

Business English Train the Trainer Certification

CVBE® Certification Program

Chapter 1

Understanding Business English vs General English

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EXERCISE 1: What's Different?

Duration: 10 minutes

Instructions to Teachers

"Work in pairs. I'll give you two scenarios. Discuss what the teacher would need to do differently in each situation."

Scenario A: General English

You're teaching a General English class. Your student Maria is a 28-year-old who wants to improve her English for travel and making friends.

Scenario B: Business English

You're teaching a Business English class. Your student Maria is a 28-year-old sales manager who needs to present product launches at international conferences in 3 months.

Discussion Questions

- What would be different about the lesson content?
- What would be different about your role as teacher?
- What would Maria expect from you in each scenario?

EXERCISE 2: Spot the Business English Student

Duration: 15 minutes

Instructions to Teachers

"I'm going to read out 6 student profiles. After each one, decide: Is this likely a Business English student or not? Why?"

Student Profiles

1. **Paolo** needs English to read technical manuals for the new software his IT department is installing
2. **Yuki** wants to watch American TV shows without subtitles
3. **Ahmed's** boss asked him to take English classes because he'll be reporting to the London office next year
4. **Sara** loves English literature and wants to read Shakespeare
5. **Chen** needs to negotiate contracts with suppliers in the US
6. **Marcus** is taking English classes because his company pays for it during work hours, but he doesn't really need English

Follow-up Questions

- Which ones are definitely Business English?
- Which might be unclear?
- What information would you need to know?

EXERCISE 3: What Do They Really Need?

Duration: 20 minutes

Instructions to Teachers

"You'll work in groups of 3. Each group gets ONE of these students. Your job: List 5-7 specific language needs this person has."

Student Case Cards

CARD 1 - FATIMA

Job: Human Resources Manager at multinational company

Problem: She receives 20-30 emails daily from international colleagues. She can read them but takes 3 hours to write replies. She's worried about sounding rude or unprofessional.

CARD 2 - KOJI

Job: Engineer at automotive company

Problem: Next month he must give a 15-minute presentation to potential clients from Germany about new engine technology. He's never presented in English before.

CARD 3 - ISABELLA

Job: Accountant at hotel chain

Problem: She needs to participate in weekly video conference meetings with the finance team across Europe. She understands most of what's said but rarely speaks because she's not confident.

CARD 4 - MARCUS

Job: Junior manager recently promoted

Problem: His company is sending him to a 2-week management training program in the UK in 6 months. All sessions will be in English. He needs to understand lectures and participate in discussions.

Task

Groups present: What are this person's top 3 language needs?

EXERCISE 4: Client or Student? Role Language

Duration: 15 minutes

Instructions to Teachers

"Business English students are your CLIENTS, not children. Look at these phrases. Which are appropriate for Business English adults? Which are too childish?"

Mark each: ✓ (good) or ✗ (too childish/inappropriate)

#	Phrase
1	"Well done! Gold star for you!"
2	"That's an interesting point about your industry."
3	"Sit down and be quiet, please."
4	"Could we look at that email you mentioned?"
5	"Your homework wasn't very good."
6	"Let's work on this together."
7	"I think you need more practice with this structure."
8	"Who can tell me the answer?"
9	"Based on what you've told me about your work, I'd suggest we focus on..."
10	"Everyone, listen to the teacher!"

Follow-up

What makes language appropriate for Business English adults? Rewrite the inappropriate ones.

EXERCISE 5: First Meeting Simulation

Duration: 20 minutes

Instructions to Teachers

"You're meeting a new Business English student for the first time. You have 10 minutes. Work in pairs - one is the teacher, one is the student."

Teacher's Job

- Find out what the student does
- Understand why they need English
- Identify specific situations where they use/need English
- Agree on 2-3 priorities for the course

Student Role Cards

STUDENT A

You're a marketing coordinator. You need English to write promotional materials and social media posts for international markets. You're worried your English sounds too formal and stiff.

STUDENT B

You work in customer service. Foreign clients often call and you struggle to understand different accents and handle complaints politely in English.

STUDENT C

You're a project manager. You need to run meetings in English with team members from different countries. People often misunderstand your instructions.

Debrief

After 10 minutes: Switch roles. Then debrief: What questions worked well? What did you learn about your “student”?

EXERCISE 6: Content Selection Challenge

Duration: 15 minutes

Instructions to Teachers

"You have a student who is a pharmaceutical sales rep. She needs to give presentations about medications to doctors. She has 20 hours of classes with you. Look at this list of possible lesson content. You can only choose 6 items. Which do you choose and why?"

Content Options

7. General vocabulary for health and medicine
8. Presentation skills and structure
9. Grammar: present perfect vs past simple
10. Handling questions after presentations
11. Pronunciation of drug names and medical terms
12. Small talk and social English for networking
13. Formal vs informal register
14. Writing: emails to doctors
15. Reading: understanding medical journals
16. Persuasive language and techniques
17. Grammar: conditionals for hypothetical situations
18. Cultural awareness: communicating with international doctors
19. Listening: understanding different accents
20. Body language and visual aids in presentations

Task

Groups share: Compare your choices. What were your criteria for choosing?

EXERCISE 7: The Partnership Approach

Duration: 10 minutes

Instructions to Teachers

"Business English students are experts in their work - YOU are not. Read this situation and discuss."

Situation

Your student works in cryptocurrency trading. In the lesson, he starts explaining blockchain technology and you don't understand anything. What do you do?

Options - Discuss

- **A.** Stop him and say "I don't know about this topic, let's use a different example"
- **B.** Let him explain, ask questions, and help him explain it MORE clearly in English
- **C.** Pretend you understand and move on
- **D.** Research cryptocurrency tonight so you can teach him about it next lesson

Follow-up

Why is B the best answer? How does this change the teacher-student relationship?

EXERCISE 8: Real World Connection

Duration: 15 minutes

Instructions to Teachers

"Business English is special because it connects to students' REAL lives. Look at this example from the reading, then do the task."

Example from Reading

A student saw equipment at a trade fair but thought he couldn't get it (budget constraints). The teacher helped him prepare a quick presentation about the equipment's benefits for his boss. Next day: the boss approved it! The student was glowing.

Your Task (groups of 3)

Think of one of YOUR current or past students. How could you connect their English lesson to something REAL happening in their work THIS WEEK?

Share: One example from each group

EXERCISE 9: Accountability Reality Check

Duration: 10 minutes

Instructions to Teachers

"In Business English, someone is usually PAYING and expecting RESULTS. Read these scenarios. What would you do?"

Scenario 1

The HR manager who organized the course wants to observe your class tomorrow. What do you do?

Scenario 2

After 10 lessons, the company sponsor asks you: "Is Mario making progress?" What do you say?

Scenario 3

Your student says: "I don't want to do grammar exercises. I need to practice my presentation for Friday." It's not in your lesson plan. What do you do?

Discussion

How is accountability different in Business English? How do you track and show progress?

EXERCISE 10: Action Planning

Duration: 10 minutes

Instructions to Teachers

"Individual reflection. Write down:"

Three things you learned today about Business English that surprised you:

1. _____
2. _____
3. _____

Two things that worry you or seem challenging:

1. _____
2. _____

One specific thing you will do DIFFERENTLY in your next Business English lesson:

Pair Share

Tell your partner your "one thing" and discuss how you'll implement it.



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