



Business Intermediate

Unit 6: Training and development

Objectives

- Talk about training and development
- Articles
- How to exchange ideas
- Presenting and discussing plans



First published in 2024 by mYngle

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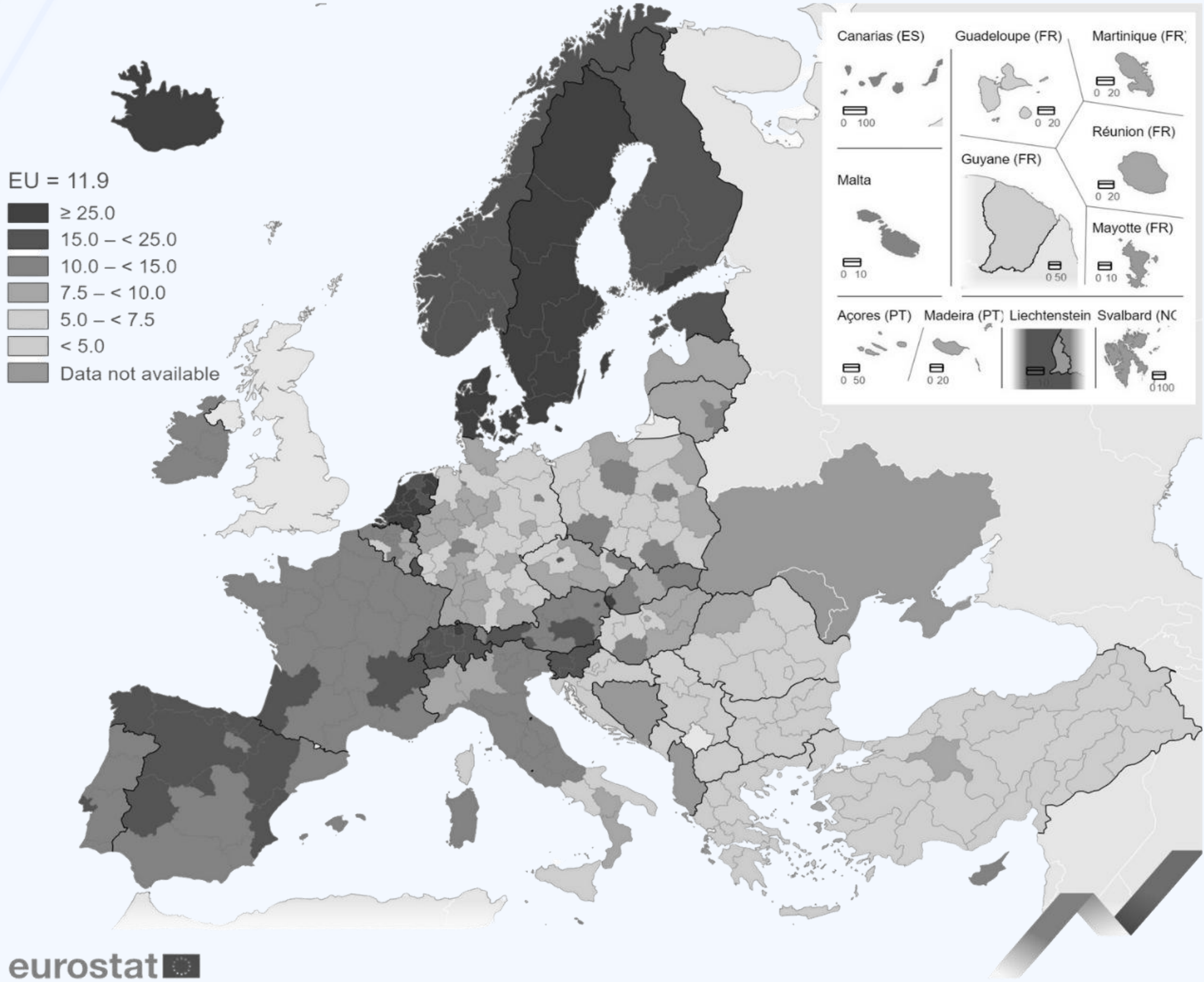
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1. Look at the map. In which countries do you think adult participation rates in learning are higher? Discuss it with your teacher / partner then check your guesses on the next page.

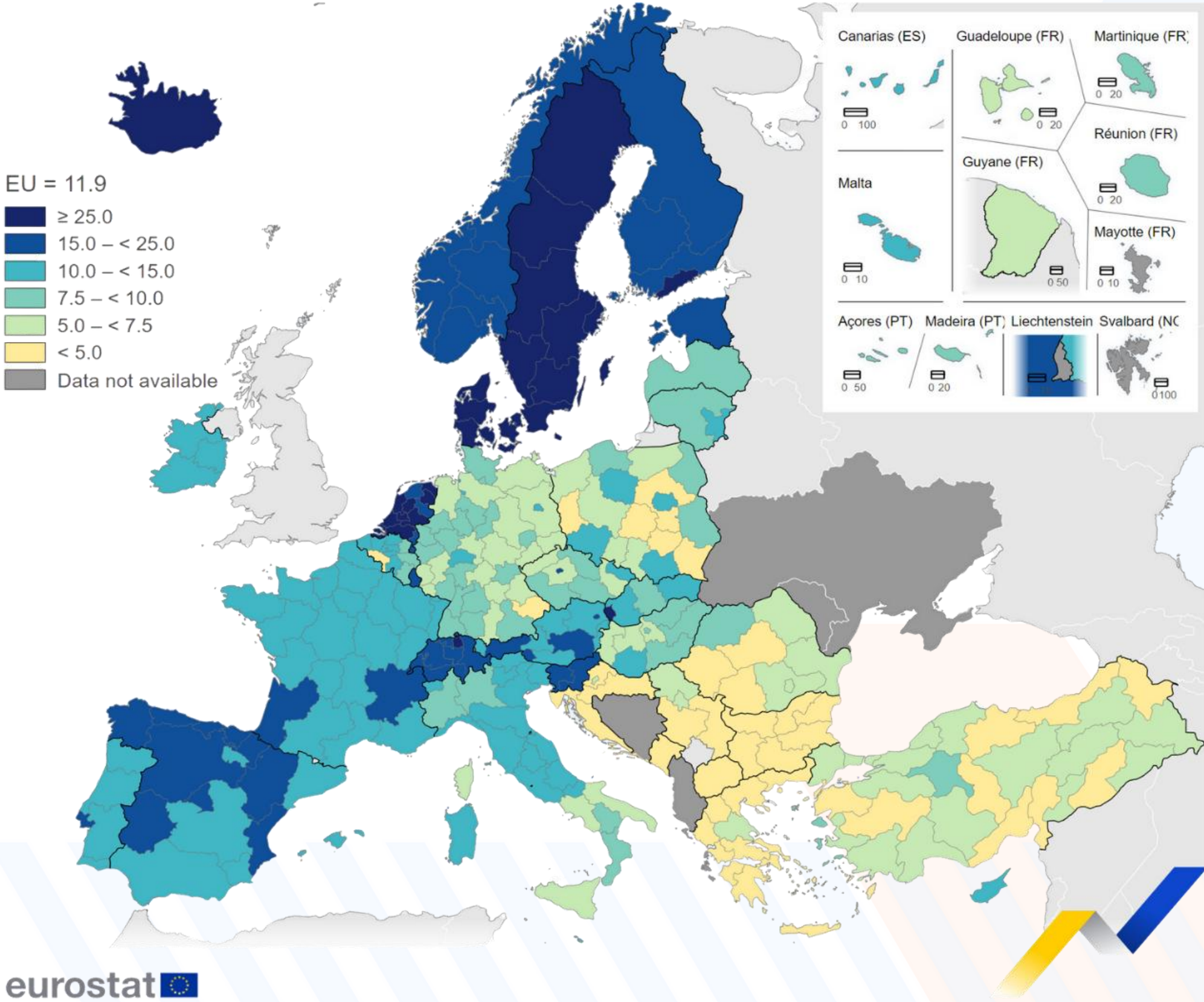
Participation rate in education and training, 2022



2. Look at the infographic below. Where does your country rank? Do you agree with this rating?

Participation rate in education and training, 2022

% of people aged 25–64 who participated in education and training during the four weeks prior to the survey

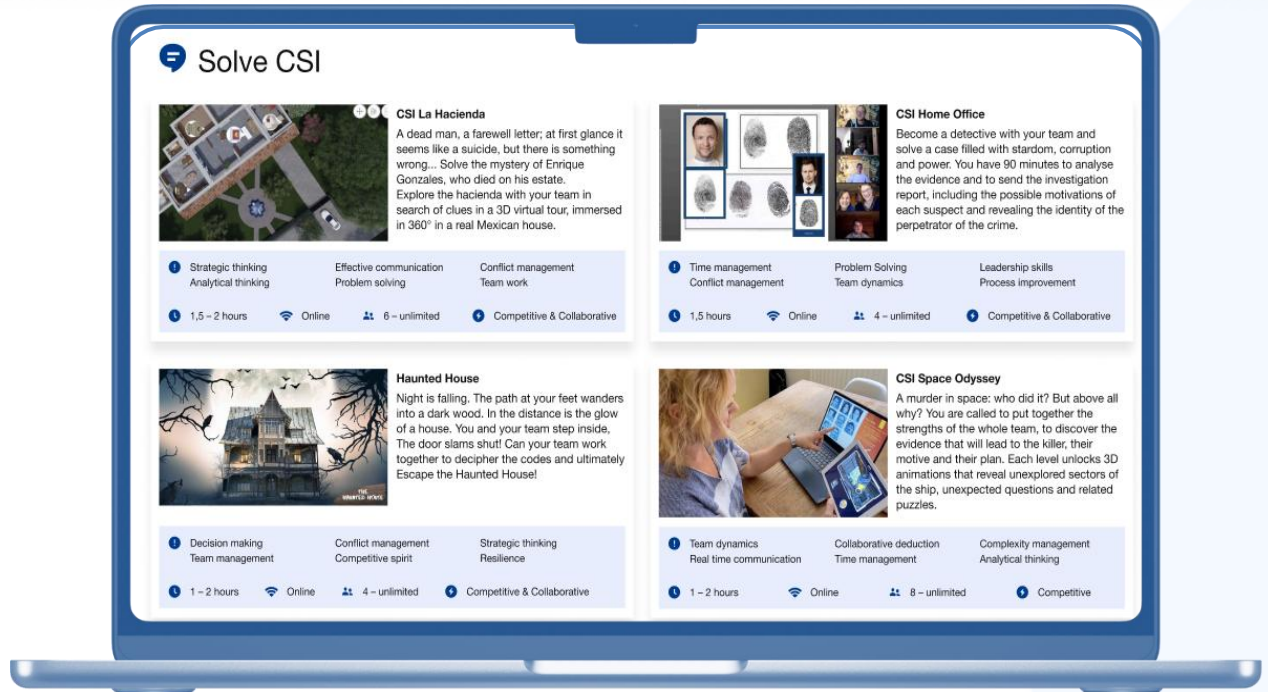




Audio 6.1

3. Listen to Damian Martin speaking about [mYngle](#) training courses and answer the questions:

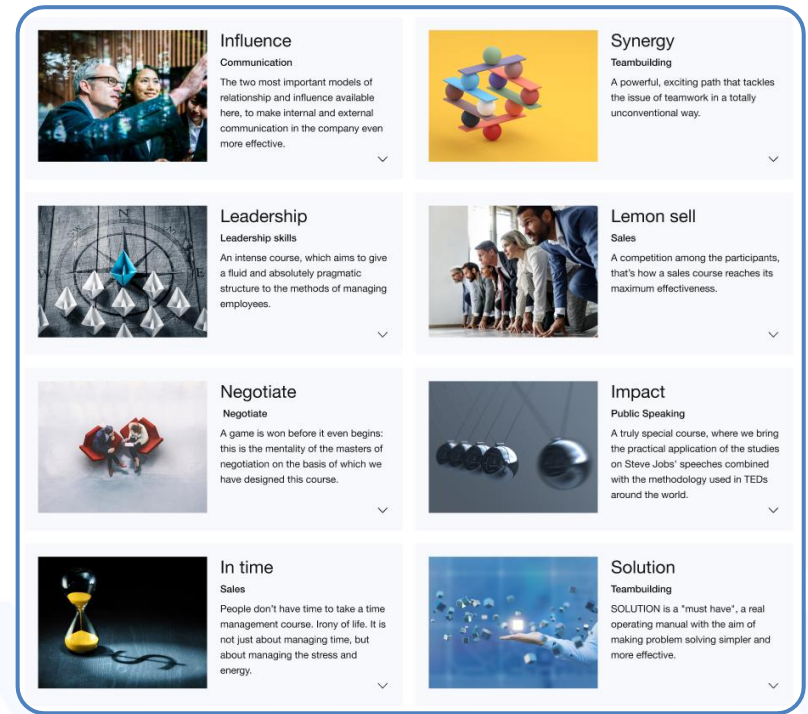
- 1. How do they decide what type of training is needed?
- 2. What skills does the leadership training improve?
- 3. What examples of training courses does the speaker mention?



Audio 6.2

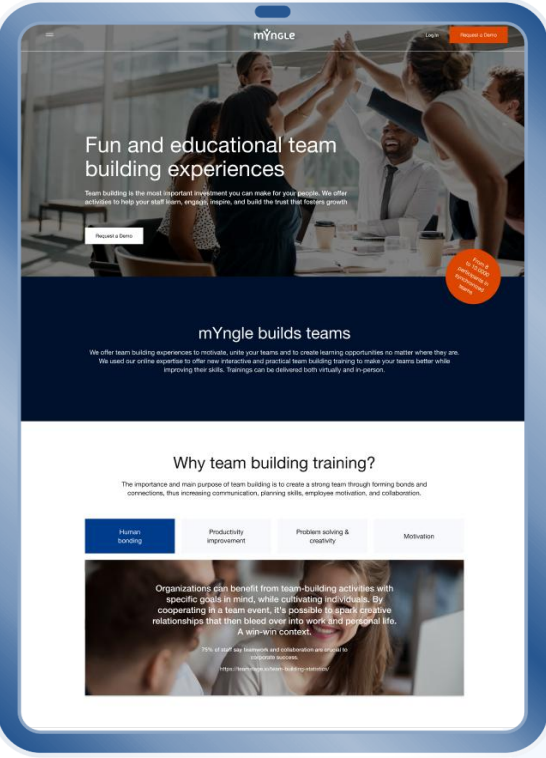
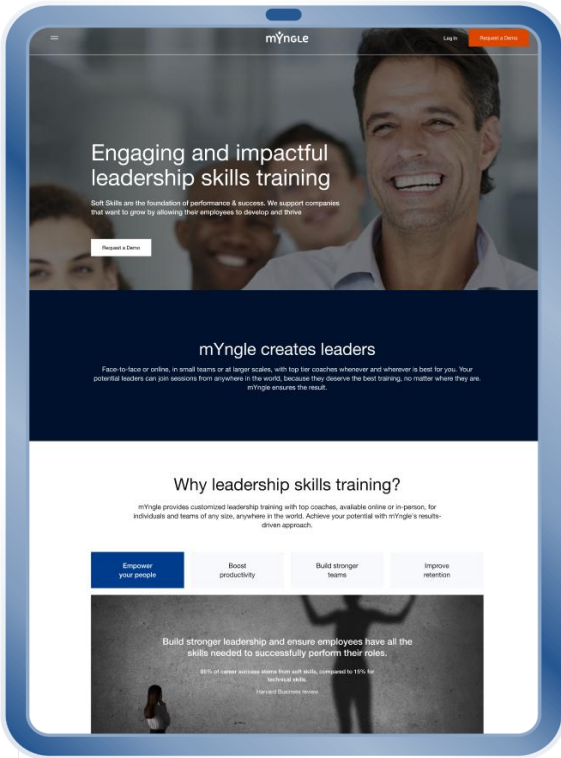
4. Listen and complete the sentences from the interview.

- 1. We assess the [skills](#) and goals of the participants to provide a _____ that focuses on skills and _____ as well as _____.
- 2. We strongly believe in the power of continuous learning to achieve _____.
- 3. One of our popular programs is _____.
- 4. We motivate participants to learn by doing the activities that improve their _____ and _____.
- 5. Teams work together, using their _____ and _____ skills, to gather clues and solve the case.
- 6. It develops _____, _____ and _____.



5. Find the odd one:

- 1. training / job / educational / online - **courses**
- 2. skills / personal / professional / full-time - **development**
- 3. participation / career / personal / technological - **advancement**
- 4. professional / economic / time-management / business - **growth**
- 5. leadership / skills / place / management - **training**
- 6. creative / direct / critical / strategic - **thinking**
- 7. active / reflective / empathetic / bad - **listening**
- 8. course / decision-making / problem-solving / time-management- **skills**



6. Complete the table (optional).

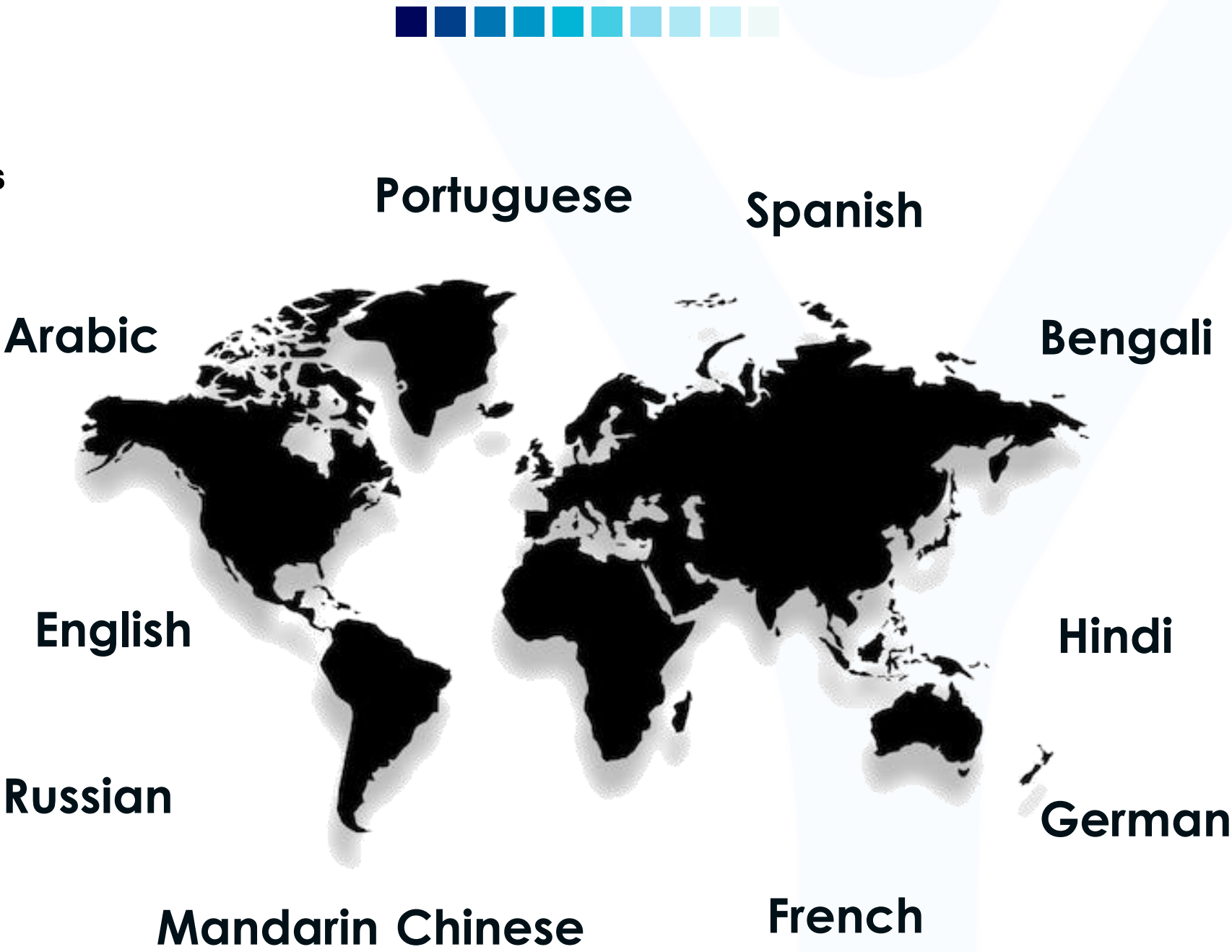
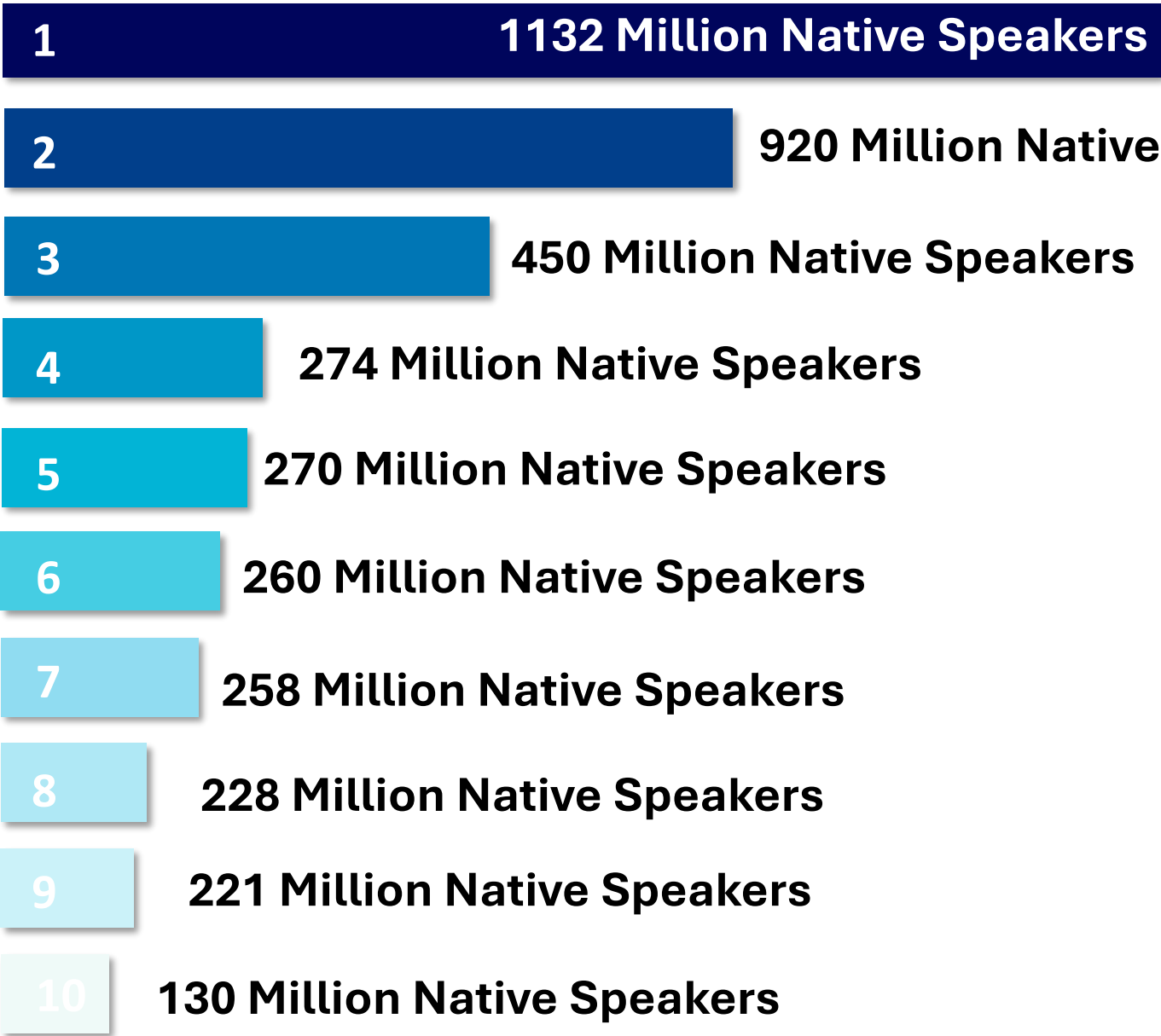
Verb	Noun
	training
develop	
	advancement
	leadership
create	
decide	

7. Answer the questions.

- 1. What courses does your company offer?
- 2. Would you like to take a leadership course?
- 3. What courses do you think would be beneficial for you?
- 4. What skills would you like to develop?

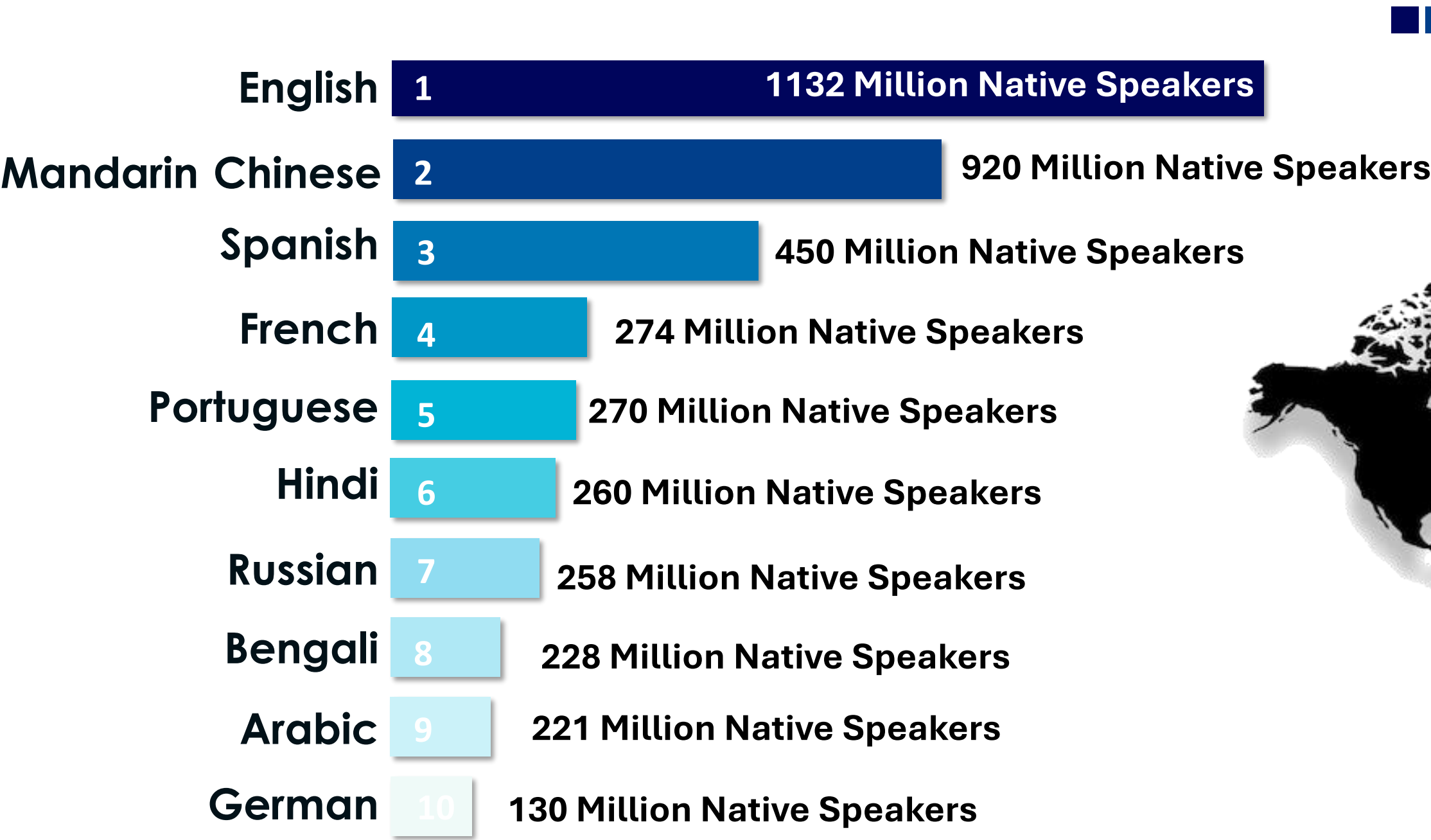
1. What do you think are the most spoken languages in the world? Put the languages on the chart, then check your answers on the next page.

10 Most Spoken Languages in the World in 2023



2. Discuss the information below with your partner / teacher. Which language do you think is the easiest / most difficult to learn?

10 Most Spoken Languages in the World in 2023



3. Read the tips (a-f) and match them with the questions (1-5). Which advice do you like? Why?

1. How can I improve my speaking skills?

2. How can I improve my pronunciation?

3. How can I improve my vocabulary? (x2)

4. How can I improve my listening skills?

5. How can I improve my grammar?

a) Kim



For me, music is a way to learn new vocabulary. If I don't understand the words, I search for the lyrics on the Internet. And when I have the lyrics, I enjoy singing along, which helps me to improve pronunciation!

b) Ji



I need English to **get ahead** in my career, so I focus on the areas of vocabulary that I'm particularly interested in. Then I **go through** all the words in that area that I know in my mother tongue and see whether I know how to say them in English, too. If I don't know a word, I **look it up**.

c) Luigi



Career advancement is important to me, so I need to **stand out**. But sometimes it's difficult for me to understand people in meetings. So I try to listen to podcasts, audiobooks, and radio shows while I'm on the go. When I have time to sit, I turn on a YouTube channel. If I don't understand everything, I try to understand the main idea. Usually, I choose just one brief episode or video to listen to every day for several days, then I **pick out** words or phrases that are difficult to understand and **look them up**. Sometimes I try speaking along with audio or video. American English is challenging for me, so I try watching American series.

Recently, I got a new job and my colleagues speak English better than I do, so my goal is to **catch up** fast! I keep a Vocabulary Book of Useful Words **to take in** the information more quickly. If I want to recall the English word easily for active use, I write the words in my native language first, but if I just want to be able to recognize the English word when I see it, I write the English word first.

d) Jan



e) Jose



I try to be confident and not to **pay attention to** errors too much while speaking. As long as your listeners understand what you wanted to say, everything is ok. I avoid making complicated sentences and try to **break** my sentences **down** and keep them simple. Reading books or articles in English also helps, as I see correct grammar in use. Besides, I use a handy app to do grammar exercises.

f) Yuki



I learn 5 new words or phrases every day and try to practice using them when I have a chance. If I have nobody to speak with on that day, I start thinking in English! Sometimes I read out loud. To be a good driver, you need to practise driving; to be a good speaker, well... you need to speak, so my friend and I agreed to speak in English every time we meet!

4. Fill in the space below with the prepositions in the box, and then match the questions (1-9) with the answers (a-i).

- **up**
 - **out**
 - **ahead**
 - **down**
 - **to**
 - **through**
 - **in**
 - **up**
 - **out**
1. What did you **go** _____ before the meeting?
 2. What are you going to do to **get** _____ in your career?
 3. What did you **look** _____?
 4. Why does Jessica **stand** _____?
 5. What did you **pick** _____ for the party?
 6. Why is it difficult for you to **catch** _____?
 7. Why didn't you **pay attention** _____ his explanation?
 8. What was difficult for you to **take** _____?
 9. What can you **break** _____?

- a. Quantum physics. I don't get it!
- b. A big project.
- c. The word 'condescending'.
- d. She has a PhD and speaks 5 languages.
- e. Work hard.
- f. All the documents.
- g. I was busy checking my email...
- h. A pink dress.
- i. Because I've been away for a month.

5. Match the definitions below with the phases in bold from exercise 4.

1. progress in one's career. _____
2. be better than other people. _____
3. to do work or study that one has missed. _____
4. understand information. _____
5. to divide something complex into simpler parts. _____
6. to examine something carefully. _____
7. to search for the meaning of a word in a book (dictionary). _____
8. to select something. _____
9. to carefully listen to something. _____

6. Answer the questions.

1. Why do people learn foreign languages?
2. Why are you learning English?
3. What difficulties do you have?
4. What do you like about learning English?
5. What do you dislike?
6. What do you do to improve your English?

1. Have you tried VR or escape room games? Do you think it's possible to use such games to train employees?



2. Listen to a podcast and answer the questions.

Audio 6.3

1. What game does KFC use to train cooks?
2. What must cooks do in the game?



extra vocabulary

Know something backwards and forwards - to have very good and detailed knowledge of something.

E.g. Rita knew the streets in her hometown backwards and forwards.



Audio 6.4

3. Listen and complete with *a/an, the* or *(-)*.

- 1. So, ___ **KFC** is using ___ **VR game** to train ___ **cooks**.
- 2. It's like ___ **escape room**, which is ___ **game** where you solve ___ **puzzles** to get out of ___ **room**.
- 3. But in this VR game, you're in ___ **kitchen**, and you have to cook ___ **fried chicken**.
- 4. And I must say, this is ___ **most interesting** training program I've heard of!
- 5. And here's ___ **coolest part** - ___ Colonel guides you through everything.
- 6. He shows you each step you need to do to cook ___ **chicken** just right.
- 7. You have to do all the steps in the right way to get out of ___ **room**.
- 8. I'm ___ **Jordan**.

4. Complete the rules in the Language point with '*a/an, the, - (no article)*' and examples from exercise 3.

LANGUAGE POINT

a/an	the	no article
1. We use _____ to talk about singular countable nouns in general (the first time we mention something). <i>E.g.</i> _____ 2. We use _____ • with plural and uncountable nouns in general. <i>E.g.</i> _____ • with proper nouns (names, countries, continents, cities, languages, etc.). <i>E.g.</i> _____ 3. We use _____ • to talk about specific nouns (we know which person or thing we are talking about). <i>E.g.</i> _____ • to talk about something that has been mentioned before. <i>E.g.</i> _____ • with superlatives. <i>E.g.</i> _____		

5. Complete the sentences with *a/an*, *the* or *(-)*.

- 1. If you want to get ahead in your job, it's good to have _____ clear career goal.
- 2. When new software comes out, I have to catch up with _____ latest features.
- 3. Effective communication is essential for _____ leadership.
- 4. During the workshop, I tried to take in every word of _____ speaker.
- 5. We must pay attention to _____ changing customer needs to succeed.
- 6. Next month's training conference will be held in _____ Berlin.
- 7. It can be tough to catch up when you miss _____ important meeting.
- 8. Try to take in as much as you can during _____ training.
- 9. _____ managers often have _____ skills in negotiation and problem-solving.

6. Use the phrases in the table below to make questions. Take turns and ask your teacher / partner.

Who / What (is/was)	a/an the -	best leader you've ever met?
		teacher / trainer / mentor that made an impact on you?
		most useful skill you've learned?
		person you admire the most? Why?
		skills would you like to improve?
		colleague you've seen improve after training?
		most important problem your company is facing?
		course you'd like to take?



1. Answer the questions.

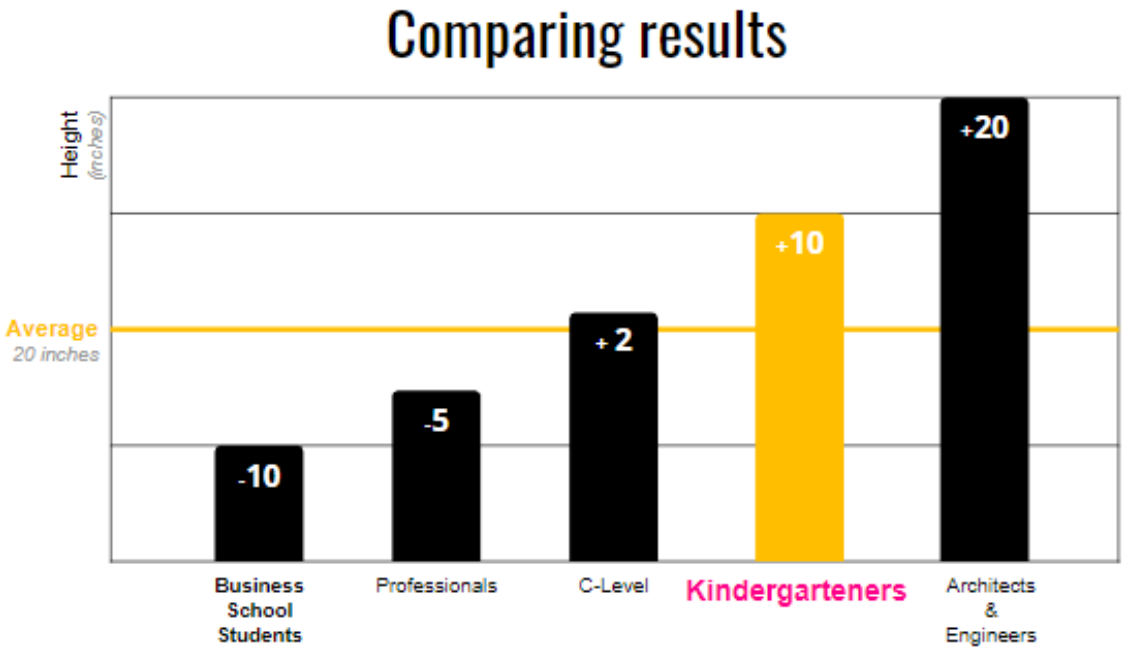
- 1. Is teamwork important to the kind of work you do?
- 2. Have you participated in any team-building activities? Discuss it with your teacher / partner.

2. Read about the Marshmallow Challenge. Do you think it's a good team-building exercise? Why?

The Marshmallow Challenge is a team-building activity designed to encourage collaboration and problem-solving. Participants are divided into small groups and given a kit containing 20 sticks of spaghetti, one yard of tape, one yard of string, and one marshmallow. The challenge is to build the tallest freestanding structure that can support the marshmallow on top within 18 minutes. The exercise helps teams to improve creative thinking, communication and time-management skills.



Build the tallest
freestanding
structure
in 18 minutes!
The whole marshmallow
must be on top





Audio 6.5

3. Listen to a team participating in the Marshmallow Challenge and answer the questions.

1. What suggestions do the team-members make to build the structure?
2. Is their structure stable?

4. Choose the correct option to complete the sentences.

1. I think the best **option / means** here is to start with a strong base.
2. Yeah, and if I can **add / take** to that, I think we should make a wide base with a triangle shape, it will be more stable.
3. One option **could be / must be** to be careful not to use too much tape at the beginning.
4. What do you suggest **about / for** making the base?
5. So **shall / would** we try making small triangles and see how stable they are?
6. Do we all agree with the idea **for / to** start with small triangles?
7. I don't think it makes **meaning / sense** to make it too tall, though.
8. Any thoughts **on / for** how to make the middle part strong enough to hold the top?



5. Use the expressions below to discuss the following situations with your teacher / partner.

Exchanging ideas

Giving Opinions

- If I can add to that, I think
- I think the best option here is
- So shall we try ...?
- One option could be to ...

Asking for Opinions / Suggestions

- Any thoughts on (that / on the matter)?
- What do you think we should do ...?
- What do you suggest?
- Do you have any ideas?

Agreeing / Disagreeing

- Do we all agree with the idea to...?
- What's the best way to ...?
- I don't think it makes sense to ...

Suggesting / Proposing

- Why don't we ...?
- If we do that, then it will
- Just picking up on what (Emma) said, why don't we ...?

Situation 1

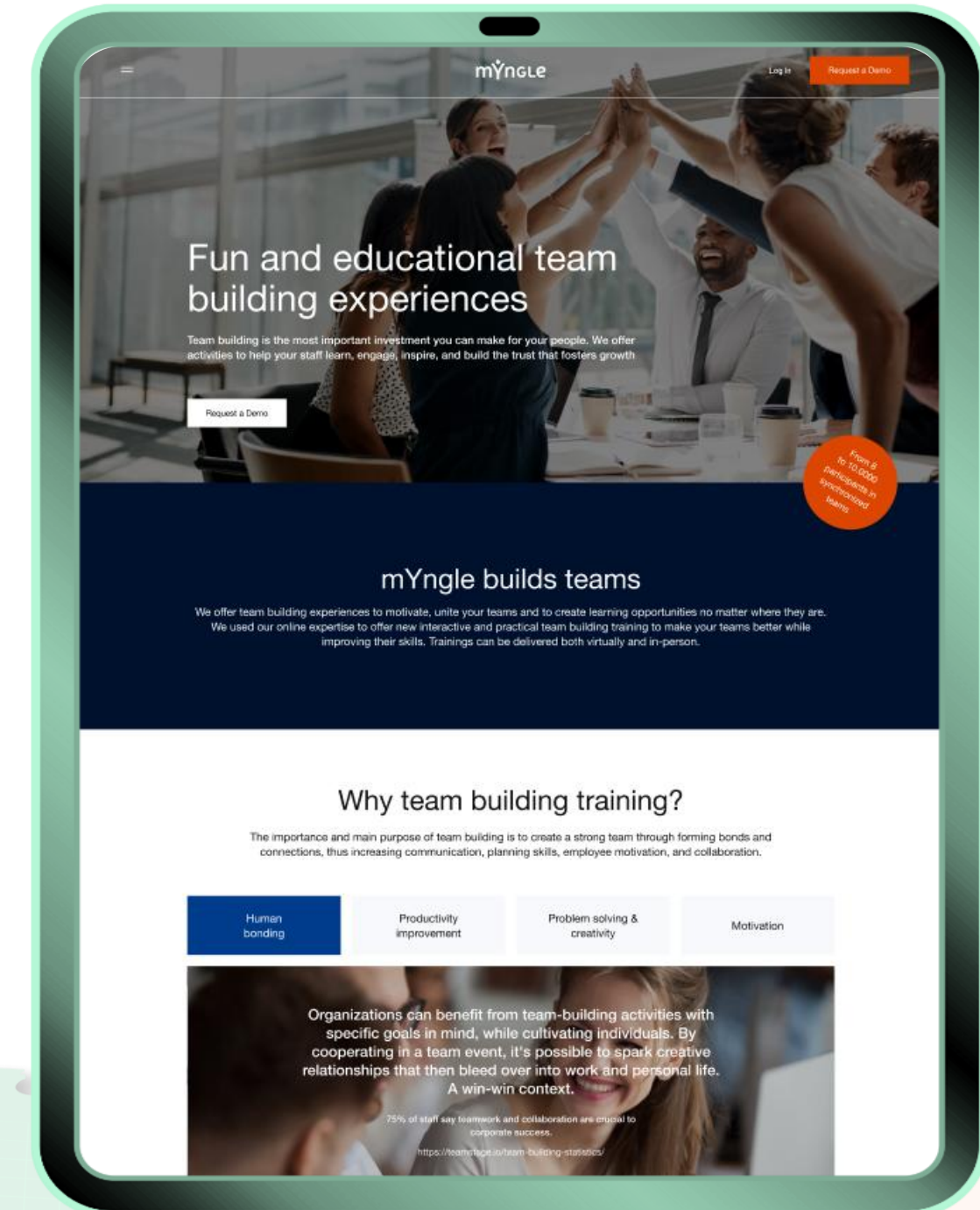
You and your colleague have been given a mentee, but you're very busy with your current project and don't have enough time. Exchange ideas and decide what to do.

Situation 2

You and your colleague have been signed up for a 2-week training course that you wanted to participate in. It's a great opportunity, but unfortunately it coincides with your vacation. Exchange ideas and decide what to do.

6. You and your colleague have been asked to organize a team-building event. Discuss what type of event will be the most useful for your department.

- A one day event run by a company (e.g. scavenger hunt, room escape).
- Volunteer work (a park clean-up).
- A weekend picnic for staff and their families.
- A catered lunch within office hours.
- A short trip / camping.
- Find ideas more ideas in [mYngle here](#)



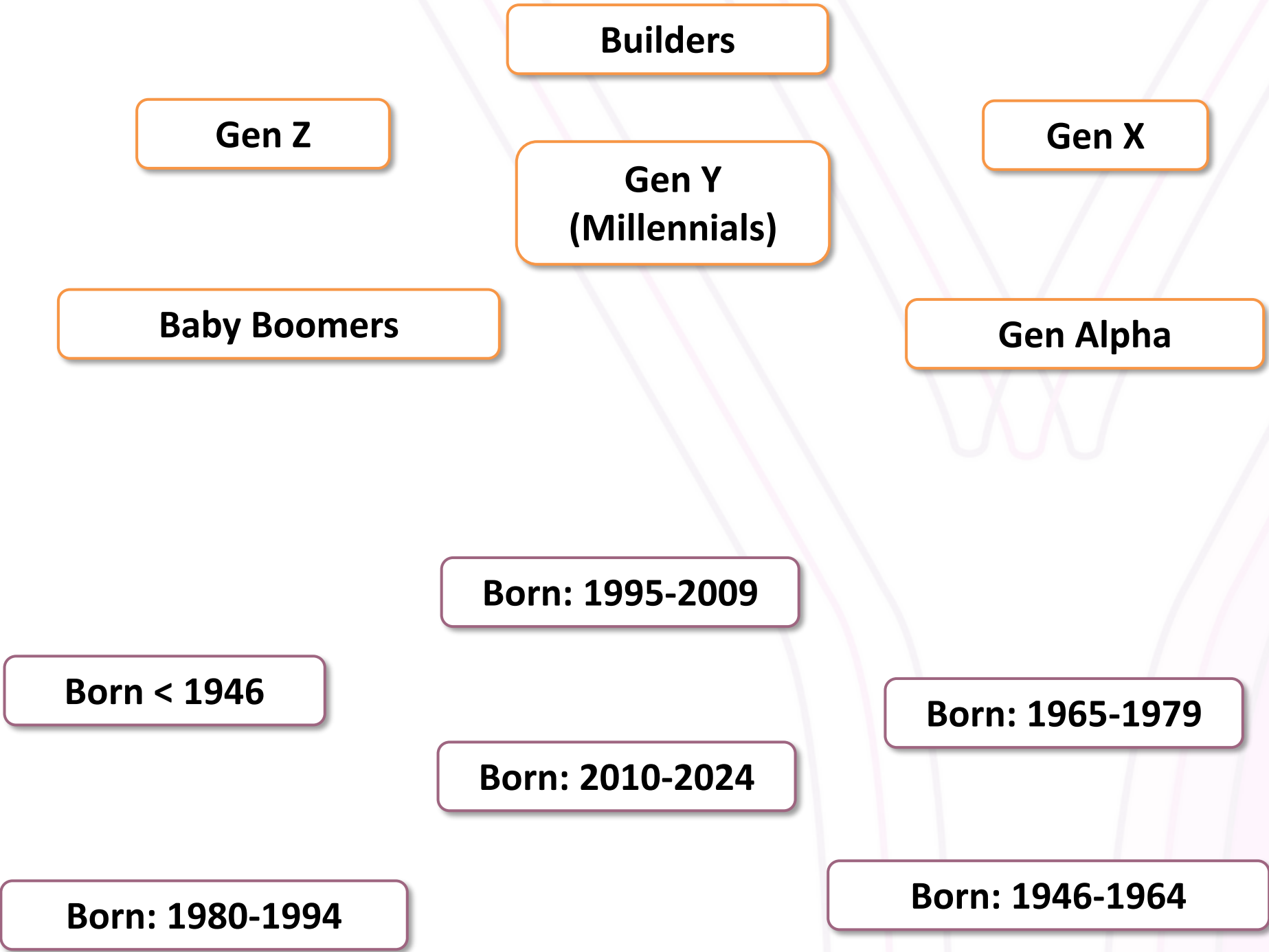
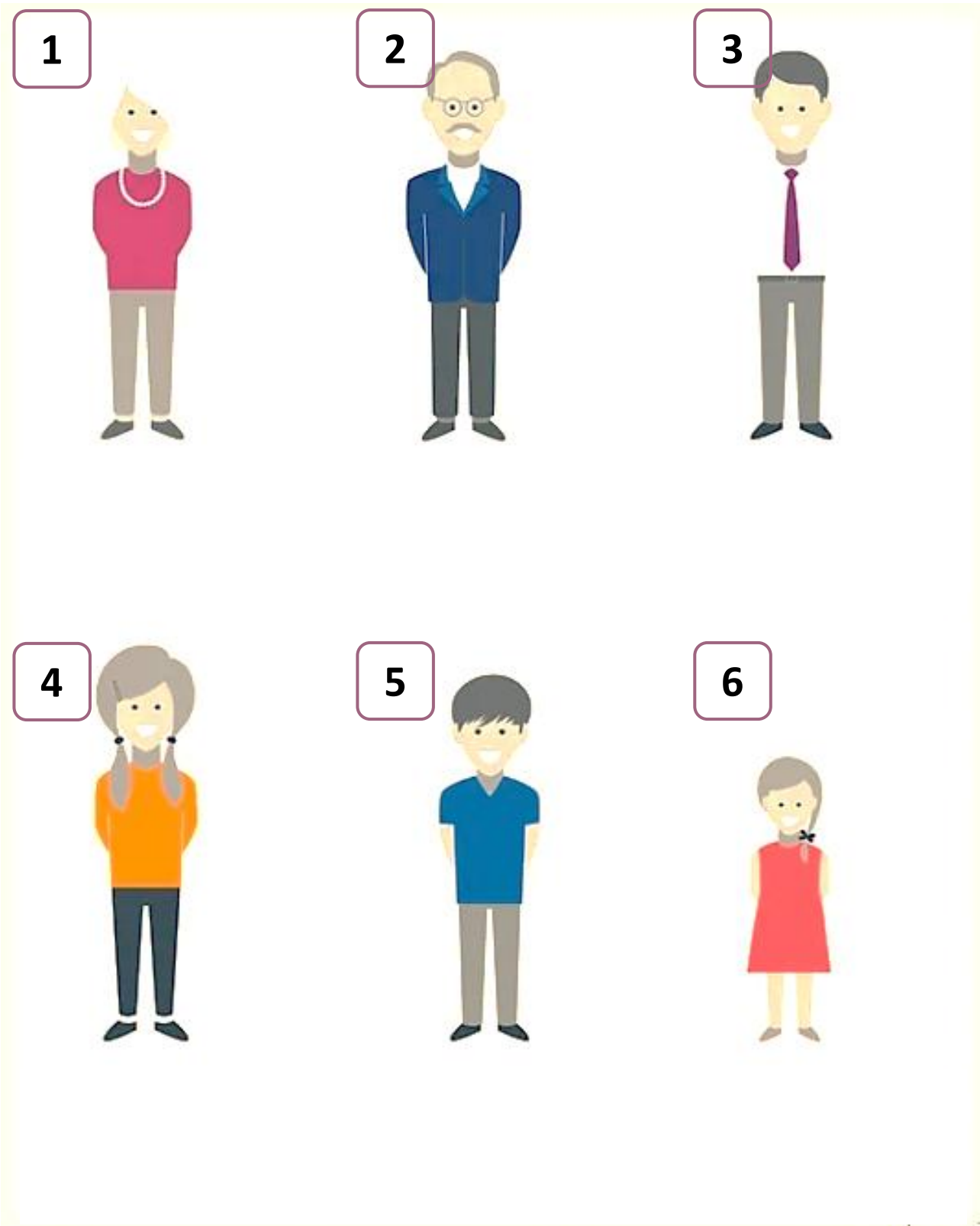
extra writing

Write an email to your HR manager, asking to sign you up for a training course of your choice **(50-80 words)**.

extra vocabulary

There's no 'I' in Team - teamwork involves thinking of others, not just oneself; all members of the team have the same rights and obligations.

1. Match the generations with years and pictures, then check your answers on the next page. Which generation are you?



2. Read about different generations’ learning styles. What’s your learning style?

1



Builders
Born: < 1946

2



Baby Boomers
Born: 1946-1964

3



Gen X
Born: 1965-1979

4



Gen Y
Born: 1980-1994

5



Gen Z
Born: 1995-2009

6



Gen Alpha
Born: 2010-2024

- **Builders:** Learn best through direct instruction.
- **Baby Boomers:** Prefer personal, face-to-face learning.
- **Generation X:** Favor self-guided learning with technology.
- **Millennials:** Engage with interactive, digital content.
- **Generation Z:** Learn by doing.
- **Generation Alpha:** Learn through advanced technology and interactive media.



Audio 6.6 3. Read the context, then listen to the part of a meeting. Are the statements below true (T) or false (F)?

Context

Prime Software Solutions, a software development company, is tackling a challenge: their Gen Z employees consider the current training methods outdated. Team members from the L&D, Human Resources, and management departments are having a meeting to solve the problem.

- 1. Gen Z workers want training videos in meeting rooms. __
- 2. The new training can be accessed on phones. __
- 3. The new training will start in a few weeks. __
- 4. Team games are part of the new training. __
- 5. The old training programs will remain unchanged. __

4. Complete the comments using the pairs of words in the box.

- | | | |
|--------------------|--------------------|------------------|
| • leave + programs | • run + understand | • chances + need |
| • term + training | • plan + join | • hope + using |
| | • intend + games | |

- **Expressing future hopes and expectations**
 - 1. To begin with, I _____ to make some training that you can _____ from anywhere, on any device.
 - 2. We _____ to get everyone _____ it.
 - 3. The _____ are we'll _____ a few weeks to get it right.
 - 4. I _____ to put together some team _____ and projects.
- **Time expressions**
 - 1. In the short _____, we will see if Gen Z likes the new _____ better.
 - 2. And in the long _____, it will help everyone get along and _____ each other better.
- **Asking about immediate action**
 - 1. Where does this _____ us with the old training _____?

5. Make the learners read the Key Expressions and help them with the meanings they do not understand.

Describing plans and intentions

- We're also going to...
- X is going to...

Expressing future hopes and expectations

- We expect to...
- We hope to...
- I plan to...
- I intend to...
- The chances are...
- It is likely to / that...

Asking how much time is needed

- How long will it take to...?
- What's the timescale on this?

Asking about immediate action

- Where does this leave us?
- What's the next step?

Time expressions

- Over the next few weeks...
- By the end of the/next month...
- By Tuesday...
- In the short / medium / long term...
- In the long run...

6. Work with a partner. Read the situation below and role play it using the Key Expressions.

Student A

Your boss is going to retire next year and you would like to take his place, but you're not sure if your English is good enough. Convince the HR manager (student B) that you're the best candidate for the job. Explain how you are going to improve your English.

Student B

You are an HR manager. One of the managers is going to retire next year and Student A would like to take his place. He/she is the best candidate for the job except for one thing: his/her English level is not high enough. To consider Student A for promotion, you must be sure that he/she will improve his/her English. Ask how he/she is going to do it.

Describing plans and intentions

- We're also going to...
- X is going to...

Expressing future hopes and expectations

- We expect to...
- We hope to...
- I plan to...
- I intend to...
- The chances are...
- It is likely to / that...

Asking how much time is needed

- How long will it take to...?
- What's the timescale on this?

Asking about immediate action

- Where does this leave us?
- What's the next step?

Time expressions

- Over the next few weeks...
- By the end of the/next month...
- By Tuesday...
- In the short / medium / long term...
- In the long run...

7. Work with a partner. You have been asked to prepare an induction programme for new employees. Consider the points below or your own ideas.

- What information newcomers need.
- How long the induction will last.
- If the induction will be individual or in groups.
- How the induction should be held (on-site or online).
- Whether the new recruits need mentors.
- Who the newcomers should contact for additional information.

extra writing

Answer the question (80-100 words):

What sort of skills do you think your generation lack the most?

extra vocabulary

Common knowledge - a fact that everyone knows.

E.g. It's common knowledge that a child who misses a meal can't concentrate in school.

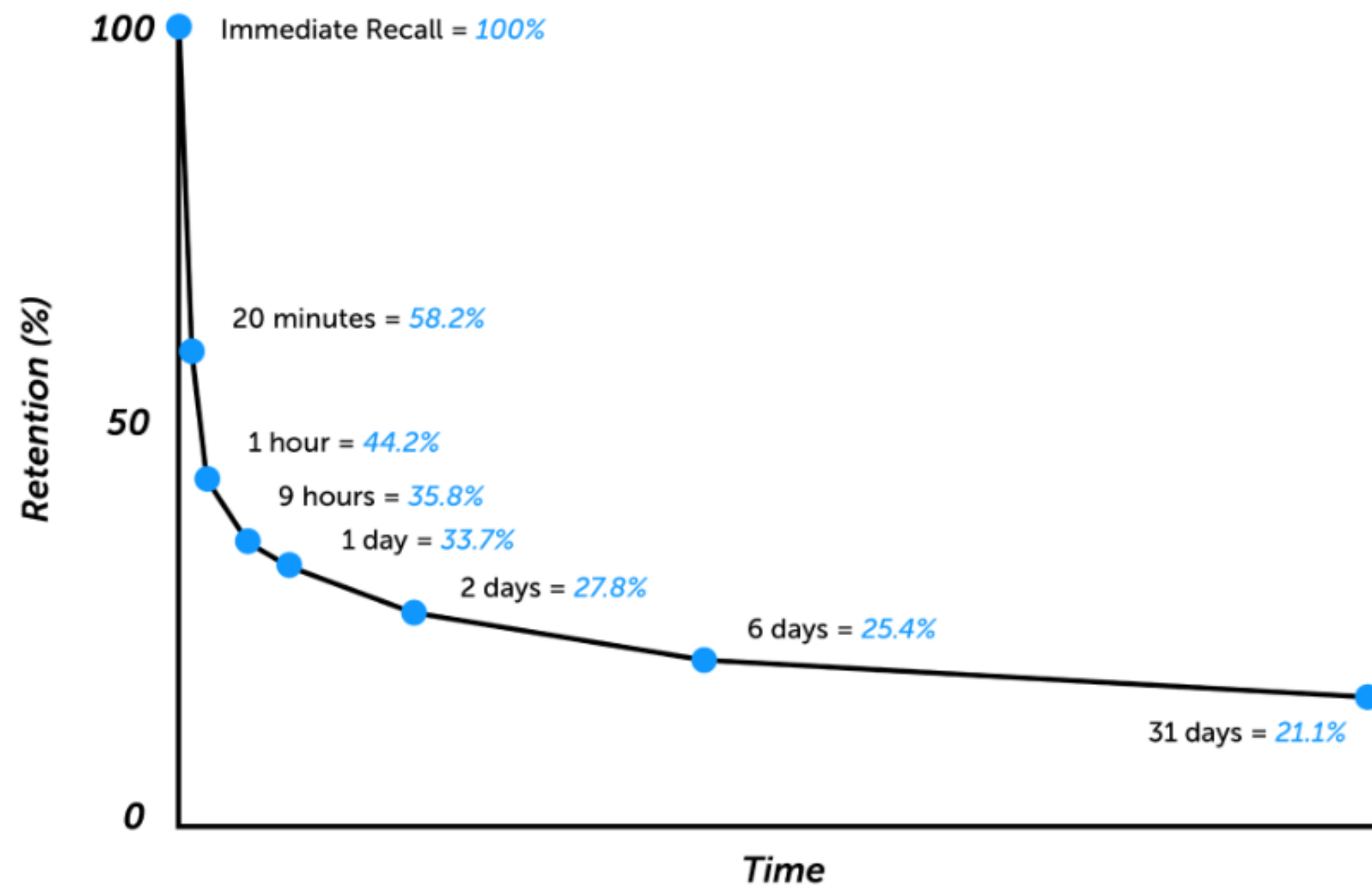
1. Answer the questions.

1. What is the most difficult language skill to acquire for you? Why?
2. Can you memorize rules / words easily?
3. Do you have any great language learning tips you would like to share?

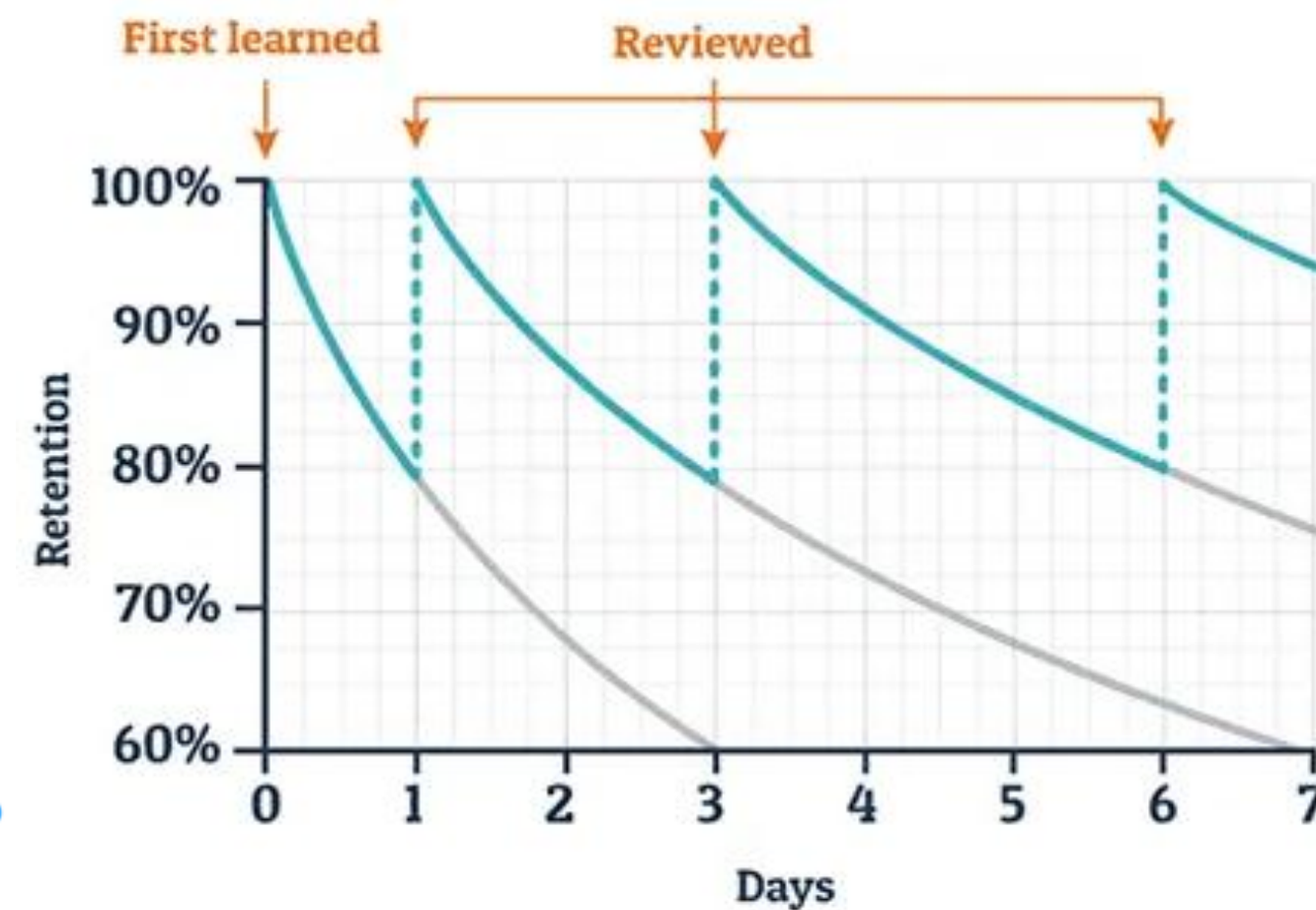
2. Read about the Forgetting Curve and Spaced Repetition and discuss these concepts with your teacher.

In the 1880s, Hermann Ebbinghaus, a famous psychologist, discovered the Forgetting Curve. He found that our memory changes over time. Right after learning something, people remember it all but forget about 80% of what they learned in a month. To overcome this, Ebbinghaus suggested Spaced Repetition. This is a learning method where we review information at specific intervals.

Forgetting Curve



Spaced Repetition



3. Read and discuss the following tips. Which do you like? Why?

Work in a Coffee Shop

Sometimes, working in a coffee shop helps you do more! The noise around you isn't too loud and gives a nice background sound. It's strange, but true. This little noise can make you think better and do your tasks quicker. If you can't go to a café, find a spot that feels like one.

Use Every Minute

Use your free time wisely. When you eat lunch, why not read something for your studies? Or, if you're traveling somewhere, listen to something educational. This is how you can use your 'dead time' – time when you're not doing much. It's easy and helps you learn more!

Microlearning Magic

Microlearning means studying in small parts. Instead of long study sessions, do short ones. Learn a little bit every day. This method is perfect when you're busy. It's easier to remember small information chunks. This way, you can learn anytime, like during a short break or while waiting for a friend.

Look at cute pictures

Looking at cute animals online can make you work more efficiently. Japan's Hiroshima University has found that looking at cute pictures online increased productivity by 44%! It seems we focus well on adorable things. This could make your brain work better.

Teach to Learn

To study well, try the Feynman Technique. First, understand what you need to learn. Then, try teaching it to someone else, like you would teach a child. Make it simple. If you can't explain something well, go back and study that part again.

4. Use the Feynman Technique and explain what you've learned about the Forgetting Curve and Spaced Repetition to your teacher / partner. Remember to make it simple.
5. Think about your 'dead time' (time when you're not doing much). What time is your dead time? How can you use it? What can you learn?
6. Read **eXtra vocabulary** below. In the next 7 days, use Spaced Repetition to memorize and review the new expressions. Then share the results with your teacher.

eXtra vocabulary

sit (for) an exam – take an exam.

E.g. The changes will affect many students sitting their exams this summer.

eXtra vocabulary

I haven't (got)/don't have the foggiest (faintest) idea – I really don't know at all.

E.g. I haven't got the foggiest idea where she lives.

eXtra vocabulary

be in/out of touch with something – If you are in touch/out of touch with a subject, activity, or situation, your knowledge about it is recent/not recent

E.g. I didn't see any news all the time I was on holiday, so I'm completely out of touch.

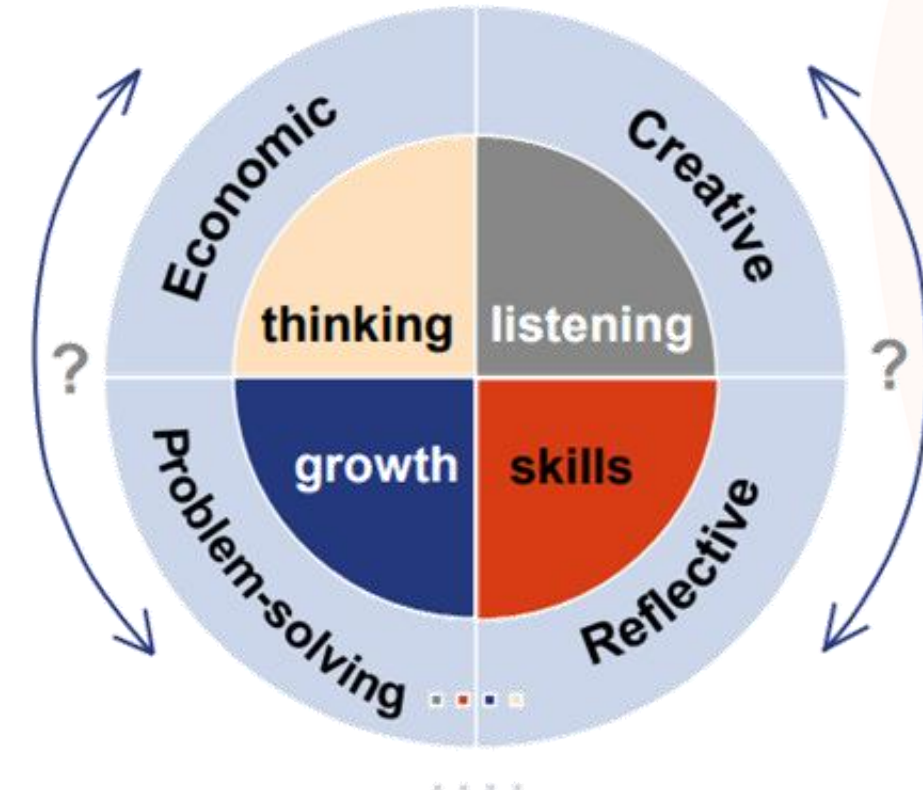
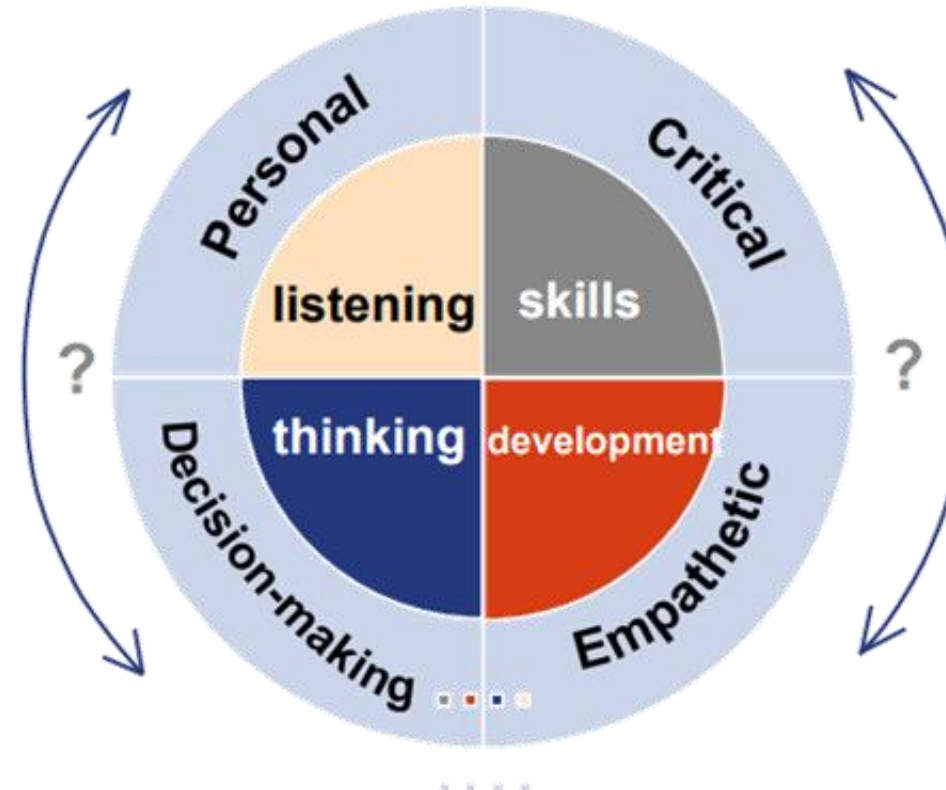
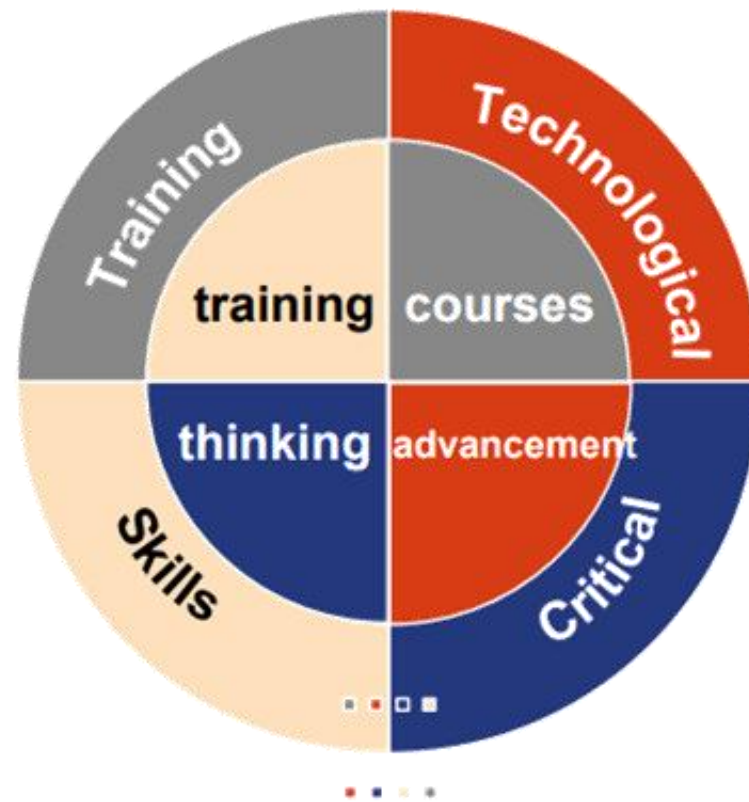
eXtra vocabulary

know your stuff - to have good practical skills and knowledge in a particular activity or subject.

E.g. When it comes to marketing, he certainly knows his stuff.

1. How do you need to move each dial to make collocations using all the words?

Example: Turn dial anti-clockwise once.



2. Put the words in the correct order.

1. training / my / is / part / course / Leadership / of.
2. The / teaches / thinking / strategic / course.
3. online / skills / learn / I / time-management.
4. career / Online / my / courses / boost.
5. skills / online / improve / I'm / to / my / enrolled / in / courses / professional.
6. career / my / great / courses / advance / to / a / way / is / online / Taking.

3. Match the verbs with the prepositions. Then match each new phrase to the meanings (a-d).

- | | | |
|------------------|------|---|
| 1. Stand | down | a. to carefully listen to something |
| 2. Catch | to | b. be better than other people |
| 3. Break | up | c. to do work or study that one has missed |
| 4. Pay attention | out | d. to divide something complex into simpler parts |

4. Complete the sentences with the expressions from exercise 3.

1. It's crucial to _____ non-verbal cues, as they often communicate more than words.
2. If it's difficult to speak in English, try to _____ complex sentences into simpler parts.
3. If you missed an English lesson, you'll need to _____ on the material before the next class.
4. Having excellent soft skills can really help you _____ from other candidates during an interview.

5. Replace the underlined phrases in the sentences below with their synonyms (a-e).

- | | |
|--|----------------------|
| 1. Yuko works hard because she wants to <u>advance</u> in her job. | a. Look something up |
| 2. It's important for me to <u>absorb</u> all the information in the lecture. | b. Go through |
| 3. My boss is very meticulous. He regularly <u>reviews</u> my documents for accuracy. | c. Get ahead |
| 4. I want to improve my English, so when I see a new word, I <u>check it in a dictionary</u> . | d. Pick out |
| 5. Paola has a job interview tomorrow. She needs to <u>choose</u> the best outfit. | e. Take something in |

6. Complete the sentences with *a/an*, *the* or *(-)*.

- 1. To stand out in an interview, it's useful to have ____ unique skill.
- 2. She needs to catch up with ____ rest of the team after her vacation.
- 3. You should pay attention to ____ small details in your report.
- 4. He's going through this training manual for ____ first time.
- 5. ____ good communication is key to ____ team's success.
- 6. She won the award for ____ best salesperson in ____ company.
- 7. We have ____ meeting at ____ two o'clock to discuss ____ sales targets.
- 8. They offer ____ courses in English to improve ____ employees' language skills.

7. Find grammar mistakes (some sentences are correct).

- 1. Personal development plan helps worker's career.
- 2. Our company's the leadership training is very good.
- 3. He went to a creative thinking seminar last month.
- 4. Managers should practice the active listening to know what their team needs.
- 5. Taking challenging projects is important for career growth.
- 6. A most dedicated worker will get best employee award.
- 7. English and French are important in global business.
- 8. The teamwork and communication are important for success.

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____

8. Complete the sentences with the words below.

- way
 - don't
 - sense
 - pros and cons
 - picking up
 - option
1. I think the best _____ here is to check everything first.
 2. There are _____ of both doing it now and waiting.
 3. What's the best _____ to handle this situation?
 4. I don't think it makes _____ to rush our decision.
 5. Why _____ we talk about this tomorrow?
 6. Just _____ on what Chris said, why don't we try this idea?

9. Choose the correct option.

1. We're also ***dreaming / going*** to start the new work hours soon.
2. I plan ***to / for*** finish the training soon.
3. The ***options / chances*** are it might rain tomorrow.
4. What's the next ***jump / step*** after we finish this?
5. ***Over / by*** the next few weeks, we will work on our project.
6. ***In / By*** Tuesday, I need all the work done.
7. In the long ***run / deadline***, training will help us all.