



LINGUA INGLESE

CDL ECONOMIA E FINANZA

ARTICLE PRESENTATION AND  
ANALYSIS FOR THE EXAM

# THE ARTICLE



## CHARACTERISTICS:

- RECENT (2019 – 2020)
- ABOUT 1 A4 PAGE
- TAKEN FROM AN OFFICIAL AND RELIABLE SOURCE (E.G.: THE ECONOMIST, FINANCIAL TIMES, THE GUARDIAN, THE NEW YORK TIMES, BBC, CNN, HARVARD BUSINESS REVIEW...)

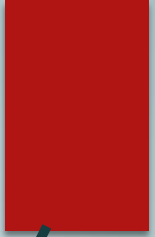
# THE ARTICLE



## SHORT PRESENTATION:

- SOURCE, PUBLICATION DATE (AT LEAST MONTH AND YEAR) AND AUTHOR (IF RELEVANT)
- AIM
- SUMMARY – KEY CONTENTS
- REASON(S) FOR THE CHOICE
- PERSONAL OPINION

# THE ARTICLE



- Source & publication date

THIS ARTICLE WAS PUBLISHED ON **6 MAY 2020/IN MAY 2020/ABOUT TWO WEEKS AGO...**) ON THE **HARVARD BUSINESS REVIEW WEBSITE.**

HBR IS A BUSINESS AND GENERAL MANAGEMENT MAGAZINE PUBLISHED BY HARVARD BUSINESS PUBLISHING, A SUBSIDIARY OF HARVARD UNIVERSITY.

- Author (if relevant)

THE ARTICLE WAS WRITTEN BY **NANCY DUARTE**, WHO IS A BEST-SELLING AUTHOR WITH THIRTY YEARS OF CEO-ING EXPERIENCE.

# THE ARTICLE



- **Aim**

THE AIM OF THE ARTICLE IS TO GIVE SOME ADVICE TO ALLOW LEADERS TO IMPROVE THE QUALITY OF THEIR COMMUNICATION, ESPECIALLY WHEN THEY ARE ASKING THEIR 'FOLLOWERS' (EMPLOYEES, CUSTOMERS...) TO DO SOMETHING NEW.

# THE ARTICLE



- **Summary**
  - **key contents**

IN PARTICULAR, THE AUTHOR MAINTAINS THAT ONE OF THE MOST COMMON MISTAKES LEADERS MAKE WHEN THEY HOLD PRESENTATIONS AND GIVE INSTRUCTIONS LIES ON THE FACT THAT THEY DON'T EXPLAIN **WHY** PEOPLE LISTENING SHOULD DO WHAT THEY'RE BEING ASKED TO DO.

ACCORDING TO THE AUTHOR, THAT USUALLY HAPPENS BECAUSE LEADERS THINK IT'S MORE USEFUL TO FOCUS ON DESCRIBING **WHAT** SHOULD BE DONE AND **HOW** IT COULD BE DONE.

# THE ARTICLE



ACCORDING TO DUARTE, COMMUNICATORS' AUDIENCE NEED TO KNOW *WHY* A NEW ACTION IS NECESSARY IN ORDER TO BE MOTIVATED TO HELP, AND THAT'S WHY SHE OFFERS THREE STRATEGIES TO GET TO THE HEART OF THE *WHY* IN PRESENTATIONS:

- **Summary**
  - **key**
  - **contents**

- FIRST OF ALL, ONE SHOULD START BY ANSWERING SOME KEY "WHAT" QUESTIONS, SUCH AS "WHAT WILL THE FUTURE LOOK LIKE IF WE GET THIS DONE? ", WHICH WILL HELP THE AUDIENCE UNDERSTAND THE REASON WHY SOMETHING SHOULD OR SHOULDN'T BE DONE;
- THEN, IT'S A GOOD IDEA TO ARTICULATE THE *WHY* GIVING EXTENSIVE ANSWERS TO THE QUESTIONS ONE HAS COME UP WITH;
- FINALLY, THE AUTHOR SUGGESTS LEADERS SHOULD SHARE POTENTIAL PERSPECTIVES AND IDEAS THEY HAVE ELIMINATED AND SAY WHY THEY DID SO, SO THAT THEY CAN PROVE THEY'VE CAREFULLY CONSIDERED DIFFERENT OPTIONS AND WHY WHAT THEY'RE PROPOSING IS THE BEST ONE.

# THE ARTICLE



- **Summary – key contents**

IN CONCLUSION, THE AUTHOR HIGHLIGHTS HOW ANSWERING *WHY* IS AN ACT OF EMPATHY, LIKELY TO INSPIRE AND MOTIVATE CUSTOMERS AND EMPLOYEES, WHO WILL BE MORE PERSUADED TO DO SOMETHING.

# THE ARTICLE



I CHOSE TO PRESENT THIS ARTICLE/I FOUND THIS ARTICLE PARTICULARLY INTERESTING... BECAUSE...

## – Reasons for choosing the article

- I THINK IT'S REALLY IMPORTANT THAT LEADERS GIVE A COMPREHENSIVE EXPLANATION OF THE REASONS WHY THEY THINK WHAT THEY ARE PROPOSING IS THE BEST WAY TO ACT.
- IN MY OPINION, IT ANALYSES SOME ISSUES THAT ARE REALLY COMMON IN BUSINESS COMMUNICATION.
- I RECKON LEADERS SHOULD ALWAYS FIND NEW WAYS TO COMMUNICATE EFFECTIVELY WITH THEIR AUDIENCE.

# THE ARTICLE

I AGREE / DISAGREE WITH THE AUTHOR BECAUSE...

AGREE

LEADERS, ESPECIALLY IN SOME WORKPLACES SUCH AS MULTINATIONAL CORPORATIONS, THINK THEY DON'T OWE THEIR EMPLOYEES ANY EXPLANATIONS ON THE DECISION THEY MAKE, BUT THAT'S RISKY BECAUSE IT CAN JEOPARDIZE THEIR STAFF'S TRUST, LOWER THEIR ENTHUSIASM AND REDUCE THEIR WILLINGNESS TO COOPERATE.

DISAGREE

I DON'T THINK IT'S A GOOD STRATEGY FOR LEADERS TO SHARE THE REASONS WHY THEY DECIDE TO TAKE ACTION. A GOOD LEADER SHOULD BE ABLE TO GET THEIR EMPLOYEES TO DO WHAT HE/SHE IS ASKING WITHOUT THEM HAVING THE FULL PICTURE.

– **Personal  
opinion**

# THE ARTICLE



POSSIBLE QUESTIONS BASED ON THE ARTICLE AND RELATABLE TO THE UNITS:

- WHAT IS THE ROLE OF A LEADER?
- WHAT CHARACTERISTICS CAN A LEADER HAVE?
- WHAT CHARACTERISTICS SHOULD A LEADER HAVE?

....

# THE ARTICLE



## LINGUISTIC ANALYSIS

(POSSIBLE TEACHER'S QUESTIONS)

- VOCABULARY: GENERAL AND SPECIFIC (SYNONYMS AND ANTONYMS, DEFINITIONS, USAGE CONTEXT);
- GRAMMAR: VERB TENSE (E.G. PAST SIMPLE, PRESENT PERFECT...), VERB ASPECT AND VOICE (E.G. ACTIVE/PASSIVE...), STRUCTURES (E.G. CONDITIONALS, RELATIVE CLAUSES...)
- MORPHOLOGY, WORD CLASSES AND WORD FORMATION (E.G. WHICH MORPHEMES IS THE WORD COMPOSED OF? WHAT TYPE OF WORD IS THIS? WHAT IS THE ADJECTIVE FOR THE WORD...?)



# THE ARTICLE

## LINGUISTIC ANALYSIS

[HTTPS://HBR.ORG/2020/05/GOOD-LEADERSHIP-IS-ABOUT-COMMUNICATING-WHY?FBCLID=IWAR0GPJM98DC7J8NNSMTBBSAGTGL QR5TQTXUHTA5TOIALX2YE\\_L1MHAQNR](https://hbr.org/2020/05/good-leadership-is-about-communicating-why?fbclid=IWAR0GPJM98DC7J8NNSMTBBSAGTGLQR5TQTXUHTA5TOIALX2YE_L1MHAQNR)

## VOCABULARY: GENERAL AND SPECIFIC

- WHAT DOES THE WORD **ONGOING** MEAN?

IT'S SOMETHING THAT IS IN COURSE, IN PROGRESS, SOMETHING THAT'S HAPPENING AT THE MOMENT;

- WHAT IS A SYNONYM OF THE WORD **CUSTOMER**?

CONSUMER, BUYER, SHOPPER, PURCHASER

# THE ARTICLE



## LINGUISTIC ANALYSIS

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### GRAMMAR:

- HOW WOULD YOU DESCRIBE THE VERB PHRASE **ARE BEING ASKED?**

PRESENT CONTINUOUS, PASSIVE VOICE

- HOW DO YOU MAKE THE ACTIVE VOICE OF THE SAME VERB?

*THEY ARE ASKING*

# THE ARTICLE



## LINGUISTIC ANALYSIS

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### GRAMMAR:

- WHAT KIND OF STRUCTURE IS IF WE PRESENT WITHOUT ADDRESSING OUR AUDIENCE'S CORE QUESTIONS OF WHAT, HOW, AND WHY, WE'LL SOW MORE CONFUSION THAN WE BRING CLARITY?

### FIRST CONDITIONAL

- WHAT DOES A FIRST CONDITIONAL EXPRESS?

POSSIBILITY/PROBABILITY IN THE FUTURE

- CAN YOU FIND MORE CONDITIONALS IN THE TEXT?

WHAT WILL THE FUTURE LOOK LIKE IF WE GET THIS DONE? → FIRST CONDITIONAL

WHAT WOULD THE STATE OF THE HUMAN CONDITION BE IF WE DID OR DIDN'T DO THIS? → SECOND CONDITIONAL

# THE ARTICLE



## LINGUISTIC ANALYSIS

[HTTPS://HBR.ORG/2020/05/GOOD-LEADERSHIP-IS-ABOUT-COMMUNICATING-WHY?FBCLID=IWAR0GPJM98DC7J8NNSMTBBSAGTGL\\_QR5TQTXUHTA5TOIALX2YE\\_L1MHAQNR](https://hbr.org/2020/05/good-leadership-is-about-communicating-why?fbclid=IWAR0GPJM98DC7J8NNSMTBBSAGTGL_QR5TQTXUHTA5TOIALX2YE_L1MHAQNR)

## MORPHOLOGY, WORD CLASSES AND WORD FORMATION:

1) WHAT TYPE OF WORD IS *CLEARLY*?

IT'S AN ADVERB

WHICH MORPHEMES IS IT COMPOSED OF?

CLEAR (ADJ.) + LY (DERIVATIONAL SUFFIX)

2) WHAT TYPE OF WORD IS *UNCERTAINTY*?

IT'S A NOUN

HOW CAN YOU DIVIDE IT INTO MORPHEMES?

UN (DERIVATIONAL PREFIX) + CERTAIN (ADJ.) + TY (DERIVATIONAL SUFFIX)

WHAT IS THE ADVERB FOR CERTAIN? CERTAINLY