Відокремлений структурний підрозділ
«Харківський торговельно-економічний фаховий коледж
Державного торговельно-економічного університету»

Циклова комісія економіки, управління та адміністрування

ПРОФЕСІЙНІ КОМУНІКАЦІЇ ІНОЗЕМНОЮ МОВОЮ

Методичні рекомендації
до практичних занять
здобувачів освітньо-професійного ступеня
«фаховий молодший бакалавр»
(3 семестр)
спеціальності D5 Маркетинг

Харків, 2026

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Методичні рекомендації обговорено та схвалено на засіданні циклової комісії економіки, управління та адміністрування, протокол протокол від 28.08.2026 р. № 1.

Методичні рекомендації розглянуто та затверджено на засіданні методичної комісії, протокол від 28.08.2026 р. № 1.

Вступ

Практичні заняття є однією з ключових форм організації навчально-пізнавальної діяльності здобувачів освіти і невід'ємною складовою освітнього процесу. Вони спрямовані на поглиблення та засвоєння теоретичних знань, розвиток професійних умінь і навичок, а також формування комунікативної компетентності, необхідної для майбутньої професійної діяльності в обраній здобувачами галузі Маркетингу. Під час проведення практичних занять здобувачі освіти усвідомлюють науково-теоретичні основи професійної діяльності, опановують алгоритми вирішення професійних завдань і формують здатність до критичного мислення.

Практичні заняття з дисципліни «Професійні комунікації іноземною мовою» відіграють важливу роль в опануванні навчальної дисципліни. Вони забезпечують інтеграцію мовних знань із професійними потребами, сприяють розвитку навичок міжкультурного спілкування та закладають основу для ефективної взаємодії з іноземними партнерами, клієнтами та колегами в туристичній сфері.

Практичні заняття проводяться в таких формах: дискусії на професійні теми та моделювання професійних ситуацій (визначення теми заняття, ознайомлення з ключовою термінологією, виконання підготовчих завдань (читання текстів, перегляд відеоматеріалів, прослуховування аудіоматеріалів тощо), обговорення питань у групі під керівництвом викладача, рефлексія та підведення підсумків).

Методичні рекомендації розроблено відповідно до програми навчальної дисципліни «Професійні комунікації іноземною мовою» з метою ознайомлення з структурою проведення, особливостями підготовки до практичних занять, надання допомоги у виконані завдань, пропонованих викладачем, та забезпечення якості навчально-пізнавальної діяльності здобувачів освіти.

Критеріями оцінювання є правильність і повнота виконання завдань, самостійність виконання, відповідність установленим вимогам, розуміння навчального матеріалу, правильність використання тематичної лексики та граматичних структур, уміння читати, перекладати й аналізувати тексти іноземною мовою, сприймати усне мовлення, будувати логічні та граматично правильні усні й письмові висловлювання, брати участь у діалогах і комунікативних ситуаціях, застосовувати набуті мовні знання та навички в практичній діяльності, грамотність і якість оформлення письмових робіт. Наявність лексичних, граматичних і фонетичних помилок, неточностей, неповного виконання завдання, недостатнього розуміння навчального матеріалу або недотримання вимог до оформлення відповідно знижує рівень оцінювання. Максимально можливий бал за виконання кожного практичного завдання визначається відповідно до програми навчальної дисципліни. За невиконане завдання результат оцінювання не нараховується.

Теми практичних занять

Тема заняття	Кількість годин
Тема 1. Business sectors	
Практичне заняття 1.1. Transferable skills	2
Практичне заняття 1.2. Career advice	2
Практичне заняття 1.3. Building rapport	2
Практичне заняття 1.4. Networking	2
Практичне заняття 1.5. Emails – Introducing yourself	2
Тема 2. Economics an the modern world (Energy industry)	
Практичне заняття 2.1. Japan's economy	2
Практичне заняття 2.2. The energy industry	2
Практичне заняття 2.3. Dealing with interruptions	2
Практичне заняття 2.4. Voicemail messages	2
Практичне заняття 2.5. Emails – Action points. Контрольна робота 1	2
Тема 3. Project management	
Практичне заняття 3.1. Project management	2
Практичне заняття 3.2. Large-scale projects	2
Практичне заняття 3.3. Giving instructions	2
Практичне заняття 3.4. Meeting: Updates and action	2
Практичне заняття 3.5. Email requesting an update	2
Тема 4. Global markets	
Практичне заняття 4.1. One size fits all	2
Практичне заняття 4.2. Online markets	2
Практичне заняття 4.3. Managing conversations	2
Практичне заняття 4.4. Building consensus	2
Практичне заняття 4.5. Letter confirming an order	2
Тема 5. Innovative product Design	
Практичне заняття 5.1. Innovative product design	2
Практичне заняття 5.2. Product testing	2
Практичне заняття 5.3. Managing information	2
Практичне заняття 5.4. Selling a product	2
Практичне заняття 5.5. Product review	2
Практичне заняття 5.6. Market research	2
Тема 6. Customer service	
Практичне заняття 6.1. Design a premium service	2
Практичне заняття 6.2. Complaint about the service	2
Практичне заняття 6.3. Generating and presenting ideas	2
Практичне заняття 6.4. A thank you email. Контрольна робота 2	2
Усього	**60**

Практичне заняття 1.1

Тема: Sectors and Industries. Transferable skills

Мета: познайомитися з лексичним матеріалом теми, навчитися говорити про різноманітні навички, які потрібні у роботі.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформаці.

План заняття

1. Актуалізація опорних знань: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача.
4. Підсумовування.

1. Знайомство з лексичним матеріалом, тематична бесіда.

1 Tick (✓) the three words or phrases that best describe you.

calm	good with computers	good with numbers	good with people
good at problem-solving	organised	reliable	resourceful

2 Work in pairs and compare your answers. Then discuss these questions.

1 Is there an expression in Exercise 1 that definitely *doesn't* describe you?

2 Which is a) the most important b) the least important life skill in the box? Why?

2. Listening.

Перегляд відео, виконання завдань до відео.

3A Work in pairs or groups. Discuss the question.

According to the video you're 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.

B 1.1.1 Watch the video. Were any of your ideas mentioned?

4A Watch the video again. Answer the questions.

1 What skills and personal qualities do the speakers talk about? Add them to the list of skills you discussed in Exercise 3.

2 What five ways of communicating are mentioned in the video?

In person, ...

3 What are the three main pieces of advice the video gives?

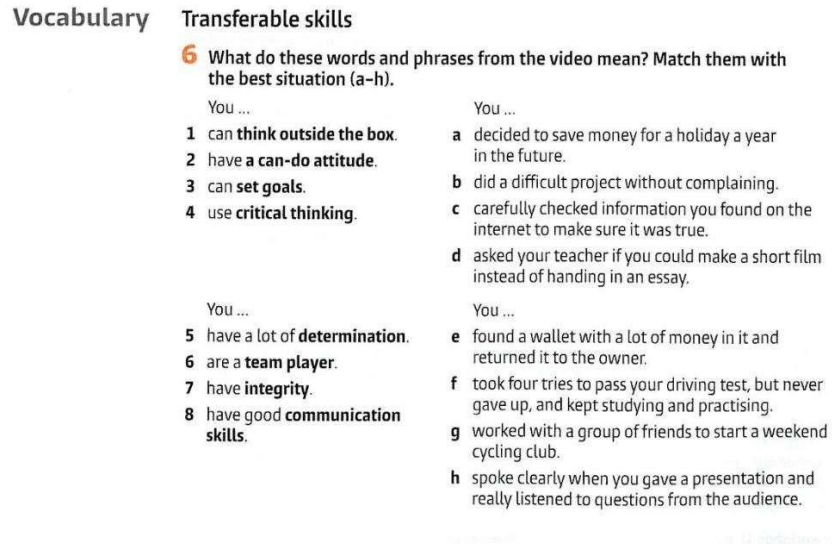
B Work in pairs and compare your answers. Then think of two or three words to describe *unsuccessful* twenty-first-century workers.

5 Work in pairs or groups. Discuss these questions.

1 Choose one of the transferable skills or personal qualities you listed in Exercise 4A. Think of at least two different situations where it might be useful.

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

3. Робота з новим лексичним матеріалом.



Vocabulary Transferable skills

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

You ...

1 can **think outside the box**.
2 have **a can-do attitude**.
3 can **set goals**.
4 use **critical thinking**.

You ...

5 have a lot of **determination**.
6 are a **team player**.
7 have **integrity**.
8 have good **communication skills**.

You ...

a decided to save money for a holiday a year in the future.
b did a difficult project without complaining.
c carefully checked information you found on the internet to make sure it was true.
d asked your teacher if you could make a short film instead of handing in an essay.

You ...

e found a wallet with a lot of money in it and returned it to the owner.
f took four tries to pass your driving test, but never gave up, and kept studying and practising.
g worked with a group of friends to start a weekend cycling club.
h spoke clearly when you gave a presentation and really listened to questions from the audience.

4. Підсумовування.

5. Домашнє завдання:

Do the task 1.1 on the Portal to practice topic vocabulary. Choose the correct option from the dropdown menu.

ReedYew is a furniture [1] [ ] and is therefore in the [2] [ ] sector. However, because it sells products worldwide to consumers, it is also part of the [3] [ ] industry. The raw materials it uses come from suppliers in the [4] [ ] sector all over South America. This sector is concerned with the [5] [ ] of materials, such as coal and oil. However, there have been problems with wood supplies because of poor weather conditions. These conditions have affected ReedYew's furniture [6] [ ] so the company is now looking for new suppliers. In addition, ReedYew plans to expand overseas, so the supply situation is a big worry. And it is not their only concern: due to problems in the [7] [ ] services industry, ReedYew cannot get a loan to expand. The services sector, or [8] [ ] sector as it is also known, is currently going through a very difficult time due to other global issues. However, there is some good news. ReedYew has negotiated a big contract in the [9] [ ] industry to supply furniture to a major hotel [10] [ ] .

Практичне заняття 1.2.

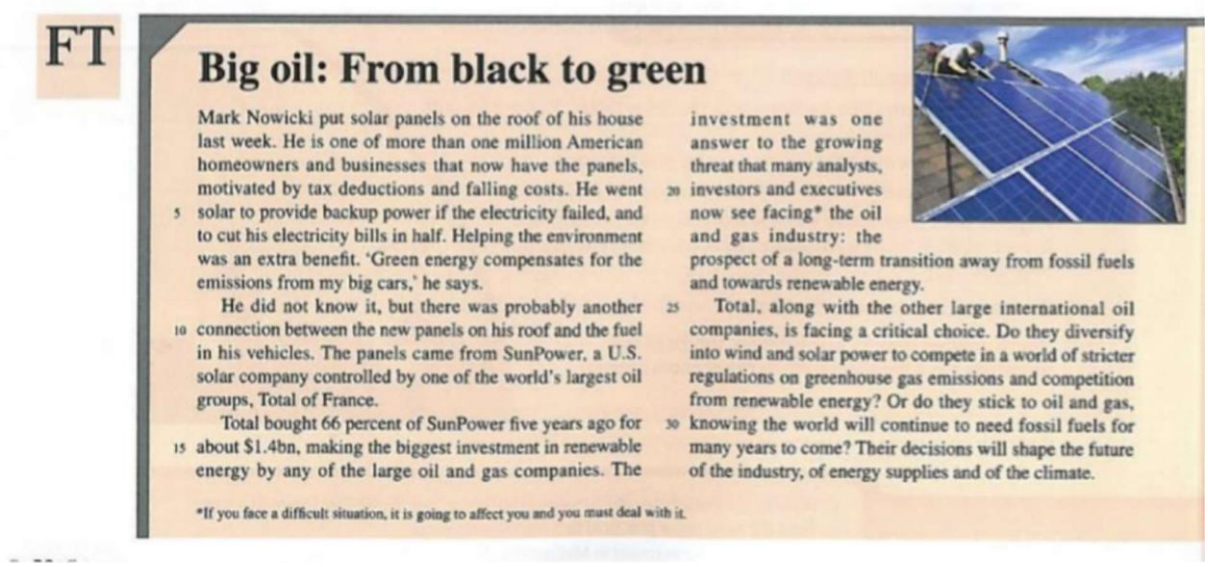
Тема: Big oil: From black to green. Talking about the Past.

Мета: познайомитися з граматичним матеріалом теми, сформувати розуміння структури граматичних часів Past Simple and Past Continuous, навчитися використовувати їх в комунікативних ситуаціях.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Актуалізація опорних знань: бесіда, знайомство з граматичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача.
4. Підсумовування.



FT

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 U.S. 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 $1.4bn, 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 prospect of a 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.

*If you face a difficult situation, it is going to affect you and you must deal with it.

5. **Домашнє завдання:**

Do the task 1.2 on the Portal to practice grammar: Past Simple and Past Continuous.

Choose the correct option.

Emma [1] [ ] a very good day. She [2] [ ] a presentation to the company's biggest customers when suddenly her computer [3] [ ]. She [4] [ ] to start the computer again when her boss [5] [ ] into the room. He [6] [ ]. The customers [7] [ ] to each other when one of them, an IT expert, [8] [ ] to help Emma. While the customer [9] [ ] on the computer, Emma's boss [10] [ ] her a piece of paper. It said: 'Make sure you get some orders before the customers leave. We've just lost a big contract'.

NOTE:

The phrases "was not having" and "did not have" are used in different contexts and tenses:

1. "Was not having": This is the past continuous tense. It implies an ongoing action in the past that did not happen. It is often used for situations that were temporary or developing at a specific time. For example:
   - "She was not having a good time at the party last night." (This suggests that during the party, she was experiencing a continuous state of not enjoying herself.)
2. "Did not have": This is the simple past tense. It refers to a completed action or state in the past. It is used for something that was simply absent or not experienced at a particular point in time. For example:
   - "She did not have any fun at the party last night." (This indicates that at the end of the party, she had no fun overall.)

Summary:

- Use "was not having" for ongoing or temporary past situations.
- Use "did not have" for completed actions or states in the past.

Практичне заняття 1.3

Тема: Communication skills. Dealing with interruptions.

Мета:

- **Знаннєва:** ознайомити здобувачів із прийомами та виразами для переривання та управління перебігом дискусії/зустрічі; сформувати розуміння культурних відмінностей у спілкуванні.
  Діяльнісна: навчити здобувачів ефективно брати участь у ділових зустрічах, ставити запитання та відповідати, відпрацьовувати навички взаємодії у групі.
- **Ціннісно-емоційна:** розвивати навички ввічливого та ефективного спілкування в англомовному середовищі; виховувати повагу до співрозмовників, навіть у випадку незгоди.

Підготовка до заняття:

Ознайомитися з матеріалами підручника до теми **2.3 Communication skills. Dealing with interruptions**, переглянути приклади використання виразів для керування перебігом зустрічей (Lead-in, Video tasks).

2.3 COMMUNICATION SKILLS
Dealing with interruptions

Lesson outcome Learners are aware of ways to take turns and can use a range of expressions to interrupt and manage interruptions in a meeting.

Lead-in

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

B **Work in pairs and discuss the statements. Do you agree or disagree? Why / Why not?**

To participate effectively in a meeting you need to:

1 listen to others.
2 ask questions to be sure you have understood.
3 prepare your contribution in advance.
4 never interrupt someone even if you disagree with him/her.
5 be respectful even if you disagree with someone.

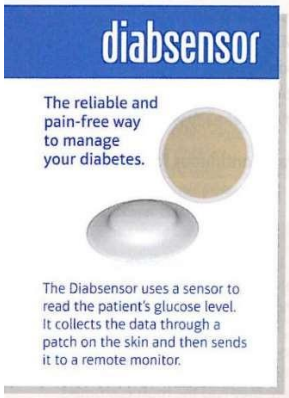
VIDEO

2A 2.3.1 **Watch the video as Beata prepares for an induction meeting with the CEO of Evromed. Choose the correct option in italics to complete the information about Evromed.**

1 Evromed is a *multinational / global player / family business.*
2 Evromed currently employs *more than 145 / fewer than 145 / 145* people.
3 Evromed is successful in *Europe / Eastern Europe / China.*
4 Evromed recently won a contract to supply a *hospital / children's home / chain of drugstores* in Brazil with a device for diabetes patients.

B **Jessica invites the audience to ask questions 'as we go along'. Work in pairs and discuss the questions.**

1 What does she mean?
2 What might happen as a result of this invitation?



3A **In small groups, discuss which is the best approach (Option A or B) for Beata to take as she participates in Jessica's induction presentation. As a class, decide which video to watch first.**

Option A – Beata should ask lots of questions to show she is motivated and enthusiastic.
Option B – Beata should listen carefully and only ask questions when it is really necessary.

B **Watch the videos in the sequence the class has decided and answer the questions for both videos.**

Option A 2.3.2
Option B 2.3.3

1 How did Beata show enthusiasm and motivation during the presentation?
2 How did the other trainees react to Beata?
3 How did Jessica react to Beata?
4 How does Beata feel at the end of the meeting?

T Teacher's resources: extra activities
L Go to MyEnglishLab for extra video activities.

4 **In pairs, discuss which approach seems more effective. Why?**

5 2.3.4 **Watch the Conclusions section of the video. Compare what is said with your answers in Exercise 4.**

Reflection

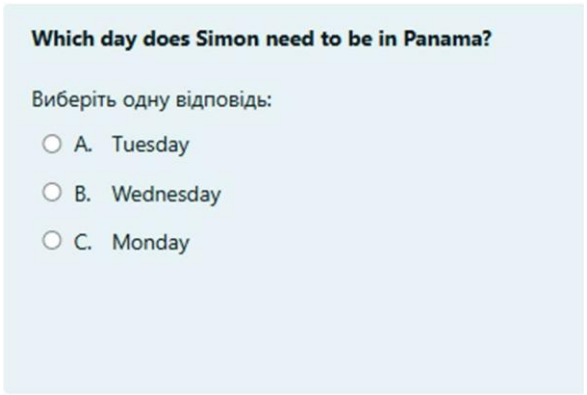
6 **Think about how you participate in meetings. Then work in pairs and discuss the questions.**

1 How comfortable are you interrupting during a meeting or class discussion in your own language?
2 What strategies would you use to interrupt during a meeting or class discussion?

План заняття:

1. **Актуалізація знань:**
   - Бесіда про спілкування на зустрічах у різних культурах.
   - Обговорення питання: чи вважається переривання співрозмовника позитивним чи негативним.
2. **Робота з відео (завдання 2A–2B):**
   - Перегляд відео із зустрічі Beata з CEO компанії.
   - Виконання завдань на вибір правильних тверджень та обговорення запитань.
3. **Аудіювання та робота в групах (завдання 3A–3B):**
   - Дискусія про два варіанти поведінки (Option A/Option B).
   - Перегляд відео відповідно до обраної послідовності.
   - Відповіді на запитання (як Beata проявила мотивацію, як реагували інші).
4. **Аналітичне обговорення (завдання 4–5):**
   - Порівняння двох підходів.
   - Робота з висновками (Conclusions section).
5. **Рефлексія (завдання 6):**
   - Обговорення власних стратегій участі у зустрічах.
   - Робота в парах над відповідями.
6. **Підсумки:**
   - Узагальнення ключових фраз та стратегій для ввічливого переривання у діловому спілкуванні.
7. **Домашнє завдання:**

Do the task 1.3 on the Portal to practice listening. Listen to eight short recordings twice. For questions 1–8 choose the correct answer.





Which industry does the man want to invest in?

Виберіть одну відповідь:

- A. retail
- B. manufacturing
- C. agricultural

What was the woman doing when the phone rang?

Виберіть одну відповідь:

- A. writing an email
- B. setting up a new business deal
- C. finishing a report for work

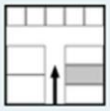
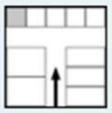
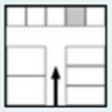
What type of business did the speaker start?

Виберіть одну відповідь:

- A. crop farming
- B. food manufacturing
- C. supermarket chain

Where is the HR office?

Виберіть одну відповідь:

- A. 
- B. 
- C. 

What time did the power cut start?

Виберіть одну відповідь:

- A. 23.30
- B. 08.30
- C. 19.30

What does the man want to discuss first?

Виберіть одну відповідь:

- A. the plans for the new factory
- B. number of new staff needed
- C. changes to the schedule

Практичні заняття 1.4.-1.5.

Тема: Business communication skills. Reading.

Фокус: розвиток навичок читання бізнес-статей, текстів про економіку та індустрії, робота з новою лексикою, формування вмінь аналізувати та узагальнювати інформацію.

Мета:

- **Знаннєва:** засвоїти лексику з теми «бізнес та виробництво», розширити знання про економічні сектори та індустрії.

- **Діяльнісна:** розвивати навички швидкого та детального читання, визначення головної інформації, роботу з фактичними даними та узагальнення прочитаного.
- **Ціннісно-емоційна:** усвідомити значення англомовних бізнес-джерел для майбутньої професії, розвивати критичне мислення та повагу до іншої культури через автентичні тексти.

Підготовка до заняття:

Ознайомитися з рекомендованою лексикою з Reading Bank, Unit 2 (assembly, reputation, revenue, testing, weld) та підготуватися до обговорення бізнес-індустрій у світі.

План заняття 1.4

1. **Актуалізація знань**
    - Обговорення: «Які індустрії найбільш розвинені в Україні та у світі?»
    - Робота з лексикою (Ex. 1 – matching words with definitions).
2. **Перше читання тексту**
    - Швидке читання статті *India's motorcycle manufacturers*.
    - Завдання Ex. 2 – знайти факти (дата, кількість, ціни, дії роботів/людей).
3. **Перевірка розуміння**
    - Обговорення відповідей у парах, потім фронтальна перевірка.
    - Ex. 3 – True/False statements.
4. **Міні-рефлексія**
    - Обговорення: «Що вас здивувало у розвитку мотоциклетної індустрії в Індії? »

План заняття 1.5

1. **Повторення ключових ідей тексту**
    - Усна активність: коротке резюме у парах (по 2–3 речення).
2. **Робота з узагальненням інформації**
    - Ex. 4 – вибір правильного резюме тексту.
    - Обговорення: чому саме цей варіант найбільш точний?
3. **Фокус на колокаціях**
    - Ex. 5 – match collocations.
    - Ex. 6 – complete the sentences with collocations.
4. **Продуктивна діяльність**
    - У парах: скласти по 2 власні речення з новими колокаціями.
    - Мінідискусія: «Які фактори формують репутацію компанії? »
5. **Підсумки заняття**
    - Вчитель підкреслює ключові навички читання: *skimming, scanning, identifying key ideas, summarizing*.
    - Рефлексія: «Як ці навички можна застосувати у вашому навчанні та майбутній професійній діяльності? »
6. **Домашнє завдання**

Read the text about ***'India's motorcycle manufacturers'*** and complete the tasks according to this text**.**

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.

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.

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.

Siddartha 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. 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 young men willing to spend a bit more on themselves,' he says.

Тема 2. Economics and the modern world (Energy industry).

Практичне заняття 2.1

Тема: Emails – Introducing Yourself

Мета: Ознайомити здобувачів освіти з лексикою та функціональними виразами для написання електронних листів із представленням себе; відпрацювати навички читання, граматики, використання лексики у професійному контексті, формування структурованих професійних листів.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.

2. Пояснення виконання запланованих завдань.

3. Виконання завдань в присутності викладача:

1. Знайомство з новим лексичним матеріалом

- subject line – тема листа
- greeting / salutation – звернення
- closing / sign-off – завершення листа
- to introduce yourself – представити себе
- background – досвід / освіта
- current position – поточна посада
- purpose of email – мета листа
- to attach – додавати файл
- follow-up email – лист-нагадування
- professional tone – професійний тон

2. Використання лексики

Вправа 1. Match the words with their definitions:

1. subject line
2. greeting
3. closing
4. to attach
5. follow-up email

   a) A way to finish a letter politely
   b) A line that shows the topic of the email
   c) To add a file to the email

d) A letter sent after a previous email to remind or continue the conversation
e) Words used to start a letter politely

Вправа 2. Fill in the gaps with suitable words (8–9 речень):

1. When you write an email, always start with a proper _____.
2. The _____should clearly show what your message is about.
3. Don't forget to _____documents if needed.
4. I'm writing to _____and share my professional background.
5. Use a polite _____to end the email.
6. A _____helps you maintain contact after an interview.
7. My _____includes experience in finance and accounting.
8. Keep a _____to sound professional and respectful.
9. The email's _____is to ask about internship opportunities.

3. Читання

How to Introduce Yourself in an Email

Writing a professional email to introduce yourself can be the first step in establishing a good business relationship. For students in economics, it is essential to be clear, concise, and polite. Start your email with a proper greeting such as "Dear Mr./Ms. [Last Name]," or "Hello [First Name]," depending on how formal the situation is.

The subject line should briefly indicate the purpose of your email, for example: "Introduction – John Smith, Economics Student." In the opening paragraph, introduce yourself and provide your background, including your current position or study program. You can mention relevant experience, internships, or achievements that may interest the recipient.

In the next paragraph, explain the purpose of your email. It could be to request an informational interview, ask about internship opportunities, or follow up after a networking event. Keep sentences short and focused. Always maintain a professional tone, avoiding slang or overly casual expressions.

Finally, use a polite closing such as "Best regards" or "Sincerely," followed by your full name and contact information. If you attach documents, mention them in the body of your email. After sending the email, consider a follow-up email if you do not receive a response within a reasonable time. Writing effective introduction emails helps students build professional connections and opens doors to career opportunities.

3а. Завдання до тексту

1. Answer the questions:

a) Why is the subject line important?

b) What should you include in the opening paragraph?
c) Why is a follow-up email sometimes necessary?

2. True/False:

- You can use slang in professional emails.
- A polite closing is required in business emails.

3. Find synonyms in the text:

a) polite → _____
b) important → _____
c) short → _____
d) explain → _____

4. Multiple choice – choose the best answer:

1. Which greeting is more formal?
   A. Hello John
   B. Dear Mr. Smith
   C. Hi there
   D. Hey John
2. What is the purpose of mentioning achievements in the opening paragraph?
   A. To brag about yourself
   B. To make the recipient interested in your background
   C. To fill the email with text
   D. To confuse the reader
3. What should you do if you do not receive a reply?
   A. Send a follow-up email
   B. Wait forever
   C. Write in all caps
   D. Call and shout

5. Fill in the gaps

1. Always start your email with a proper _____.
2. The _____should clearly indicate the purpose of the email.
3. In the opening paragraph, provide your _____and current study program.
4. Keep sentences _____and focused.
5. Always maintain a _____tone in professional emails.
6. If you attach documents, _____them in the body of the email.
7. Consider sending a _____email if there is no reply.

6. Discussion / Speaking exercise:

take 5 minutes to answer the questions:

- What information would you include in your introduction email to a recruiter?
- How would you make your email stand out while keeping it professional?

7. Matching exercise: Match sentence parts from the text:

1. Start your email …
2. Mention your achievements …
3. Keep sentences …
4. Use a polite closing …

a) in the opening paragraph to interest the recipient
b) short and focused
c) such as “Best regards” or “Sincerely”
d) with a proper greeting

4. Блок граматичних вправ (Present Simple / Present Continuous / Modal verbs for polite requests)

Вправа 1. Choose the correct form:

1. I _____(study / am studying) Economics at the National University.
2. She _____(works / is working) on her final project this week.
3. We _____(would like / like) to request an informational interview.
4. He _____(attends / is attending) a networking event today.
5. They _____(can / are able to) provide advice on career opportunities.
6. I _____(attach / am attaching) my CV to this email.
7. The company _____(offers / is offering) internships every summer.
8. You _____(should / are supposed to) use a professional tone in emails.
9. She _____(is sending / sends) the follow-up email tomorrow.
10. We _____(would appreciate / appreciate) your feedback.

5. Functional language

Вправа 1. Match expressions with functions:

1. I am writing to introduce myself.
2. I would like to request an informational interview.
3. Please find my CV attached.
4. I look forward to your reply.
5. Thank you for your time and consideration.

a) Polite ending
b) Introducing yourself
c) Requesting information
d) Referring to attachment

e) Showing expectation

6. Підсумковий тест Part A. Multiple choice

1. Which of these is a proper subject line?
   A. “Hi”
   B. “Introduction – Anna Ivanova, Economics Student”
   C. “Stuff”
   D. “Hello everyone”
2. What is a polite closing for emails?
   A. Cheers
   B. Sincerely
   C. Yo
   D. Bye
3. When should you send a follow-up email?
   A. Immediately after sending the first email
   B. If you don’t receive a response in reasonable time
   C. Never
   D. Only to friends
4. What should you include in the opening paragraph?
   A. Your hobbies
   B. Your background and current study/program
   C. A long story
   D. A joke
5. Which sentence shows professional tone?
   A. “Hey, can u send me the info?”
   B. “I would like to request an internship opportunity.”
   C. “Yo, send CV pls”
   D. “Sup, boss”

Part B. True/False

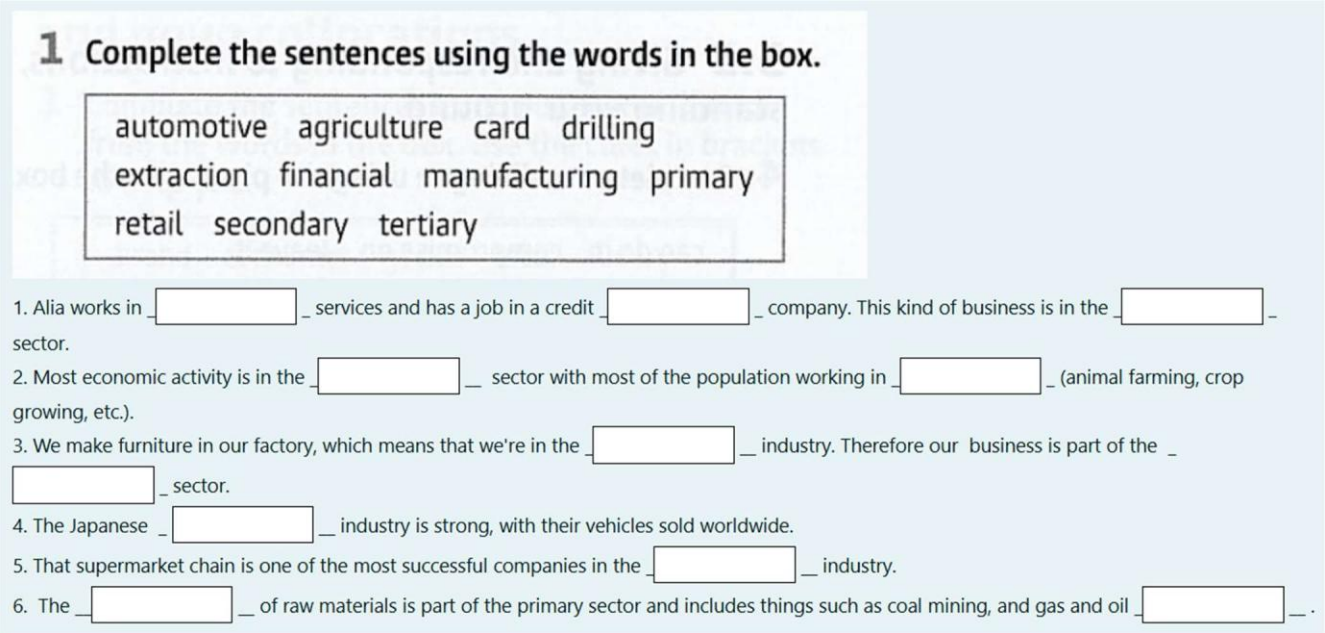
6. You should avoid slang in professional emails.
7. You can leave out your contact information.
8. Attachments should be mentioned in the email body.

Part C. Fill in the gap

9. I am writing to _____myself and share my background.
10. I _____(would like / like) to request an informational interview.

7. Домашнє завдання

Vocabulary. Complete the sentences using the words in the box.



Практичні заняття 2.2-2.3

Тема: Japan’s economy

Мета: ознайомити здобувачів освіти з ключовою лексикою теми про японську економіку, виробництво, фінансовий сектор, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

1 **Look at the photos from Japan. What can you see? What other iconic images represent the country?**

2 **Discuss these questions.**

1 In what ways do you think Japan is very traditional and in what ways is it very modern?
2 How has Japanese popular culture had an impact on the world? Give examples.
3 How has Japanese industry had an impact on the world? Give examples.
4 What do these Japanese companies make or do?

Canon	Mitsubishi	Nikon	Nintendo	SoftBank	Sony	Toyota

VIDEO



3A **Look at the list of industries. Tick (✓) the ones you predict will appear in a video about the development of Japan's economy.**

agriculture	cars	energy	electronics	finance	fishing

B 2.1.1 **Watch the video and check your predictions.**

4 **Decide if these sentences are *true* (T) or *false* (F). Watch the video again and check. Then 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.

5 **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 the Sony Walkman change the way we live today?

Teacher's resources: extra activities

Sectors and industries

6 **Complete the extracts from the video using the words and phrases in the box.**

automotive	manufacturing	retail	service sector	transportation

Japan's [1]_____, which includes finance, trade, entertainment, tourism, [2]_____ and [3]_____, accounts for a massive three-quarters of Japan's total economic output.

But it has been Japan's [4]_____ industries that have made the most global impact. The [5]_____ industry has been particularly successful.

7 **Match the three economic sectors (A–C) with the descriptions and the examples (1–3).**

Economic sectors

A Primary → **B** Secondary → **C** Tertiary

Description and examples

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 raw materials, agriculture and fishing.

8 **Write the correct 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 _____ _____

9 **Look at the types of businesses in Exercise 8 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?

Sectors and industries

1 **Correct the underlined word in each sentence.**

1 The tertiary ~~industry~~ *sector* 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 on 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.

2 **Complete the sentences using the words and phrases in the box.**

agriculture	construction	cruise ships	health care
insurance	metal extraction	oil drilling	raw materials

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 material 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.

3 **Choose the odd one out. Then match groups 1-6 to categories a-f.**

1	**a** hotel chain	**b** airline	**c** bank	**d** campsite
2	**a** coal mining	**b** wine producing	**c** gas extraction	**d** oil drilling
3	**a** car plant	**b** steel factory	**c** furniture maker	**d** farm
4	**a** book shop	**b** factory	**c** supermarket	**d** restaurant
5	**a** metal extraction	**b** fishing	**c** robotics	**d** agriculture
6	**a** chemical plant	**b** insurance company	**c** credit card company	**d** bank

a finance ___ **d** manufacturing ___

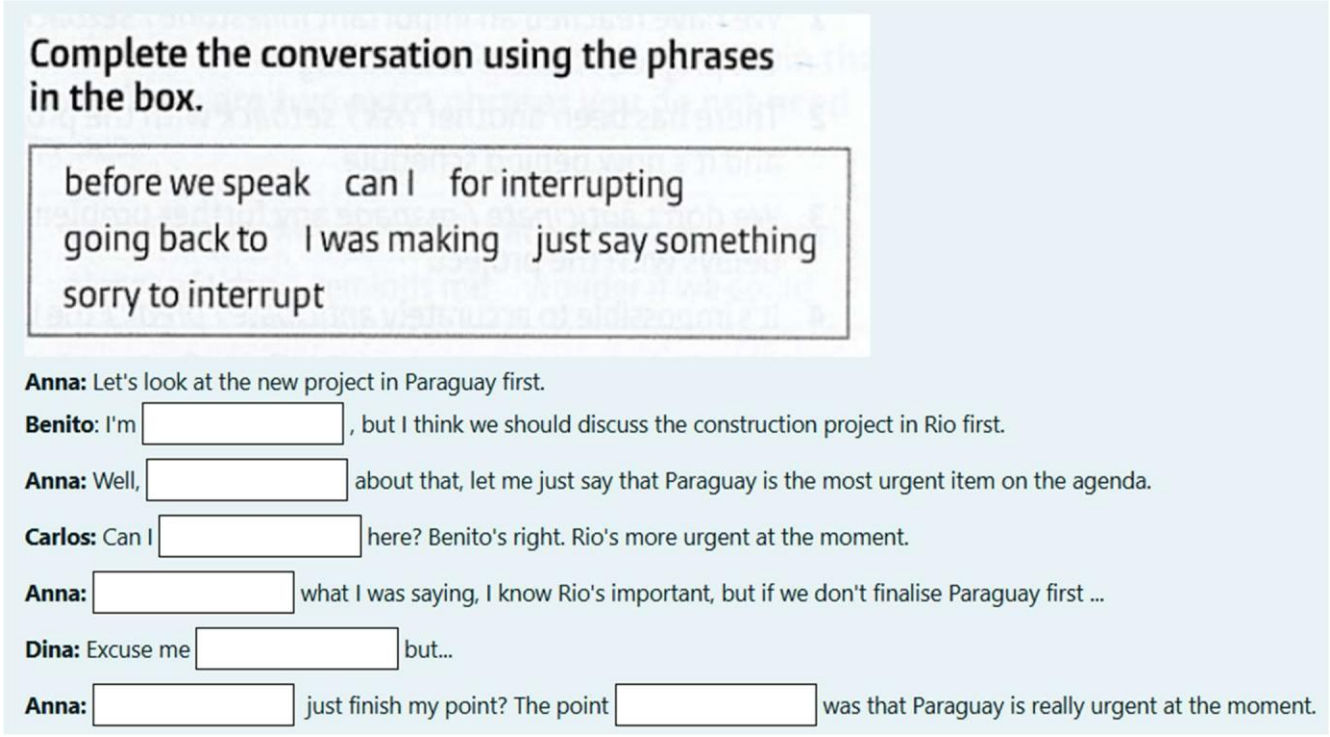
b retail ___ **e** raw material extraction ___

c primary sector ___ **f** tourism ___

4. Підсумовування

5. Домашнє завдання до ПЗ 2.2:

Use of English. Complete the conversation using the phrases in the box.



6. Домашнє завдання до ПЗ 2.3:

Leaving a voicemail message. Choose the correct option from the dropdown menu to complete the text.



Практичне заняття 2.4.

Тема: Energy markets and global trends

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

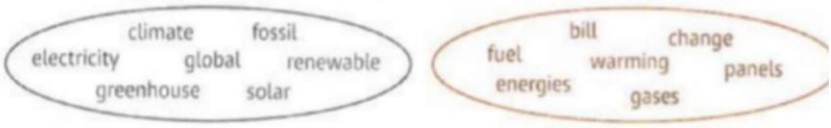
Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

1 **Match words from each circle to form compound nouns.**



2A **Complete the questions with a compound noun from Exercise 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?

B **Work in groups. Answer the questions above.**

→ page 114 See Pronunciation bank: Stress in compound nouns and noun phrases

Reading

3 **Look at the social media post on the left. What was the problem and what do you think Mark did about it?**

Mark Nowicki

So, it was snowing all last night, and at about nine o'clock we were just watching TV when suddenly all the electricity went out. These power cuts sometimes happen when there's a big storm. While I was sitting in the dark, I thought we really must do something about this.

4 **Read the first paragraph of the article and check your predictions.**

5 **Read the whole article and answer the questions.**

1 What do you understand by the article headline?
2 In what two 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?

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?

T Teacher's resources: extra activities

Grammar Past Simple and Past Continuous

> ... it **was snowing** all last night

> ... at about nine o'clock we **were** just **watching** TV when suddenly all the electricity went out.

> While I **was sitting** in the dark, I **thought** we really must do something about this.

7A **Look at the phrases from Mark's post. What is the tense of the verbs in bold? How do we form these tenses?**

B **Complete the sentences with *Past Simple* or *Past Continuous*.**

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 _____.

→ page 119 See Grammar reference: Past Simple and Past Continuous

8 **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*.

9A **Student A: Complete the article using the Past Simple or Past Continuous form of the verbs in brackets. Student B: Turn to page 127.**

How it started

Airbnb's co-founders, Joe Gebbia and Brian Chesky, were friends from design school in New York. In 2007, they [1]_____ (share) an apartment in San Francisco. They [2]_____ (both / look) for work and having a hard time paying their rent. When they [3]_____ (hear) a design conference was coming to San Francisco, and the city's hotels were fully booked, they [4]_____ (decide) to offer their flat as cheap accommodation to participants. They quickly designed a simple website and soon [5]_____ (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 [6]_____ (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 [7]_____ (not make) any money. So they [8]_____ (fly) to New York, the city where they had the most customers, to find out what problems people [9]_____ (have) with the service. They found that many of their listing photos were poor quality, so they rented a professional camera and [10]_____ (take) photos of people's apartments. Today, Airbnb has hosted over 35 million guests in 34,000 towns and cities around the world.

Grammar Past Simple and Past Continuous

1 **Put the dialogue in the correct order (1–8). Two lines have been done for you.**

a Why were you late? What happened? ___

b What were you doing last night? You look tired! 1

c Really? How do you know him? ___

d So you had dinner together? ___

e Yes, we did. And another old friend phoned while we were eating, so she came along, too! 8

f Well. We were looking at the menu when an old colleague, Gaspare, came in. ___

g I met him while I was working in Rome. ___

h We went out to an Italian restaurant for an early dinner but in the end, we stayed very late. ___

2 **Complete the sentences using the correct form of the words in the box.**

check	discuss	give	go	have	join	talk	work

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.

3 **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!

4. **Підсумовування**
5. **Домашнє завдання:**

Read the text and complete the task.

Energy Industries and Economics

The energy industry plays a critical role in the global economy, providing the fuel and power necessary for nearly every aspect of modern life. Fossil fuels like oil, coal, and natural gas have

historically been the primary energy sources, driving industrial growth and development. However, as concerns about climate change and environmental degradation grow, many countries are shifting towards renewable energy sources such as solar, wind, and hydropower. These alternatives promise a cleaner future but also pose economic challenges, such as higher upfront costs and the need for new infrastructure. The transition is seen as essential for long-term sustainability, though it may create disruptions in traditional energy markets and economies heavily reliant on fossil fuels.

Питання 1. The energy industry does not significantly impact the global economy.
Відповідь
- Правильно
- Неправильно

Питання 2. Fossil fuels like oil, coal, and natural gas have historically been the primary energy sources.
Відповідь
- Правильно
- Неправильно

Питання 3. Renewable energy sources such as solar and wind require lower upfront costs compared to fossil fuels.
Відповідь
- Правильно
- Неправильно

Питання 4. The transition to renewable energy is seen as essential for long-term environmental sustainability.
Відповідь
- Правильно
- Неправильно

Питання 5. The shift to renewable energy may cause disruptions in economies that rely heavily on fossil fuels.
Відповідь
- Правильно
- Неправильно

Питання 6. Hydropower is considered a fossil fuel.
Відповідь
- Правильно
- Неправильно

Практичне заняття 2.5.
Тема: Sustainable energy solutions

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички аудіювання та сприйняття інформації на слух, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

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

B **Work in pairs and discuss the statements. Do you agree or disagree? Why / Why not?**

To participate effectively in a meeting you need to:

1 listen to others.
2 ask questions to be sure you have understood.
3 prepare your contribution in advance.
4 never interrupt someone even if you disagree with him/her.
5 be respectful even if you disagree with someone.

Functional language

Interrupting and dealing with interruptions

7A **Look at this extract from the video. Which phrases in bold are a) accepting an interruption, b) asking permission to interrupt, c) going back to an earlier point?**

Beata: **Sorry to interrupt**, Jessica.
Jessica: That's OK. **Please go ahead**.
Beata: When you say 'blood sugar', do you mean 'glucose'?
Jessica: Glucose. Exactly, yes.
Graduate 2: Ah, good, thanks. I was wondering about that, too.
Jessica: **So, as I was saying**, ... no more pricking of fingers.

B **How does Jessica prevent Beata's final interruption in Option A?**

C **Match the expressions (1–10) with the correct category (a–d).**

1 What did you want to say? __
2 Sure, please continue. __
3 Excuse me for interrupting. __
4 Can I just finish (my point)? __
5 Sorry, I just have one more thing to say. __
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

Listening

1 2.01 **Listen to a podcast about business and the environment. 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 kph / 90 kph*.

2 **Listen again and decide if the statements are *true* (T) or *false* (F).**

1 John Preston's company manages wind farms on land. ___
2 The wind farm and the farm in New Zealand are on the same land. ___
3 Wind power is renewable. ___
4 The turbines are often inactive. ___
5 Americans are interested in onshore and offshore wind farms. ___
6 Fossil fuels are now more necessary than ever. ___

3 **Complete the notes. Then listen again and check your answers.**

Wind farms

Wind is an important source of [1] _____ .
Wind farms can be offshore or [2] _____ .
A number of energy [3] _____ *are starting to look at wind power.*
Wind power works best in a(n) [4] _____ *country.*
[5] _____ *is improving every year.*
Turbines stop working when the wind is too [6] _____ .
UK companies have projects in the USA, [7] _____ *and Germany.*

4. **Підсумовування**
5. **Домашнє завдання:**

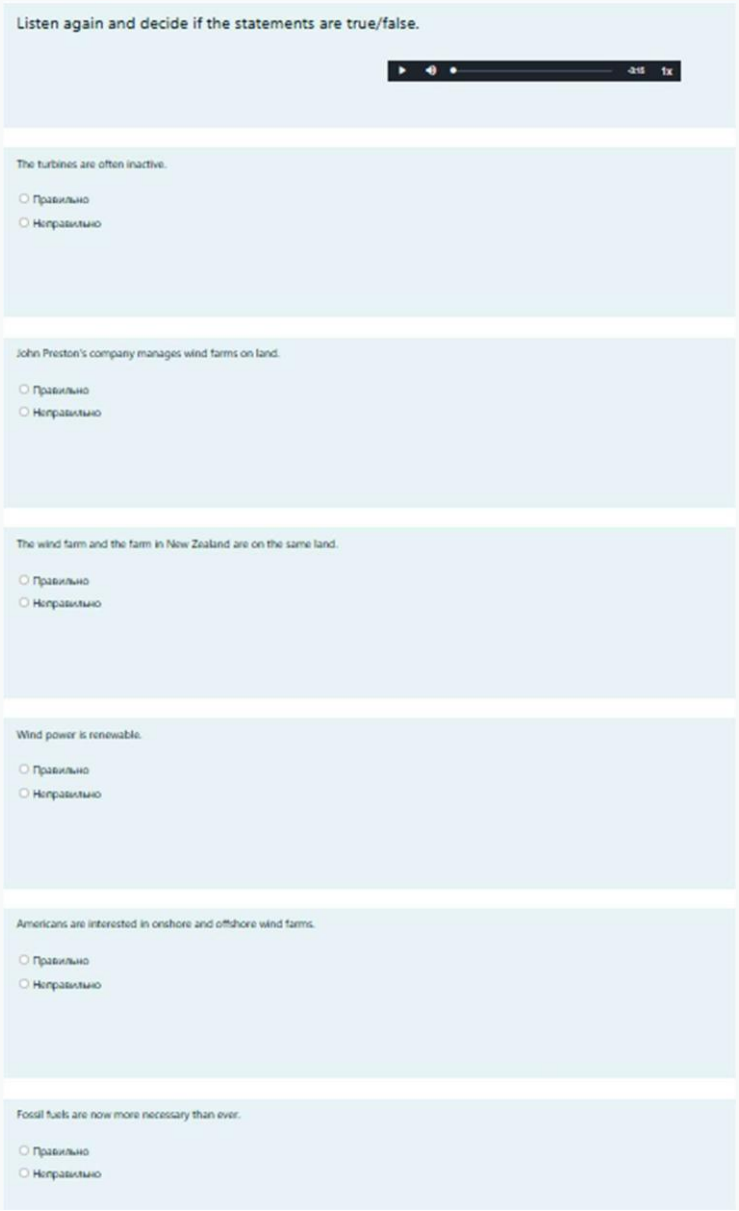
- Listening.
  - Task 1. Listen to a podcast about business and the environment. Choose the correct option.

Listen to a podcast about business and the environment. Choose the correct option.

-3:15 1x

1. The discussion is about the use of [ ] as a source of energy.
2. The wind farm in New Zealand is [ ] .
3. The industry is becoming more [ ] .
4. There is [ ] wind in New Zealand.
5. Electricity is now [ ] than it was.
6. Modern turbines stop turning if the wind is over [ ] .

- Task 2. Listen again and decide if the statements are true/false. Do the topic test.



Тема 3. Project Management

Практичне заняття 3.1.

Тема: Introduction to Project Management concepts

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

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.

VIDEO



2A 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 3.1.1 **Watch the video and check your ideas. Did the engineers solve the problem? How?**

3 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.

4 Work in pairs or small groups. Discuss these 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?

Teacher's resources: extra activities

Vocabulary Managing projects

5 **Complete the sentences from the video using the words and phrases in the box.**

anticipating	budget	milestones	predict	project managers
risk management	risk register	setback		

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 central 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.
7 It's not the kind of risk you can just _____ easily.
8 From now on, you can be sure that at the top of every project manager's _____, 'bridge wobble' will appear.

Teacher's resources: extra activities

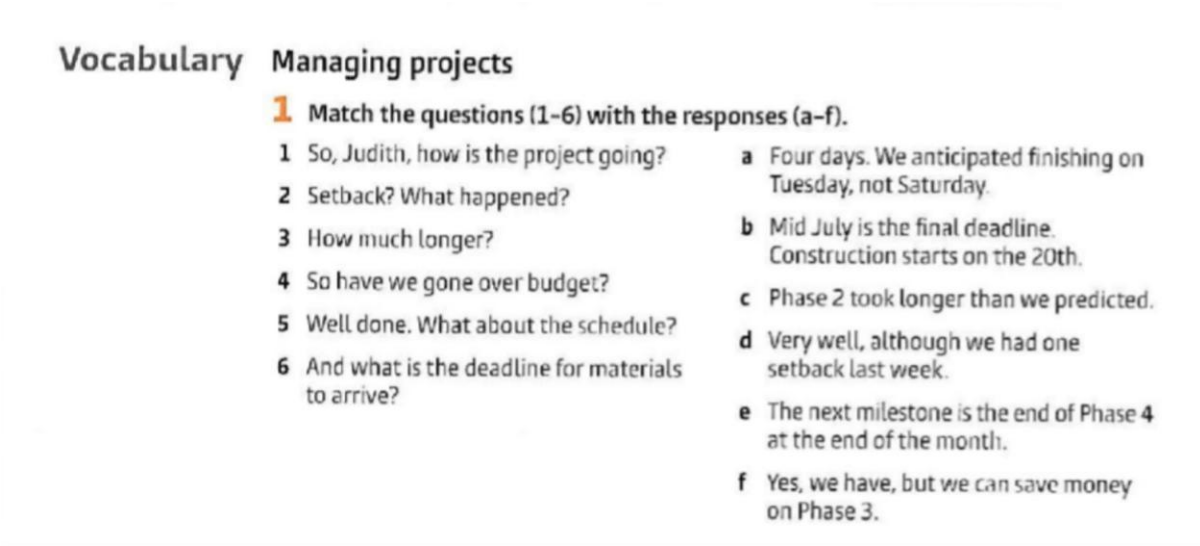
Word building – verbs and nouns

6 **Complete the table with the correct word forms.**

verb	noun
manage	management
construct	1 _____
suspend	2 _____
3 _____	movement
4 _____	investigation
communicate	5 _____
identify	6 _____
7 _____	solution
add	8 _____
9 _____	attachment
decide	10 _____

7A **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?



Vocabulary Managing projects

1 Match the questions (1–6) with the responses (a–f).

1 So, Judith, how is the project going?
2 Setback? What happened?
3 How much longer?
4 So have we gone over budget?
5 Well done. What about the schedule?
6 And what is the deadline for materials to arrive?

a Four days. We anticipated finishing on Tuesday, not Saturday.
b Mid July is the final deadline. Construction starts on the 20th.
c Phase 2 took longer than we predicted.
d Very well, although we had one setback last week.
e The next milestone is the end of Phase 4 at the end of the month.
f Yes, we have, but we can save money on Phase 3.

4. **Підсумовування**
5. **Домашнє завдання:**
    - Vocabulary. Complete the sentences using the correct form of the words in the box.

Практичне заняття 3.2.

Тема: Planning and Scheduling Projects

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Grammar Comparatives and superlatives

4A 3.02 **Listen and complete the extracts.**

1 It's the _____ artificial waterway in the world.
2 But what's _____ than the length of the canal is its age.
3 When they were working the _____ on the project, five million men and women were involved in the construction.
4 They finished _____ than planned.
5 It is still one of the _____ shipping routes in the world.
6 The canal makes the journey between the North Atlantic and the Indian Ocean much _____ than going around Africa.
7 It reduces the trip by 7,000 km, making the journey _____ and time-consuming.
8 The Panama team had to work a lot _____ than the Suez team.
9 Construction in the jungles of Panama wasn't _____ digging in Egypt's dry, sandy desert.
10 In fact the digging itself was the _____ part of the job.

B **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.

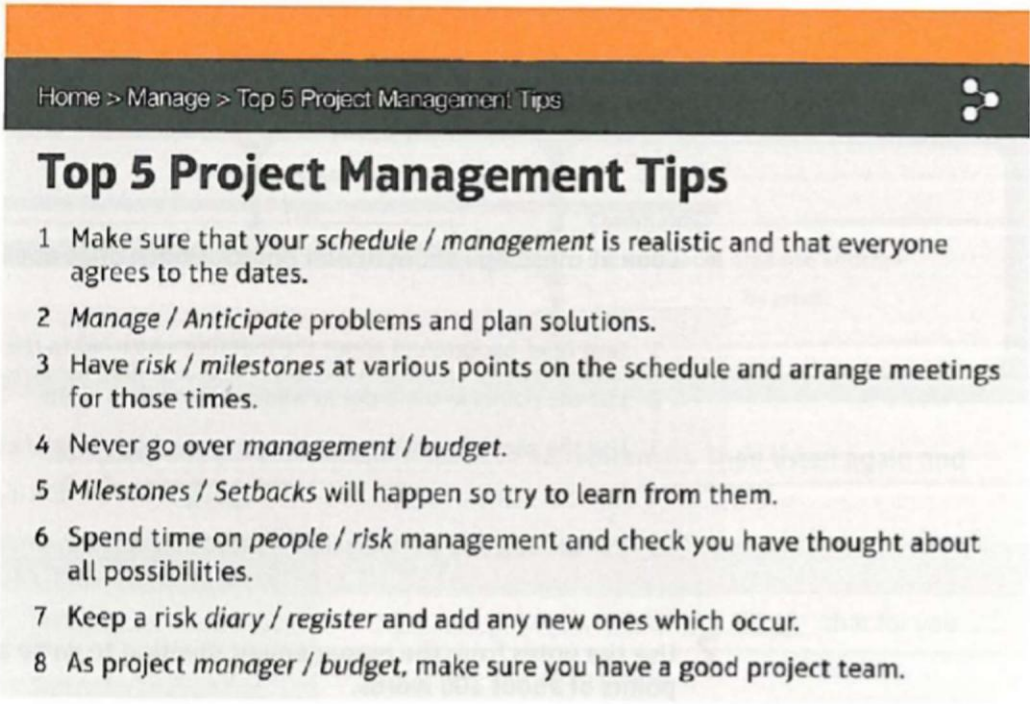
page 120 See Grammar reference: Comparatives and superlatives

5 **Look at the information in Exercises 2 and 3. Complete the sentences with the correct form of the words in brackets. Add *than* or *as ... as* where necessary.**

1 The Suez Canal is _____ the Grand Canal. (long)
2 The Suez Canal was _____ project of the three. (profitable)
3 The Grand Canal is _____ of the three canals. (modern)
4 The Suez Canal was _____ the Panama Canal. (expensive)
5 The workforce on the Panama Canal was _____ the workforce on the Grand Canal. (large)
6 Work on the Panama Canal finished _____ work on the Suez Canal. (late)

er's resources:

2 Choose the correct option in italics.



Home > Manage > Top 5 Project Management Tips

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.

Word building – verbs and nouns

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

add	attach	construct	identify	investigate	manage	move	solve

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 In the end, the only _____ was to demolish two of the old buildings.

6 Security is strict at the site, so please bring proof of _____.

7 We have some really large equipment for _____ tonnes of earth really quickly.

8 The success of the project was due to good _____.

4. **Підсумовування**

5. **Домашнє завдання:**

Grammar. Read the text and complete the sentences using the comparative, superlative or base form of the adjectives in the box.

Grammar Comparatives and superlatives

1 Read the text and complete the sentences using the comparative, superlative or base form of the adjectives in the box.

Three amazing bridges

Three ambitious tourist attractions

In 2015, work started on Germany's longest suspension bridge in Geierlay and it opened five months later, one of the fastest bridge constructions ever. It is 400 m long and the drop down to the canyon below is nearly 100 m. Around 170,000 tourists per year are expected to use it and see the most spectacular views. The bridge is made of steel and cost around $1 million but extra tourism revenue in the area should be worth around $2 million.

In China, the Zhangjiajie Glass Bridge opened a year later in 2016. This is the highest and longest glass-bottomed bridge in the world. Its length is 430 m and from the bridge you can look down 300 m to the canyon below. At a cost of $2.6 million, it is made from the toughest glass available and attracts a lot of thrill-seeking tourists. It really is one of the scariest destinations in the region. The bridge can hold 800 people at the same time in complete safety!

Meanwhile, one of the oldest pedestrian bridges in the world can be found in British Columbia, Canada, over the Capilano River. Built in 1889 by a Scottish engineer using rope and wood, the bridge is 150 m long and is suspended 80 m above the river. Tourists can cross the river and then walk on other bridges between the giant firs of the Capilano Forest, some of the biggest trees in Canada.

most amazing	expensive	higher	longer	scariest
most spectacular	tallest	most amazing		

1 The Capilano Bridge is by far the _____ of the three dating back to the 19th century.
2 The Geierlay Bridge cost around $1 million, so it wasn't as _____ as the Glass Bridge.
3 At 300 m, the Glass Bridge is much _____ than the other two.
4 The Geierlay Bridge is _____ than the Capilano Bridge but shorter than the Glass Bridge.
5 From all three bridges you get some of the _____ views in the world.
6 The author thinks the Glass Bridge is one of the _____ places to visit.
7 The trees in the Capilano Forest are among the _____ trees in North America.
8 All three bridges are some of the _____ tourist attractions in the world.

Практичне заняття 3.3.

Тема: Risk management and problem-solving in projects

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички аудіювання та сприйняття детальної інформації на слух, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

1A **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.

B **What are the advantages and disadvantages of each approach?**

VIDEO

2A 3.3.1 **Watch the video from the beginning to 01:15. Match the names with the roles.**



1 Daniel — a sub-supplier

2 Beata — b project manager

3 Clarice — c main contact

B **How do you think Beata feels about her new responsibilities? How do you think the meeting with Clarice will go?**

C **Watch the next part of the video.**

1 What is the problem?

2 Match the dates on the timeline with the events (a–d).



L Go to MyEnglishLab for extra video activites.





a The container arrives in the UK.

b Beata's new deadline for some components.

c The delivery leaves the factory in Shenzhen.

d The original date for the shipment to arrive in the UK.

3A **In small groups, discuss which is the best approach (Option A or B) for Beata to take in this discussion with Clarice. As a class, decide which video to watch first.**

Option A – Beata should be polite and friendly to Clarice, but at the same time needs to show her authority. She should stand her ground.

Option B – Beata should be polite and friendly to Clarice, but at the same time show Clarice that she is willing to help. They need to work well together.

B **Watch the two videos in the sequence the class has decided and answer the same questions for each video.**

Option A 3.3.2
Option B 3.3.3

1 Is there a solution? If so, what is it?

2 How do they arrive at the solution?

3 How does Clarice feel? Why?

4 How will this affect their future working relationship?

4 **In pairs, discuss these questions.**

1 How did the discussions go? Was one approach better than the other? Give reasons for your answer.

2 Can you think of any other ways Beata might have handled the situation?

5 3.3.4 **Watch the Conclusions section of the video. What do you need to think about when telling people what to do? Do you agree? Why / Why not?**

Reflection

6 **Think about the following questions. Then discuss your answers with a partner.**

1 Is it always important for leaders to build good relationships with the people they work with? Give examples when it might not be important.

2 How do you think you would deal with such a situation?

Functional language **Giving and responding to instructions, standing your ground**

7A **Match 1–7 with a–h to make sentences from the video. There is one ending you don't need.**

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?

B **Match the sentences in Exercise 7A with the categories (a–c) below.**

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

C **Match the phrases (1–7) below with the categories in Exercise 7B.**

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 / get more resources].
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.

4. **Підсумовування**
5. **Домашнє завдання**

- Listening.
  - Task 1. Listen to the audio about three projects: The Grand Canal, The Panama Canal, The Suez Canal. Match each canal with two facts.
  - Task 2. Listen again. Complete the information about each project.

Lead-in

1A **Work in pairs or small groups. Look at the map and photos and answer the questions.**

1 Why do governments decide to build shipping canals? What are the benefits?
2 What kinds of jobs does this sort of building project create? Who works on a big canal-building project?
3 Can you name any other shipping canals?



The Panama Canal





The Suez Canal



The Grand Canal

B **Match each description with a canal on the map.**

a goes through the desert in Egypt, connecting the Mediterranean Sea with the Red Sea
b connects the Atlantic and Pacific Oceans by crossing Central America
c connects the Chinese capital city of Beijing with several rivers and other cities

Listening

2 3.01 **Listen. Match each canal with two facts.**

1 The Grand Canal
2 The Suez Canal
3 The Panama Canal

a took the longest to build.
b was more expensive than expected.
c was cheaper than expected.
d is the oldest.
e took ten years to build.
f opened in 1914.

3 **Listen again. Complete the information about each project.**

Grand Canal, China

Length: [1]_____ km
The budget: none
The schedule: none – took about [2]_____ years to complete
The team: [3]_____ million men and women – mostly labourers and engineers
Minimum width: 100 m
Minimum depth: less than 1 m

Suez Canal, Egypt

The schedule: late by [4]_____ years
The team: [5]_____ million people in total, [6]_____ at any given time – labourers, engineers, accountants, project managers
The cost: $100 million, over budget by [7]_____ percent
Length: [8]_____ km
Minimum depth: 12 m
Minimum width: [9]_____ m

Panama Canal, Panama

Length: [10]_____ km
The schedule: the American project was late by [11]_____ years
The team: 75,000 engineers, specialised machine operators, labourers
The cost: $[12]_____ million – $23 million under budget
Minimum width: [13]_____ m
Minimum depth: [14]_____ m

Functional language

Giving and responding to instructions, standing your ground

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

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

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 Giulia 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 Giulia.

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, I [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]_____.

Практичні заняття 3.4-3.5.

Тема: Team collaboration and project reporting

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання, ділового письма та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації в команді.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

1A **Read the email below. What is Wilhelm asking John to do?**

To: John Carver, Project Manager
From: Wilhelm Haas, Finance Manager
Subject: Building project update

Dear John,

I'd like to know if the first stage of the building project is moving **fast enough** and will meet the orignal deadlines, so could you let me know what the curent position is? If you are not going to meet the deadlines, would you check when we can get together to go over the shedule?

Also the CFO is now worried that there aren't **enough funds** to complete the project on time, especially as there have been sevral problems. I'd therefore be grateful if you could send me cost details for last month, particularly any aditional purchases you made.

I understand that whether conditions were **not good enough to** start the second stage of the project last week. I'd appreciate it if you could meet me tomorrow afternoon to discuss the rescheduled dates. Could you also ask your asistant to join us, please?

Reguards

Wilhelm

B **Underline eight spelling mistakes and correct them.**

C **Check your answers with a partner. Then check the spellings in a dictionary.**

Functional language

2 **Complete the table below with words from the box.**

appreciate grateful help if mind possible possibly request to what

Statement	Question
I'd like to know [1]_____ the first stage of the building is moving fast enough.	Could you let me know [6]_____ the current position is?
I'd therefore be [2]_____ if you could send me cost details for last month.	Could you ask your assistant [7]_____ join us, please?
I'd [3]_____ it if you could meet me tomorrow afternoon.	Would you [8]_____ sending me the details?
I need your [4]_____ with the monthly report.	Would it be [9]_____ to have a meeting next week?
I'd like to [5]_____ a meeting with the manager.	Could you [10]_____ meet me tomorrow?

her's resources:
a activities
email contains
nples of adjective/
erb + *enough* and
ugh + noun/*to*. Go to
nglishLab for optional
mmar work.

Writing Email requesting an update

1 **Complete the email using the expressions in the box.**

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

To: Clara Newman
From: Claudia Gomez
Subject: Update

Dear Clara,

I hope you are well. It was good to catch up with you last week at the training course. I'm writing because [1]_____ the monthly report. I know you're busy but it's important. [2]_____ what the current position is? [3]_____ the first phase of the project is now complete. If not, what date do you have for completion? And is Dieter now working on the project? [4]_____ give me his starting date. [5]_____ sending me final figures for the project? Sorry to ask so many questions. [6]_____ have this information by tomorrow? I'd also like to request a meeting with the customer in Rome next week. I'd therefore be grateful if you could contact him and arrange it. I think that's all.

Kind regards,

Claudia

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 third phase complete? (if 'no' – completion date?)*
- *is Emilia working? (starting 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.

4. **Підсумовування**
5. **Домашнє завдання**
   - Reading.
     - Task 1. Read the article and complete the table with the correct numbers.
     - Task 2. Read the article again and choose the correct option.

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 Read the article and complete the table with the correct numbers.

1	Cost of project		6	Length of new tunnels	
2	Start of work		7	Capacity of new trains	
3	Opening		8	Increase in rail capacity	
4	Maximum journey time to central London		9	Jobs created	
5	Annual passenger capacity		10	Business opportunities	

2 Read the article again and choose the correct option.

1 Crossrail was a project which built
- **a** a new railway 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 other regions have better salaries.
- **c** the city is getting smaller.

Тема 4. Global Markets

Практичне заняття 4.1.

Тема: Understanding international trade

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

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.

cars	clothes	coffee	fast food	ice cream	soft drinks

2 Will everyone in the world want the same food, clothes and other products in the future? Why / Why not?

VIDEO

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





3 4.1.1 **Watch the video and check your predictions.**

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.

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?

sources:
ies

Vocabulary Global markets: adjective and noun collocations; word building

6A Check you know the meaning of the words in the two boxes.

consumer	local	luxury	marketing	target	product

brands	customisation	goods	preferences	strategy	territories

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]_____.

7 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]_____	

8A 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.

Vocabulary Global markets: Adjective and noun collocations

1 **Complete the collocations. The first letters are given.**

1 Our new Marketing Director changed our m__ k_____ g st_____ y to include more use of social media.

2 Most car companies allow you to choose from many options when buying a new car and this pr_____ t c__ st____ sa____n is very popular with customers.

3 We have to alter our products to suit our tar__ t t_____ies because there are different things to consider for each market.

4 The world's largest co_____er br__ds are often associated with global sports events, such as the Olympic Games.

5 Food companies such as PepsiCo have to think about l____l pr__ f_____ces when deciding which flavours to promote in a particular region.

6 Many brands of lu____y g__ds have outlets at large international airports targeting the wealthy traveller.

Global markets: Word building

2 **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 my *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.

3 **Complete the text using the correct form of the words in the box.**

appeal	consume	customise	grow	produce	specialise	target

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.

Практичне заняття 4.2

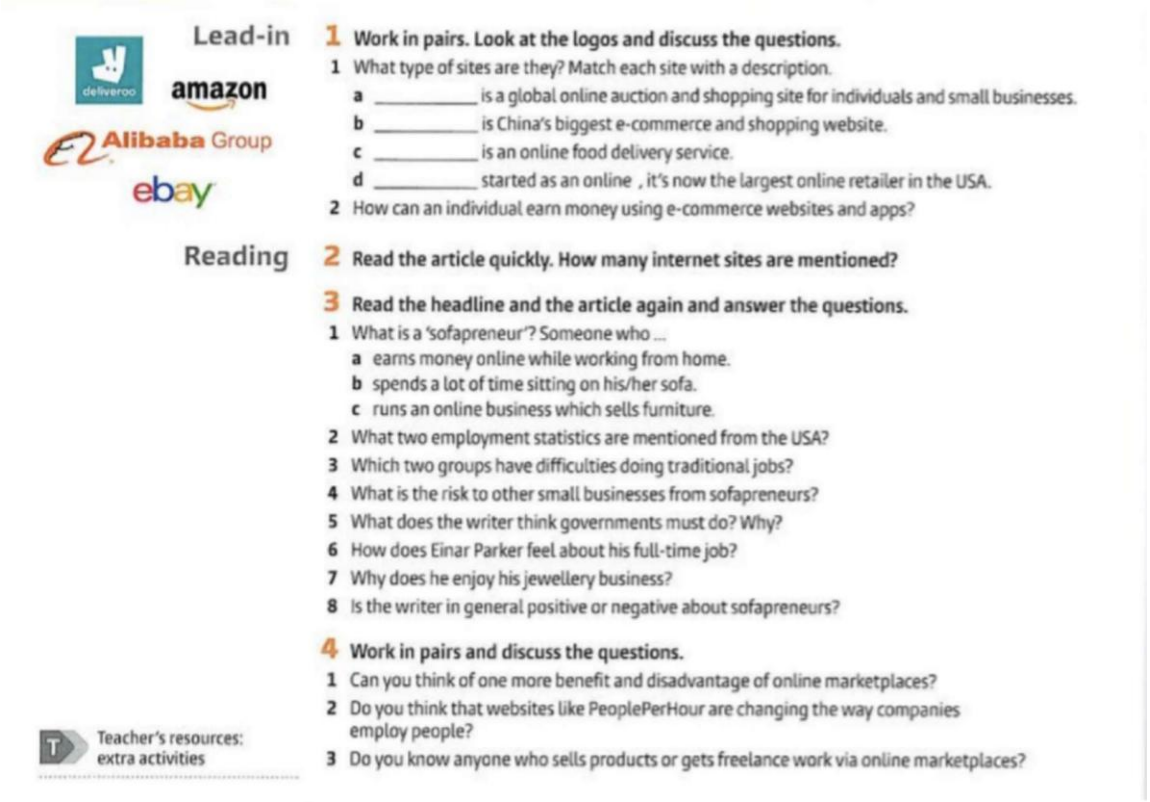
Тема Global supply chains and logistics

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача



Lead-in

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?

Reading

2 Read the article quickly. How many internet sites are mentioned?

3 Read the headline and the article again 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?

4 Work in pairs and discuss the questions.

1 Can you think of one more benefit and disadvantage of online marketplaces?
2 Do you think that websites like PeoplePerHour are changing the way companies employ people?
3 Do you know anyone who sells products or gets freelance work via online marketplaces?

Teacher's resources: extra activities

FT

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 day 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.

*rich and powerful person in business

Grammar Present Simple and Past Simple passive

5A Look at these extracts from the article. What verb forms are the words in bold? What tense are they?

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 Look at sentence 1 again. Which preposition do we use to show who does the action?

→ page 121 See Grammar reference: Present Simple and Past Simple passive

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



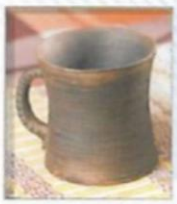
These personalised necklaces [1]_____ (make) of wood. Orders [2]_____ (deliver) within 72 hours in the EU.



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.

7A **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 Exercise 7A are *true* (T) or *false* (F). Check your answers on page 129.**

Grammar Present Simple and Past Simple passive

1 **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.

2 **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 or 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.

book	buy	connect	found	grow	merge	say	translate

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.

3 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.

Listening

1 4.01 **Listen to a presentation and choose the correct option.**

1 Who is giving the presentation?

a a student
b a competitor
c an employee of the company

2 What is the subject of the presentation?

a a fast-food restaurant chain
b a brand of crisps
c a brand of drink

2 **Listen again and decide if these statements are *true* (T) or *false* (F).**

1 'Chips' and 'crisps' sometimes mean the same thing. ___
2 The speaker talks about social media as part of a marketing strategy. ___
3 Lay's is the brand name used by the company all over the world. ___
4 The speaker highlights the importance of visual symbols in marketing. ___
5 The speaker attends a well-known tertiary education establishment. ___
6 The 'Choose a flavour' campaigns are always global. ___
7 The campaigns have positive results for both the company and the customer. ___
8 During the campaign, Lay's make tens of thousands of new flavours. ___

3 **Listen again and complete the notes in the table.**

History	Campaign
Founded in 1932 by a(n) [1]_____	General public asked to choose a new [6]_____
Merged with Fritos in [2]_____	Uses different [7]_____ to have conversations with customers
In 1965, merged with Pepsi Cola to create [3]_____	Targets [8]_____ people
Still uses the original name Walkers in [4]_____	Improves [9]_____ awareness and involves loyal customers
Incorporated the name Walkers into the global Lay's [5]_____	Good marketing [10]_____ for the 21st century

4. **Підсумовування**
5. **Домашнє завдання**

8 **Work in pairs. Imagine you want to be a sofapreneur. Look at the examples in Exercise 6 again. Think about what products you could make and sell online or what services you could offer. Write a short description of your products or services for an e-commerce site. Write 60 to 80 words.**

Практичне заняття 4.3

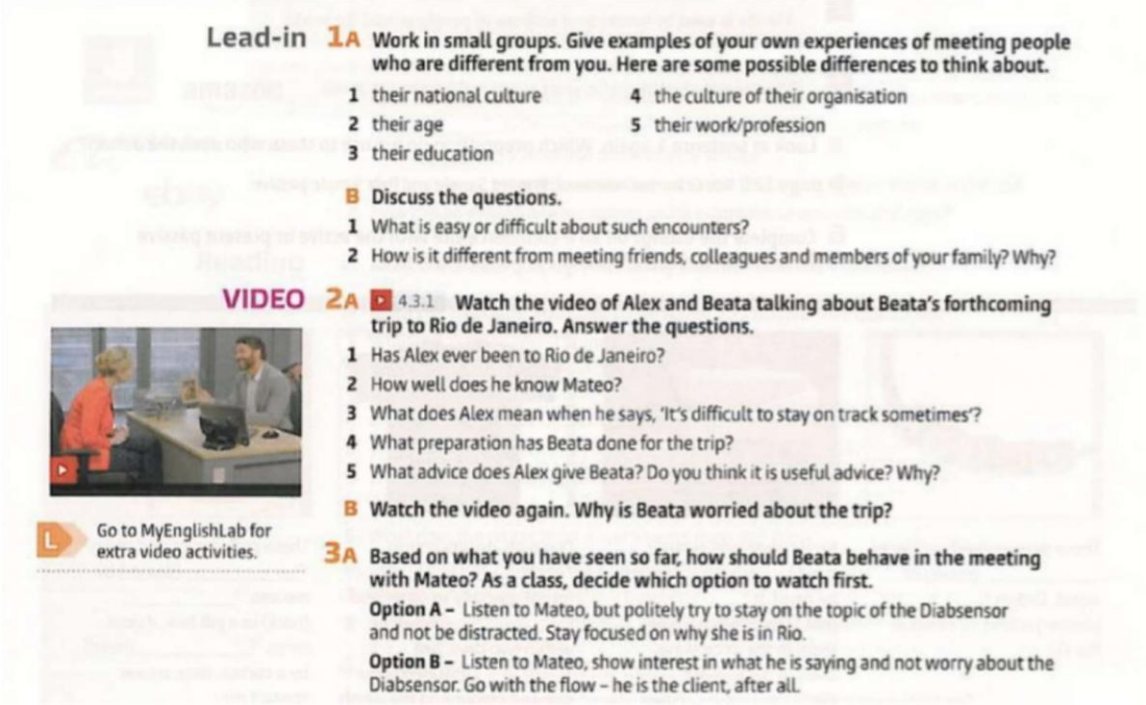
Тема: Emerging markets and investment opportunities

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача



Lead-in **1A** **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?

VIDEO **2A** 4.3.1 **Watch the video 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?

B **Watch the video again. Why is Beata worried about the trip?**

Go to MyEnglishLab for extra video activities.

3A **Based on what you have seen so far, how should Beata behave in the meeting with Mateo? As a class, decide which option to watch first.**

Option A – Listen to Mateo, but politely try to stay on the topic of the Diabsensor 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 Diabsensor. Go with the flow – he is the client, after all.

B **Watch the video in the sequence the class has decided and answer the questions for each video.**

Option A 4.3.2

1 What topics do Beata and Mateo talk about?
2 How does Beata try to turn the discussion towards the Diabsensor?
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 example of this do we see?
5 Overall, how well does Beata manage the conversation?

Option B 4.3.3

1 What topics do Beata and Mateo talk about?
2 How does Beata show an interest in what Mateo is saying?
3 Does Beata try to turn the discussion towards the Diabsensor?
4 Alex warned Beata that Mateo likes to multitask (do different tasks at the same time). What example of this do we see?
5 Overall, how well does Beata manage the conversation?

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?

5 4.3.4 **Watch the Conclusions section of the video and note down the main learning point. How far do you agree with this? Why?**

Reflection

6 **Think about the following questions. Then discuss your answers with a partner.**

1 Compare yourself to Beata in a similar situation. How do you think you would manage?
2 Is 'go with the flow' a useful tip for you when you meet new people? Why / Why not?

Functional language

Changing the subject and staying on track

7 **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.
2 I really think we should get to the ...
3 Is this a good moment to start talking about the ... ?
4 We'll come to that later.
5 That reminds me.
6 We'll get to the ... in a moment.
7 Can we move to ... ?
8 Before I forget, ...

8 **Use words from the phrases in Exercise 7 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.

Functional language

Changing the subject and staying on track

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

A: OK. Can we [1] *come / move* to item two on the agenda, updating our website?

B: Is this a [2] *well / good* moment to start talking about the prices for next year?

A: We'll get to the prices in a [3] *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 [4] *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 [5] *much / plenty* of time for that later. However, first we 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 [6] *go / come* to that later. Let's look at what we want from our website.

A: Before I [7] *forget / move*, marketing 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 [8] *should / might* get to that when we know what we want from the 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?

4. **Підсумовування**
5. **Домашнє завдання**

Write a short paragraph on topic "Which emerging market do you think is the most attractive for investment and why?"

Практичне заняття 4.4

Тема: Market analysis and competitive strategies

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

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.

Listening

2 4.01 **Listen to the beginning of a meeting.**

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

3 Complete the sentences using the words in the box. Then listen again to check.

chance	important	involved	respected

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.

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

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'?

her's resources:
activities

Functional language

Reaching agreement

6 Put this conversation in the right order so that it makes sense. The first two are done for you. Then listen to check.

Manager: Yes, Jose? What do you think? 1

Tanya: **I'm afraid I disagree.** It will be much better in smaller groups. That way everyone gets much more talking time. ☐

Dorothy: **Yes, I agree, too.** We can be much more efficient if we work in small groups. ☐

Dorothy: **So we need to** find consensus about the number of sticks before we can even start a real discussion? ☐

Jose: Well, **I don't think** my idea is that bad. **I agree that** in a big group one or two people could dominate, but that is easy to fix. We use talking sticks. ☐

Jose: So **I think we should** stay as one big group. There are not so many of us, and it will be easy for everyone to be heard. 2

Jose: Each person has two sticks. This gives them the right to talk twice. Each time they say something they must give up a stick. When they have no more sticks they cannot talk. That way everyone has the same chance. ☐

Jose: That was just an example. Of course we need to decide how many sticks to use. ☐

Sam: **I agree with** Tanya. Much better. With a big group one or two people always dominate. ☐

Sam: What are talking sticks? ☐

Sam: Actually **that's not a bad idea**. But we will need more than two sticks. ☐

7A **Put the phrases in bold from Exercise 6 into the correct category in the table below.**

Expressing agreement	*Yes, I agree, too.*
Expressing disagreement	
Making a suggestion	
Reacting to a suggestion	

B **Match the phrases in bold (1–6) with the categories in Exercise 7A.**

1 **Yes, I think you're right.**
2 **Sorry, I don't agree with you.**
3 **Why don't we** work as one big group?
4 **Good idea!** Let's think about that.
5 **I'm not sure I agree with you** on that.
6 **How about if** we break into small groups after ten minutes?

Reaching agreement

2 **Complete the extract from a meeting using the words and phrases in the box.**

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

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 see what offers we get?

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

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

C: No problem.

4. **Підсумовування**

5. **Домашнє завдання**

Choose the correct option a, b or c.

As a result of the fast [1]_____the company is enjoying, we are looking for new markets. One of our main [2]_____territories for next year is China. We need to create a new marketing [3]_____which takes local [4]_____into account. We have seen many [5]_____brands do badly in that part of the world. This is generally because companies have failed to [6]_____their products and marketing to make their products [7]_____to new customers. It's almost impossible to have a [8]_____policy throughout the world, and successful multinationals are those who have realised this. Product [9]_____is vital for success in the Chinese market. Our production process is very [10]_____so we are able to meet the needs of individual markets quite easily.

1	**a** growing	**b** grown	**c** growth
2	**a** product	**b** target	**c** local
3	**a** strategy	**b** target	**c** preference
4	**a** preferences	**b** standards	**c** customisation
5	**a** consumption	**b** consumable	**c** consumer
6	**a** specialise	**b** adapt	**c** appeal
7	**a** appealing	**b** preferable	**c** customised
8	**a** customised	**b** productive	**c** standardised
9	**a** consumption	**b** specialisation	**c** customisation
10	**a** adaptable	**b** consumable	**c** preferable

Практичне заняття 4.5

Тема: Letter confirming an order

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички письма, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

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

agreed	enclose	hesitate	order	payment	received	sincerely	thank

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]_____,

Functional language

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

cash on delivery Dear Sir/Madam, order number 01 for five chairs Yours faithfully,
this is to confirm your order we are pleased to confirm your order
we look forward to supplying you again in the future payment in advance
details of our new range are enclosed we will deliver the goods to your head office

Function	Examples
Greeting	*Dear Mr Chahal,*
Opening	
Order details	
Delivery details	
Payment terms	
Enclosures	
Ending	
Closing	

Teacher's resources: extra activities

The letter contains examples of verbs + prepositions. Go to MyEnglishLab for optional grammar work.

→ page 121 See Grammar reference: Verbs + prepositions

TASK

3A Turn to page 129 and read the letter. In pairs, discuss how you could improve it.

B Look at the order form and handwritten notes on page 130. Write an order confirmation letter to Ms Liang in around 150 words.

C Exchange letters with your partner. Did your partner use different language from you? How many phrases from the functional language box did your partner use?

Writing Letter confirming an order

1 Look at the paragraph guide below. Put the sentences a–g in the correct position in the letter on the right.

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 Y45364 for 200 sacks per month for 12 months, which we 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.

g We also confirm that the first delivery will be on 28th February.

PARAGRAPH GUIDE

Paragraph 1:
confirm order
(sacks per month / duration)

Paragraph 2:
refer to phone agreement

Paragraph 3:
payment terms, full T&Cs in separate document

Paragraph 4:
thanks

Dear Mr Stoff,

[1]___

[2]___, [3]___, [4]___, [5]___

[6]___

[7]___

Yours sincerely,
Alain Chamel

4. Підсумовування
5. Домашнє завдання

2 **Write a letter of about 150 words confirming an order from another company.**

Item: Desk Lamps – Model PWB2
Order number: IX765 *OK*
Quantity: 80
Unit price: $40 (including discount)
Discount: 20% on orders over 80 units *agreed last week*
Terms: 30 days *after date on invoice. New customer!*
Delivery date: 5th May *send business terms and conditions with invoice (and new catalogue!)*
Delivery to: BRF, 12, Tristram Street, Perth

- Begin and end appropriately.
- Open by giving order and delivery details.
- Clarify payment terms.
- Refer to any other documents which you have enclosed.

Тема 5. Innovative Product Design

Практичне заняття 5.1.

Тема: Principles of innovative design

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

1A **Tick (✓) the sentence(s) that best describe(s) your attitude to your lunch break during the week.**

1 It's an opportunity to relax and talk with friends.
2 I eat only because it's necessary – food is fuel.
3 I enjoy choosing food and eating it.
4 I usually do something else while I eat – reading, studying, texting.
5 A long lunch break is a waste of time.
6 In a cafeteria, I don't like ordering food and waiting for it.
7 I don't usually eat lunch.
8 I prefer to eat without talking to anyone.

B **Compare your answers with a partner.**

BBC VIDEO

2A **Look at the photos of Eatsa, a new restaurant in San Francisco. How do you think customers order and receive their food?**





B ▶ 5.1.1 **Watch the video and check your ideas. How is Eatsa different from a traditional restaurant or cafeteria?**

3 **Watch the video again. Decide if these sentences are *true* (T) or *false* (F). Correct the incorrect sentences.**

1 According to Scott Drummond, customers mostly want fast and accurate service.
2 Customers choose meals that are already prepared.
3 The reporter waits about three minutes for his lunch to arrive.
4 The customer in the leather jacket says he has 30–45 minutes for lunch.
5 The customer in the red tie feels happy that he didn't have to speak to anyone.
6 In general, restaurants are using more technology and fewer workers.
7 According to Scott Drummond, though his restaurant doesn't have cashiers, it does offer workers other jobs.
8 According to Mike Peng, there are a lot of restaurants exactly like Eatsa in Japan.

4 **Number the sentences and phrases in the correct order. Then watch the video again from 00:14 to 00:41 and check your answers.**

a the patience for the old ways of going out and buying food, interacting with
b We've addressed that by creating a process that's incredibly fast, incredibly precise
c Technology is allowing us to provide a product at an unprecedented speed,
d so the time-pressed consumer in the financial district really doesn't have
e and ultimately gives the customer much more control about what they want for lunch.
f somebody who might not hear your order correctly.

5A **The video mentions several positive and negative things about this type of restaurant. List the ones you can remember and any others you can think of.**

Positive	Negative
Fast, ...	*No human contact, ...*

B **Would you like to eat at Eatsa? Why / Why not?**

Vocabulary Technological innovation

6 **Complete the summary with the words and phrases from the video.**

automated choice customise disrupt innovation interact magical place swipe

A new way to eat

Eatsa is using technological [1]_____ to [2]_____ the cafeteria business. Eatsa customers don't [3]_____ with staff, but instead use a more [4]_____ approach to ordering food. First, they [5]_____ their credit card in a touch-screen device. Then they [6]_____ their meal. Next, they [7]_____ their order, and it's ready in under two minutes. Customers love the [8]_____, the speed and the [9]_____ moments along the way.

Describing innovative products

7A **Match the words (1–9) with the best definition (a–i). Use your dictionary if necessary.**

1	advanced	**a**	new, different and better than the things that came before
2	stylish	**b**	attractive in a fashionable way
3	innovative	**c**	can be trusted to do what you need or expect
4	dependable	**d**	easy to use or operate
5	user-friendly	**e**	using the most modern ideas, equipment and methods
6	unique	**f**	the best
7	top-of-the-range	**g**	carefully planned and made for a certain purpose
8	classic	**h**	the only one of its kind
9	well-designed	**i**	attractive in a traditional way



Vocabulary Technological innovation

1 **Correct the underlined words in the text.**

Many businesses are successful because they [1] ~~swipe~~ disrupt established industries with new ideas which change everything in an almost [2] customise way. After these changes, we never go back. In the 1950s, the transistor radio arrived and suddenly families had a(an) [3] place about which music to listen to. This changed the music industry completely as young people had more influence and did not have to listen to their parents' music. Another disruption came with MP3 players in the 2000s, when people could [4] interacting their music libraries by buying any track they wanted. By [5] automated with other people on the internet, they could even share their playlists as well. Certain entrepreneurs saw an opportunity and soon everyone could [6] disrupt an order for any music (or indeed any item) and receive it almost immediately with just a(an) [7] choice of a credit card. Such purchasing trends are beneficial to companies such as Amazon and Apple who save money on orders with no delivery cost and reduce their costs on delivered goods by introducing other [8] magical processes in their warehouses; these include changes to machinery that reduce the need for human labour – an increasingly typical result of technological innovation.

Describing innovative products

2 **Choose the correct option in italics.**

A: Have you seen my new smartphone?

B: Wow! That's very [1] *stylish / advanced*. You're always so fashionable. Was it expensive?

A: It's [2] *top of the range / user friendly* so it wasn't cheap.

B: Why did you change?

A: Well, my last smartphone wasn't [3] *innovative / dependable*. It was always crashing. Have you still got the same one?

B: Yeah, same old phone. It's [4] *unique / classic*. Nothing special at all but I like it.

A: Your watch is pretty cool though! I've never seen one like that before. Is it [5] *advanced / unique*?

B: No, it's not. I got it in the USA last month, they're quite popular there. It's very [6] *well designed / classic* though. Really light to wear and the functions are really easy to use.

4. **Підсумовування**
5. **Домашнє завдання**

3 Complete the words in the text.

1 With its cl _ _ _ _ c design from the 1960s updated for the 21st century, this car looks beautiful. Each one is un _ _ _ e, as it is customised to suit your personal tastes.

2 Made from titanium, this pen is incredibly tough and can write underwater and in zero gravity! It is the perfect combination of st _ _ _ _ h design and in _ _ _ _ _ _ _ ve technology.

3 This t _ _ -of-t _ _ -r _ _ ge TV is ultra-slim and expensive as a result. But it is w _ _ _ d _ _ _ _ _ _ ed and will look perfect in any living room. With its a _ _ _ _ _ ed technology the picture is absolutely perfect.

4 This tablet has the bonus of its own projector, which is easy to set up and give presentations, so it is extremely u _ _ _ -f _ _ _ _ _ _ ly. With a long battery life, it is also d _ _ _ _ _ _ _ le. Great for the business traveller!

Практичні заняття 5.2-5.3.

Тема: Designing products for consumer needs

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in **1A** When companies develop new products, they use Quality Assurance Testers. Which of these products would you enjoy testing? Which ones would you not want to evaluate? Why?

cars cleaning products computer games make-up motorcycles musical instruments snack foods sports clothes

I'd love to test cars. I love driving!

I wouldn't enjoy testing musical instruments because I can't play one.

B Think of three or four products to add to the list.

2 What do you think is a) the worst and b) the best part of being a product tester? Why? Think about testing similar products over and over, testing products you don't like, whether or not you would have to pay for the products.

Reading **3** Read the article and answer the questions.

1 What type of product testing is it about?

2 What good and bad points of the job does the article mention?

a dream job
in product development



'People think I play video games all day, but that isn't what I do,' says the video games tester who gives us only his online nickname – TestPilot. 'As a tester, I've never really played the games – not in a normal way. I try to find problems with them. For example, I've done a lot of 'matrix testing' where you make every character in a fighting game go against every other character, looking for issues with the game's function, or with the art and design. It's fun, but it's also hard work.' TestPilot adds that he also does a lot of administrative work. 'Today, I've already spent two hours in meetings. And I've just spent an hour writing emails. I haven't even looked at a video game yet today.'

TestPilot has worked as a Quality Assurance Tester in the video games industry for about six years. Before that, he studied economics and politics at university. 'I've always enjoyed gaming, but I never expected to get a job in the industry.' After finishing his degree, TestPilot looked for office jobs. Then a friend mentioned the games-testing job. 'For a laugh, I attended a group job interview, and they selected me. It was a total surprise!' At first, his parents often asked, 'Have you found a real job yet?' But when they realised he was happy and could afford to pay his bills, they stopped asking.

TestPilot has worked for three companies. 'After three years in my first job, I left that company for a position with better pay.' But then two years later, that firm went out of business and TestPilot moved on. 'I've been with my current company for a year. They've just made me Quality Assurance Manager, so I feel happy about that. To be honest, the money isn't great, but it's enough. I've already had two pay increases, and I haven't become bored with it yet, and I don't expect to. So I guess this is my career, now!'

The biggest problem, says TestPilot, is that he doesn't often play games for fun these days. 'It's too much like work.'

4 **Read the article again. The statements below are incorrect. Underline the information in the article that shows the correct information.**

1 TestPilot spends most of his time playing video games.
2 Being a video game Quality Assurance Tester is the easiest job in the world.
3 TestPilot has just started working as a video games tester.
4 As a child, he dreamt of working as a games tester.
5 TestPilot's employer has never promoted him.
6 After work, he relaxes by playing video games.

5A **In your opinion, what are the pros and cons of TestPilot's job? Write a list. Then decide if you would like to do the job or not.**

B **Work in pairs and compare your answers. Did you list the same pros and cons?**

Grammar Present Perfect Simple with *just*, *already* and *yet*

6 **Read the sentences from the article and answer the questions.**

a Today, I've **already** spent two hours in meetings.
b I've **just** spent an hour writing emails.
c I haven't even looked at a video game **yet** today.
d They've **just** made me Quality Assurance Manager, so I feel happy about that.
e I've **already** had two pay increases.
f I haven't become bored with it **yet**, and I don't expect to.

Which two sentences

1 describe things that have happened very recently?
2 describe things that have not been done or have not happened?
3 describe things that happened some time in the past, without saying specifically when?

7 **Choose the correct option in italics to complete the sentences.**

1 I've *tested already / already tested* three types of cleaning product today.
2 We can ignore this bill because we've *just paid it / paid it yet*.
3 I need to talk to Jim today, but I haven't seen him *yet / already*.
4 She's *just / yet* finished writing her test report.
5 I've been here for six months, and I haven't had a pay increase *already / yet*.
6 *Has he started his new job already? / Already has he started his new job?*

8 **Complete these sentences so they're true for you.**

1 Today, I haven't _____ yet.
2 This week, I've already _____.
3 I've just _____.

Grammar Present Perfect Simple with *just*, *already* and *yet*

1 **Put the words in the correct order to complete the sentences.**

1 a / smartphone / I / ordered / new / just / have

_____

2 candidates / already / we / interviewed / have / three

_____

3 yet / you / have / lunch / had / ?

_____

4 ticket / I / already / have / booked / my

_____

5 a / yet / found / have / you / solution / ?

_____

6 yet / started / two / I / but / finished / hours / haven't / ago / I

_____

7 point / am / we / afraid / have / already / I / that / discussed

_____

8 left / I / but / she / just / sorry / am / has

_____

2 **Match the questions (1–8) with the responses (a–h).**

1 Do you want to come for lunch?
2 Could I speak to Maria, please?
3 Could I take a look at your report?
4 Have you booked the flights?
5 Have you seen Juan and Mario today?
6 Could you tell me where the meeting is?
7 Can I have your number?
8 Have you heard from Carla?

a Room 121 but they've already started.
b No, not yet. I'll do it now.
c Yes, she's just called.
d Thanks, but I've already eaten.
e I'm afraid she's just left.
f I think I've already given it to you. It's on my card.
g Sorry but I haven't finished it yet.
h Yes, I've just seen them in the cafeteria.

3 **Complete the sentences and questions using the words in the box.**

already just yet (x2)

1
A: Have you paid that invoice _____ ?

B: Yes, I've _____ paid it. I'm printing off the confirmation now.

2
A: Can you do that translation for me?

B: I've _____ done it! I emailed it to you last night.

3
A: Do you want me to check the contract?

B: We haven't got it _____. They only posted it yesterday.

Listening

1 5.01 **Listen to the radio programme and choose the correct option.**

1 What does Steven do?
- **a** He works for an airline company.
- **b** He works as a test driver.
- **c** He's retired.

2 He got the job when
- **a** he left school.
- **b** he visited the circuit.
- **c** the previous test driver stopped work.

3 How often does Steven have accidents?
- **a** never
- **b** hardly ever
- **c** quite often

4 After the tests
- **a** he is allowed to keep the car.
- **b** he drives home in a luxury car.
- **c** he drives home in his own car.

5 Who does Penny work for?
- **a** her own company
- **b** her husband
- **c** a group of restaurants

6 Her job involves
- **a** serving in restaurants.
- **b** cooking the dishes.
- **c** helping create new dishes.

7 What does she often have to do?
- **a** find new chefs
- **b** test the same dish
- **c** inform her boss of problems

8 The mystery shoppers
- **a** come from the general public.
- **b** work for the chain.
- **c** know all the chefs.

2 **Listen again and complete the table.**

Steven ...	**Penny ...**
tests [1]_____ cars.	works in quality [5]_____.
checks the cars work well and [2]_____.	checks the food is up to [6]_____.
makes sure they are comfortable, fast and [3]_____.	reports problems and tries to find [7]_____.
has to test them in [4]_____ weather.	uses mystery shoppers who write a report in return for a free [8]_____.

4. **Підсумовування**

5. **Домашнє завдання**

Imagine that your company is developing a new product for young consumers (for example, a gadget, a mobile application, a kitchen appliance or eco-friendly packaging).

Write a short description (150–170 words) in which:

- Introduce the product and its main features.
- Explain what consumer needs it satisfies.

- Describe the target audience (target customers).
- Add 2–3 advantages of the product over competitors**.**

Практичні заняття 5.4-5.5.

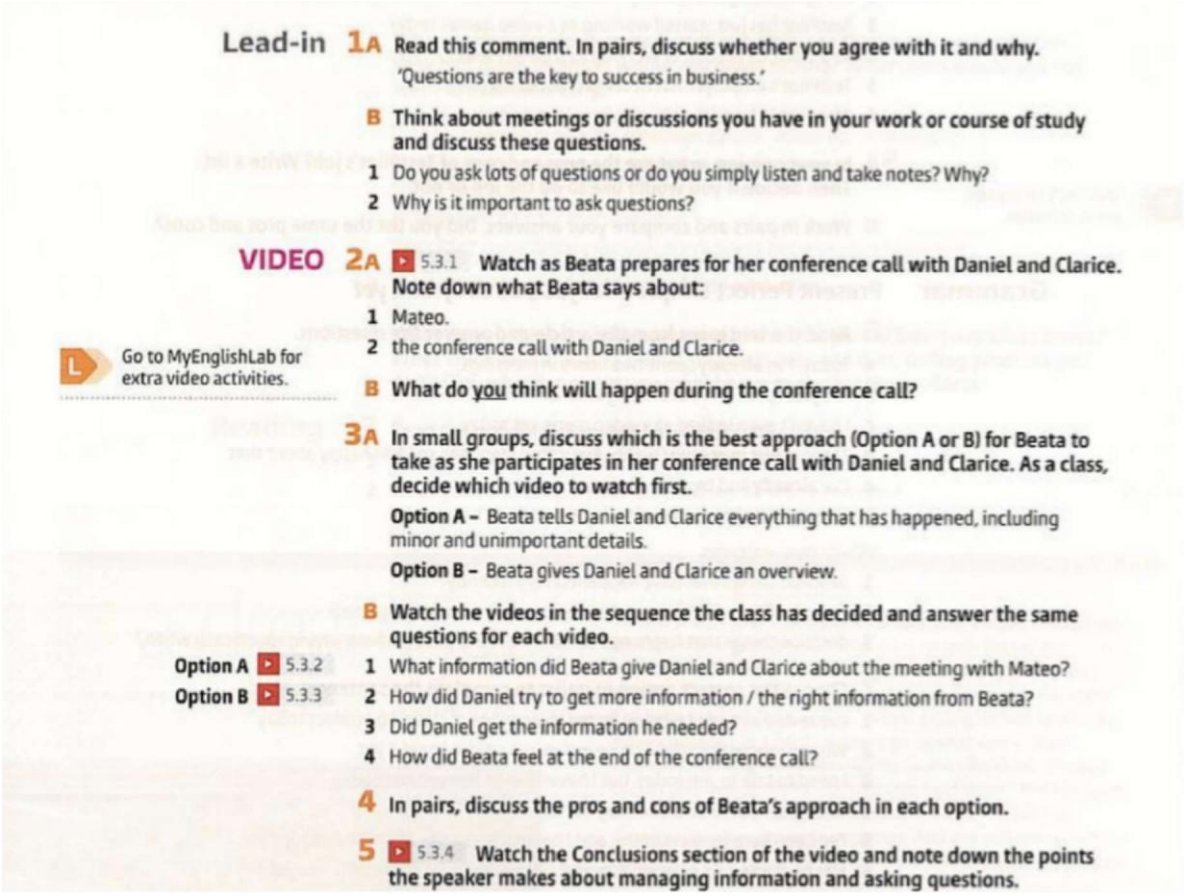
Тема: Prototype development and testing

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача



Lead-in

1A **Read this comment. In pairs, discuss whether you agree with it and why.**

'Questions are the key to success in business.'

B **Think about meetings or discussions you have in your work or course of study and discuss these questions.**

1 Do you ask lots of questions or do you simply listen and take notes? Why?

2 Why is it important to ask questions?

VIDEO

2A 5.3.1 **Watch as Beata prepares for her conference call with Daniel and Clarice. Note down what Beata says about:**

1 Mateo.

2 the conference call with Daniel and Clarice.

Go to MyEnglishLab for extra video activities.

B **What do you think will happen during the conference call?**

3A **In small groups, discuss which is the best approach (Option A or B) for Beata to take as she participates in her conference call with Daniel and Clarice. As a class, decide which video to watch first.**

Option A – Beata tells Daniel and Clarice everything that has happened, including minor and unimportant details.

Option B – Beata gives Daniel and Clarice an overview.

B **Watch the videos in the sequence the class has decided and answer the same questions for each video.**

Option A 5.3.2

Option B 5.3.3

1 What information did Beata give Daniel and Clarice about the meeting with Mateo?

2 How did Daniel try to get more information / the right information from Beata?

3 Did Daniel get the information he needed?

4 How did Beata feel at the end of the conference call?

4 **In pairs, discuss the pros and cons of Beata's approach in each option.**

5 5.3.4 **Watch the Conclusions section of the video and note down the points the speaker makes about managing information and asking questions.**

Reflection

6 **Think about the following questions. Then work in pairs and discuss your answers.**

1 What kind of questions do you typically ask in discussion at work or in your studies?
2 How can you make sure you take part in discussions in English successfully?



Functional language

Asking open and closed questions

7A **Match the beginnings (1–5) with the endings (a–e) to form sentences from the video.**

1 Tell us about	a want us to change, exactly?
2 Why did they	b the colour?
3 Can we change	c ever met him?
4 What does Mateo	d your meeting with Mateo.
5 Have you	e spend so much time on this?

a 'Can we change the colour of the product?'

b 'What do you think about changing the colour of the product?'

B **Read the questions on the left. Which question:**

1 can be answered with *Yes* or *No*?
2 invites the other person to give his/her opinion and provide more details?
3 is an open question?
4 is a closed question?

8A **Match the questions from Exercise 7A to the categories in the table.**

Encouraging someone to speak	Asking for confirmation	Asking for information
Clarice, what do you think? Tell us about the rest of the discussion. _____	Is it possible to change the packaging design? Can you get back to us by Monday? _____ _____	What do you mean, a problem with the design of the packaging ? What's wrong with the colour? How long will it take you to confirm this? _____ _____

Teacher's resources: extra activities

B **Work in pairs. Write a response for each question in Exercise 7A. Then practise asking and answering the questions.**

Functional language

Asking open and closed questions

1 Complete the questions using a suitable verb.

1
A: What do you _____, a problem with dates?
B: Well, the schedule needs revising.

2
A: Can you _____ back to us by next Monday?
B: That will be fine. By email?

3
A: _____ it possible to change the date of the presentation?
B: We should be able to. I'll speak to the Sales Manager.

4
A: Why _____ they want to extend the deadline for delivery?
B: Because they don't have enough staff at the moment.

5
A: How long will it _____ you to get the new parts?
B: I think about a week if we're lucky.

6
A: Jo, what do you _____?
B: I quite like the idea. It's simple to do.

7
A: _____ us about the meeting with the client.
B: I think it went really well ...

8
A: What _____ wrong with the new version?
B: It needs better sound and clearer graphics.

7. Vocabulary

1 Choose the correct option a, b or c.

The smartphone is perhaps the greatest symbol of our [1]_____world, so we surveyed 3,000 people to find out what they want from their phone. 70 percent said they wanted something which was [2]_____ . 65 percent said that it had to be [3]_____– in other words they wanted a phone which worked properly all the time. 35 percent said they always bought top-of-the- [4]_____phones because having the most advanced technology was important. A few people, about 8 percent, said they preferred the [5]_____mobile phones of the nineties, which surprised us. Half the people we surveyed said they wanted their phone to be [6]_____and look good. 10 percent were even prepared to pay more for something that was [7]_____because they didn't want to have the same phone as anyone else.
In fact 5 percent paid to have their phone [8]_____. 35 percent of people [9]_____their phones to pay for things and really enjoy [10]_____with technology.

1	**a** automated	**b** customised	**c** disrupted
2	**a** designed	**b** happy	**c** user-friendly
3	**a** innovative	**b** classic	**c** dependable
4	**a** line	**b** range	**c** choice
5	**a** classic	**b** unique	**c** advanced
6	**a** automated	**b** stylish	**c** magical

7	**a** innovative	**b** well-designed	**c** unique
8	**a** customised	**b** automated	**c** swiped
9	**a** interact	**b** disrupt	**c** swipe
10	**a** choosing	**b** interacting	**c** disrupting

5. Grammar

2 Write Present Perfect sentences and questions using the words in brackets.

1 We / not post **/** our results. (yet)

2 The company / open / a store in India. (already)

3 We / start **/** building the new factory. (just)

4 We / announce **/** plans to buy out a supplier. (just)

5 We **/** not receive **/** the goods. (yet)

6 He **/** not check the website. (yet)

7 they / post / all their plans online? (already)

8 I / arrange / an open day for next month. (just)

9 you / decide / on the location? (yet)

10 She / apply / for a new job. (already)

4. **Підсумовування**
5. **Домашнє завдання**

Complete the sentences with the correct word **(*prototype, testing, feedback, users, design, improvements*)**

1. Before launching a product, companies usually create a _____.
2. _____is necessary to understand how people interact with the product.
3. The _____helps developers make necessary changes.
4. The main goal is to meet the needs of _____.
5. After analyzing results, the team suggested several _____to the original _____.

Практичне заняття 5.6.

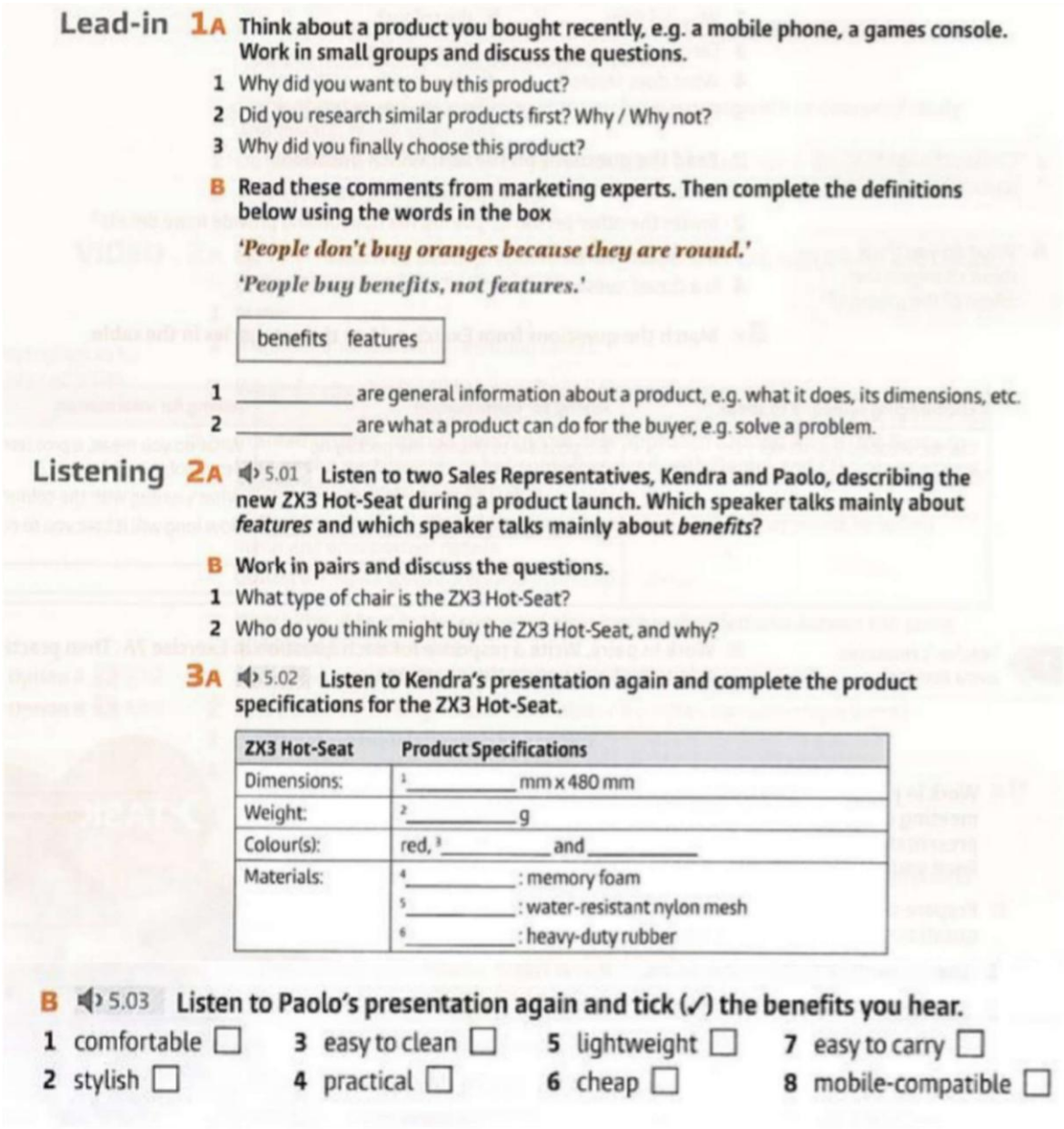
Тема: Presenting and marketing innovative products

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача



Lead-in **1A** **Think about a product you bought recently, e.g. a mobile phone, a games console. Work in small groups and discuss the questions.**

1 Why did you want to buy this product?
2 Did you research similar products first? Why / Why not?
3 Why did you finally choose this product?

B **Read these comments from marketing experts. Then complete the definitions below using the words in the box**

'People don't buy oranges because they are round.'

'People buy benefits, not features.'

benefits features

1 _____ are general information about a product, e.g. what it does, its dimensions, etc.
2 _____ are what a product can do for the buyer, e.g. solve a problem.

Listening **2A** 5.01 **Listen to two Sales Representatives, Kendra and Paolo, describing the new ZX3 Hot-Seat during a product launch. Which speaker talks mainly about *features* and which speaker talks mainly about *benefits*?**

B **Work in pairs and discuss the questions.**

1 What type of chair is the ZX3 Hot-Seat?
2 Who do you think might buy the ZX3 Hot-Seat, and why?

3A 5.02 **Listen to Kendra's presentation again and complete the product specifications for the ZX3 Hot-Seat.**

ZX3 Hot-Seat	Product Specifications
Dimensions:	[1] _____ mm x 480 mm
Weight:	[2] _____ g
Colour(s):	red, [3] _____ and _____
Materials:	[4] _____ : memory foam [5] _____ : water-resistant nylon mesh [6] _____ : heavy-duty rubber

B 5.03 **Listen to Paolo's presentation again and tick (✓) the benefits you hear.**

1 comfortable ☐ 3 easy to clean ☐ 5 lightweight ☐ 7 easy to carry ☐
2 stylish ☐ 4 practical ☐ 6 cheap ☐ 8 mobile-compatible ☐

Functional language — Describing features and benefits

4A Complete Kendra's description of the retractable arm feature using the verbs in the box.

comes in	comes with	made of	measures	weighs

As you can see, [the ZX3 Hot-Seat] [1]_____ retractable arms to provide maximum comfort. Each arm [2]_____ 300 by 125 mm, [3]_____ 45 g, is [4]_____ lightweight plastic and [5]_____ black or grey.

B Complete Paolo's description of the product's benefits using the phrases in the box.

allow you to	lets you	make it easier to	means that you can	so it's easier to

Well, the ZX3 Hot-Seat is the solution. For example, its heated seat [1]_____ combine the excitement of the stadium with the comfort of home. For added comfort, there are optional arm-rests which [2]_____ sit back and relax as you watch the game, while the plastic cup-holder [3]_____ enjoy your favourite drink at the same time. The Hot-Seat has a washable cover [4]_____ clean, plus the lightweight seat with handles and straps [5]_____ carry.

Tip

To describe how products are used, we can say: ***It's (used) for holding*** *hot and cold drinks.* ***It's designed for sitting*** *outside.*

5A Work in pairs. Match the products/services (A–C) with the features (1–6) and benefits (a–f).

Product	Features	Benefits
A military-style rucksack	1 additional side pockets	a place for your student/work ID or keys
B smart phone	2 free home-delivery service	b ability to post photos on social media at any time
C newly opened supermarket	3 5G internet connection	c save money
	4 washable fabric	d no need to interrupt your busy schedule (to go shopping)
	5 weekly discounts on fresh products	e no need to carry two phones
	6 dual SIM	f easy to keep clean

It's for ... ; It has ... , which means you can ... ; It comes with ... , which allows you to ...

Describing features and benefits

2 Read the discussion about a corporate gift. Choose the correct option in italics.

A: This looks interesting, Yumi. But what is it exactly?

B: It's a powerbank. It's a portable charger for a smartphone.

A: It would be quite big to carry around. Do you think it would fit into a suit pocket?

B: It probably would. It [1] *measures / makes* 11 cm by 5 cm. And it's about 2 cm thick. That's small for a charger.

A: I suppose so. Is it heavy?

B: It [2] *heavy / weighs* about 450 g.

A: So, how long does it take to charge a smartphone?

B: 30 minutes.

A: And how many times can it charge it?

B: Six complete charges. And it comes with two outputs.

A: So, what does that mean?

B: That [3] *means / lets* that you can charge two smartphones at the same time.

A: That's good. What colours can we choose from?

B: It comes [4] *in / with* blue or black.

A: Is that the case? What's it made [5] *from / of?*

B: Hard plastic. It just [6] *means / makes* that it's easier to protect it. It comes [7] *in / with* cables as well, so it allows you to have everything you need in one place.

A: I think it's a great idea. It [8] *lets / means* you charge your phone anytime, anywhere. Brilliant for long journeys. What about price?

B: Within the budget you gave me.

A: Good work, Yumi.

Extra tasks

5. Functional language

Write one word which best fits each space.

1 The desk comes _____several colours.
2 The chair comes _____two cup holders.
3 The chair is _____of wood.
4 The machine _____50 cm by 50 cm by 100 cm.
5 The new design _____that you can have everything you need in one place.

5 Functional language

5Write one word which best fits each space.

I decided to buy this chair [1]_____the advert said they are the best office chairs ever. [2]_____I like most is the way it supports my back. At the shop, I was [3]_____by how comfortable I found it. The main downside is the cost – it's very expensive. [4]_____problem is that there is no colour choice. But if you have back problems and need to sit at a desk all day, then I highly [5]_____this chair.

Listening

6 [BP_B1_Test_05_002.mp3] You will hear eight short recordings twice. For questions 1–8 choose the correct answer.

1 What has been the main benefit of the new system?
a It has saved money.
b Customers are happier.
c It's very quick.

2 What device is the woman talking about?


a


b


c

3 What does the man say about his job?
a It's never boring.
b It's not very challenging
c It's not very well paid.

4 What has the company just bought?


a


b


c

5 What do they decide to do with the new product?
a change the product colour
b redesign the packaging
c move manufacturing

6 Where do they decide to manufacture the suitcase?
a India
b China
c Italy

7 What is the shopping bag made of?
a plastic
b washable fabric

c nylon

8 What does the woman dislike about her new phone?
a size
b cost
c speed

7 Read the article and choose the correct answer a, b or c.

The wonders of technology

The speed with which technology has developed over the last ten years is truly amazing. It's in every home, in every distant corner of the world. In addition, it is no longer expensive or difficult to communicate with someone on the other side of the world.

Digital health technology is one of the most exciting areas of innovation and 3D printing has had a huge impact on this. Body parts can now be created, which can either be used in surgery or for training. One Chinese doctor printed a copy of a tiny baby's heart so that he could prepare for a difficult operation. The operation was successful.

People who are unable to walk may soon be able to benefit from a small device which can be implanted in their brain to help them walk. And for people needing new hands, there are now 3D printed hands, which can move almost like the real thing.

Scientists are also using technology to find cures for diseases such as some cancers which have been impossible to cure until now. And it is not just the scientists who are coming up with solutions. Some determined parents of seriously ill children, who have tech or engineering skills, are looking for solutions to their child's medical problem. With access to so much relevant information and technology, they are coming up with valuable ideas and even solutions themselves.

Other technological innovations can be seen at international sports events. Sports technology in clothing continues to be a consideration for improved performance. At the recent Olympics, we saw some athletes wearing sleeves and leggings, sometimes only on one arm or leg. Some people thought there were some kind of new fashion. Instead they were made of special material with tiny spikes and hooks to reduce wind resistance and potentially help athletes run faster.

Although we gain many benefits from technology, there is always a downside with worldwide interconnectivity. Our devices, if not securely protected, can be easily hacked into. Botnets (a word made from *robot* and *network*) are large numbers of connected devices which can be used to destroy company websites.

They can also be used to speed up the process of guessing a password in order to break into online accounts. Criminals can rent time on botnets and use them to steal money or hack into other systems

1 In the first paragraph the writer states that
a some parts of the world lack vital technology.
b developments are different around the world.
c it's cheap and easy to get in touch with anyone.

2 What do we learn about 3D printing in China?
a A doctor practised an operation on a 3D printed heart.
b Doctors use 3D printing during operations.
c 3D printed hearts have saved many lives.

3 What does the writer say about brain implants?
a They could help people with brain injuries.
b They could help people who can't walk.
c They can be used with 3D printed hands.

4 How can access to technology help seriously ill children?
a Parents can buy tech that helps their children get better.
b By using some tech devices, children may get better.
c Parents can find their own solution for their children.

5 What happened at the recent Olympics?
a Some athletes wore clothing that reduced the impact of wind.

b Leggings and sleeves were a new sports fashion.
c Athletes with leggings and sleeves ran faster.

6 What do we learn about botnets?
a They are small robots that protect a computer.
b They can be a danger to company websites.
c Companies use them to connect to devices.

7 What does the writer say about passwords?
a Password guessing is a popular crime.
b Botnets can be used to guess passwords.
c Renting time to guess passwords is very common.

4. **Підсумовування**
5. **Домашнє завдання**

Повторити вивчений матеріал теми

Тема 6. Customer service

Практичне заняття 6.1

Тема: Design a premium service

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

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2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in

1 **Work in groups. Discuss what represents good customer service for you. Think about these businesses and other services you know. Use some of the phrases in the box below.**

airline bank hotel internet provider online retailer restaurant shop

it's easy to find what I want I trust them it's easy to get solutions to problems
the staff are competent/efficient/friendly/experienced/polite/well-trained
the quality is high the service is fast the payment system is clear and easy

VIDEO



2 7.1.1 **Watch the video and put these items in the order they are mentioned.**

a training airline ground staff
b a special meal offered by one airline
c air travel in the past
d research into customer needs
e the philosophy of one low-cost airline

3 **Watch the first part of the video again (00:00 to 02:23). Complete the summary notes about low-cost airlines with one or two words you hear.**

Today the airline industry gives passengers a choice of different levels of customer service. Ryanair is a pioneer of low-cost flight. If you don't want to [1]_____, you'll pay for priority boarding and any other [2]_____. Journalist Siobhán Creaton says that you get a cheap flight and they get you there safely and usually [3]_____, but the airline is not going to put you in [4]_____ if your flight is delayed. Low-cost airline Easyjet gives staff [5]_____ in which they roleplay typical [6]_____ with dissatisfied passengers.

4 **Watch the second part of the video (02:24 to 04:12) again. Underline and correct the six factual errors in the summary notes about the premium service.**

In the premium service segment, airlines remove little extras that passengers ask least for. For example, United Airlines attracts business-class and first-class passengers with its faster queue to check in. The company's CEO says that their research showed that a good food service was most important for passengers. British Airways distinguishes its first-class service through an elaborate ritual on board: the British breakfast. For airlines, things like a big lunch and comfortable bed are ways to make passengers feel more important and better cared for.

5 **Work in pairs or groups. Discuss these questions.**

1 What pros and cons of the two types of airline did the video mention?
2 Which of these would you be prepared to pay more for? Can you add to the list?

- extra luggage allowance
- quality food service
- hotel room if your flight is delayed
- more comfortable seat
- no queuing to board

T Teacher's resources: extra activities

Vocabulary Customer service

A

body business-/first- exclusive premium 'no-frills' personal priority VIP

B

attention boarding class features flight language service treatment

6A **Match words from boxes A and B to make common adjective and noun collocations from the video.**

B **Write a collocation from Exercise 6A next to each meaning.**

1 very high-quality service _____
2 things only available to particular people _____
3 higher standard of seats, food, etc. available on a train, aircraft, etc. _____
4 given special care and respect _____
5 getting on the plane earlier than other passengers _____
6 giving an individual person special care _____

6. **Підсумовування**
7. **Домашнє завдання**

Vocabulary Customer service

1 **Complete the conversation using suitable words.**

A: Good to see you again, Giorgio. When did you arrive?

G: Very late last night, Amelia, after a terrible flight. We left late, there was no food and absolutely no priority [1] b _____ d _____ even though we had paid an extra £30 to get on first!

A: Really? Who did you fly with?

G: One of those budget airlines. It was definitely a(n) [2] N __-f _____ l __ flight!

A: Oh, unlucky. I got an upgrade to business [3] ____ a ____ ! It was a real [4] p ____ m ____ m service. There was great personal [5] a __ t _____ n. There were twelve passengers and three cabin crew!

G: Sounds amazing!

A: It was! We got such VIP [6] tr ___ t _____ t, hot towels, cold drinks, beautiful food ...

G: Very different from my experience! Next time I should fly with you!

7 **Complete the table with the correct word forms.**

Verb	Noun	Adjective
	anxiety	1 _____
apologise	2 _____	apologetic/unapologetic
3 _____	assistance	
complain	4 _____	
	confidence	5 _____
6 _____	demand	demanding/undemanding
empathise	7 _____	empathetic
8 _____	handling	
help	help	9 _____ 10 _____
request	11 _____	
satisfy	satisfaction	12 _____ 13 _____
14 _____	upset	upset

8 **Complete the sentences with the correct prepositions.**

1 The passengers were getting anxious _____ long queues at check-in.
2 The airline apologised _____ passengers _____ the delay.
3 The cabin crew are available to offer assistance _____ passengers.
4 I complained _____ the airline _____ the slow service.
5 The training session helped staff feel confident _____ handling upset passengers.
6 We are not satisfied _____ the compensation we received for the delay.

9 **Discuss the questions.**

1 Do you ever get anxious about flying? What do you do to calm down?
2 Have you recently been dissatisfied with a product or service? What and why?

Teacher's resources: extra activities

Практичне заняття 6.2

Тема: Deals with complaints

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача

Lead-in



1 **Discuss the questions.**

1 Look at the five typical ways to communicate with a customer service department on the left: email, chatbot, live chat, social media forum, telephone. As a customer, which do you prefer? Why?
2 Have you ever experienced any of the following when phoning a customer service call centre? Tick (✓) any you have.
   a an automated message gives you a list of options
   b you listen to music or advertising while waiting
   c an automated message says all the agents are busy
   d you are transferred between departments
   e you have to call several times about the same issue
   f you get bored waiting and hang up
3 Which experiences in question 2 do you find most annoying or frustrating?

Listening

2A 7.01 **Listen to two phone conversations in which a customer calls her internet and phone provider. What was each call about?**

B **In which conversation do you think the agent used a script? Why?**

3 7.02 **Listen to the first phone call again and complete the useful phrases with a word or short phrase.**

1 All our agents are _____ right now, please hold.
2 Good afternoon, my name is David. _____ your name, please?
3 _____ I help you, Angela?
4 Is the _____ in your name?
5 Can I _____ for some further identification?
6 Can you _____ the phone number for this account, Angela?
7 I'll _____ to our customer service agents.
8 I'm sorry, I can't hear you very well. Could you _____, please?
9 This will take a few seconds. I'll just put you _____.
10 Is there anything else I can _____ this afternoon, Angela?

4 7.03 **Listen to the second phone call and answer the questions.**

1 What information does the automated message ask for at first?
2 What problem does Angela have when responding to the automated system?
3 Why is Angela pleased to speak to Judith?
4 Why was Angela's phone bill higher than usual last month?
5 What does Angela want the phone company to do?
6 What does the agent advise her to do in future?

5 **Look at the audioscripts for the two phone calls on page 150 and underline useful expressions for the customer side of the conversation.**

6 **Discuss these questions.**

1 Why do you think customer service agents use a script to do their job? How does it make you feel as a customer?
2 How do you feel when a customer service agent uses your name frequently? Do you use their name?
3 How do you feel when a customer service agent uses the opportunity of your call to try to sell you something? Why do companies do this?

Teacher's resources: extra activities

Grammar Verb + *to*-infinitive or *-ing*

7A **Choose the correct options in italics. In one case both options are possible.**

Call 1

1 Do you have any mobile phone numbers you'd like *to add* / *adding* to your account?
2 Have you tried *to switch off* / *switching off* the wifi router and *to turn it on* / *turning it on* again?
3 Can you tell me if the lights start *to come on* / *coming on* on the router?
4 They've started *to come on* / *coming on*.
5 I'm just trying *to get* / *getting* into my email.

Call 2

6 I want *to query* / *querying* my mobile phone bill.
7 I don't remember *to use* / *using* the phone's data.
8 We always recommend *to contact* / *contacting* customer services to check roaming charges.
9 I'll certainly remember *to look for* / *looking for* a cheaper operator as soon as I can.

B **Look at the sentences above and complete the information with *to*-infinitive, *-ing* or *both forms*.**

1 After the verbs *would like* and *want* only use _____.
2 After the verb *recommend* only use _____.
3 After the verbs *remember, start* and *try* use _____.

page 124 See Grammar reference: Verb + *to*-infinitive or *-ing*

8 **Write these sentences in a different way by using *to*-infinitive or *-ing*. Does the meaning of the sentence change or not?**

1 Did you remember sending the email?
2 They stopped to look at the new website design.
3 We continued to argue about the charges.
4 She went on to ask for a discount.
5 I forgot to pay the phone bill last month.
6 He began complaining about the poor service.
7 She tried not to get angry.
8 He prefers to sit at the front in the cinema.

9A **Complete this message that Angela Parsons wrote on her internet provider's forum page with the correct form of the verbs in brackets.**

My phone bill last month was three times more than usual. I couldn't afford [1]_____ (pay) this bill and I felt the company failed [2]_____ (inform) me clearly about the high roaming charges. The company risks [3]_____ (lose) lots of customers if it keeps [4]_____ (operate) like this.
The customer service agent I spoke to would not agree [5]_____ (reduce) the charge. So I am now seriously considering [6]_____ (go) to another provider because I want to avoid [7]_____ (get) a shock like this in future. Would you please agree [8]_____ (give) me a partial refund?

Teacher's resources: extra activities

B **If you were the company, how would you reply to Angela's request?**

page 117 See Pronunciation bank: Unstressed syllables at the end of a sentence

Writing

10A **Why might a customer complain to one of these companies?**

bank | internet service provider | insurance company | telephone company

B **You want to write a message on a company's forum page to complain. Choose one of the companies in Exercise 10A or use your own ideas. Write about 100 words. Include the following details:**

- why you are writing to complain.
- the action you want the company to take.
- how you feel and any relevant details about the service or product.

4. Підсумовування
5. Домашнє завдання

Практичне заняття 6.3

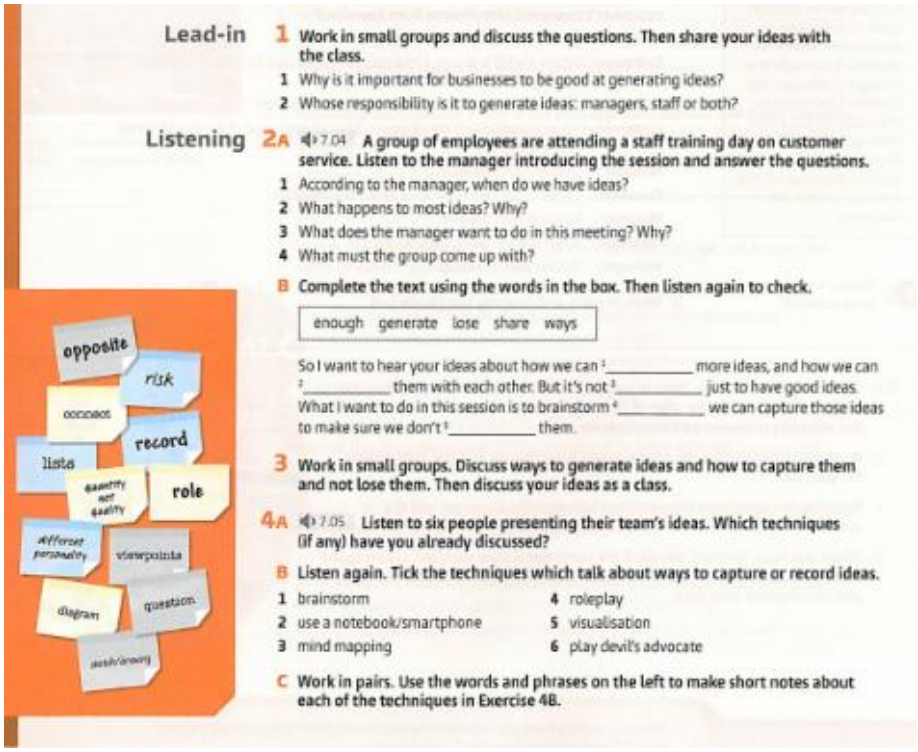
Тема: Generating and presenting ideas

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача



Lead-in

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

1 Why is it important for businesses to be good at generating ideas?
2 Whose responsibility is it to generate ideas: managers, staff or both?

Listening

2A 7.04 **A group of employees are attending a staff training day on customer service. Listen to the manager introducing the session and answer the questions.**

1 According to the manager, when do we have ideas?
2 What happens to most ideas? Why?
3 What does the manager want to do in this meeting? Why?
4 What must the group come up with?

B **Complete the text using the words in the box. Then listen again to check.**

enough	generate	lose	share	ways

So I want to hear your ideas about how we can [1]_____ more ideas, and how we can [2]_____ them with each other. But it's not [3]_____ just to have good ideas. What I want to do in this session is to brainstorm [4]_____ we can capture those ideas to make sure we don't [5]_____ them.

3 **Work in small groups. Discuss ways to generate ideas and how to capture them and not lose them. Then discuss your ideas as a class.**

4A 7.05 **Listen to six people presenting their team's ideas. Which techniques (if any) have you already discussed?**

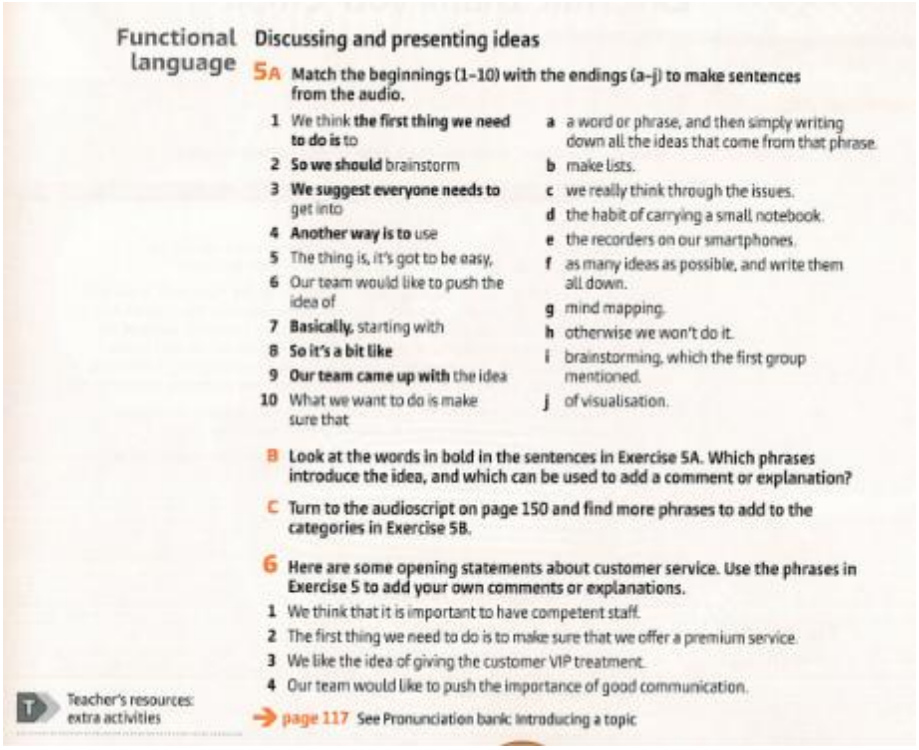
B **Listen again. Tick the techniques which talk about ways to capture or record ideas.**

1 brainstorm
2 use a notebook/smartphone
3 mind mapping
4 roleplay
5 visualisation
6 play devil's advocate

C **Work in pairs. Use the words and phrases on the left to make short notes about each of the techniques in Exercise 4B.**

4. Підсумовування

5. Домашнє завдання



Functional language — **Discussing and presenting ideas**

5A **Match the beginnings (1–10) with the endings (a–j) to make sentences from the audio.**

1 We think **the first thing we need to do is** to	a a word or phrase, and then simply writing down all the ideas that come from that phrase.
2 **So we should** brainstorm	b make lists.
3 **We suggest everyone needs to** get into	c we really think through the issues.
4 **Another way is to** use	d the habit of carrying a small notebook.
5 The thing is, it's got to be easy,	e the recorders on our smartphones.
6 Our team would like to push the idea of	f as many ideas as possible, and write them all down.
7 **Basically,** starting with	g mind mapping.
8 **So it's a bit like**	h otherwise we won't do it.
9 **Our team came up with** the idea	i brainstorming, which the first group mentioned.
10 What we want to do is make sure that	j of visualisation.

B **Look at the words in bold in the sentences in Exercise 5A. Which phrases introduce the idea, and which can be used to add a comment or explanation?**

C **Turn to the audioscript on page 150 and find more phrases to add to the categories in Exercise 5B.**

6 **Here are some opening statements about customer service. Use the phrases in Exercise 5 to add your own comments or explanations.**

1 We think that it is important to have competent staff.
2 The first thing we need to do is to make sure that we offer a premium service.
3 We like the idea of giving the customer VIP treatment.
4 Our team would like to push the importance of good communication.

Teacher's resources: extra activities

page 117 See Pronunciation bank: Introducing a topic

Практичне заняття 6.4

Тема: A thank you email

Мета: ознайомити здобувачів освіти з ключовою лексикою теми, розвивати навички читання та розуміння тексту, вдосконалювати граматику та мовленнєві функції у діловому контексті, формувати навички професійної комунікації.

Підготовка до заняття: ознайомитися з матеріалом до теми та рекомендованими джерелами інформації.

План заняття

1. Перевірка підготовки до заняття: бесіда, знайомство з лексичним матеріалом теми.
2. Пояснення виконання запланованих завдань.
3. Виконання завдань в присутності викладача



Lead-in **1A** Read the 'thank you' email and choose the correct options in italics.

Dear Glen,

I am writing to thank you and your staff for the excellent service you [1]*provided / produced* organising our trade conference last week.

The [2]*happening / event* ran very smoothly thanks to the hard work of **all** your staff. I would also like to [3]*express / say* our appreciation for the prompt way in which your staff [4]*dealt / handled* the problems there were with **some of** the catering facilities. Your customer service team [5]*responded / replied* to the difficulties quickly and **none of** our guests realised that anything was wrong. In fact, they seemed to be able to [6]*deal / handle* with **any** problems that came up.

We will certainly use your company again in the future and have already [7]*proposed / recommended* you to other business contacts.

I would like to thank you and your staff once again and I look forward to working with you in the [8]*close / near* future.

Kind regards,

Franz Benheim

B Work in pairs and check your answers.

Functional language **2** Complete the table with the words in the box.

appreciated definitely helpful much once recommended replaced smoothly sorted take wanted writing

Beginning	Details	Closing
I am [1]_____ to thank you for your help ...	The conference ran very [6]_____.	We will [10]_____ use your company again in the future.
Thank you very [2]_____ for your help ...	Your staff [7]_____ out the problems very quickly.	We have already [11]_____ you to other companies.
I would like to [3]_____ this opportunity to thank you for ...	Your customer service team were very [8]_____.	Thank you [12]_____ again for all your hard work.
We really [4]_____ all your hard work ...	You [9]_____ the damaged goods immediately.	
I [5]_____ you to know how much we appreciate your work.		

T Teacher's resources: extra activities

L The email contains examples of *some (of), any, all (of), none (of)*. Go to MyEnglishLab for optional grammar work.

→ page 124 See Grammar reference: *some (of), any, all (of), most (of), no, none (of)*

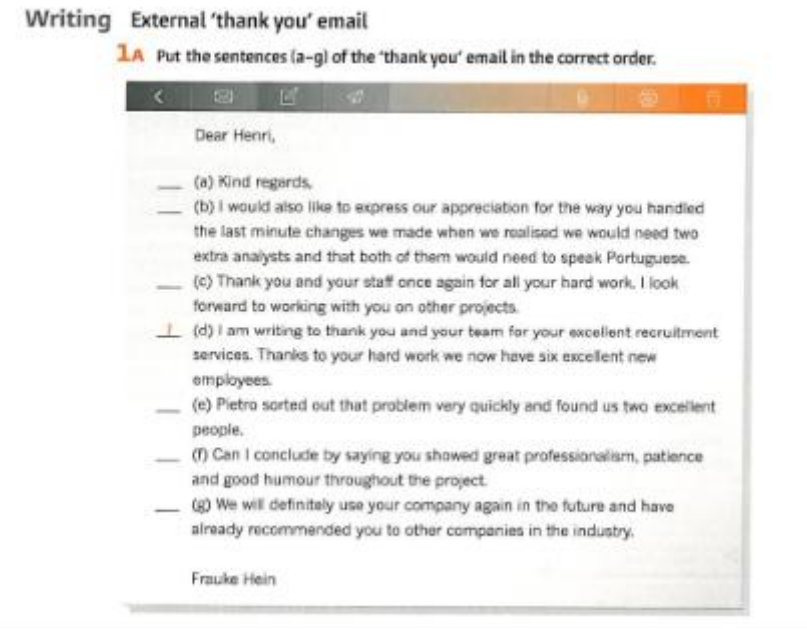
TASK

3A Turn to page 132 and read the short thank you email. In pairs, decide how you could improve it.

B Your company bought some new computers but some of them did not work properly. You were very happy with the way the company dealt with the problem. Write an email thanking the supplier. Use the notes on page 132. Write about 140 words.

C Exchange emails with your partner. In what ways is your partner's email different from yours? Having read your partner's email, how would you improve yours?

4. Підсумовування
5. Домашнє завдання



Writing External 'thank you' email

1A Put the sentences (a–g) of the 'thank you' email in the correct order.

Dear Henri,

___ (a) Kind regards,

___ (b) I would also like to express our appreciation for the way you handled the last minute changes we made when we realised we would need two extra analysts and that both of them would need to speak Portuguese.

___ (c) Thank you and your staff once again for all your hard work. I look forward to working with you on other projects.

1 (d) I am writing to thank you and your team for your excellent recruitment services. Thanks to your hard work we now have six excellent new employees.

___ (e) Pietro sorted out that problem very quickly and found us two excellent people.

___ (f) Can I conclude by saying you showed great professionalism, patience and good humour throughout the project.

___ (g) We will definitely use your company again in the future and have already recommended you to other companies in the industry.

Frauke Hein

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Основні джерела інформації

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