

**Activity 2 (computer-based, reading for gist): Developing EMP**

- multimedia input:
  - *web:*
    - <http://pestleanalysis.com/environmental-factors-affecting-business/> (“What is PESTLE analyses?”; “PEST analyses and templates”)
  - *videos:*
    - [https://www.youtube.com/watch?time\\_continue=2&v=zplbZhwASvI](https://www.youtube.com/watch?time_continue=2&v=zplbZhwASvI)
    - <https://youtu.be/lxHfA4P0kI0>
- text and graphics input

*Learning objective/s:* at the end of the activity learners will be able to explain how to develop an EMP through the PEST analysis tool.

*Approximate time:* 45min

*Procedure/description:* computer-based activity of 3 separate tasks to encourage reading for gist. Learners use web pages contents and videos.

*Task 1:* (pair work) Learners will watch the 2 videos by following the hyperlinks. Using the information from the videos they make a glossary with the most important key words using their profiles at <http://dictionary.cambridge.org>

*Task 2:* Learners will read the web page quickly (“What is a PESTLE analysis?”; “PEST analyses and templates”) and answer several yes/no comprehension questions. While reading they will be encouraged to use the subject-specific vocabulary list or they personal glossaries in [dictionary.cambridge.org](http://dictionary.cambridge.org) if needed.

*Task 3:* Learners will be instructed to choose a PEST analyses to read, for instance PESTLE Analysis of Uber, then examine a Pest template and explain how we develop an EMP through the PEST analysis tool in their own words supported by trainers and peers.