Making references

**6. Customer Service Objectives - 01:39**

<b>Lesson Objectives</b>	- Developing the objectives of a project
<b>Targeted Skills</b>	- Listening - Speaking - Writing
<b>Language Functions</b>	- Highlighting one's idea - Arguing against something - Reporting facts - Defining one's objectives
<b>Lexical Groups</b>	- Description and characterization (categorically, strongly, fully, ...) - Logic & reasoning (unlike, contrary to, rather than, ...)



	<ul style="list-style-type: none"> <li>- Advantages and disadvantages (to overlook, to neglect, oversight, ...)</li> <li>- Information &amp; inquiries (finding, breakdown, demographic, ...)</li> <li>- Project brainstorming (SMART, relevant, to accomplish, ...)</li> </ul>
<b>Vocabulary</b>	- Emphasis
<b>Grammar</b>	<ul style="list-style-type: none"> <li>- Adverbs of degree</li> <li>- Reported speech</li> <li>- Compound adjectives</li> </ul>

<b>7. Employee Incentives - 01:39</b>	
<b>Lesson Objectives</b>	- Leading a group to make a decision
<b>Targeted Skills</b>	<ul style="list-style-type: none"> <li>- Listening</li> <li>- Speaking</li> <li>- Writing</li> </ul>
<b>Language Functions</b>	<ul style="list-style-type: none"> <li>- Giving and taking the floor</li> <li>- Getting back on topic</li> <li>- Avoiding a misunderstanding</li> <li>- Coming to a consensus</li> </ul>
<b>Lexical Groups</b>	<ul style="list-style-type: none"> <li>- Professional interaction (to hear from, perspective, slant, ...)</li> <li>- Speaking (to break in, to interject, to cut in, ...)</li> <li>- Elections (to move, to second, to abstain, ...)</li> <li>- Logic &amp; reasoning (to digress, to focus, to lose sight of, ...)</li> <li>- Description and characterization (to clear up, uncertain, ambiguous, ...)</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>- The main postpositions</li> <li>- Emphasis</li> </ul>
<b>Grammar</b>	- Diplomatic constructions
<b>Language &amp; Culture</b>	- Persuasive suggestion

4.2. To complete my training

a. Client relations → 07:08

The learning program Client relations will enable you to further your knowledge for the following tasks:

- to master the sales vocabulary needed to welcome a client;
- to give information about the organization of a business trip or entertaining a client.

**1. Cultural Exercises - 00:07**

<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.
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**2. Cultural Exercises - 00:07**

<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.
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**3. Trouble with Orders - 02:24**

<b>Lesson Objectives</b>	Answer dissatisfied customers and apologize for problems.
<b>Vocabulary Themes</b>	<p>Objects</p> <ul style="list-style-type: none"> <li>- Descriptive terms</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- People and professions</li> <li>- Delivery</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Necessity, ability and difficulty</li> </ul> <p>Work Environment</p> <p>Science and Industry</p> <ul style="list-style-type: none"> <li>- Technology</li> </ul>
<b>Grammar</b>	<p>The past subjunctive</p> <p>Use of the past participle as an adjective</p>

**4. Organizing a Stay - 02:14**

<b>Lesson Objectives</b>	Learn vocabulary related to business trips. Book a hotel room, organize a night out, etc.
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<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Possibility and probability</li> <li>- Obtaining information</li> <li>- Suggestion, proposal, advice</li> </ul> <p>Transportation Terms</p> <ul style="list-style-type: none"> <li>- Stages of a journey</li> </ul> <p>Housing</p> <ul style="list-style-type: none"> <li>- Real estate</li> <li>- Furniture</li> </ul> <p>Vacations and Traveling</p> <ul style="list-style-type: none"> <li>- Hotels</li> </ul> <p>Cities and Towns</p> <ul style="list-style-type: none"> <li>- Public places</li> </ul>
<b>Grammar</b>	<p>“So that” + “may” or “can”</p> <p>“I am told”</p> <p>Near certainty in the past</p>

<b>5. Welcoming Visitors - 02:09</b>	
<b>Lesson Objectives</b>	<p>Organize a tourist/business visit for foreign clients. Get information about their arrival. Book theater tickets and plan their schedule.</p>
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Greetings, polite expressions</li> <li>- Suggestion, proposal, advice</li> </ul> <p>Family, Identity, Social Life</p> <ul style="list-style-type: none"> <li>- Social life</li> </ul> <p>Transportation Terms</p> <ul style="list-style-type: none"> <li>- Stages of a journey</li> </ul> <p>Games, Leisure and Entertainment</p> <p>Vacations and Traveling</p> <ul style="list-style-type: none"> <li>- Tourist activities</li> </ul>
<b>Grammar</b>	<p>Use of “both”</p> <p>Absence of necessity</p> <p>Nouns and adjectives of nationality</p>

**6. Cultural Exercises - 00:07**

**Lesson Objectives**

Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

b. Product presentation → 06:42

The learning program Product presentation aims at perfecting your knowledge of:

- presenting a product at a trade fair;
- putting your product in a favorable light;
- convincing a client.

**1. The Company Stand – 02:27**

**Lesson Objectives**

Tell a client about your product's features. Speak about figures.

**Vocabulary Themes**

Communication and Intellect

- Thinking, debating, explaining

Making Contact

- The telephone

Economy and Trade

- Buying, selling
- Marketing
- Cost, payment
- Micro- and macroeconomics

Work Environment

- Managing and organizing
- Corporate life

Time

- The future

**Grammar**

"For how long" - "Since when"

Absolute superlative

The place of "even"

"Even though" - "Even if"

**2. Comparing Products - 02:04**

**Lesson Objectives**

Convince someone about the quality of your product.

<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Comparison</li> </ul> <p>Objects</p> <ul style="list-style-type: none"> <li>- Colors</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- Marketing</li> <li>- Negotiation</li> <li>- Cost, payment</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Surprise, excessiveness</li> </ul> <p>Personality and Feelings</p>
<b>Grammar</b>	<p>The indefinite possessive</p> <p>Similarity: “like” and “as”</p> <p>Expressions with “to have”</p> <p>Adjectives ending in “-ing”</p>

<b>3. Making a Sale - 02:11</b>	
<b>Lesson Objectives</b>	Learn business-related vocabulary, meet a client, negotiate a contract and discuss prices.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Thinking, debating, explaining</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Delivery</li> <li>- Cost, payment</li> <li>- Products, merchandise</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Agreement, disagreement</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> </ul>
<b>Grammar</b>	<p>Expressions with the present perfect</p> <p>“The more . . . the more”</p> <p>A use of the comparative</p>

c. Sales and after-sales advice → 06:57

The learning program Sales and after-sales advice will enable you:

- to discover the vocabulary needed to finalize contract;
- to deal with questions about when a product will be available;
- to identify a client's problems and assert your viewpoint.

### 1. Cultural Exercises - 00:07

#### Lesson Objectives

Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

### 2. Negotiating - 02:15

#### Lesson Objectives

Learn business-related vocabulary, discuss stock availability, installation and delivery time.

#### Vocabulary Themes

Communication and Intellect

- Choices and decisions
- Obtaining information

Objects

- How it works
- Descriptive terms

Economy and Trade

- People and professions
- Delivery

Finance and Insurance

- Insurance
- Accounting

Science and Industry

- Computer science
- Technology

#### Grammar

"To be" and "to have:" past tense  
 "To hope" + dependent clause

### 3. After-sales Service - 01:41

#### Lesson Objectives

Identify problems and provide customer assistance.

#### Vocabulary Themes

Communication and Intellect

- Greetings, polite expressions

Making Contact

- Written correspondence

	<p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Delivery</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Agreement, disagreement</li> <li>- Necessity, ability and difficulty</li> <li>- Criticism</li> </ul> <p>Shopping</p>
<b>Grammar</b>	<p>“Everybody” - “Somebody” - “Nobody”</p> <p>“Quite” - “Quite a few”</p>

<b>4. Handling an Invoice – 02:54</b>	
<b>Lesson Objectives</b>	Ask clients with an outstanding balance to make a payment. Make arrangements for payment.
<b>Vocabulary Themes</b>	<p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Cost, payment</li> <li>- Micro- and macroeconomics</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Corporate life</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- Schedule</li> </ul>
<b>Grammar</b>	<p>Expression of preference</p> <p>Verbs introducing a second action</p> <p>Emphatic “do”</p>

d. Business calls → 06:15

With the learning program Business calls, you will know how to answer the telephone:  
 - replying to specific requests, notably for reserving a stand at a trade fair.

<b>1. An Appointment - 02:27</b>	
<b>Lesson Objectives</b>	Answer the phone, transfer a call, take a message and schedule an appointment.

<b>Vocabulary Themes</b>	<p>Communication and Intellect - Oral communication</p> <p>Making Contact - Written correspondence - The telephone</p> <p>Economy and Trade - People and professions</p> <p>Work Environment - Corporate life</p> <p>Time - Schedule - Instruments for measuring time</p>
<b>Grammar</b>	<p>Sequence of tenses with “if” Verbs expressing impressions and feelings Expressions followed by the gerund</p>

<b>2. Business Calls – 01:53</b>	
<b>Lesson Objectives</b>	<p>Make arrangements to attend a trade show. Book a stand. Explain your requirements in detail.</p>
<b>Vocabulary Themes</b>	<p>Making Contact - Written correspondence - The telephone</p> <p>Objects - Putting in order</p> <p>Economy and Trade - Accessories - Cost, payment</p> <p>Work Environment - Managing and organizing - Office space and supplies</p> <p>Time - Schedule</p>
<b>Grammar</b>	<p>Past perfect “To look forward to” Words ending in “ever”</p>



### 3. Paying a Bill – 01:55

#### Lesson Objectives

Find a solution with customers whose invoices are overdue.

#### Vocabulary Themes

Communication and Intellect  
- Suggestion, proposal, advice

Economy and Trade  
- Micro- and macroeconomics

Finance and Insurance  
- Insurance  
- Banking  
- Accounting

Judgment and Opinion  
- Appraisal

#### Grammar

The past continuous  
When “that” may be left out  
“A little” - “A bit”

e. All topics → 21:08

With the learning program All topics, you will reinforce and refine your communication skills with clients through various themes: presenting a product, sales and after-sales, etc.

The vocabulary and the structures presented in this learning program can then be used in many professional contexts.

### 1. The Company Stand – 02:27

#### Lesson Objectives

Tell a client about your product’s features. Speak about figures.

#### Vocabulary Themes

Communication and Intellect  
- Thinking, debating, explaining

Making Contact  
- The telephone

Economy and Trade  
- Buying, selling  
- Marketing  
- Cost, payment  
- Micro- and macroeconomics

	<p>Work Environment</p> <ul style="list-style-type: none"> <li>- Managing and organizing</li> <li>- Corporate life</li> </ul> <p>Time</p> <ul style="list-style-type: none"> <li>- The future</li> </ul>
<b>Grammar</b>	<p>“For how long” - “Since when”</p> <p>Absolute superlative</p> <p>The place of “even”</p> <p>“Even though” - “Even if”</p>

<b>2. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

<b>3. Comparing Products - 02:17</b>	
<b>Lesson Objectives</b>	Convince someone about the quality of your product.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Comparison</li> </ul> <p>Objects</p> <ul style="list-style-type: none"> <li>- Colors</li> </ul> <p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Buying, selling</li> <li>- Marketing</li> <li>- Negotiation</li> <li>- Cost, payment</li> </ul> <p>Judgment and Opinion</p> <ul style="list-style-type: none"> <li>- Surprise, excessiveness</li> </ul> <p>Personality and Feelings</p>
<b>Grammar</b>	<p>The indefinite possessive</p> <p>Similarity: “like” and “as”</p> <p>Expressions with “to have”</p> <p>Adjectives ending in “ing”</p>

<b>4. Making a Sale - 02:20</b>	
<b>Lesson Objectives</b>	Learn business-related vocabulary, meet a client, negotiate a contract and discuss prices.

<b>Vocabulary Themes</b>	Communication and Intellect - Thinking, debating, explaining
	Economy and Trade - Delivery - Cost, payment - Products, merchandise
	Finance and Insurance - Accounting
	Judgment and Opinion - Agreement, disagreement
	Work Environment - Managing and organizing
<b>Grammar</b>	Expressions with the present perfect “The more . . . the more” A use of the comparative

<b>5. Negotiating - 02:08</b>	
<b>Lesson Objectives</b>	Learn business-related vocabulary, discuss stock availability, installation and delivery time.
<b>Vocabulary Themes</b>	Communication and Intellect - Choices and decisions - Obtaining information
	Objects - How it works - Descriptive terms
	Economy and Trade - People and professions - Delivery
	Finance and Insurance - Insurance - Accounting
	Science and Industry - Computer science - Technology
<b>Grammar</b>	“To be” and “to have:” past tense

“To hope” + dependent clause

**6. Cultural Exercises - 00:07**

**Lesson Objectives**

Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

**7. Trouble with Orders - 02:24**

**Lesson Objectives**

Answer dissatisfied customers and apologize for problems.

**Vocabulary Themes**

Objects

- Descriptive terms

Economy and Trade

- People and professions

- Delivery

Judgment and Opinion

- Necessity, ability and difficulty

Work Environment

Science and Industry

- Technology

**Grammar**

The past subjunctive

Use of the past participle as an adjective

**8. Organizing a Stay - 02:14**

**Lesson Objectives**

Learn vocabulary related to business trips. Book a hotel room, organize a night out, etc.

**Vocabulary Themes**

Communication and Intellect

- Possibility and probability

- Obtaining information

- Suggestion, proposal, advice

Transportation Terms

▣ Stages of a journey

Housing

- Real estate

- Furniture

Vacations and Traveling

	- Hotels
	Cities and Towns
	- Public places
<b>Grammar</b>	<p>“So that” + “may” or “can”</p> <p>“I am told”</p> <p>Near certainty in the past</p>

**9. Welcoming Visitors - 02:09**

<b>Lesson Objectives</b>	Organize a tourist/business visit for foreign clients. Get information about their arrival. Book theater tickets and plan their schedule.
<b>Vocabulary Themes</b>	<p>Communication and Intellect</p> <ul style="list-style-type: none"> <li>- Greetings, being polite</li> <li>- Suggestion, proposal, advice</li> </ul> <p>Family, Identity, Social Life</p> <ul style="list-style-type: none"> <li>- Social life</li> </ul> <p>Transportation Terms</p> <ul style="list-style-type: none"> <li>- Stages of a journey</li> </ul> <p>Games, Leisure and Entertainment</p> <p>Vacations and Traveling</p> <ul style="list-style-type: none"> <li>- Tourist activities</li> </ul>
<b>Grammar</b>	<p>Use of “both”</p> <p>Absence of necessity</p> <p>Nouns and adjectives of nationality</p>

**10. Handling an Invoice – 02:52**

<b>Lesson Objectives</b>	Ask clients with an outstanding balance to make a payment. Make arrangements for payment.
<b>Vocabulary Themes</b>	<p>Economy and Trade</p> <ul style="list-style-type: none"> <li>- Cost, payment</li> <li>- Micro- and macroeconomics</li> </ul> <p>Finance and Insurance</p> <ul style="list-style-type: none"> <li>- Accounting</li> </ul> <p>Work Environment</p> <ul style="list-style-type: none"> <li>- Corporate life</li> </ul>

	Time - Schedule
<b>Grammar</b>	Expression of preference Verbs introducing a second action Emphatic “do”

<b>11. Cultural Exercises - 00:07</b>	
<b>Lesson Objectives</b>	Discover and broaden your knowledge of the culture of the country or countries where the language is spoken.

<b>12. After-sales Service – 01:56</b>	
<b>Lesson Objectives</b>	Identify problems and provide customer assistance.
<b>Vocabulary Themes</b>	<p>Communication and Intellect - Greetings, being polite</p> <p>Making Contact - Written correspondence</p> <p>Economy and Trade - Delivery</p> <p>Judgment and Opinion - Agreement, disagreement - Necessity, ability and difficulty - Criticism</p> <p>Shopping</p>
<b>Grammar</b>	“Everybody” - “Somebody” - “Nobody” “Quite” - “Quite a few”