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Національний університет водного господарства
та природокористування

Кафедра іноземних мов

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МЕТОДИЧНІ ВКАЗІВКИ

та навчальні завдання
до практичних занять і самостійної роботи з дисципліни
«Іноземна мова професійного спілкування»
для здобувачів вищої освіти III курсу першого (бакалаврського)
рівня за ОПП «Бізнес-аналітика», «Маркетинг», «Міжнародний
бізнес», «Облік і оподаткування», «Підприємництво, торгівля та
біржова діяльність», «Фінанси, банківська справа та страхування»,
«Управління персоналом і економіка праці»
денної форми навчання

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Методичні вказівки та навчальні завдання до практичних занять і самостійної роботи з дисципліни «Іноземна мова професійного спілкування» для здобувачів вищої освіти III курсу першого (бакалаврського) рівня за ОПП «Бізнес-аналітика», «Маркетинг», «Міжнародний бізнес», «Облік і оподаткування», «Підприємництво, торгівля та біржова діяльність», «Фінанси, банківська справа та страхування», «Управління персоналом і економіка праці» денної форми навчання. [Електронне видання] / А. Т. Літвінчук, Л. Є. Купчик, І. С. Микитин. Рівне : НУВГП. 2025. 90 с.

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Передмова

Методичні вказівки та навчальні завдання до практичних занять і самостійної роботи з дисципліни «Іноземна мова професійного спілкування» для здобувачів III курсу першого (бакалаврського) рівня вищої освіти, які навчаються за ОПП «Бізнес-аналітика», «Маркетинг», «Міжнародний бізнес», «Облік і оподаткування», «Підприємництво, торгівля та біржова діяльність», «Фінанси, банківська справа та страхування», «Управління персоналом і економіка праці» денної форми навчання, укладено на основі силабусів відповідної дисципліни та є складовою навчально-методичного забезпечення освітнього процесу.

Метою даних методичних вказівок є формування та вдосконалення англomовної комунікативної компетентності у сфері професійного спілкування, розвиток умінь ефективного використання англійської мови для виконання завдань, пов'язаних із майбутньою професійною діяльністю в галузях економіки, маркетингу, обліку й оподаткування, фінансів і банківської справи. Особливу увагу приділено опануванню сучасної фахової термінології, закріпленню граматичних структур, розширенню словникового запасу та формуванню навичок академічного і ділового письма.

Методичні вказівки передбачають поєднання різних видів роботи: виконання вправ на засвоєння та активізацію лексико-граматичного матеріалу, роботу з автентичними текстами економічного спрямування, інтерактивні завдання для розвитку навичок говоріння та аудіювання, завдання для роботи з професійними кейсами, а також завдання для самостійної роботи, спрямовані на розвиток стратегій самонавчання та критичного мислення.

Виклад матеріалу структуровано за темами відповідно до програми курсу. Кожний розділ містить лексичні та граматичні вправи, комунікативні завдання, а також проєктні чи дискусійні форми роботи, що сприяють формуванню умінь ефективної міжособистісної та міжкультурної комунікації.

Запропоновані завдання спрямовані на забезпечення поступового, послідовного та цілеспрямованого розвитку мовленнєвих навичок студентів з урахуванням професійної спрямованості їхньої підготовки.

UNIT 1. CAREER CHOICES

BUSINESS BRIEF

Task 1. Read the text below about career ladders and transferable skills. As you read, consider the following questions:

1. What is a career ladder, and how does it apply to different fields?
2. Why are transferable skills important in today's job market?
3. What are the different routes students can take after school or university?
4. How is the concept of a portfolio career different from a traditional career path?

BUILDING YOUR CAREER PATH

The main aim of this unit is to introduce the concept of a **career ladder**. A career ladder is the progression from an entry-level job to positions of higher pay, increased skill and more responsibility. Every field has a career ladder. In finance, for example, a graduate might begin as a junior analyst, performing data gathering and basic reporting tasks. With experience and further qualifications, they could move up to roles such as financial analyst, investment advisor, and eventually into senior positions like portfolio manager or chief financial officer. In banking, workers may start out as clerks or phone-banking personnel and eventually move into positions of management.

The first step on the career ladder is education. At school, students learn **transferable skills** – critical thinking, problem-solving, communication, adaptability, planning and organisation, digital literacy, research and analysis, decision-making, creativity, intercultural competence, leadership, and working in a team. These are skills that are useful in almost any job and can be taken from education into work and from one job to the next. People usually continue to develop transferable skills as they move up the career ladder.

People often seek careers advice before leaving school. A good careers advisor can discuss work and educational possibilities. A student who does not enjoy academic work and is keen to enter the workforce and start earning might be guided straight into the **job market** or encouraged to take a **vocational-technical course** that focuses on **skilled work** such as hairdressing, plumbing, operating machinery or

working in food service. Other students may choose to follow an academic path, studying for a **bachelor's degree** at university and then entering the job market or continuing on for even further study, with a **master's** or **doctoral degree**.

In the past, a career ladder could often be climbed within a single company, in a position of lifetime employment. However, around the world, the **portfolio career** is becoming more common. Rather than having a traditional **full-time job** with a single employer, many workers today work in multiple **part-time jobs**, including **freelancing** or **temporary jobs**, which, when combined, are the equivalent of a full-time position, but with more variety and flexibility.

Whichever career path you are on, you should be aware of the benefits of developing transferable skills and of seeking careers advice. Communication skills such as **building rapport** at first meetings by using a range of appropriate questions, recognising verbal and non-verbal techniques for building rapport and being able to start, close and show interest in face-to-face communication are essential. Writing skills such as introducing yourself in an email are also important and transferable.

It is important to be aware of the concept of a **career ladder** and of **transferable skills**. It is important to understand that the skills you are developing in your education will be useful at work no matter which field you choose to work in.

Task 2. Create a glossary in your notebook or digital document. For each item in the text in bold:

- a) Write the term.
- b) Use online dictionaries to define it.
- c) Translate it into your first language, if helpful.
- d) Discuss how these terms relate to your own career plans.

Task 3. Research and list 3–5 jobs that are commonly associated with your major. Use reliable sources such as

<https://www.prospects.ac.uk/job-profiles/browse-sector> .

For each job, include:

- Job title
- Short description of responsibilities
- Key skills or qualifications needed

Task 4. Read the job titles, descriptions, and skills below. Match each job title (A–F) with the correct description (1–6) and required skills (a–f). You may write your answers in the format: A – 2 – d

Job Titles

- A. Financial Analyst
- B. Supply Chain Manager
- C. Marketing Specialist
- D. Accountant
- E. Human Resources Officer
- F. Business Development Manager

Job Descriptions

1. Responsible for tracking costs, preparing financial reports, and ensuring compliance with financial regulations.
2. Develops new business opportunities, builds relationships with clients, and helps increase company revenue.
3. Studies market trends, consumer behavior, and creates campaigns to promote products or services.
4. Oversees the movement of goods from suppliers to customers and ensures efficient logistics processes.
5. Recruits new staff, manages employee relations, and supports training and development activities.
6. Interprets data to support investment decisions, prepares forecasts, and monitors financial performance.

Required Skills

- a. Creativity, data analysis, communication, knowledge of social media.
- b. Analytical thinking, attention to detail, financial modeling, Excel proficiency.
- c. Negotiation, sales, strategic planning, strong communication.
- d. Understanding of tax laws, attention to detail, integrity, numerical skills.
- e. Organisational skills, leadership, knowledge of logistics software, time management.
- f. Interpersonal skills, conflict resolution, knowledge of labor laws, empathy.

1.1. TRANSFERABLE SKILLS

Task 1. Tick (✓) the three words that best describe you and discuss the questions below.

<i>good with computers</i>	<i>organised</i>	<i>good with people</i>	<i>resourceful</i>
<i>good with numbers</i>	<i>reliable</i>	<i>good at problem solving</i>	<i>confident</i>

- ✓ Is there an expression above that definitely doesn't describe you?
- ✓ Which is a) the most important b) the least important life skill in the box?

Task 2. According to the video you are going to watch, employers want skills that can be applied to a range of tasks and roles. What skills do you think this means? Give examples.



Now, watch the video (Video 1.1.1), take notes, and answer the questions:

1. What skills and personal qualities do the speakers talk about?
2. What five ways of communicating are mentioned in the video?
3. What are the three main pieces of advice the video gives?

Task 3. What do these words and phrases from the video mean? Match them with the best situation (a-h).

You ...	You ...
1. can think outside the box	a. decided to save money for a holiday a year in the future
2. have a can-do attitude	b. did a difficult project without complaining
3. can set goals	c. carefully checked information you found on the internet to make sure it was true
4. use critical thinking	d. asked your teacher if you could make a short film instead of handing in an essay.

You ...	You ...
5. have a lot of determination	e. found a wallet with a lot of money in and returned it to the owner
6. are a team player	f. took four tries to pass your driving test, but never gave up, and kept studying and practising
7. have integrity	g. worked with a group of friends to start a weekend cycling club
8. have good communication skills	h. spoke clearly when you gave a presentation and really listened to questions from the audience.

Task 4. Discuss the questions:

1. Choose one of the transferable skills or personal qualities listed in **Task 3** and think of a situation from your personal experience where it was useful?

2. Which of the skills are the most important in your current situation, either as a student or as a professional? Are there any that aren't important?

Task 5. Complete these comments by interviewers using the words and phrases (in bold) from Task 3.

1. His ideas were creative and really innovative so he can obviously _____.

2. I liked the way she worked with other candidates so she is clearly a(n) _____.

3. He has excellent _____. The presentation was first class and he answered the questions really clearly.

4. She used _____ brilliantly. I thought she evaluated the three options in the case study carefully before deciding which one to choose.

5. She has a lot of _____. This is the third time she's applied for a position in Marketing so she hasn't stopped trying.

6. I like the way she has monthly objectives for herself which shows she can _____.

7. I don't think he will complain about work. He seems prepared to

try anything. He has a real _____.

8. They all seemed to have _____. They answered the interview questions on attitudes towards work very well.

Task 6. Choose the correct option in italics.

1. Our consultants need to be *confident* / *independent* because they often have to work alone.

2. My manager is really *ambitious* / *passionate* about customer service.

3. In an interview you need to show *adaptability* / *confidence* in your abilities.

4. After four years in the job her *motivation* / *passion* was quite low and she started to look for a new one.

5. Our budgets are not high so we need to be very *resourceful* / *ambitious* when planning travels.

6. We get lots of different projects in our company so staff have to show great *adaptability* / *authenticity*.

1.2. CAREER ADVICE

Task 1. Discuss the questions.

1. Can you name three different social media platforms?
2. What role does social media play in finding a new job?
3. What information does an online profile on a professional networking site usually have?
4. Is there anything you should avoid putting in an online profile? What? Why?

Task 2. Have you ever received any advice about your career? Talk about:

- who gave it to you
- what they said
- if the advice was useful in any way

Task 3. Read the situation and answer the questions.

A recent graduate has phoned a careers advice programme to ask how he can make his online profile more noticeable to employers.

1. What advice do you think he gets?
2. What advice would you give?



Task 2. Listen to the programme (Recording 1.01). What advice did the host give? Decide if these sentences are True or False?

1. The caller has recently had a job interview.
2. He doesn't know how to make contacts in his industry.
3. The host doesn't recommend using professional networking sites.
4. The caller wants advice about how to improve his online profile.
5. The host asks the caller for specific examples that show his qualities.
6. The caller has experience in web design.
7. He has experience as an outdoor skills instructor.
8. He liked the host's advice.

Task 3. How could you follow the host's advice? What activities do you do that show transferable skills?

e.g. I give presentations in class, which helps me develop public speaking and critical thinking – skills that will be useful in any professional setting.

1.2.1. GRAMMAR: Advice and suggestions

Task 1. Complete the table using the problems and advice / suggestions in the box.

How about looking for a new one?

I don't find my job very challenging.

I've got too many online connections.

It takes me two hours to get to work.

Why don't you go travelling until then?

You ought to go on a course.

You should try thinking about something completely different.

	Problem	Advice / Suggestion
1.	My computer skills are not very good.	
2.		Why not try speaking to your

		manager?
3.	I really don't earn enough in my present job.	
4.		You shouldn't accept everybody.
5.	My new job starts in three months.	
6.		You could apply for a transfer to another branch.
7.	I get so nervous before interviews.	

Task 2. Match 1-7 with a-g to complete the sentences.

- | | |
|----------------------|--|
| 1. Why don't you | a. keep your profile updated. |
| 2. How about asking | b. contacting a recruitment agency? |
| 3. You should always | c. get a better photo for your online profile? |
| 4. You could do | d. put false information on your profile. |
| 5. You shouldn't | e. to rewrite your introduction. |
| 6. Why not try | f. people to endorse your profile? |
| 7. You ought | g. some online courses to improve your CV. |

Task 3. A. Complete the sentences using the words and phrases in the box.

<i>could</i>	<i>How</i>	<i>Why don't you</i>
<i>ought</i>	<i>should</i>	<i>Why not try</i>

- _____ deleting everything you've written about yourself?
- _____ take your description of yourself ... and for each word, think of an example from your own experience that shows who you are?
- _____ about telling me about something creative that you've done?
- You really _____ put that on your social media profile – you designed and built a website.
- You _____ consider putting something about that on your profile.

6. You _____ to think outside the box.

B. What three different verb forms are used after the expressions of advice or suggestion?

Task 4. Choose the correct option in italics to complete the sentences.

1. Why don't you *send* / *to send* an email to some companies?
2. How about *to set up* / *setting up* your own website?
3. You should *to research* / *research* the companies you are interested in?
4. Why not try *make* / *making* a video for YouTube?
5. You ought *to spend* / *spending* some time improving your online profile.
6. You could *think* / *to think* about meeting some people who work in the industry.
7. What about *asking* / *to ask* your teacher for some help.

Task 5. Read the blogpost and do the tasks that follow.

The fun is over. Work starts now

A lot of people ask me about the difference between studying and working full-time. Well, let me tell you it is very different. When you're studying, you set goals and do enough studying to achieve them. Usually you like the subject, so most tasks are interesting. Once you start working though, someone else is managing you, setting your goals and making sure you achieve them. And, if you do, you can be sure they'll make them more difficult the next month!

Another important difference is that when you start work you often have no one below you. Even if you are the best in your class, graduating *cum laude* in your subject, you probably have little practical experience in the workplace, so you start at the bottom. And some of the tasks you have to do will be very boring, so it's important you can motivate yourself. In sales, for example, they will often ask you to call old customers. You'll need determination, because you might call many of them without getting any interest, but you still have to be friendly and polite. I know this doesn't sound great but with a can-do attitude you can really start to make progress.

If you get a job in a non-customer facing position, you'll need to be able to work independently, you might be inputting data or preparing reports. Both of these tasks are necessary for your employer but might seem rather dull for you. Nevertheless, you'll need to be both reliable and a problem-solver, while finding the most efficient ways of doing them. Nobody said that work was always exciting!

And for those graduates who are still looking for a job, remember that you are competing with a lot of people every time you apply for a position; you need to make sure your online profile is up-to-date and makes you *stand out from the crowd*. Why not try doing some online courses to improve your skills set and give yourself something different to offer? You should always remember to be flexible. The job you're offered might not be exactly what you're looking for but it's only the first step on a long road.

Notes*

cum laude (with honours) – if you graduate *cum laude*, you finish a university degree and are given official praise for special achievement
stand out from the crowd – to be noticed because you are better than others

Task 6. A. Decide if these statements are *true (T)*, *false (F)* or *doesn't say (DS)* according to the text.

1. You set your own goals when you're studying and when you start working. _____
2. The best graduates might manage people in their first job. _____
3. Subject knowledge is important in sales. _____
4. Graduates in non-customer facing jobs need to be good at solving problems. _____
5. Candidates with much better online profiles usually get the jobs they apply for. _____
6. Graduates looking for work should consider additional studying.

B. Complete the sentences using the words and phrases in the box.

<i>at the bottom</i>	<i>determined</i>	<i>sets the goals</i>
<i>can-do attitude</i>	<i>harder</i>	<i>stand out</i>

1. One main difference between studying and working is that at work

another person _____.

2. If you achieve your goals, the next ones will be _____.

3. Graduates probably have to begin their career _____.

4. You need to be _____ if the task takes a lot of time and is boring.

5. A(n) _____ is useful if you want to make progress.

6. The writer thinks you need to _____ from other candidates for a job.

Task 7. Read three examples of job postings for recent graduates and compare the skills required with the qualities mentioned in the text (e.g. determination, flexibility, independence, motivation etc.). Get ready to discuss the following:

- Which position do you think would be most challenging for a recent graduate, and why?
 - Which job suits your current skills and personality best? Which qualities do you still need to develop?
-

1. Junior Accounts Assistant

Company: FinCore Solutions

Location: Kyiv (Hybrid)

About the Role:

We're looking for a detail-oriented **Junior Accounts Assistant** to support our finance department with day-to-day operations. This is an excellent opportunity for a recent graduate looking to build practical experience in accounting within a supportive environment.

Key Responsibilities:

- Process invoices and payments
- Assist in preparing monthly reports
- Maintain accurate financial records
- Support senior accountants with audits and end-of-year reports

What We're Looking For:

- Bachelor's degree in Accounting, Finance, or Economics
- Good command of Excel and accounting software (e.g., QuickBooks)
- Accuracy, reliability, and willingness to learn
- Ability to manage repetitive tasks with care and focus

Why Join Us?

- Mentorship from experienced accountants
 - Clear career path to Assistant Accountant and beyond
 - Paid professional development courses
-

2. Graduate Trainee – Retail Banking Analyst

Company: NovaBank

Location: Lviv (On-site)

About the Program:

Our **Graduate Banking Trainee Program** offers structured development for graduates interested in economics and finance. You will rotate through departments including customer support, compliance, and data analysis to build a broad foundation in banking operations.

Key Responsibilities:

- Respond to customer queries and track account issues
- Support internal reporting and client database updates
- Conduct basic competitor and financial product analysis

What We're Looking For:

- Bachelor's degree in Economics, Finance, or Business
- Interest in banking and client service
- Strong analytical thinking and problem-solving ability
- Excellent communication skills and attention to detail

What You'll Gain:

- Experience in real banking environments
 - Training on banking software and compliance procedures
 - Fast-track opportunities into analyst or relationship roles
-

3. HR Administrator (Entry-Level)

Company: PeopleFirst Global

Location: Remote/Poltava office (flexible)

About the Role:

Join our growing HR team as a **Junior HR Administrator**, where you'll support recruitment, employee documentation, and daily HR operations. This role is ideal for recent grads ready to start from the ground up and grow into a future HRBP.

Key Responsibilities:

- Schedule interviews and assist with onboarding
- Maintain employee records in HR databases
- Support training sessions and internal communications

- Help ensure compliance with labor laws and internal policies

Requirements:

- Degree in Human Resources, Management, or Psychology
- Excellent organizational skills
- Good written English and basic knowledge of Google Workspace or MS Office
- Positive attitude and willingness to handle administrative tasks

We Offer:

- A dynamic, inclusive team culture
- HR mentoring and shadowing opportunities
- Promotion potential after 12 months

1.3. BUILDING RAPPORT

Task 1. A. Read the definition of building rapport. Discuss how you can build rapport with someone you meet for the first time.

Building rapport is about developing a shared understanding with another person or group of people that facilitates and improves communication.

B. Think of two examples of spoken and non-verbal (body language) techniques for building rapport with new students in your class or colleagues.

e.g., spoken – asking questions

non-verbal – lean forward slightly when listening



Task 2. Watch the video (Video 1.3.4) and note down the main points about building rapport. Reflect on how you build rapport when you meet someone for the first time and discuss the questions.

1. Which of the verbal techniques do you use in your language?
2. Which of the non-verbal techniques do you use?
3. Which of the techniques would you like to learn or start using?

Task 3. Consider the use of functional language when building rapport. Complete the dialogue using the phrases in the box.

<i>do you know</i>	<i>how long</i>	<i>what did</i> <i>you (*2)</i>	<i>when were</i>	<i>where</i> <i>exactly</i>
--------------------	-----------------	---	------------------	--------------------------------

Alex: I hear you lived in Tokyo. _____ did you live?

Beata: Sudobashi. _____ it?

Alex: Ah, yes, near the baseball park. I lived there myself for a while. Loved it. _____ were you in Japan for?

Beata: Five years. _____ you in Tokyo?

Alex: 2013 to 2015. About eighteen months.

Beata: _____ do there?

Alex: Teaching English, mainly.

Beata: Teaching. Interesting. _____ like best about it?

Alex: Mainly the food!

Task 4. Put the words in the correct order to make follow-up questions.

A: I hear you speak fluent English. Where did you learn it?

B: My parents worked in the UK. We lived in a town called Abingdon. _____? (it / you / do / know)

A: Yes, I do actually. I studied near there for two years at the European School.

B: Really? Me too. _____? (in / Abingdon / how / for / long / were / you)

A: Three years. From 2012 to 2014. _____? (stay / long / how / you / did)

B: From 2008 to 2012. My mother worked in Oxford.

A: My father worked there, too. _____? (live / exactly / where / you / did)

B: We lived in a small village called Burcot. Then we moved to London

A: That's interesting. _____? (there / do / what / you / did)

B: I went to university. Did you like England? _____? (visit / which / you / places / did)

A: London, Bath and parts of Scotland.

B: _____? (it / what / about / you / did / like)

A: I loved everything – the green hills, the grand buildings and all my friends!

B: Me, too. I miss it now!

Task 5. Work in pairs. Read the scenario below and note down the questions you can ask to build rapport with your partner.

You are attending the first meeting of a team project for an international student conference. Your task is to collaborate over the next few weeks to prepare a presentation. You're meeting your partner for the first time and want to create a positive and friendly working relationship.

1.4.NETWORKING. JOB FAIR

Task 1. Discuss the questions.

1. Why do people attend career events?
2. What are employers looking for at a careers event?
3. Have you ever attended a careers event? What was your experience?

Task 2. Look at these tips on how to prepare for a careers event. Choose the three most important tips for you. Explain your choices.

1. Look at the list of attending companies and target those that interest you most.
2. Update your CV and bring several copies.
3. Take a file to collect business cards and brochures.
4. Research your target employers and prepare a list of questions you want to ask.
5. Write an online profile.
6. Prepare a short, professional introduction (your experience, strengths, career interests, and goals).
7. Dress professionally, as if you were going to an interview.
8. Arrive early, and plan extra time for locating your target employers.



Task 3. Listen to the recording (Recording 1.03) and complete the recruiter's advice on networking at a careers event.

1.	Before the event	<i>Research, ...</i>
2.	On the day of the event	<i>Dress professionally, ...</i>
3.	After the event	<i>Email, ...</i>

Task 4. A. Listen to the recording (Recording 1.04), in which Ella and Jamie are attending a careers event and are speaking to Ben, a recruiter from a large specialised travel agency. Listen to two conversations and decide who was better prepared, Ella or Jamie.

B. Listen again and answer the questions.

1. How did Ella prepare for the careers event?
2. What relevant skills and qualifications can Ella offer the company?
3. What was the outcome of the conversation with Ben for Ella?
4. What relevant skills can Jamie offer the company?
5. How did Jamie prepare for the careers event?
6. What was the outcome of the conversation with Ben for Jamie?
7. How could Ella and Jamie have been better prepared?

C. Work in pairs and discuss the questions.

1. How easy or difficult would it be for you to network at a careers event?
2. What could you do to prepare for this type of event?

Task 5. Complete the questions and phrases with the words and phrases from the box.

<i>ask you a few questions</i>	<i>for your time</i>	<i>really</i>
<i>been nice talking</i>	<i>how are you</i>	<i>see</i>
<i>could i just ask</i>	<i>in charge of</i>	<i>sounds</i>
<i>tell me more</i>	<i>in touch with</i>	

1. Can you put me _____ the person _____ your marketing projects?
2. Can you _____ about that?
3. I'd like to _____, if possible.
4. Good morning. _____ enjoying the fair?
5. It's _____ to you.
6. That _____ interesting.
7. I _____, wonderful.
8. Sorry, _____ you a few questions about Travelogue?
9. Thank you _____, Ben. I really appreciate it.
10. Oh, _____?

Task 6. Put the phrases from Task 5 into the correct category in the table below. Then do the same with the phrases below the table.

Starting a conversation	Showing interest	Closing conversation

1. *That's interesting.*

2. *Do you have a few minutes to explain.*

3. *I really appreciate your time, thank you.*

4. *Could I give you a call next week to discuss this in more detail.*

5. *Uh-Huh.*

6. *Right.*

7. *Can I talk to you for a minute.*

Task 7. Roleplay a meeting at a careers event between a recruiter for one of the vacancies advertised in Section 1.2 and a candidate for a job.

Task 8. Follow the link to learn more about how networking works <https://www.investopedia.com/terms/n/networking.asp>. Take notes and get ready to reproduce the information according to the following items: what is networking, key takeaways, how networking works, online networking, why is networking useful.

Check your understanding of the following vocabulary items:

informal social setting
circles of acquaintances
to find out
to catch up on the news
professional affiliation
to boost employment
prospects
like-minded people

to host meet and greet events
to identify opportunities for collaboration
to expand one's business
to explore options
to keep up with current events
establish rapport

Task 9. Complete the text with words and expressions from Task 8. You may need to change the form of some words.

Networking is a powerful tool for personal and career development. It can happen in a formal meeting or a more relaxed (1)_____, such as a coffee break at a conference.

One advantage is being able (2)_____ what others in your field are doing or planning. A quick chat may lead you to (3)_____ you hadn't even considered before.

Building strong circles of (4)_____ can result in future job referrals, mentorship, or even partnerships. That's why learning to (5)_____ naturally and professionally is essential.

Attending industry events helps you stay informed and (6)_____ with current events without having to read every newspaper or journal. Some companies even make it a tradition (7)_____ that allow employees to mingle and connect.

Maintaining a wide network beyond your immediate colleagues – within your (8)_____ – can expose you to different roles, ideas, and workplace cultures.

People often join associations based on shared interests or (9)_____ people to feel more connected and to stay active in their field. For entrepreneurs, networking can be a way to (10)_____ their business through contacts and referrals.

Sometimes the goal is simply (11)_____ on the news after a busy week, while other times it's a deliberate strategy to boost (12)_____ or land a job interview.

1.5. GRAMMAR: Adverbs of degree

Task 1. Review the rules of using the adverbs of degree.

We can make adjectives weaker or stronger by using adverbs of degree.

- **Making adjectives stronger**
very, really

e.g. I am really excited to be working for this company.

- **Making adjectives weaker**
quite, a bit (* is used with negative words)*

e.g. The meeting was a bit boring

- **Making comparative adjectives stronger**
much, a lot

e.g. The company is much bigger than I expected.

- **Making comparative adjectives weaker**
a bit, a little

e.g. The company is a bit bigger than my old one.

- **Making verbs stronger**
*very much** (* can go before or after the verb), *really*** (** goes before the verb), *a lot**** (***goes after the verb and object)

e.g. I like this job a lot.

Task 2. Choose the most appropriate adverb of degree to complete each sentence.

1. The lecture on inflation was _____ interesting. I learned a lot. (*quite / very / a bit*)
2. I was _____ surprised by how competitive the internship program is. (*really / a bit / quite*)
3. This semester is _____ harder than the last one, so I have to study a lot more. (*much / a little / very much*)
4. The new economic policy is _____ confusing to most students. (*a bit / a lot / really*)
5. I enjoy working on case studies _____. (*a bit / a lot / very*)

Task 3. Use the adverb in brackets to rewrite the sentence, adjusting the structure if needed.

1. The company is bigger than I expected. (*much*)
 → _____
2. I like the entrepreneurship course. (*a lot*)
 → _____
3. Our presentation was boring. (*a bit*)
 → _____
4. I am excited about the business trip. (*really*)
 → _____
5. This investment strategy is more effective than the previous one. (*a little*)
 → _____

Task 4. Write short answers to the following questions using adverbs of degree. Use the correct structure and vocabulary from Task 1.

1. How do you feel about studying economics in English?

2. What do you think about your current workload this semester?

3. Is your internship experience more or less useful than expected?

4. How much do you enjoy working in teams?

5. How do you feel about giving presentations in class?

1.6. EMAILS – Introducing yourself

Task 1. A. Read the two emails below and choose the correct options in italics.

To: Marketing staff
From: Elenor Rinna
Subject: Good morning!

Dear / Welcome colleagues,

I would like to introduce *me / myself* as the new Account Executive in your department.

Before I *joined / join* this company, I *was working in a similar position* in a very small company in Sweden. However, I *wanted / am wanting* to work for a larger company so I am really excited to be working *by / for* this company.

Please feel free to contact me by email or phone *if / so* you have any questions.

I very much look forward to *meet / meeting* you all in person.

Kind / Truly regards,

To: All staff
From: Alexis Pinar
Subject: Good morning!

Hi everyone,

I'm Alexis Pinar and I want to introduce myself to you. I've just started work here as *the new Assistant Designer*. I finished *study / studying* business finance at university in June, and I'm excited to be

working here. It's a bit *scary / afraid* as it's my first job, but I'm sure I'll soon fit in OK.
 I'm looking forward to working with you *all / everyone*.
 Bye for now.

B. Which of these emails do you think is more formal.

Task 2. Look at the emails again. Put the phrases in blue from Task 1 into the correct place in this table.

	<i>More formal</i>	<i>Less formal</i>
<i>Greeting</i>		
<i>Opening</i>		
<i>New job</i>		
<i>Previous job</i>		
<i>Invitation</i>		
<i>Closing</i>		
<i>Sign off</i>		

Task 3. Write these words and phrases in the correct place in the table above. Some phrases may be used in both formal and informal emails.

Good morning Helen
Best wishes
I have been appointed as the new Marketing Manager
I hope to meet you all soon
I'm sending this email to introduce myself
I've just got the job of IT Supervisor
I was a Store Manager before
My previous job was as Customer Service Manager
Perhaps we can meet up over lunch today
Yours,

Task 4. Write an email to your groupmate or teacher to introduce yourself and practice your skills of e-correspondence.

1.7. READING BANK

Task 1. Read the article quickly and choose the statement that sums up the main idea.

1. More companies plan to increase the number of female managers aged between thirty and fifty-four over the next three years.
2. Multinational companies in twenty-six countries start programmes to encourage workers to take career breaks in order to gain more skills.
3. A telecoms company plans to help people return to work after they have had years away from their job.

Task 2. Complete the definitions with the words and phrases in bold in the article.

1. People considered for a job or training programme are _____.
2. A period of ten years is _____.
3. _____ is when you meet people involved in the same kind of work to share information and support.
4. *Recruit* and _____ are verbs that mean 'employ'.
5. A _____ is a period of time when people take time away from their job, for example to look after their children or family.
6. When a woman spends time away from work after she has a baby, it's called _____.
7. _____ are in charge of small groups of people, but do not take important decisions that affect the whole organization.
8. People working for a company for a short time without pay are on _____.

Task 3. Find the numbers (1–5) in the article and match them with the information they refer to (a–e).

1.	1,000	a. countries where the scheme will operate
2.	96 million	b. number of weeks that new mothers can have paid leave
3.	26	c. number of people Vodafone wants to employ over three years
4.	7,500	d. approximate number of women around the world on a career break
5.	16	e. number of management jobs at Vodafone

Task 4. Decide if the statements are *true* (T) or *false* (F).

1. The ReConnect programme wants to help people return to work after up to five years out of a job.
2. Vodafone is not the only company encouraging workers to return to the workplace.
3. Studies show that most women want more support when they return to work after a career break.
4. Only people who worked for Vodafone can join the ReConnect programme.
5. Men cannot apply to join the ReConnect programme.
6. Vodafone hopes that the programme will increase the number of women in management in the company.

Task 5. A. Read the article.

B. Choose the best option according to the text to complete each sentence.

1. Half of the Vodafone's new employees will be in managerial positions and the other half will work in jobs such as
 - a. call centres and shops.
 - b. catering and restaurants.
 - c. factories and delivery.
2. Some companies offer programmes that include networking opportunities and
 - a. study skills.
 - b. coaching.
 - c. interviews.
3. The Vodafone scheme plans to extend to twenty-six countries and will offer
 - a. paid holiday.
 - b. regular training course.
 - c. flexible working options.
4. The pilot ReConnect programme was successful and the candidates were aged between
 - a. eighteen and twenty-four.
 - b. thirty and forty-five.
 - c. twenty-eight and fifty-eight.

5. Vodafone allows new mothers to work fewer hours for six months on
- a. full pay.
 - b. eighty percent pay.
 - c. fifty percent pay.

Vodafone starts programme to recruit career-break women

By Andrew Hill

Vodafone is starting a programme to recruit women who have taken a **career break**. The telecoms company aims to **hire** 1,000 people worldwide over three years. Half will be in roles such as call centres and shops, and the other half in managerial positions. It hopes to attract skilled workers who are trying to return to a job after up to a **decade** out of the workplace.

- 5 Vodafone's ReConnect programme is the latest in a number of initiatives aimed at encouraging workers to restart their careers after a break.

Royal Bank of Scotland's Comeback Programme provides 'returnships' of 12–16 weeks, including **work placements**, coaching and **networking** opportunities.

- 10 A study prepared for Vodafone estimates that 96 million skilled women aged between 30 and 54 are on career breaks worldwide. This includes 55 million who have experience as **middle managers** or in more senior roles. Another survey showed that eight out of ten believed that more support is needed for women who want to return to work.

- 15 Vodafone's programme is not restricted to former Vodafone staff and is open to men as well as women. However, the group expects most of the **candidates** to be women, many of whom will have stepped off the career ladder to have children. The scheme will extend to 26 countries. Participants will have the opportunity to refresh skills and will be offered flexible working options. An early ReConnect programme in eleven countries recruited 50 people, aged between 28 and 58, who had been out of the workplace for between 1 and 10 years.

- 20 ReConnect candidates will account for 10 percent of all Vodafone's external management recruitment. Those taking part will have the chance to apply for permanent new jobs or to replace staff who leave. Vodafone believes the programme will help it meet its target of increasing the proportion of women in its 7,500 managerial roles from 27 percent to 30 percent.

- 25 In 2015, Vodafone became one of the first multinational companies to offer new mothers equal minimum **maternity leave** – set at 16 weeks – around the globe. It also offers full pay for new mothers for a reduced 30-hour week during their first 6 months back at work.

UNIT 2. BUSINESS SECTORS

BUSINESS BRIEF

Task 1. Read the text below about sectors of economy. Pay close attention to the topical vocabulary (in bold), as it will help you deal with the activities in this unit. As you read, consider the following questions.

1. What is the main aim of this unit?
2. How do terms “sector” and “industry” differ in meaning?
3. What are the sectors of economy? Give examples to each sector.
4. What alternative classification is introduced in the text? How is it structured?
5. Why might investors be interested in one sector over another?
6. Which industries are described as volatile, and why?

The main aim of this unit is to introduce the concept of **sectors** and **industries**. The two terms are often used interchangeably to describe groups of companies that are in the same type of business. However, the two terms have slightly different meanings.

An **economic sector** is a large section of the economy, while an **industry** is a more specific group of companies that are in the same business. There are three economic sectors. The **primary sector** is concerned with **raw materials** and includes the **agriculture, forestry, fishing and mining industries**. The **secondary sector** is **manufacturing**, sometimes known as **production**. This includes all industries which process raw materials: **food production**, the **textile and clothing industries** and the **automotive industry**, among many others. The **tertiary sector** is **sales and services**. This includes **retail sales, transportation and entertainment**. Some economists now talk about a fourth sector, the **quaternary sector**, to include the **knowledge-based** part of the economy such as **information technology, research and development and financial planning**. However, most economic models class those industries as part of the tertiary sector.

The above economic model is the one presented in this unit. However, you may also encounter the Global Industry Classification Standard (GICS), which was developed in 1999 for the global financial community. It divides the economy into eleven sectors (energy,

materials, industrials, consumer discretionary, consumer staples, healthcare, financials, information technology, telecommunications services, utilities, real estate), twenty-four industry groups, sixty-eight industries and 157 sub-industries. When **investors** and **financial advisors** talk about sectors and industries, this is most likely the terminology they will use.

When investors and financial advisors consider **shares** to buy, they often focus on investing in certain sectors because they think some sectors may be better than others for reaching their financial goals. Shares in more **volatile** industries tend to go up and down in value quickly. This means the potential to earn or lose money in a short amount of time is very high. The energy industry, healthcare and automobile industries all tend to be volatile. On the other hand, the least volatile industries are **utilities** (gas, electricity and water companies), **drug manufacturing** and **packaged foods**. Share prices in these industries tend to change more slowly, so they are seen as safer investments.

Task 2. Use a variety of sources to research the structure of Ukraine's economy, including its major sectors and industries. Prepare a poster to present your findings in class.

2.1. JAPAN'S ECONOMY. SECTORS AND INDUSTRIES



Task 1. A. Watch the video (Video 2.1.1) and decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.

1. We think of the USA leading in the internet technology sector.
2. Japan is the second largest industrialised economy in the world.
3. The country's banks and financial market are an important part of the economy.
4. Japan was slow to use robots in car manufacturing.
5. Japanese cars were not popular in other countries in the 1970s.
6. Japan's car manufacturers continue to invent new vehicles in the twenty-first century.
7. The Sony Walkman was a revolutionary product because it was very cheap.
8. Both Nintendo and Sony sell popular video game consoles.

B. Discuss the questions.

1. According to the video, how was Japan able to build a strong car industry?
2. What two examples of more recent innovations in Japan's car industry are mentioned in the video?
3. How did Sony Walkman change the way we live today?

Task 2. Complete the extract from the video using the words and phrases in the box.

<i>automotive</i>	<i>manufacturing</i>	<i>retail</i>	<i>transportation</i>
	<i>service sector</i>		

Japan's _____, which includes finance, trade, entertainment, tourism, _____ and _____, accounts for a massive three-quarters of Japan's total economic output.

But it has been Japan's _____ industries that have made the most global impact. The _____ industry has been particularly successful.

Task 3. Match the three economic sectors (A-C) with the descriptions and the examples (1-3).

Economic sectors

A Primary → B Secondary → C Tertiary

1. This involves using raw materials to develop and build products. Examples include the manufacturing and construction industries.

2. Also called the service sector, this includes all the commercial services that connect products and services with consumers. Examples are financial services, retail, the tourism industry as well as transportation. It also includes other public and private services such as education and health care.

3. This involves working with basic materials. For example, extraction of materials, agriculture and fishing.

Task 4. Write the industry and sector next to each group (1-8).

1. bank, credit card company, insurance agent _____
2. campsite, cruise ship, hotel chain _____

3. furniture maker, steel factory, textile manufacturing _____

4. coal mining, gas extraction, oil drilling _____

5. animal farming, crop growing, wine producing _____

6. airline, courier service, port _____

7. chemical plant, pharmaceutical company, robotics factory _____

8. clothes shop, restaurant, supermarket _____

Task 5. Correct the underlined word in each sentence.

1. The tertiary industry includes education, public transport and financial services among others.

2. The transportation industry is a difficult sector at the moment as fewer people are buying new cars.

3. I work in manufacturing. I manage a large supermarket outside Warsaw.

4. The largest part of the Australian economy is the automotive sector, with tourism growing year by year.

5. The oil industry is in decline in our country because it is cheaper to make goods abroad.

6. With so many goods moving around the world, companies in fishing have great opportunities.

Task 6. Complete the sentences using the words and phrases in the box.

<i>agriculture</i>	<i>construction</i>	<i>cruise ships</i>	<i>health care</i>
<i>insurance</i>	<i>metal extraction</i>	<i>oil drilling</i>	<i>raw materials</i>

1. One of Saudi Arabia's key industrial activities is ____ and refining.

2. France is still very economically dependent on _____ so its farmers are very important.

3. Australia has developed efficient techniques for _____, which means the raw materials can be mined quickly.

4. Croatia has expanded two of its ports so _____ can include them in their itineraries.

5. A big problem for this century will be _____ for older people who are living longer.

6. Brazil exports _____ to China who use them for manufacturing.

7. In Qatar, the _____ industry is expanding as they continue to need new hotels and malls.

8. The financial sector in the UK continues to grow, particularly _____ as companies need to cover their commercial risks.

Task 7. Look at the types of businesses in Task 4 and discuss the questions.

1. Which of the sectors and industries were important in the past in your country or region?
2. If any of these industries declined, do you know why?



Task 8. Work in pairs or small groups. Research one industry that operates in your region. Find out the following information:

- *a description of the industry*
- *the size of the industry*
- *the number of employees*
- *its economic impact on the country*

Give your presentation in class. Watch other group's presentation. Which of the industries has a bigger impact on the country's economy today?

2.2. THE ENERGY INDUSTRY

Task 1. Match words from each box to form compound nouns.

<i>climate</i>	<i>fossil</i>	<i>electricity</i>	<i>bill</i>	<i>change</i>	<i>fuel</i>
<i>global</i>	<i>renewable</i>		<i>warming</i>	<i>panels</i>	
<i>greenhouse</i>	<i>solar</i>		<i>energies</i>	<i>gases</i>	

Task 2. Complete the questions with a compound noun from Task 1.

1. Can you name two types of traditional and _____?
2. What are some of the advantages of installing ____ on your home?
3. Which of these is not a _____? Coal, gas, oil, wood?
4. Do you think _____ is affecting the weather where you live? How?

Task 3. Read the article and answer the questions.

Big Oil: From Black to Green

Mark Nowicki put solar panels on the roof of his house last week. He is one of more than one million American homeowners and businesses that now have the panels, motivated by tax deductions and falling costs. He went solar to provide backup power if the electricity failed, and to cut his electricity bills in half. Helping the environment was an extra benefit. "Green energy compensates for the emissions from my big cars," he says.

He did not know it, but there was probably another connection between the new panels on his roof and the fuel in his vehicles. The panels came from SunPower, a US solar company controlled by one of the world's largest oil groups, Total of France.

Total bought 66 percent of SunPower five years ago for about \$1.4bln, making the biggest investment in renewable energy by any of the large oil and gas companies. The investment was one answer to the growing threat that many analysts, investors and executives now see facing the oil and gas industry: the prospects of long-term transition away from fossil fuels and towards renewable energy.

Total, along with the other large international oil companies, is facing a critical choice. Do they diversify into wind and solar power to compete in a world of stricter regulations on greenhouse gas emissions and competition from renewable energy? Or do they stick to oil and gas, knowing the world will continue to need fossil fuels for many years to come? Their decisions will shape the future of the industry, of energy supplies and of the climate.

1. What do you understand by the article headline?
2. In what ways will Mark save money with his solar panels?
3. What type of company is Total?
4. What was significant about Total buying two-thirds of SunPower?
5. What future risks are there for the oil and gas industry?
6. What two options does the writer say the oil and gas industry has?

Task 4. A. Read the article again and underline words that typically go together (collocations).

*e.g., cut electricity bills
provide backup power*

B. Choose five collocations and write your own sentences using them

in a professional context (e.g., describing your country's energy policy or economy).



Task 5. Listen to a podcast about business and the environment (WB Recording 2.01). Choose the correct option in *italics*.

1. The discussion is about the use of *wind* / *waves* as a source of energy.
2. The wind farm in New Zealand is *on the land* / *in the sea*.
3. The industry is becoming more *expensive* / *economical*.
4. There is *a lot of* / *not much* wind in New Zealand.
5. Electricity is now *cheaper* / *more expensive* than it was.
6. Modern turbines stop turning if the wind is over *14 kmh* / *90 kmh*.

Task 6. Discuss the questions.

1. In what ways does it make good or bad business sense for big oil companies to move into renewable energies?

2. Why do you think the transition from fossil fuels to renewable energies will be slow?

Task 7. Answer the question and support your opinion with clear and reasonable arguments.

- ❖ What benefits, if any, of the following would our country gain from transitioning away from fossil fuels to a renewables-based electricity system?

Benefits	Your arguments
Improve energy security (reducing dependency on fossil fuel imports)	
Mitigate risks of climate change	
Improve public health and safety	
Create new jobs	
Stable, affordable electricity prices for all	
National economic growth	
Generate further investment and innovation	
Electricity access for all	
Enhance economic competitiveness	

Avoid stranded fossil fuel assets	
Local industrialisation and economic development	

Task 8. Writing task. You are an intern at a renewable energy company. Write an email to your manager summarizing the benefits of investing in solar energy systems for rural areas.

Include:

- *Three benefits*
- *One potential challenge and how to overcome it*
- *Use appropriate formal email structure and vocabulary*

2.3. GRAMMAR: Past Simple and Past Continuous

Task 1. Look at the example sentences and identify the tense forms of verbs. Complete the sentences with *Past Simple* or *Past Continuous*.

e.g., *It was snowing all last night.*

I was waiting at the airport for the visitors to arrive.

Suddenly all the electricity went out.

I was talking on the mobile when the battery ran out.

She was preparing the presentation while he was organizing the chairs in the meeting room.

1. We use the _____ to give some background details to the main story, for example, describing the weather at the time.
2. We use the _____ for an action in the past that was interrupted. It also describes actions or events in progress at a specific moment in the past.
3. We use the _____ for shorter, finished actions or events, which can interrupt a longer situation or action in progress. We also use it with a series of short, completed actions.
4. We often use *when* before the _____ and *while* before the _____.

Task 2. Choose the correct option in italics to complete the sentences.

1. She *was studying* / *studied* IT when she *started* / *was starting* her first business.

2. He *told / was telling* me he wanted to quit his job while we *had / were having* lunch.

3. While I *presented / was presenting* the slides, the electricity *went out / was going out*.

4. We *got / were getting* tired so we *decided / were deciding* to have a break.

5. What *did you do / were you doing* this morning? I *tried / was trying* to phone you twice.

6. I *thought / was thinking* about Carla when she *phoned / was phoning* me.

7. It suddenly *started / was starting* to rain while we *sat / were sitting* in the park.

8. When I *got / was getting* to the office, everyone *already worked / was already working*.

Task 3. Complete the sentences using the correct form of the words in the box.

<i>check</i>	<i>discuss</i>	<i>give</i>	<i>go</i>
<i>have</i>	<i>join</i>	<i>talk</i>	<i>work</i>

1. While I _____ to a colleague, my mobile rang.

2. My manager called me and _____ me some important news.

3. When I _____ the company, only four other people were working there.

4. I _____ for a competitor in Tokyo when I first met my boss.

5. While she was giving her presentation, the lights suddenly _____ out.

6. I _____ a brilliant idea while I was driving to work today.

7. I got to the meeting late and when I arrived my colleagues _____ the budget.

8. First, I _____ my email and then I made some calls.

Task 4. Choose the correct option in italics.



Some days are good but today was just perfect. ¹*When / While* I woke up, the sun was shining. I got up and I ²*had / was having* a shower when my phone rang. It was my boss. ³*When / While* he was talking, I got a message from a customer. She wanted to see me as soon as possible, so while I ⁴*listened / was listening* to my boss, I quickly got dressed and got in my car. While I ⁵*drove / was driving* to see the customer, I heard on the radio about a competition to win a holiday. When I parked at the customer's office, I ⁶*sent / was sending* a text to enter the competition. ⁷*While / When* I was waiting for the customer, I got a message on my phone. My customer arrived at that moment and we started the meeting, so I didn't have time to actually read the message. The customer had good news for us – a big order. We were discussing the details when my boss ⁸*called back / was calling back*. He ⁹*wanted / was wanting* to offer me a promotion! When I arrived at my office, I ¹⁰*saw / was seeing* the text from earlier which said I was the winner of the competition. What a day!

Task 5. Complete the article using the Past Simple or Past Continuous form of the verbs in brackets.

How it started

Airbnb's co-founders Joe Gebbia and Brian Chesky, were friends from design school in New York. In 2007, they _____ (share) an apartment in San Francisco. They _____ (both / look) for work and having a hard time paying their rent. When they _____ (hear) a design conference was coming to San Francisco, and the city's hotels were fully booked, they _____ (decide) to offer their flat as cheap accommodation to participants. They quickly designed a simple website and soon _____ (find) three paying guests who slept on airbeds on their living-room floor. They even cooked their guests breakfast and that's where the Airbnb name came from. They charged \$80 each a night. As they _____ (wave) their guests goodbye, they thought they had a new business concept – the idea of a sharing economy.

In the summer of 2008 they had 800 listings but the site _____ (not make) any money. So they _____ (fly) to New York, the city where they had the most customers, to find out what problems people _____ (have) with the service. They found that many of their listing photos were poor quality, so they rented a professional camera and _____ (take) photos of people's apartments. Today, Airbnb has hosted over 35 million guests in 34,000 towns and cities around the world.

Task 6. Choose another well-known business that started small and grew into a global company (e.g. Uber, IKEA, etc.). Tell the story of how it started. Use the Past Simple and Continuous Tenses.

2.4. DEALING WITH INTERRUPTIONS

Task 1. A. Think about meetings in your country. Is interrupting a speaker during a meeting considered positively or negatively? Explain your thoughts.

B. Discuss the statements. Do you agree or disagree? Why / Why not?

To participate effectively in a meeting you need to:

- listen to others.
- ask questions to be sure you have understood.
- prepare your contribution in advance.
- never interrupt someone even if you disagree with him / her.
- be respectful, even if you disagree with someone.

Task 2. Look at the expressions that can be used for interruptions. Match the expressions (1-10) with the correct category (a-d).

1. What did you want to say? _____ 2. Sure, please, continue / go ahead. _____ 3. Excuse me for interrupting. _____ 4. Can I just finish (my point)? _____ 5. Sorry, I just have one more thing to say. _____ / So, as I was saying 6. Can I just say something here? _____ 7. Before you speak, let me just say ... _____ 8. The point I was making was ... _____ 9. Going back to what I was saying ... _____ 10. If I could just ask you ... _____	a. Asking permission to interrupt. b. Accepting an interruption. c. Preventing an interruption. d. Going back to an earlier point.
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Task 3. Complete the phrases using the words in the box. There is one extra word.

<i>ahead</i>	<i>as</i>	<i>thing</i>	<i>continue</i>	<i>excuse</i>
<i>finish</i>		<i>just</i>	<i>interrupt</i>	<i>making</i>
<i>say</i>		<i>saying</i>	<i>something</i>	<i>speak</i>

1. Please go _____.
2. Sure, please _____.
3. Going back to what I was _____.
4. Sorry to _____.
5. So, _____ I was saying ...
6. _____ me for interrupting.
7. Sorry, I just have one more _____ to say.
8. What did you want to _____?
9. Can I just say _____ here?
10. The point I was _____ was ...
11. Can I just _____ my point?
12. Before you _____, let me just say ...

Task 4. Choose a situation and roleplay the conversation using phrases from Task 3. Students offering advice, interrupt the conversation several times.

1. Student A wants advice on the best way to study English. Students B and C have different pieces of advice.

2. Student A has the chance to study in another country. Students B and C share pros and cons related to academic, financial, and professional outcomes.

3. Student A has a job interview coming up and feels nervous. Students B and C share advice on how to prepare, what questions to expect, and how to talk about one's skills.



Task 5. Work in big groups. Choose one of the scenarios for each group. Hold a meeting to discuss your scenario. Choose one person to lead the meeting. Take turns to say what you think, and allow other people to speak. Use appropriate expressions to interrupt and respond to interruptions.

1. **Organising a student conference on sustainability and economics.** You are part of a student committee. Decide on the theme, guest speakers, topics for student presentations, and event promotion.

2. **Proposing changes to the university curriculum in your major.** You've been asked to suggest improvements to the major program. Discuss course content, the need for more practical training or software skills, and new elective topics.

3. Planning an awareness campaign on renewable energy and economics. You are preparing a campaign to raise awareness among students about the economics of transitioning to renewable energy. Decide on key messages, formats (e.g., infographics, social media, workshops), and responsibilities.

2.5. GRAMMAR: *Will* and *be going to*

Task 1. Consider the rules of using the two grammar forms.

***Will* is used for**

- **opinions about the future:**
e.g. The project will involve a lot of organisation and planning.
- **decisions made at the moment of speaking about the future:**
e.g. I'll do it straight after the meeting.
- **offers:**
e.g. I'll help if you like.

***Be going to* is used for**

- **a plan:**
e.g. We are going to build a factory in Indonesia next year.
- **an expected event:**
e.g. The boss has arrived. He's going to inspect the factory.

Time expressions used with *be going to*:

- *soon, this evening, tonight, tomorrow, next week, next month*

Task 2. Choose the correct future form (*will* or *be going to*) for each sentence.

1. Look at the news! The government *will / is going to* announce new energy policies tomorrow.

2. Don't worry, I *will / am going to* help you prepare your presentation.

3. They *will / are going to* open a new research centre next year in Poland.

4. I think renewable energy *will / is going to* become much more affordable in the future.

5. The exam starts in ten minutes! OK, I *will / am going to* get my tablet and ID now!

Task 3. Complete the sentences using the correct future form *will* or *going to* and the verb in brackets.

1. We _____ (discuss) our research results at the conference next week.
2. It's very cold in here. I _____ (close) the window.
3. According to the latest report, inflation _____ (rise) significantly in the next quarter.
4. I've decided that I _____ (apply) for that internship at the World Bank.
5. She looks very tired. I think she _____ (leave) the meeting early.

Task 4. Use the prompts to write full sentences. Decide whether to use *will* or *going to* and explain your choice in a few words.

1. (offer) / I / help / you / with your calculations
→ _____
(Why? _____)
2. (plan) / we / launch / a podcast / next semester
→ _____
(Why? _____)
3. (opinion) / I / think / students / benefit / from this project
→ _____
(Why? _____)
4. (expected event) / it / rain / later
→ _____
(Why? _____)
5. (instant decision) / OK / I / email / the professor now
→ _____
(Why? _____)

2.6. EMAILS – Action points



Task 1. Listen to the meeting between Alice, Matthew and Stanley and complete the key action points below.

To: Project team

Subject: Factory in Indonesia

As you know, we **are going to** build a factory in Indonesia next year. The project **will involve** a lot of organisation and planning, so we had a meeting with Stanley Dongoran, our Indonesian partner, yesterday to discuss the next stages. Here are the key action points which resulted from the meeting.

KEY ACTION POINTS

- get licence from Indonesian ¹_____ Board
- visit Indonesia next ²_____
- ³_____ bank account
- choose good ⁴_____ for factory
- ⁵_____ the business premises
- organise other necessary ⁶_____
- interview candidates for ⁷_____ position
- book ⁸_____ and accommodation – Matthew by tomorrow

Please note that there **will be** a full team meeting next Monday. We expect everyone to attend.

Task 2. Look at the tips for writing an email that includes action points. Complete the table with examples of each tip from the email above.

Tips	Examples
1. Give brief background about the meeting which led to the actions points.	
2. List the points in the order in which you must do them.	
3. Use the same grammatical structure at the beginning of every action point.	
4. Add the name of the person who is going to do the task if possible.	
5. Put the date you want the task finished if possible.	

Task 3. Use the notes from the management meeting to write a short email with action points of about 100 words.

Management meeting - April 1st

10th Anniversary - Staff 'family and friends day' - August 25th

Action points:

Book:

- venue - Carla/Pierre - June 30th at the latest
- music - Felipe - July 21st at the latest

Belinda and Salvador to plan details of day by middle of July

Anna-Maria to send invitations by end of July

Sally and David to organise food by August 10th

Team meeting next week to go through more details

2.7. READING BANK

Task 1. Before you read, check that you know the words in the box. Match them with their definitions.

assembly	reputation	revenue	testing	weld
----------	------------	---------	---------	------

1. the income of a company: _____
2. putting different parts of a product together: _____
3. join two parts together using heat: _____
4. checking that everything works correctly: _____
5. the opinion that people have about a brand or company: _____

Task 2. Read the article quickly and find the following. Use a dictionary to check any words you don't know.

1. two things the factory robots do: _____, _____
2. two factory actions carried out by humans: _____, _____
3. the year the first Royal Enfield was produced: _____
4. the year production of Royal Enfield motorbikes stopped in the UK: _____
5. the price of a Classic 350 in rand and dollars: _____, _____

Task 3. Decide if the statements are *true* (T) or *false* (F).

1. Six times more cars than motorbikes were sold in India in the financial year.

2. Companies such as TVS help promote India's reputation as a key manufacturing centre.
3. The only vehicle manufactured by TVS is motorbikes.
4. Eighty percent of the revenue of TVS comes from the home market.
5. Global companies recognise that manufacturing in India is better now than in the past.
6. Royal Enfield's bikes are popular because they are less expensive than their competitors.
7. Wages in the Indian IT industry started to increase after 2010.

Task 4. Which text summarises the main information in the article?

1. Global companies are now moving their production bases to India due to the huge market for luxury motorcycles and scooters. Industry leaders in the automotive sector are sending their top engineers to factories around the country in order to test quality control and use of robotics in assembly.
2. The government and business leaders in India are keen for the country to be known around the world as a base for high-quality manufacturing. They are promoting key transport industries such as scooter and motorcycle production. Human expertise and robot technology are used in factories to make vehicles both for the large home market and also to export abroad.
3. The automotive industry in India is experiencing slower growth compared to other sectors. The number of motorcycles produced each year will soon overtake the number of cars being sold. The most popular classic motorcycles such as Royal Enfields are finding new markets in Egypt and Indonesia amongst young professionals.

Task 5. Match 1-5 with a-e to make collocations used in the article. Which pair is written as one word?

- | | |
|------------------|------------|
| 1. joint | a. leader |
| 2. production | b. room |
| 3. manufacturing | c. venture |
| 4. show | d. line |
| 5. market | e. centre |

Task 6. Complete the sentences with collocations from Task 5.

1. The factory workers assemble the product on the _____ and it's then tested and sent to the customer.
2. Our company worked closely with an organisation in Warsaw on a _____ to produce a new self-drive vehicle for the automotive sector.
3. The new _____ in Milan will contain a range of luxury bikes and sports cars.
4. Bangladesh is a major _____ for the textile industry.
5. They are currently the _____ in this sector but sales have fallen this year.

India's motorcycle manufacturers

Simon Mundy in Mumbai

More than 16 million motorcycles and scooters were sold in India during the financial year, far more than in any other country and nearly six times the number of passenger cars sold. Exports in that same period reached 2.5 million, up from 1.5 million five years before.

- 5 The TVS Apache is a lightweight Indian motorcycle. At a time when the government is trying to promote India as a manufacturing centre, TVS and its peers provide encouraging examples.

The Apache can be purchased in showrooms from Bogotá to Jakarta, while TVS' three-wheeled autorickshaws are on the streets of Cairo and Addis Ababa. 'We're hoping that within the next three years, exports should be thirty-five to forty percent of our sales,' says Venu Srinivasan, chairman of TVS, which currently generates about twenty percent of its revenue abroad.

- 10 In a nearby building at TVS' plant at Hosur in southern India, robots weld and seal motorcycle parts while human workers perform testing and assembly.

On one production line, two visiting engineers from Germany inspect motorcycles made for BMW. The European company's decision last year to move production for the global market to an Indian partner reflects an improved reputation for manufacturing quality in India.

- 15 Siddhartha Lal is the chairman of Eicher Motors, the company which owns the motorbike producer Royal Enfield. The first Royal Enfield is the world's oldest surviving motorcycle brand. It started in the UK in 1901, but production in the UK stopped in 1970. It now continues to be produced in India as a joint venture.

Royal Enfield has experienced increasing sales at home for its relatively expensive bikes. 20 The popular Classic 350 retails for about Rs130,000 (\$2,000), compared with less than Rs50,000 for Hero Motocorp's Splendor, the Indian market leader. Royal Enfield sold 60,113 motorcycles last month, compared with fewer than 52,000 in the whole of 2009.

- Mr Lal points to the emergence of prosperous young consumers over the past decade. 'By 2010, the IT and consumer goods companies in India were more mature, and starting salaries, which had been absolutely awful, started looking up. So now there are more single 25 young men willing to spend a bit more on themselves,' he says.

UNIT 3. PROJECTS

BUSINESS BRIEF

Task 1. Read the text below to find out the general information about projects and their implementation. Pay close attention to the topical vocabulary (in bold), as it will help you deal with the activities in this unit. As you read, consider the following questions.

1. How is a project defined in the text?
2. What is a ‘deliverable’ in the context of project management?
3. What are the four main constraints of a project?
4. Why is it difficult to balance the four project constraints?
5. Why is managing teams often a challenge for a project manager?
6. What are the stages in the traditional ‘*waterfall*’ project management approach?
7. What is the ‘*agile model*’ and where is it typically used?

The main aim of this unit is to introduce students to the concept of **projects** and **project management**. A project is a carefully planned piece of work, intended to build or produce something new or to deal with a problem. The result of a project is often called a **deliverable**. Project management is the work of coming up with ideas, planning, controlling and finishing the job.

A project has a clear **goal** or desired **outcome**, which is to be achieved within four main constraints:

1. The **schedule**, which usually includes not only a target date for completion, but also **deadlines** along the way.
2. The **budget**, which usually specifies how much money can be spent on a project, and also specifically what the money is spent on, and often when it can be spent.
3. The **scope**, which is the understanding of exactly what is and isn’t included in the project.
4. **Quality**, which, in business, means the fitness for purpose of a product or service. This also includes how a product or service compares with competing products or services in the marketplace, and possibly the degree to which it is produced correctly or conforms to any regulations relating to the product.

One big challenge of project management is balancing these four constraints, which are often in direct competition with one another. For example, it might be desirable for a project to take months to develop a high-quality product, but the reality of the budget may be that a medium-quality product has to be produced in weeks.

The constraints of a project are usually explained in some kind of **project documentation**, often a brief that includes a schedule, a budget, a scope-of-work statement, along with other details about exactly what will be produced.

Though some small business projects are carried out by individuals, most are the work of **teams**. In addition to managing the constraints mentioned above, a project manager must also manage the work of teams who are often from a variety of disciplines. There are several different ways of approaching project management.

The traditional ‘**waterfall**’ approach breaks the project into a set of four clear process areas, typically:

1. initiation
2. planning and design
3. execution
4. completion or closing
5. monitoring and controlling.

While the above works well for small, well-defined projects, it often does not work for larger, more complex projects – for example, **civil engineering projects** such as building road networks or canals. In such cases, an **iterative and incremental** approach is taken, where there is an ongoing and repeating cycle of planning, analysis, testing, and evaluation that eventually leads to a deliverable. This sort of approach is much more effective for large, multi-company projects, projects with requirements that may change quickly, and projects with a lot of financial risk.

In the world of software development, this iterative approach is called the **agile** model, where a product **emerges** over time through the collaboration of different teams. This approach allows projects to **evolve** and to respond quickly to change.

It is important to be aware of projects and project management. There is project work in almost any industry or professional environment, and also in formal educational contexts. Having a better understanding of

projects and project management, and understanding the basic concepts and terminology, has immediate practical applications for everyone.

Task 2. Match the terms with their correct definitions.

1. deliverable	a. the money allocated for a project
2. schedule	b. what is and isn't included in a project
3. budget	c. the final result or output of a project
4. scope	d. the final result of an activity or process
5. outcome	e. the timeline including deadlines and final completion date

Task 3. Use the following words to complete the sentences:

<i>project</i>	<i>deliverable</i>	<i>scope</i>
<i>agile</i>	<i>constraints</i>	<i>waterfall</i>

1. The _____ approach divides the work into clear, linear stages.
2. One key _____ in project management is the available budget.
3. The manager defined the _____ of the task very clearly from the beginning.
4. The team decided to use an _____ method to better handle changing requirements.
5. A _____ is something produced as a result of the work done.
6. The software development _____ involved many teams across different departments.

Task 4. Work in pairs or small groups. Read the questions carefully and discuss your answers. Use your own ideas and examples where possible. Refer to the vocabulary and key concepts from the text in your answers.

1. Can you think of an example of a small project in your academic or personal life?
2. Which project management model do you think would be better for a group assignment – waterfall or agile? Why?
3. Why do you think project management skills are valuable in nearly every profession?

3.1. MANAGING PROJECTS

Task 1. Discuss your views on these comments. Which view do you most agree with in each pair?

1. **a.** Having a detailed schedule increases stress. It's better to have a more relaxed approach to work.

b. The only way to do everything you need to do is to organise your life and have a detailed schedule – and follow it.

2. **a.** Everyone should have a personal budget. Controlling your money is the key to financial happiness.

b. It's important to enjoy life and not to worry too much about how you spend your money.

Task 2. A. You're going to watch a video about London's Millennium Bridge, which opened on 10 June 2000 but was closed two days later. Do you know or can you guess why the bridge was closed?



B. Watch the video (Video 3.1.1) and check your ideas. Did the engineers solve the problem? How?

C. Watch the video again and decide if these sentences are *true* (T) or *false* (F).

1. The problems with the bridge were a nightmare because many people were hurt.

2. Some people crossing the bridge felt ill.

3. The designers expected there to be some movement in the bridge.

4. The project managers did not try to reduce risk.

5. After closing the bridge, one of the most important jobs was to identify the problem and find a solution.

6. The problem was caused by people reacting to the slight movement of the bridge.

7. Fixing the bridge required a lot of extra time and money.

8. Now, Londoners don't like using the bridge because they feel afraid of it.

Task 3. Work in pairs. Discuss the questions.

1. Think of another example of a project or product failing and becoming big news. What happened?

2. Some people still call the Millennium Bridge ‘*the Wobbly Bridge*’. Do you think this means the bridge will always be seen as a failure? Why? Why not?

Task 4. Complete the sentences from the video using the words and phrases in the box.

<i>anticipating</i>	<i>budget</i>	<i>project managers</i>	<i>setback</i>
<i>milestones</i>	<i>predict</i>	<i>risk management</i>	<i>milestones</i>

1. The Millennium Bridge opened in the year 2000, on the millennium, but that was actually slightly behind schedule and slightly over-_____.

2. One of the certain parts of a project manager’s job is _____.

3. ... so that’s _____ all the things that could possibly go wrong.

4. After a _____ like this, the project manager’s highest priority is to manage all the different specialist teams who are working on the bridge.

5. Together, they’re going to have to come up with a new plan of what to do, which is going to involve setting new budgets, coming up with new schedules, and agreeing new _____.

6. I don’t think it’s fair to blame the _____ on the Millennium Bridge for the wobble. It’s not the kind of risk you can just _____ easily.

7. From now on, you can be sure that at the top of every project manager’s _____ ‘bridge wobble’ will appear.

Task 5. Match the questions (1-6) with the responses (a-f).

1. So, Judith, how is the project going?	a. Four days. We anticipate finishing in Tuesday, not Saturday.
2. Setback? What happened?	b. Mid July is the final deadline. Construction starts on the 20 th .
3. How much longer?	c. Phase 2 took longer than we predicted.

4. So have we gone over budget?	d. Very well., although we had one setback last week.
5. Well done. What about the schedule?	e. The next milestone is the end of Phase 4 at the end of the month.
6. And what is the deadline for materials to arrive?	f. Yes, we have, but we can save money on Phase 3.

Task 6. Choose the correct option in *italics*.

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Top 5 Project Management Tips

- 1 Make sure that your *schedule / management* is realistic and that everyone agrees to the dates.
- 2 *Manage / Anticipate* problems and plan solutions.
- 3 Have *risk / milestones* at various points on the schedule and arrange meetings for those times.
- 4 Never go over *management / budget*.
- 5 *Milestones / Setbacks* will happen so try to learn from them.
- 6 Spend time on *people / risk* management and check you have thought about all possibilities.
- 7 Keep a *risk diary / register* and add any new ones which occur.
- 8 As project *manager / budget*, make sure you have a good project team.

3.1.1. WORD BUILDING. Verbs and Nouns

Task 1. Complete the table with the correct word forms. Pay attention to the word-forming suffixes.

verb	noun
manage	_____
construct	_____
suspend	_____
_____	movement
_____	investigation
identify	_____

_____	solution
add	_____
_____	attachment
decide	_____

Task 2. Choose the correct option in italics to complete the sentences.

1. In large public *construct* / *construction* projects like the Millennium Bridge, why is risk *manage* / *management* so important?
2. It took engineers two years to *investigate* / *investigation* and *identify* / *identification* the problem and find a *solve* / *solution*. Was this a reasonable amount of time? Why / Why not?
3. After the engineers *attached* / *attachment* additional parts, the *move* / *movement* of the bridge stopped. Imagine that they were unable to stop the wobble. What do you think they could have done?

Task 3. Complete the sentences using the correct form of the words in the box.

<i>add</i>	<i>attach</i>	<i>construct</i>	<i>identify</i>
<i>investigate</i>	<i>manage</i>	<i>move</i>	<i>solve</i>

1. With more and more building in city centres, the _____ industry continues to grow.
2. I am delighted to announce a(n) _____ to our project team. His name is James Martin.
3. Please find my CV as a(n) _____ to this email.
4. The project was delayed while we _____ a gas leak.
5. Security is strict at the site, so please bring proof of _____.
6. In the end, the only _____ was to demolish two of the old buildings.
7. We have some really large equipment for _____ tonnes of earth really quickly.
8. The success of the project was due to good _____.

3.1. LARGE-SCALE PROJECTS

Task 1. Read the article and complete the table below with the correct numbers.

Crossrail Crosses London

The £14.8 billion Crossrail project remains Europe's largest infrastructure project to date. Construction started in 2009 with a plan to build a modern railway line going across London from east to west that also connected with London's underground network. The Tube, as this network is known, was started in 1863 and is the world's oldest underground train system; it carries huge numbers every day in quite crowded conditions.

The Crossrail project added 42 km of tunnels, built ten new stations, modernised another thirty stations and created links to the existing transport system. The new state-of-the-art trains are much longer than the normal underground trains and are able to carry 1,500 passengers at a time. In total, London's rail capacity increased by 10 percent. This has encouraged more people to take public transport instead of driving and has helped to reduce pollution in the capital. Because the new trains are much faster than the old ones, an extra 1.5 million people are within 45 minutes of central London. The new line can carry 200 million passengers a year not only more quickly, but also in more comfortable surroundings.

The idea for a railway crossing London was first discussed over a hundred years ago and then again in the 1970s, but it was only in the new century that London decided to go ahead with this massive engineering project.

According to the company that ran the project, everything was completed on time and within budget. The project provided work for 55,000 people and offered 75,000 business opportunities to suppliers. The new line opened in 2018 and is called the Elizabeth line. It links Heathrow and Reading to the capital. Although those living in and close to London see the benefits of this project, people in other parts of the UK are not so happy. They feel that London continues to grow and offer the best jobs and highest salaries, while the rest of the country falls behind and feels poorer.

1.	Cost of project		6.	Length of new tunnels	
2.	Start of work		7.	Capacity of new trains	
3.	Opening		8.	Jobs created	
4.	Maximum journey time to central		9.	Increase in rail capacity	

	London				
5.	Annual passenger capacity		10.	Business opportunities	

Task 2. Read the article again and choose the correct option.

1. Crossrail was a project which built
 - a. a new rail system to replace the Tube.
 - b. a new tube line to replace the railway.
 - c. a train line crossing London which links to the Tube.
2. The London Tube is
 - a. very comfortable and up to date.
 - b. usually quite empty.
 - c. the oldest underground railway in the world.
3. The Crossrail project involved
 - a. building 40 new stations.
 - b. modernising old tunnels.
 - c. building new tunnels and stations.
4. The green benefit of the project is that
 - a. the lines are underground, not overground.
 - b. more people might take public transport instead of using their cars.
 - c. the new trains are state-of-the-art.
5. The original idea for a railway crossing London
 - a. was discussed over a century ago.
 - b. was Queen Elizabeth's.
 - c. was thought about in the 1970s.
6. Although there are lots of benefits for London,
 - a. people from outside London have quite negative feelings.
 - b. people in the regions have better salaries.
 - c. the city is getting smaller.

3.3.1. GRAMMAR: Comparatives and Superlatives

Task 1. Choose the correct option in *italics* to complete the sentences.

1. We use the *comparative* / *superlative* form to say how two things are similar or different.

2. We use the *comparative* / *superlative* form to show that one thing has got more or less of a quality than all the others in the same group.

Task 2. Look at the box below to review how to form comparative and superlative adjectives and adverbs, as well as grammar structures used with them. Pay attention to one-syllable and multi-syllable adjectives, exceptions to the rule, use of modifiers.

Adjectives (base form)	Comparatives (-er, more)	Superlatives (the est, most)
<i>new</i> <i>happy</i> <i>big</i> <i>expensive</i>	<i>newer</i> <i>happier</i> <i>bigger</i> <i>more expensive</i>	<i>the newest</i> <i>the happiest</i> <i>the biggest</i> <i>the most expensive</i>
as _____ as	than	_____ in the world
not so (as) _____ as	a bit / a little / slightly / rather	_____ I have ever seen
too / quite / very _____	much / far / even _____	by far _____
_____ enough	the _____, the _____	
<i>good</i> <i>bad</i> <i>little</i> <i>much / many</i> <i>far</i> <i>old</i>	<i>better</i> <i>worse</i> <i>less</i> <i>more</i> <i>farther / further</i> <i>older / elder</i>	<i>the best</i> <i>the worst</i> <i>the least</i> <i>the most</i> <i>the farthest / furthest</i>
Adverbs	Comparatives	Superlatives
<i>hard</i> <i>often</i> <i>quickly</i>	<i>harder</i> <i>more often</i> <i>more / less quickly</i>	<i>the hardest</i> <i>the most often</i> <i>most / least quickly</i>

Task 3. Use the words in brackets in the necessary form of comparison.

Offshore wind technology is advancing much _____ (*fast*) than experts predicted. The latest North Sea wind farm is by far _____ (*large*) in Europe, producing far _____ (*much*) electricity than the previous record-holder. Its turbines are almost as _____ (*tall*) as skyscrapers and twice as _____ (*powerful*) as those built five years ago.

The project is slightly _____ (*expensive*) than expected, but engineers believe the _____ (*much*) energy it produces, the _____ (*little*) each unit will cost. It is also as reliable as traditional power plants, even in less _____ (*windy*) weather.

While other nations race to build the most advanced and _____ (*large*) facilities, they agree that the more competitive the market becomes, the _____ (*fast*) innovation will spread worldwide.

Task 4. Complete the second sentence so it has a similar meaning to the first sentence. Use the word in brackets in the correct form.

1. The project was less difficult than expected. (*easy*)
The project was _____ expected.

2. This interview was shorter than the first one. (*long*)
This interview was _____ the first one.

3. Finishing on time was harder than anything. (*difficult*)
The _____ thing was to finish on time.

4. The final stage of the job was the easiest part. (*challenging*)
The final stage of the job was the _____ part.

5. We finished the project ahead of time. (*soon*)
We finished the project _____ planned.

6. The company has more work now than any other time of year. (*busy*)
It's the _____ time of the year for us now.

7. They completed the bridge ahead of schedule. (*quickly*)
They completed the bridge _____ than they planned.

8. Finding suitable suppliers was not as easy as we thought. (*hard*)
Finding suitable suppliers was _____ we thought.

9. He did worse than he expected at the interview. (*well*)
He did not _____ expected at the interview.

10 My new job is worse than the last one. (good)
My new job is _____ the last one.

3.3.2. COMMUNICATION SKILLS. Giving Instructions

Task 1. Work in pairs and discuss the statements. Which one do you agree with more?

1. As a leader, you should insist on having your way.
2. As a leader, you should be prepared to listen and change your mind.

Task 2. Read the dialogue. Pay attention to the phrases that can be used to give and respond to instructions, or stand your ground. Match 1-7 with a-h to make sentences. There is one ending you don't need.

Project Manager (Elena): *Thanks for joining, everyone. First, **can you bring Clarice up to speed** on the progress we made last week? She missed the last meeting.*

Team Lead (James): *Sure. Clarice, we've finalised the site survey and ordered the materials.*

Elena: *Good. Now, we have a **new deadline** from the client — two weeks earlier than planned.*

Engineer (Clarice): *That's going to be tough. **I have no room for manoeuvre on this**, my schedule is already packed.*

James: *I agree. **I can't compromise with** the quality checks.*

Elena: *I understand, but **I think we can do it** if we extend work hours for a short period.*

Clarice: *Honestly, **I'm just not that flexible**.*

James: ***No problem, leave it with me** - I'll coordinate with the subcontractors and see what's possible.*

1.	Can you bring Clarice	a.	new deadline.
2.	No problem, leave it	b.	on this.
3.	I have no room for	c.	with me.
4.	You need to meet this	d.	can do it.
5.	I can't compromise	e.	able to do it.
6.	I think we	f.	manoeuvre on this.
7.	I'm afraid I'm just	g.	not that flexible
		h.	up to speed?

Task 3. Match the phrases (1-7) with the categories (a-c) below.

- a. telling someone what to do*
- b. responding to an instruction*
- c. standing your ground*

1. I'm sorry, there's no flexibility on this deadline.
2. Yes, I can certainly do that.
3. We need you to lower your costs.
4. I'd like you to change the delivery date / deadline / supplier.
5. I would like to help you but I can't.
6. Sure, no problem.
7. My hands are tied.
8. That's non-negotiable.
9. We can't bend the rules on this.
10. Please get the ball rolling on the new project.

Task 4. Complete the conversations between a manager (Anna) and two of her team (Marco and Sylvia) using the phrases in the box.

<i>bring me up to speed</i>	<i>can certainly do that</i>	<i>can't compromise</i>
<i>leave it with me</i>	<i>my hands are tied</i>	<i>you need to meet</i>
<i>no room for manoeuvre</i>		

Conversation 1

A: *How's the Dutch project going, Marco? Can you ¹_____?*

M: *It's going well but I don't think we have enough people to meet the deadline.*

A: *But you have a team of six. Surely that's enough?*

M: *Well, two of them are very inexperienced and another has been working part-time on another project.*

A: *I'm sorry, Marco but I have ²_____ on this. We told the customer the price based on a team of six for eight weeks.*

M: *In that case, can I exchange Charlie for someone like Preston who has more experience? I know it might be difficult, Anna, but I ³_____ on this. I need more experience on the team. I'll make the deadline but I need Preston.*

A: *OK. I'll arrange it.*

Conversation 2

A: *Come in , Sylvia. I need some help from you and your team. The*

customer called and asked if we could finish the project ten days earlier. What do you think?

S: Well ... I think we can finish a week earlier but ten days is a lot to ask.

A: ⁴ _____. I'm sorry. The Sales Director has now agreed on June 7th.

S: Can you give me any extra people?

A: Yes, ⁵ _____. How about Charlie from Marco's team?

S: Is that OK with Marco?

A: ⁶ _____ this new deadline. I'm sure he'll say yes.

S: So, I can definitely have the extra person?

A: No problem, ⁷ _____.



Task 5. Work in pairs or small groups. Read the scenarios below and roleplay the conversation among the members of the team.

Scenario 1. You are part of a university research team preparing a joint paper for an international conference.

- **Team leader** is concerned about delays in the literature review section.
- **Team member(s)** believes the delay is because the online library subscription expired and the replacement database is harder to use.
- The conference submission deadline is strict.
- One side needs more resources; the other insists the deadline must be met.

Scenario 2. You work for a financial consultancy handling a new client's marketing strategy for launching a savings product.

- **Project manager** is checking progress on the client presentation.
- **Team member(s)** explains that the market data is incomplete because one supplier has been slow in sending reports.
- The client meeting is fixed for next week, with no possibility of changing the date.
- One side requests more time or a change in the data supplier; the other insists the meeting must happen as scheduled.

3.4. Meetings: Updates and action

Task 1. Read the definitions and discuss the questions.

to update someone (verb) –
to tell someone the most
recent information about
a situation

an update (noun) –
the most recent
information about
a situation

to action something (verb) –
to do a specific thing that
needs to be done, especially
after discussing it

an action item (noun) –
the thing that needs to
be done

1. What kind of updates do you give and receive in a typical week?
2. What action items do you have at the moment?



Task 2. Listen to a team leader explaining a new procedure for meetings (Recording 3.04). What type of meeting is it?

Listen again and answer the questions.

1. How long does she expect the meeting to take?
2. What is the aim of the meeting?
3. How often will the meetings take place?
4. What time will the meetings start?
5. What is the ball for?
6. What information will each person give?
7. What will happen after the meeting?



Task 3. A. Listen to the next part of the meeting as three participants give their information (Recording 3.05). Complete the table below.

	Yesterday	Today	Problems / Impediments
Jack			
Sal			
Tom			



Task 4. Listen to a conversation after the meeting (Recording 3.06). The team leader's boss is asking her some questions. Try to answer each question yourself before you listen to the team leader's answer.

Task 5. Match the beginnings (1-7) with the endings (a-g) to make questions from the audio which are used to ask for an update.

1.	How are we doing with the	a.	me an update on the plans?
2.	What's happening with	b.	redrafting on the China contract?
3.	And where are	c.	to date on the programme for today?
4.	Can you bring me up	d.	the deadlines?
5.	What's the latest	e.	speed on the factory shutdown?
6.	Can you give	f.	on the next schedule?
7.	When will you be able to bring me up to	g.	we with the logo?

Task 6. Complete the sentences from the audio using the words in the box.

<i>agreed</i>	<i>followed up</i>	<i>see</i>
<i>finish</i>	<i>impediment</i>	<i>spent</i>
<i>progress</i>	<i>work on</i>	<i>worked</i>

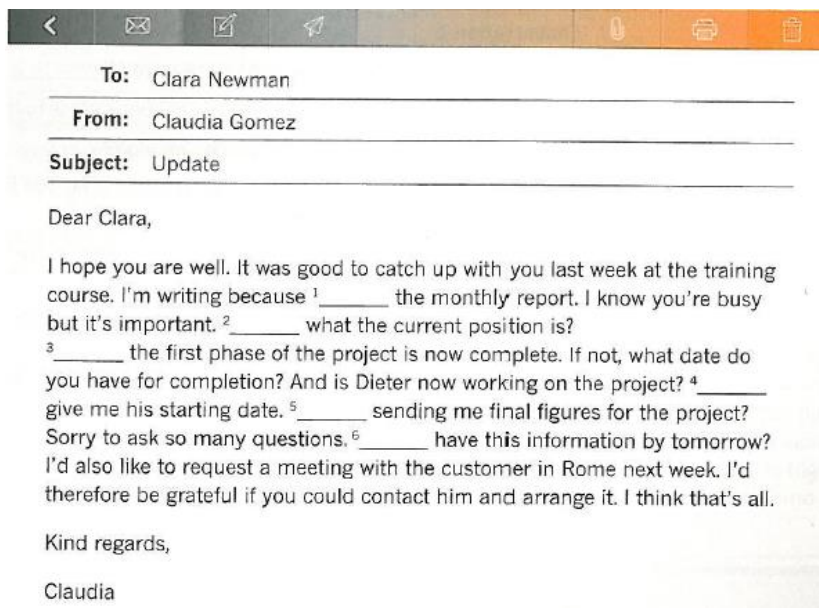
1. Yesterday I _____ on the new contract for the China project.
2. So the draft contract is in _____, and I expect to complete it today.
3. The only _____ I see is time.
4. I had a meeting with a sub-supplier in the morning, where we _____ some new deadlines.
5. We _____ the meeting with a nice launch.
6. Today my plan is to _____ writing a summary of yesterday's meeting.
7. I don't _____ any impediments at the moment.
8. I'm planning to _____ the designs for the new logo.
9. Yesterday I _____ most of the day discussing ideas for the new logo.

3.5.WRITING. Email requesting an update

Task 1. Complete the email using the expressions below.

- a. Could you let me know
- b. I need your help with

- c. I'd appreciate it if you could
- d. I'd like to know if
- e. Would it be possible to
- f. Would you mind



Task 2. Write an email of about 150 words asking for a project update using the notes below.

Email to Jason about China project

- thank him for catch up last Thursday at project meeting
- need help with presentation to HR next week
- is the third phase complete? (if no – completion date?)
- send latest schedule – tomorrow if possible
- arrange meeting with customer in April in Hong Kong

- Begin and end the email appropriately.
- Use a variety of statements and questions in your email to get the information you require.
- Make sure you include all the items in the notes.

3.6. READING BANK

Task 1. Read the article at page 65 quickly. Match the names (1-3) with the information (a-c).

- | | |
|-------------------------------------|------------------------------------|
| 1. Kristine van Cleve | a. creators of Scrum |
| 2. Ken Schwaber and Jeff Sutherland | b. a business academic |
| 3. Hirotaka Takeuchi | c. head of a dental lab in the USA |

Task 2A. Complete the diagrams about the project management process with *Agile* or *Waterfall*.

1 _____: **each department works in sequence**
department 1 completes part of task and sends product/documents to department 2
↓
department 2 completes task and sends to department 3
↓
send final product to customer

2 _____: **teams from various departments work together**
daily update meeting
↓
develop first stage in period of less than one month
↓
send latest version of product to customer
↓
customer gives feedback
↓
work on product continues
↓
daily update meetings
↓
send to customer again

B. Read the article again and answer the questions.

1. Which project management method was used first?
2. Which method does the article suggest is more successful? What factual information helped you to decide on your answer?

3. Which method takes less time between the start of making a product and when it is delivered to the customer?

Task 3. Complete the table with the words in the box.

<i>budget</i>	<i>collaborate</i>	<i>done</i>	<i>individual</i>
<i>progress</i>	<i>retrospectives</i>	<i>stand-up</i>	<i>users</i>

A successful Waterfall project is completed: • in a reasonable time period. • within ¹ _____ • to the satisfaction of ² _____	Scrum stages on Post-it notes: • To do • In ³ _____ • ⁴ _____
Three types of Scrum / Agile meeting: • ⁵ _____ • planning (before Sprint) • ⁶ _____	Reasons some team members resist: • they don't like to ⁷ _____ • they like to be the stars • less room for ⁸ _____ heroics and rewards

Task 4. Match the words from the article (1-5) with their definitions (a-e).

- | | |
|--------------------|--|
| 1. signed off | a. things that make progress difficult |
| 2. top-down | b. make something better |
| 3. obstacles | c. manager says what to do and team follows orders |
| 4. improve | d. the difference in results or efficiency between two things |
| 5. collaboration | e. events in which participants complete part of a task before passing it to the next person |
| 6. performance gap | f. work closely together |
| 7. relay race | g. ability to react quickly and positively to changes or needs |
| 8. responsiveness | h. officially approved |

How project management turned into a Scrum

By Lisa Pollack

The performance gap between the newer Agile ways of working and more traditional styles of top-down, plan-driven project management is huge.

The most commonly used old approach, Waterfall, has a success rate of just eleven percent. A successful project is defined as one completed in a reasonable period, within budget and to the satisfaction of users.

- 5 Waterfall involves a lengthy process of gathering and documenting all aspects of the new product. The documents are passed through assorted departments to be signed off.

In 1986 two professors, Hirotaka Takeuchi and Ikujiro Nonaka, wrote a paper in the *Harvard Business Review* which declared that 'the old, sequential approach to developing new products simply won't get the job done'. The 'relay race' wasn't working – this is where departments completed their part of a task and then handed over the project to the next department. Instead, they recommended that people from different parts of a company work together like a team in sport.

10 Jeff Sutherland and Ken Schwaber are the co-creators of Scrum, an Agile approach to project management. According to research, projects that use Scrum or other Agile approaches have a thirty-nine percent success rate.

- 15 The term *Agile* came from seventeen software engineers who got together to write down their ideas in a ski resort in Utah in 2001. They highlighted the need for close collaboration with customers and responsiveness to change. Sometimes it could take months between the start of a project and product delivery. Instead, they suggested that teams from different departments worked on the product together for short periods. The aim was to be able to quickly show the unfinished product to the customer, who could make suggestions. The team would use the comments to improve the product for the next stage.

20 Scrum calls its development cycles 'sprints'. These often last less than a month. Instead of detailed requirements, there are very brief descriptions of what a user wants from a feature and why. This information can be shown on Post-it notes arranged on a board in columns labelled *To do*, *In progress* and *Done*.

- 25 There are daily 'stand-up' meetings where members give updates, including any obstacles others might help with. There are also planning meetings before a sprint, and 'retrospectives' afterwards to discuss process improvements for the next sprint.

An example of a company which uses Scrum is DPS Dental, a small dental lab in Iowa. Kristine Van Cleve, the lab's president, says it was difficult at first. 'We have pockets of resistance,' she says. 'Some don't like to collaborate. They like to be the stars.' With the focus on the team, there is less room for individual heroics and rewards. Nonetheless, Ms Van Cleve thinks Scrum will be useful for her business.

UNIT 4. GLOBAL MARKETS

BUSINESS BRIEF

Task 1. Read the text below to find out the general information about global markets. Pay close attention to the topical vocabulary (in bold), as it will help you deal with the activities in this unit. Answer the questions following the text.

The main aim of this unit is to introduce the concept of **global markets**. Increasingly, brands that used to sell within the borders of their home country are expanding their **scope of business** to include a variety of countries around the world.

Though many famous brands sell throughout the world, it is not uncommon for companies to **adapt** their products to the needs, tastes and desires of their markets. The Swedish carmaker Volvo, for example, sells a model exclusively for the **high-end** Chinese market with no front passenger seat, for added luxury in the back, and Starbucks in China focuses on tea more than coffee. Not all brands adapt, though. IKEA successfully **exports** its **flatpack furniture** to more than forty countries. However, the company does heavily adapt its marketing to **meet local needs and expectations**.

Global markets mean that more than ever, companies operate across borders, time zones and languages. Employees who work with colleagues around the world need not only good language skills, but also an understanding of different cultures and the ability to recognise and react to different communication styles. This includes such subskills as understanding contexts and key details in meetings, and of **building consensus** among an international team.

Other practicalities of international business include the consideration of **cost of production** in various countries and an understanding of **transport** and all other aspects of a **supply chain** – the entire sequence of steps and processes necessary to **produce** and **distribute** a product. In addition, some understanding of **payment terms**, **currencies** and **trading laws** in an international business context is useful.

A **global marketing strategy** requires an understanding of potentially very different markets around the world. This means that

market research may require the assistance of firms with good knowledge of the local markets in question and, as mentioned above, an understanding of the potential need to **localise** both products and advertising.

The internet has made a profound contribution to the globalisation of business. Companies such as Amazon, Uber, Airbnb and Alibaba have built **global brands** using the internet, and paved the way for people around the world to become ‘**sofapreneurs**’ – people who earn money from often small online businesses without ever leaving their own home.

Everyone – not just people working in business – should have a basic understanding of global markets. Even if we are not involved in doing business globally, we are almost certainly consumers of products from global companies, and it is useful to understand and be able to speak about the global nature of business.

1. How are some companies adapting their products for different markets? Give examples from the text.
2. What is IKEA’s approach to selling its products internationally?
3. What skills do employees need to work successfully in global markets?
4. What does the term ‘supply chain’ mean in this context?
5. Why might companies need to localise both products and advertising?
6. How has the Internet contributed to the globalisation of business?
7. What is meant by the term ‘sofapreneur’?
8. Why is it useful for everyone, not only business professionals, to understand global markets?

Task 2. Match the definitions with the words or phrases in bold from the text.

1. Expensive and intended for customers who want luxury products.
- _____
2. The extent or range of company’s activities. _____
3. Agreement reached by a group after discussion. _____
4. The complete process of making and delivering a product, from raw materials to the customer. _____
5. To make something suitable for a particular place or group of people. _____

6. A person who runs an online business from home. _____
7. Conditions for how and when money will be paid in a business deal. _____
8. Legal rules for buying and selling between countries. _____

Task 3. Think of other examples of global brands that adapt their products, marketing, or services for different countries. Explain what changes they make and why.

4.1. ONE SIZE FITS ALL

Task 1. Discuss the questions.

1. What do you understand by the expression ‘one size fits all’? To what extent is that true in global markets? Think about some of the items in the box.

<i>cars</i>	<i>clothes</i>	<i>coffee</i>	<i>fast food</i>	<i>ice cream</i>	<i>soft drinks</i>
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2. Will everyone in the world want the same food, clothes and other products in the future? Why / Why not?

Task 2. How do you think Volvo cars and Starbucks coffee adapted their products for the Chinese market?



Task 3. Watch the video and check your predictions (Video 4.1.1).

Task 4. Watch the video again and choose the correct option in italics.

1. China has the world’s largest *rich elite / middle class*.
2. Customising products for the mass market *is / is not* an important consideration.
3. There is no front passenger seat in *Volvo’s / Jaguar’s* luxury car for China.
4. Volvo’s and Jaguar’s new cars are for people *with a chauffeur / who like big vehicles*.
5. Global brands have made *slight / major* changes to products for China’s middle class.
6. Starbucks didn’t include its *name / logo* in the first shop it opened

in China.

7. The company introduced some special *coffees* / *teas* for Chinese consumers.

8. Starbucks *doesn't think* / *thinks* the demand for coffee will grow in China.

Task 5. Work in pairs and discuss the questions.

1. Why did Volvo and Starbucks make changes for the Chinese market?

2. What special features would you most like to have in a car?

3. How could Starbucks grow their coffee market in China?

4. How could a Chinese tea brand grow their global market?

4.1.1. VOCABULARY. Global markets: Adjectives and noun collocations; word building

Task 1. A. Check you know the meaning of the words in the two boxes.

<i>consumer</i>	<i>local</i>	<i>luxury</i>	<i>marketing</i>	<i>target</i>	<i>product</i>
-----------------	--------------	---------------	------------------	---------------	----------------

<i>brands</i>	<i>customisation</i>	<i>goods</i>	<i>preferences</i>	<i>strategy</i>	<i>territories</i>
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B. Choose a word from each box above to complete the phrases from the video.

Multinationals need to analyse their ¹_____, adjust their ²_____ and adapt their products to meet ³_____.

Therefore, ⁴_____ is an important consideration for selling into China. This can affect both high-end ⁵_____ as well as mass-market ⁶_____.

Task 2. Complete the table with words from the video.

Verb	Noun	Adjective
¹ _____	adaptation / adaptability	adaptable
² _____	appeal	appealing
consume	consumer / ³ _____	consumable
customise	⁴ _____	⁵ _____ / customisable

6 _____	7 _____	grown
prefer	8 _____	preferable
produce	9 _____ / production	productive
10 _____	specialist / specialisation	special
standardise	11 _____ / standardisation	standard
target	12 _____	

Task 3. Complete the text with the correct form of the words in brackets.

IKEA stores in China invite customers to try out furniture

IKEA opened its first store in Shanghai 20 years ago. In Chinese cities families typically live in small apartments, so the furniture retailer ¹ _____ (custom) its products based on local needs and ² _____ (prefer). When it opened, IKEA's low-price strategy was confusing for many Chinese ³ _____ (consume) because Western products are seen as aspirational in Asian markets. So the company ⁴ _____ (target) young middle-class

professionals, customers with a relatively higher income who were more aware of Western styles. IKEA also ⁵ _____ (adapt) its marketing strategy, using Chinese social media and micro-blogging website Weibo to help make the brand ⁶ _____ (appeal) to the urban youth. Today, the company continues to reduce prices thanks to mass ⁷ _____ (produce) in its local factories and its market is ⁸ _____ (grow) fast in China.

Task 4. Choose the correct option in **italics**.

1. The Mini is definitely my favourite car ever! I *prefer* / *preferable* it to all the others on the market.
2. The Mini is *produced* / *product* in the UK and the Netherlands.
3. So many other cars are *standard* / *standardise* these days but my Mini is unique.
4. When I was ordering it, I could choose all *preferable* / *preferences* online.
5. In fact, there are so many options for the *customisation* / *customisable* of a Mini that they say there are 10 million different combinations!
6. It's really *adaptation* / *adaptable*, too, so I can use it to go to work, pick up the children or go on holiday.

Task 5. Complete the text using the correct form of the words in the box.

<i>appeal</i>	<i>consume</i>	<i>customise</i>	<i>grow</i>
<i>produce</i>	<i>specialise</i>		<i>target</i>

A Unique Car for Everyone

One of the most ¹ _____ cars in the world, the Mini, is loved by ² _____ everywhere. The main ³ _____ plant is in Oxford, UK where around 170,000 cars are made. Since 2001, over 3,000,000 have left the factory and most of them are ⁴ _____ for the person buying it. The Oxford plant ⁵ _____ in robotics with over 1,000 robots working on the production line. The ⁶ _____ in sales means that the parent company, BMW, is now making the car in the Netherlands as well, and they are using innovative advertising to ⁷ _____ even more potential new customers.



Task 6. Work in pairs or small groups. As members of a company's marketing team, you want to introduce a store or product to a new international market.

- Make notes to describe a store or product from your country. Use one of these ideas or your own.

<i>a national or local fast-food chain</i>	<i>a regional drink or dish</i>	<i>a clothes store</i>
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- Decide where you want to place this new store or product. Choose a country you know about. Create a profile for the country, including information about what customers want.
- Present the product or store and your recommendations to the class.

4.2. ONLINE MARKETS



Lead-in

Task 1. Work in pairs. Look at the logos and discuss the questions.

1. What type of sites are they? Match each site with a description.

a. _____ is a global online auction and shopping site for individuals and small businesses.

b. _____ is China's biggest e-commerce and shopping website.

c. _____ is an online food delivery service.

d. _____ started as an online, it's now the largest online retailer in the USA.

2. How can an individual earn money using e-commerce websites and apps?

Task 2. Work in pairs and discuss the questions.

1. Can you think of one more benefit and disadvantage of online marketplaces?

2. Do you know anyone who sells products or get freelance work via online marketplaces?

Task 3. Read the article and answer the questions.

1. What is a 'sofapreneur'? Someone who ...

a. earns money online while working from home.

b. spends a lot of time sitting on his / her sofa.

c. runs an online business which sells furniture.

2. What two employment statistics are mentioned from the USA?

3. Which two groups have difficulties doing traditional jobs?

4. What is the risk to other small businesses from sofapreneurs?

5. What does the writer think governments must do? Why?

6. How does Einar Parker feel about his full-time job?

7. Why does he enjoy his jewellery business?

8. Is the writer in general positive or negative about sofapreneurs?

Who wants to be a sofapreneur?

By Sarah O'Connor

Alibaba is used by hundreds of millions of people around the world. Thanks to e-commerce sites like this anyone can be an import-export magnate without leaving the sofa. Thanks to Airbnb, anyone can be a hotel manager. Today there is a growing number of 'sofapreneurs' making money from websites like Alibaba, eBay and Airbnb, and many of them are not even doing it full time. Freelancer sites like PeoplePerHour say many of their users are office staff who log on after work.

It is estimated that one percent of U.S. adults earn money from these websites. JPMorgan Chase says of this group that most of them rely on the sites for less than a quarter of their income. Still, that is valuable in a world of weak economic growth, low wages and insecure employment. In some cases, these sites are giving people who might have difficulties doing a traditional job a way to earn money, for instance because of health reasons or caring responsibilities. They can also offer lower prices to consumers. However, governments will have to make sure sofapreneurs cannot compete unfairly with other small businesses by simply avoiding tax.

One of the biggest benefits is the hardest to measure. Many of the people I've interviewed who sell products on these sites say that it gives them a sense of satisfaction they do not have in their jobs. Last year I spoke to Einar Parker, who spent his days working on the production line at a car seat factory. He began making jewellery in his spare time and set up his own shop on Etsy. The site was started twelve years ago to sell homemade goods. 'You don't think a lot when you're on an assembly line, but I've got something to think of, coming up with ideas,' he explained. 'That is my escape.' Sofapreneurship seems to be making people a little richer and a little happier, and that is no bad thing.

4.2.1. GRAMMAR. Present Simple and Past Simple Passive

Task 1. A. Look at these extracts from the article. What verb forms are the words in bold.

1. Alibaba **is used** by hundreds of millions of people around the

world.

2. The site **was started** twelve years ago to sell homemade goods.

B. Pay attention to how passive forms are built and how a preposition is used to include an agent in the sentence.

Make sure you understand the grammar structure ‘**be + past participle**’ and can conjugate it in different tenses of Passive Voice.

Task 2. Complete listings on an e-commerce site with the active or present passive form of the verbs in brackets.



These personalised necklaces

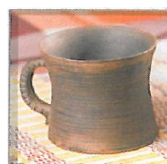
¹ _____ (make) of wood. Orders ² _____ (deliver) within 72 hours in the EU.



Each handmade ceramic bowl ³ _____ (paint) by hand. It ⁴ _____ (not recommend) to put them in the microwave, oven or dishwasher. We ⁵ _____ (ship) worldwide.



Our high-quality cotton T-shirts ⁶ _____ (print) specially to order and ⁷ _____ (dispatch) within two days. Just ⁸ _____ (select) your size and colour and the words you ⁹ _____ (require).



These coffee cups and mugs ¹⁰ _____ (design) by me and ¹¹ _____ (pack) in a gift box. If your items ¹² _____ (need) by a certain date, please contact me.

Task 3. A. Complete the passive sentences with the past or present passive form of the verbs in brackets.

1. Alibaba _____ (set up) by Jack Ma, who is said to be one of China's richest men today.

2. Sellers using Alibaba's and eBay's sites _____ (not charge) a commission on goods sold.

3. Airbnb's headquarters _____ (base) in San Francisco, California.

4. Hotels _____ (not allow) to advertise rooms on the Airbnb site.

5. Some homes / offices on the website _____ (own) by Airbnb.

6. When eBay _____ (create) in 1995 it _____ (call) Auctionweb.
7. eBay _____ (buy) by Google in 2016.
8. Very little money _____ (need) to start an Etsy shop online.

B. Decide if the sentences in 3A are *true* (T) or *false* (F).

Task 4. Complete the sentences using the active or passive form of the verb in the Present Simple or Past Simple.

1. Our new website _____ (launch) last month and it has been very successful.
2. Stella McCartney _____ (run) her own fashion house.
3. The Dutch plant _____ (build) in just over twelve months and opened in May.
4. Hundreds of aircraft _____ (make) by Boeing every year.
5. They _____ (recommend) contacting them by email, but I never got a reply.
6. When they arrived at the hotel, they _____ (give) the wrong room.
7. During the storm, all flights to New York _____ (divert) to Washington.
8. It _____ (think) that there are more phones than people in the world.

Task 5. Read the text and complete the sentences using the correct form of the verbs in the box. Use both active and passive forms of the Present Simple and Past Simple.

In 1996, Geert-Jan Bruinsma had the idea of connecting hotels and guests via the internet and founded a small company with this aim. From an office in Amsterdam he developed a website called Bookings.nl and for the next few years the company experienced steady growth. The growth was noticed by an American company now called Booking Holdings Inc., who acquired them in 2006 for just over \$130 million. Priceline kept the original management team and let them continue to develop the product. They were merged with another Priceline subsidiary called Active Hotels later the same year. Until then, most hotels got customers through travel agents but the

arrival of this new business model changed travel for ever. Since then, Booking.com has become an internet phenomenon. It is said to be the largest advertiser on Google and is known as one of the easiest and most reliable websites in the world. Its webpages are translated into over 40 different languages and users book around a million room nights daily through the platform.

<i>book</i>	<i>connect</i>	<i>grow</i>	<i>say</i>
<i>buy</i>	<i>found</i>	<i>merge</i>	<i>translate</i>

1. With Booking.com, hotels and guests _____ via the internet.
2. The original company _____ in Amsterdam in 1996.
3. Over the next few years, sales _____ steadily.
4. The company _____ by The Priceline Group in 2006 for just over \$130 million.
5. The two subsidiaries, Active Hotels and Bookings.nl _____ by Priceline in 2006.
6. People _____ that Booking.com is the largest advertiser on Google.
7. Booking.com currently _____ its webpages into over 40 different languages.
8. Around a million room nights _____ every day.

Task 6. Complete the questions and answers.

1. **A:** When _____?
B: The company was founded in 1996.
2. **A:** How did the business grow for the next few years?
B: It _____ steadily.
3. **A:** Who _____ by in 2006?
B: They were bought by The Priceline Group.
4. **A:** How much did Priceline pay for Booking.com?
B: They _____ just over \$130 million.
5. **A:** Who _____ with?
B: They were merged with Active Hotels.
6. **A:** How many languages _____ into?
B: Its webpages are translated into over 40 languages.

4.3. COMMUNICATION SKILLS. Managing Conversations

Task 1. A. Work in small groups. Give examples of your own experiences of meeting people who are different from you. Here are some possible differences to think about.

1. their national culture
2. their age
3. their education
4. the culture of their organisation
5. their work / profession

B. Discuss the questions.

1. What is easy or difficult about such encounters.
2. How is it different from meeting friends, colleagues and members of your family? Why?



Task 2. Watch the video (Video 4.3.1) of Alex and Beata talking about Beata's forthcoming trip to Rio de Janeiro. Answer the questions.

1. Has Alex ever been to Rio de Janeiro?
2. How well does he know Mateo?
3. What does Alex mean when he says, "it's difficult to stay on track sometimes"?
4. What preparation has Beata done for the trip?
5. What advice does Alex give Beata? Do you think it is useful advice? Why?

Task 3. A. Based on what you have seen so far, how should Beata behave in the meeting with Mateo?

Option A – Listen to Mateo, but politely try to stay on the topic and not be distracted. Stay focused on why she is in Rio.

Option B – Listen to Mateo, show interest in what he is saying and not worry about the business. Go with the flow – he is the client, after all.



B. Watch the videos and answer the questions for each video.

Option A (Video 4.3.2)

1. What topics do Mateo and Beata talk about?
2. How does Beata try to turn the discussion towards business?
3. How does Mateo react to these attempts?
4. Alex warned Beata that Mateo likes to multitask (do different tasks

at the same time). What examples of this do we see?

5. Overall, how well does Beata manage the conversation?

Option B (Video 4.3.3)

1. What topics do Mateo and Beata talk about?
2. How does Beata show an interest in what Mateo is saying?
3. How does Beata try to turn the discussion towards business?
4. Alex warned Beata that Mateo likes to multitask. What examples of this do we see?
5. Overall, how well does Beata manage the conversation?

Task 4. In pairs, discuss what you have learnt from Beata's experience about adapting your communication style.

1. What is the effect of going with the flow?
2. What is the effect of focusing on the task in hand?



Task 5. Watch the Conclusions section of this video (Video 4.3.4) and note down the main learning point. How far do you agree with this?

4.3. 1. FUNCTIONAL LANGUAGE

Task 1. Look at these phrases from the video. Decide which are for changing the subject (C) and which are for staying on track (S).

- | | |
|---|--|
| 1. There will be plenty of time for that later. | 5. We'll get to the ... in the moment. |
| 2. I really think we should get to the | 6. We'll come to that later. |
| 3. Is this a good moment to start talking about the? | 7. Can we move to ...? |
| 4. That reminds me. | 8. Before I forget, ... |

Task 2. Use words from the phrases in Task 1 to complete the dialogue. In pairs, practise reading the dialogue.

A: So ¹_____ item 3 on the agenda, the new minibus?

B: Yes, of course it will be delivered next Monday morning. So we can use it for the trip to the factory on Tuesday.

A: Is ²_____ factory visit? What's the plan?

B: We'll ³_____ details of the factory visit ⁴_____.

A: Actually, that ⁵_____, I need to check if my children are being picked up from school today. The bus company is on strike.

B: I'm sure there ⁶_____. Could we first finish discussing the minibus? Then we'll have a break and you can sort out your children's bus.

Task 3. Choose the correct option in *italics* to complete the extract from a meeting.

Changing the subject and staying on track

A: OK. Can we *come / move* to item to on the agenda, updating our website?

B: Is this a *good / well* moment to start talking about the prices for the next year?

A: We'll get to the prices in a *moment / time*. Can we first discuss the website and how we need to change it to get more international business? Sally? Can you give us your initial ideas?

C: OK. Well, the main reason for the new look is to make it a more interactive website.

B: That *reminds / remembers* me. I spent a couple of hours on some of our competitors' websites yesterday. They are very good.

C: I know. It's good to look at the competition. There will be *much / plenty* of time for that later. However, we first need to look at ours. I think we need to make serious changes to it. It's slow, has very little video and is in only one language.

A: What languages do you think we need, Sally?

C: I'll *go / come* to that later. Let's look at what we want from our website?

A: Before I *forget / move*, marketing department members are joining us at 12.30 so we've got thirty minutes to finalise our ideas.

B: By the way Is there a chance to discuss functionality at some stage?

C: There is, but I really think we *should / might* get to that when we know what we want from this site.

B: OK, no problem. But we need to discuss it at some point.

C: We will and I'm aware that it's a problem. OK ... where was I?

Task 4. Read the situation and roleplay the meeting between the supplier and the client. Try various techniques to either change the subject or stay on track.

A supplier is visiting a client to talk about a new app which his / her company has just produced. This app will be very useful for managing a database of business contacts, and is easy to install, simple to use and inexpensive.

4.4. BUILDING CONSENSUS

Task 1. Work in small groups and discuss the questions. Then share your ideas with the class.

1. Building consensus (reaching agreement) in a group can be difficult. Why is this?
2. How do we decide what consensus means? Does everyone have to agree, or is a majority enough?
3. Can anyone say no to a decision, or is it a manager's job to decide?
4. Some people think that different cultures find consensus in different ways. Do you agree? Think of examples from your own experience to support your arguments.



Task 2. Listen to the beginning of a meeting (Recording 4.01) and answer the questions.

1. What does the speaker want to do?
2. According to the speaker, what is building consensus about?

Task 3. Complete the sentences from the recording using the words in the box.

<i>chance</i>	<i>important</i>	<i>involved</i>	<i>respected</i>
---------------	------------------	-----------------	------------------

1. If we want to build consensus, we must make sure that everybody is _____ in the conversation. Everybody must have the _____ to speak.
2. And second, everybody's opinion is of equal weight and is to be _____. No one in the group is more _____ than anyone else.



Task 4. Listen to the next part of the meeting (Recording 4.02). Has this group reached a consensus? Explain your answer.

Task 5. Listen again and answer the questions.

1. What are the three options the manager mentions?
2. What are 'talking sticks'?
3. What does the manager mean by 'process'?
4. What does the manager mean by 'narrowing down'?

Task 6. A. Complete the extract from a meeting using words and phrases in the box.

Reaching agreement

<i>afraid I disagree</i>	<i>Good idea</i>	<i>not a bad idea</i>
<i>don't agree with</i>	<i>How about if</i>	<i>right</i>
<i>not sure I agree</i>	<i>Why don't we</i>	<i>should</i>

C: So, these are some of my initial thoughts. We definitely need to invest in a smart new website.

B: I'm ¹_____ with you on that. I think we should improve our current one.

A: I'm ²_____. Making changes would be a long and expensive business. We want something completely up-to-date with the best technology, don't you agree, Sally?

C: Yes, I think you're ³_____. With a new website, it should be easy to make our own changes in future. That will save us a lot of money.

A: Who is going to do it? I think we ⁴_____ use the people we used last time.

C: Sorry, I ⁵_____ you. I think they are expensive and old-fashioned. I have found a couple of young graduates who have done some brilliant work.

A: I'm not sure. That could be risky. ⁶_____ ask three companies to make proposals?

B: ⁷_____! Let's ask those two graduates and another company. Maybe one with international experience?

C: Actually, that's ⁸_____. What is our budget?

B: ⁹_____ we write the specification and then we see what offers we get?

C: I agree. Shall we work on that with Laura?

A: That's a good idea. Can you send me a draft next week?

C: No problem.

B. Put the phrases from the box in the correct category in the table below. Add other phrases you know to these categories.

Expressing agreement	
Expressing disagreement	
Making a suggestion	
Reacting to a suggestion	

 **Task 7. Work in small groups. Choose one of the following topics to discuss, or suggest a different topic. Individually, take a few minutes to note down your ideas.**

1. The maximum and minimum number of working hours in a week.
2. Should companies allow employees to work from home permanently?
3. Is it better to have a four-day work week or a traditional five-day schedule?
4. Flexible scheduling benefits all employees, not just managers.

B. Follow the four steps to discuss your ideas and try to reach agreement.

1. Take turns to explain your ideas. When you are not speaking, listen and make notes.
2. Read your notes and decide which idea(s) you prefer.
3. Take turns to state your preferences and list them on the board.
4. As a group, discuss the preferences list using topical phrases. Try to reach agreement on the best idea.

4.5. LETTER CONFIRMING AN ORDER

Task 1. A. Read the order confirmation letter and complete it with the words in the box.

<i>agreed</i>	<i>hesitate</i>	<i>order</i>	<i>received</i>
<i>enclose</i>	<i>payment</i>	<i>thank</i>	<i>sincerely</i>

Dear Mr Chahal,

ORDER CONFIRMATION

We **are writing to** you to confirm your ¹ _____ number 674190 for 1,000 123/XC units a week for 12 weeks, which we ² _____ this morning.

As ³ _____ at the meeting last week when we **talked about** your order, I confirm that we will deliver the goods to your factory in Mumbai every week for a twelve-week period at a price of \$4.40 per unit. Last week we discussed a discount of 10 percent providing you **pay for** the goods on time. You will be pleased to know that this is included in the final price of \$4,000 per month. We also confirm that the first delivery will be on 05/11.

⁴ _____ terms are \$4,000 monthly, 30 days after the date of the invoice and we ⁵ _____ full terms and conditions for your records.

We ⁶ _____ you for your business and look forward to working with you. If you have any queries, please do not ⁷ _____ to contact us.

Yours ⁸ _____.

B. The letter contains examples of ‘verb + preposition’ structures. Pay attention to the grammar notes and review the rules for using prepositional verbs.

Some verbs are followed by a dependent preposition.

Verb + to

- *belong, complain, listen, talk, write, speak*
We are writing to you to confirm the order.
I need to speak to the boss.

BE CAREFUL!

Verbs that don’t use to

- *ask, answer, phone, thank*
Thank you for your business.

Verb + about

- *complain, read, talk, think*
When we talked about your order ...

BE CAREFUL!

Verbs that don’t use about

- *discuss*
We discussed the payment terms last week.

Verb + for

- *apply, look, pay, wait, work*
He applied for the marketing job.

Verb + at

- arrive, look, laugh, point
I looked at the contract carefully after he signed it.

Verb + with + person

- agree, disagree, do business
I agree with the manager.

Verb forms after prepositions

- If a verb comes after a preposition, then you need the **-ing** form:
They talked about changing the order

Task 2. Complete the table with phrases or sentences from the letter above, then add the phrases in the box to the table.

cash on delivery	we will deliver the goods to your head office
Dear Sir / Madam,	we are pleased to confirm your order
Yours faithfully,	we look forward to supplying you again in the future
payment in advance	details of our new range are enclosed
this is to confirm your order	order number 01 for five chairs
Function	Examples
Greeting	<i>Dear Mr. Chahal,</i>
Opening	
Order details	
Delivery details	
Payment terms	
Enclosures	
Ending	
Closing	

Task 3. Put the sentences a-g in the correct position in the letter.

- a. You will be pleased to know that this has been included in the final price of \$1,275 per month.
- b. We thank you for your business and look forward to working with you. If you have any queries, please do not hesitate to contact us.

c. We discussed a discount of 15 percent providing you pay for the goods within one calendar month.

d. We are writing to you to confirm your order number Y45634 for 200 sacks per month for 12 months, which are received by email yesterday.

e. Payment terms are \$1,275 monthly, 30 days after the date of the invoice and we enclose full terms and conditions for your records.

f. As agreed on the telephone when we first talked about your order a few days ago, I confirm that we will deliver the sacks to your Brno outlet on the 28th of the month at a price of \$7.50 per unit.

Task 4. Choose the correct preposition or no preposition.

1. We are writing ____ you to confirm your recent order.
2. The customer complained ____ the delay in delivery.
3. I need to speak ____ our supplier before we confirm the date.
4. Thank you ____ choosing our company.
5. We discussed ____ the terms of payment last week.
6. He applied ____ a position in the sales department.
7. I looked ____ the revised contract carefully.
8. The manager pointed ____ an error in the invoice.
9. We agreed ____ the client that the goods would be shipped next Monday.
10. The client waited ____ two weeks before receiving the confirmation letter.
11. We listened carefully ____ the customer's instructions.
12. Our company enjoys doing business ____ international partners.

Task 5. Complete the gaps with the correct preposition or *-ing* form of the verb in brackets.

Dear Ms. Lopez,

We are writing ____ (1) confirm your recent order placed on 2nd September. Thank you ____ (2) choosing our company.

We would like to inform you that the goods will be ready for shipment next week. Please find the invoice attached ____ (3) this letter.

If you would like to talk ____ (4) us ____ (5) (make) any changes to the order, do not hesitate to contact our sales team.

We fully agree ____ (6) the payment terms discussed last week, and we are now waiting ____ (7) your confirmation.

We look forward ____ (8) (continue) our successful cooperation.
Sincerely,
XYZ Ltd.

Task 6. Write an order confirmation letter following the given scenario and writing guidelines. Use appropriate formal style, polite expressions, and clear structure (greeting, body, closing). Length: about 120–150 words.

Write a formal order confirmation letter to a client who has recently placed an order with your company. In your letter, make sure you:

1. Thank the customer for their order.
2. Confirm the details of the order (product names, quantities, prices, delivery date).
3. Provide shipping and payment information, including delivery method, estimated delivery time, and accepted payment terms.
4. Offer assistance by giving contact details in case of questions or changes.
5. Close politely, showing appreciation for the customer's choice and expressing willingness to do business in the future.

4.6. READING BANK

Task 1. Before you read, choose the correct definition (a or b) for the words in bold in these sentences. Then read the article to check your answers.

1. The company made alterations in order to **tailor** the product to the target market.
 - a make changes to something to fit different requirements
 - b use material to increase the size of a product
2. Hershey and Mars Inc. are examples of global companies that make **confectionery** products such as Reece's Pieces, M&Ms and Mars bars.
 - a sweets and chocolates
 - b fruit and vegetables

3. There were **fluctuations** in the market, which meant that profits rose and then fell.

a things remaining steady for a long time

b unexpected increases and decreases

4. This is a **universal** product which is suitable for global markets.

a designed for a range of different countries and situations

b designed for a specific market

5. Some customers prefer to buy from **homegrown** companies rather than global organisations.

a from a range of countries

b from own country

6. At the moment, the best-selling items in our eye range are **mascara** and eyeliner.

a cream for the face

b colour for eyelashes

7. We are offering regular clients a **makeover** to demonstrate our new range of cosmetics.

a change of style for hair and make-up

b new health and fitness exercises

Task 2. Which summary matches the content of the article?

1. Large companies agree that marketing campaigns should be adapted to local markets. Some companies have found that cosmetics are more difficult to promote than other products.
2. Some global companies are making changes to their product range to reflect what local customers prefer. They are also considering the differing requirements of individual geographic areas.
3. Universal products are generally cheaper to produce compared to adapting goods to a specific market. Many Western brands will only adapt their range to local needs if research shows that they will be guaranteed to make a profit.

Task 3. Match the information (1-5) with the paragraph it appear in (A-E).

1. company extends product range _____
2. what's happening as a result of competition _____
3. examples of changes to marketing message _____
4. strategy company used to demonstrate product _____
5. three types of products changed _____

Task 4. Decide if the statements are *true* (T) or *false* (F).

1. Companies are starting to use models and music from the local area in their marketing.
2. Quiet stereos were introduced to one African market.
3. In some areas, products need to adapt to power supplies that are not always steady.
4. In the past, poor research meant that products were not adapted for the local market.
5. Oriflame introduced everything in its product range to the African market.
6. Local supermarket chains are in competition with Western cosmetic brands.

Task 5. Choose a word in *italics* from the article to complete the sentences.

1. Consumers in local markets have different *tastes* / *results* in terms of flavours.
2. As well as confectionery, the company also produces *sweeten* / *soft* drinks.
3. They didn't do enough market *competition* / *research* on the product range.
4. The organisation set *out* / *up* branches in China and Brazil last year.
5. The new online marketing campaign encourages customers to spread the *word* / *brand* to their friends and family.

Companies adapt to local African markets

By Katrina Manson in Nairobi

- A** Big companies are beginning to tailor their marketing messages for global contexts. As a result, they are increasingly choosing local models, languages, music and food to reach target audiences. In addition, some companies are beginning to adapt their products to the tastes of local markets.
- 5 **B** This can be seen in Africa, where manufacturers of soft drinks and confectionery typically sweeten products aimed at home markets, while South Korea's Samsung recently brought out extra-loud stereos to appeal to Nigerian consumers. Other examples include fridges that can be used where electricity is unreliable due to power cuts and fluctuations in the electricity supply.
- 10 **C** One European corporate executive remarks that in the past, companies had a habit of introducing universal products to the African market as they had not bothered to do market research. But that is changing now with the arrival of competition, particularly from homegrown African companies.
- 15 **D** Swedish beauty company Oriflame set up in East Africa last year, but could only introduce 300 products from its full range of 1,500. Some of its make-up was developed for the Indian market, but the company plans to introduce darker shades of foundation for an African range soon.
- 20 **E** Often, the cosmetic products are so entirely new to local markets that customers are confused. 'Some of our customers try to put black mascara on their lips – they don't know what it's for,' says Tracy Wanjiru, at East Africa's largest supermarket chain Nakumatt.

The company set up free nail bars and makeovers to spread the word and tempt new custom for more expensive Western brands entering the market, including Revlon and L'Oréal's Maybelline.

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