

**Міністерство освіти і науки України  
Луцький національний технічний університет**



## **ІНОЗЕМНА МОВА ЗА ПРОФЕСІЙНИМ СПРЯМУВАННЯМ**

Методичні вказівки до практичних занять та самостійної роботи  
для здобувачів першого (бакалаврського) рівня вищої освіти  
освітньої програми «Цифровий маркетинг»  
галузі знань D “Бізнес, адміністрування та право”  
спеціальності D5 “Маркетинг”  
денної та заочної форм навчання

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Електронна копія друкованого видання передана для внесення в репозитарій Луцького НТУ

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**I 32 Іноземна мова за професійним спрямуванням [Текст]:**  
Методичні вказівки до практичних занять та самостійної роботи для здобувачів першого (бакалаврського) рівня вищої освіти освітньої програми «Цифровий маркетинг» галузі знань D “Бізнес, адміністрування та право” спеціальності D5 “Маркетинг” денної та заочної форм навчання/уклад. Л.В. Корольчук, Луцьк: Відділ іміджу та промоції ЛНТУ, 2025. 104 с.

Навчально-методичне видання містить тематичне планування курсу, методичні інструкції для роботи на практичних заняттях, вправи для закріплення знань та самоперевірки для самостійної роботи здобувачів, загальний список бібліографічних джерел.

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## ЗМІСТ

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## ВСТУП

Сучасна європейська мовна політика орієнтує громадян на багатомовність, адже без цього успішна інтеграція в глобальний цифровий простір є неможливою. Для фахівців із цифрового маркетингу знання іноземних мов є ключовим інструментом професійної діяльності. Воно відкриває доступ до міжнародних ринків, дозволяє ефективно комунікувати з аудиторією різних країн, формувати конкурентоспроможні маркетингові стратегії та вести співпрацю з іноземними партнерами. Мовна компетентність допомагає спеціалістам упевнено презентувати бренди, вести ділову переписку, брати участь у міжнародних конференціях та просувати продукти й послуги в багатомовному цифровому середовищі.

У сучасних умовах, коли український бізнес активно інтегрується у світові економічні процеси та прагне посилити свою присутність у ЄС і на глобальних ринках, потреба у фахівцях з цифрового маркетингу, які володіють іноземною мовою на професійному рівні, є особливо актуальною.

Метою навчальної дисципліни є формування іншомовної комунікативної компетентності для задоволення потреб професійного спілкування у сфері цифрового маркетингу, а також підготовка студентів до ефективної усної та письмової комунікації в навчальній, науковій та майбутній професійній діяльності.

Об'єктом навчальної дисципліни є професійна діяльність у сфері цифрового маркетингу та сучасна іноземна мова, що забезпечує ефективну міжнародну комунікацію в цій сфері.

Предметом навчальної дисципліни є практичне використання іноземної мови в цифровому маркетингу, зокрема у створенні та просуванні контенту, веденні міжнародних кампаній, аналітиці цифрових комунікацій і формуванні брендової репутації.

**ТЕМАТИЧНЕ ПЛАНУВАННЯ КУРСУ**  
**Content Module 1. Management and Marketing**  
**ТЕМА 1. Organization. Teamwork. Future forms. The Present Indefinite and Continuous.**

**Слухання:** Organization structure of the enterprise.

**Читання:** Flat and tall organisations.

**Говоріння:** Roles and responsibilities. Marketing department and others.

**Письмо:** An email about future plans and arrangements.

**Граматика:** Grammar: Future forms: Present Simple, Present Continuous and be going to; Present Simple and Continuous.

Рекомендована література: [1, 2, 5, 6, 7, 8, 18]

**Learning objectives:**

- Can understand a large part of a video on a work-related topic.
- Can describe what someone likes or dislikes about their job or workplace.
- Can use key words and phrases related to company structure, departments, jobs and duties.
- Can extract the meaning of unknown words from context if the topic discussed is familiar.
- Can write descriptions of familiar job roles and responsibilities.
- Can understand duties and responsibilities listed in job descriptions.
- Can describe job roles and responsibilities they would like in the future.
- Can provide a basic description of professional goals.
- Can make formal introductions in a professional or work-related situation.
- Can describe a range of jobs in their department or company.

**Vocabulary**

department [di'pɑ:tmənt] - відділ

responsibility [rɪ,spɒnsə'bɪlɪti] - відповідальність

report [rɪ'pɔ:t] - звітувати

production [prə'dʌkʃn] - виробництво

involve [ɪn'vɒlv] - залучати manage ['mænɪdʒ] – керувати

supervise ['su:pəvaɪz] - контролювати

recruit [rɪ'kru:t] - набирати (персонал)

coordination [kəʊ,ɔ:di'neɪʃn] - координація

equipment [ɪ'kwɪpmənt] - обладнання

assignment [ə'saɪnmənt] - завдання

operate ['ɒpəreɪt] - керувати (обладнанням)

objective [əb'dʒektɪv] - мета

efficient [ɪ'fɪʃnt] - ефективний

challenging ['tʃælɪndʒɪŋ] - складний, викликаючий

organisation [ˌɔ:gənaɪ'zeɪʃn] - організація

hierarchy ['haɪərə:ki] - ієрархія

promotion [prə'məʊʃn] - просування  
responsibility [rɪ'spɒnsə'bɪlɪti] - відповідальність  
innovation [ˌɪnə'veɪʃn] - інновація  
decision-making [dɪ'sɪʒn ,meɪkɪŋ] - прийняття рішень  
authority [ɔ:'θɒrɪti] - влада, повноваження  
decentralised [di:'sentrəlaɪzd] - децентралізований  
effective [ɪ'fektɪv] - ефективний  
predictable [prɪ'dɪktəbl] – передбачуваний

**Grammar: Future forms: Present Simple, Present Continuous and be going to**

У діловому середовищі для вираження майбутніх дій часто використовуються не лише **will**, а й **Present Simple, Present Continuous** та **be going to** – залежно від контексту.

#### ✓ **Present Simple**

Використовується, коли йдеться про **офіційні розклади**, графіки, заплановані події за фіксованим часом (зустрічі, презентації, дедлайни).

##### **Приклади:**

- The meeting **starts** at 9 a.m. tomorrow.
- Our flight to Berlin **leaves** at 6:15.
- The financial report **is due** on Monday.

#### ✓ **Present Continuous**

Ця форма підходить для **особисто запланованих** дій у найближчому майбутньому. Як правило, це домовленості з колегами чи партнерами, службові поїздки, внутрішні події.

##### **Приклади:**

- I **am meeting** the new clients on Thursday.
- We **are presenting** the new strategy next week.
- She **is flying** to London for the tech conference.

#### ✓ **Be going to**

Використовується для вираження **наміру** або **очікуваної дії**, яка базується на поточній ситуації чи планах.

##### **Приклади:**

- We **are going to expand** into the Asian market next year. (намір)
- They **are going to hire** more staff to handle the workload. (план)
- Sales are dropping – we **are going to revise** our pricing strategy. (передбачення на основі фактів)

**Grammar: Present Simple and Continuous.**

#### ✓ **Present Simple**

### Основні випадки вживання:

1. **Регулярні дії / рутина:**
  - I **check** my emails every morning.
  - The sales team **holds** a meeting every Monday.
2. **Факти / постійна ситуація:**
  - Our company **employs** over 500 people.
  - She **works** in the marketing department.
3. **Графіки, розклади (навіть якщо це про майбутнє):**
  - The webinar **starts** at 3 p.m. tomorrow.
  - The office **closes** at 6 p.m.
4. **Офіційні заяви / загальні твердження:**
  - We **believe** in innovation and quality.
  - The company **offers** flexible working hours.

### ✓ Present Continuous

#### Основні випадки вживання:

1. **Дії, що відбуваються зараз або тимчасово:**
  - I **am speaking** at a conference right now.
  - We **are testing** a new product this week.
2. **Тимчасова робота або ситуація:**
  - He usually works in London, but this month he **is working** from Berlin.
  - Our team **is using** a co-working space during renovations.
3. **Плани на найближче майбутнє (особисті/робочі):**
  - I **am meeting** a client at 2 p.m.
  - We **are launching** the new campaign next Monday.
4. **Зміни, що відбуваються зараз:**
  - The company **is expanding** into new markets.
  - We **are shifting** to a hybrid work model.
5. **Скарги чи невдоволення (часто з “always”, “constantly”):**
  - He **is always arriving** late to meetings!
  - They **are constantly changing** the deadlines.

### Project

Showing someone around Students roleplay showing someone around an organisation/ campus, putting the language from this lesson into practice.

10A Put students in pairs or small groups and explain the situation. Working students are going to show a new member of staff around their organisation. Students who are not yet working are going to show a new/overseas student around their campus. Go through the bullet points so students are clear about what they need to decide, and give students some time to prepare for their

roleplays. Encourage them to make notes, and to also think about questions they could ask the three people they are being introduced to. Depending on your class size, you could put students into larger groups, and ask them to also assign roles for the people who are being introduced.

10B Students roleplay the situation. Depending on your teaching situation and the time available, students could do their roleplays in the classroom or you could get them to physically walk around the building, showing their partner(s) around. Monitor and note down any errors or points to highlight during class feedback.

### **Writing**

Students practise using future forms by writing an email.

11. Go through the task with students. Brainstorm ideas as a whole class and write students' ideas for each bullet point on the board (e.g. a holiday in Japan, - ying and taking bullet train; old-fashioned Japanese inn; may be hot; visit temples in Kyoto ). As the email is quite short, this exercise could be done in class. This gives you an opportunity to go round the class and give students individual advice and feedback.

#### *Model answer*

Hello Paul,

Guess what! We're going to Madrid for a long weekend in December. We're taking the high-speed train from Barcelona on Thursday 1st and coming back home the following Monday. I expect it's going to be cold there at this time of year but I don't mind. There's so much to see and do in Madrid.

The train gets to the city at 11 a.m., so we're going to leave our bags at the hotel and then explore. On Saturday we're going to the Renoir exhibition. I've booked tickets for that. We're staying right in the centre and it's going to be easy to walk to lots of interesting places.

Write soon and tell me your news.

Best wishes,

Caroline

### **Additional Exercises**

1. Write five sentences using the following words: responsibility, manage, supervise, objective, efficient.



2. Choose the correct option: a) She is responsible \_\_\_\_ the marketing team.

1. with
2. for
3. to

3. Translate the following sentences into English: a) Він відповідає за керування командою. b) Її завдання полягає в тому, щоб забезпечити ефективність роботи.

4. Correct the mistakes: a) I report with the IT Director. ✗ b) She is responsible to manage the team. ✗

5. Fill in the gaps with the correct form of the verb: a) He \_\_\_\_\_ (supervise) the production team every day. b) The company \_\_\_\_\_ (involve) new technologies in its workflow.

6. Write 5 sentences using the words "innovation", "authority", "decision-making", "promotion", and "effective".

7. Discuss the pros and cons of a hierarchical vs. a flat organisational structure.

8. Create a short dialogue where one employee explains the benefits of a decentralised organisation to another.

9. Complete the sentences using future forms: a) We \_\_\_\_\_ (discuss) the new structure at tomorrow's meeting. b) By next year, the company \_\_\_\_\_ (implement) a new decision-making process.

10. Transform the sentences into passive voice: a) Managers make decisions quickly. Decisions are made quickly by managers. b) The company promotes innovation. Innovation is promoted by the company.

### Test Tasks

1. Choose the correct word: "My job \_\_\_\_\_ coordinating the production team." a) involves b) leads c) operates

2. Match the job titles with their responsibilities: a) News Editor - \_\_\_\_\_ b) Finance Supervisor - \_\_\_\_\_ c) Programme Director - \_\_\_\_\_

- 1) Editing news stories and managing the newsroom.
- 2) Managing budgets and financial planning.
- 3) Overseeing content and broadcast schedules

3. Fill in the blanks with the correct form of the word: "He is responsible for \_\_\_\_\_ (coordinate) the production."

4. Complete the sentence: "I work closely \_\_\_\_\_ the Head of Marketing."

5. True or False: "A camera operator is responsible for editing news reports."

6. Choose the correct word: "The company uses a \_\_\_\_\_ structure to make quick decisions." a) decentralised b) hierarchical c) predictable

7. Match the words with their definitions: 1. Introducing new ideas and methods. 2. System where people are ranked according to authority. 3. Advancement to a higher position - a) innovation, b) hierarchy, c) promotion.

8. Fill in the blanks: "The new structure is more \_\_\_\_\_, allowing faster decision-making." (decentralised)

9. Complete the sentence: "He has the \_\_\_\_\_ to make important decisions." (authority)

10. True or False: "A hierarchical structure is always better for innovation."

11. Our company usually \_\_\_\_\_ new interns every summer.

- a) is hiring
- b) hires
- c) hire

12. I can't talk right now – I \_\_\_\_\_ a video call with a client.

- a) have
- b) am having
- c) has

13. She \_\_\_\_\_ in the HR department, but this month she \_\_\_\_\_ in the finance team.

- a) works / is helping
- b) is working / helps
- c) work / help

14. We \_\_\_\_\_ a new branch in Warsaw next month — all preparations are done.

- a) open
- b) are opening
- c) opens

15. He \_\_\_\_\_ always \_\_\_\_\_ his phone during meetings. It's so unprofessional!

- a) is / checking
- b) checks / is
- c) is / checks

### **Answer Key**

- 1. a) involves
- 2. a) 1. b) 2. c) 3.
- 3. coordinating
- 4. with
- 5. False

6. a) decentralised
7. 1. a), 2.b), 3.c)
8. decentralised
9. authority
10. False
11. b) hires
- (Регулярна дія – Present Simple)
12. b) am having
- (Дія відбувається прямо зараз – Present Continuous)
13. a) works / is helping
- (Постійна робота + тимчасова ситуація – обидві форми)
14. b) are opening
- (Запланована дія на майбутнє – Present Continuous)
15. a) is / checking

## **ТЕМА 2. Brands. Marketing and branding. Connectors. Gerund versus infinitive.**

**Слухання:** A luxury brands.

**Читання:** Chinese combine holidays with luxury shopping.

**Говоріння:** Advertising campaign.

**Письмо:** An email summary of the campaign.

**Граматика:** Connectors; Verbs + -ing vs. infinitive

Рекомендована література: [1, 2, 6, 7, 8, 18]

### **Learning objectives**

- Can give or seek personal views and opinions in discussing topics of interest.
- Can understand a large part of a video on a workrelated topic.
- Can use language related to advertising and branding.
- Can express and comment on ideas and suggestions in informal discussions.
- Can ask and answer questions in a face-to-face survey.
- Can prepare a simple questionnaire in order to gather data.
- Can present findings from a research project in a simple way.

### **Vocabulary**

awareness /ə'weənəs/ – усвідомлення, поінформованість

brand /brænd/ – бренд

celebrity /sə'lebrəti/ – знаменитість

customer engagement /'kʌstəmə m'geɪdʒmənt/ – залучення клієнтів

image /'ɪmɪdʒ/ – імідж, образ

interactive /,ɪntər'æktɪv/ – інтерактивний

loyalty /'lɔɪəlti/ – лояльність

marketing /'mɑ:kətɪŋ/ – маркетинг  
 online advertising /'ɒnlaɪn 'ædvətaɪzɪŋ/ – онлайн-реклама  
 product placement /'prɒdʌkt 'pleɪsmənt/ – прихована реклама у  
 фільмах/ТБ  
 target customer /'tɑ:ɡɪt 'kʌstəmə/ – цільовий клієнт  
 television programme /'telɪvɪzən 'prəʊɡræm/ – телевізійна програма  
 to extend a brand /ɪk'stend ə brænd/ – розширити бренд  
 luxury /'lʌksjəri/ – розкіш  
 purchase /'pɜ:tʃəs/ – покупка, купувати  
 recently /'ri:sntli/ – нещодавно  
 trend /trend/ – тенденція  
 global /'ɡləʊbəl/ – глобальний  
 consumer /kən'sju:mə/ – споживач  
 expand /ɪk'spænd/ – розширюватися  
 include /ɪn'klu:d/ – включати  
 franchise /'fræn.tʃaɪz/ – франшиза  
 brand recognition /brænd rekəɡ'nɪʃn/ – впізнаваність бренду  
 according to the region /ə'kɔ:dɪŋ tə ðə 'ri:dʒən/ – залежно від регіону  
 launch a campaign /lɔ:ntʃ ə kæm'peɪn/ – запускати кампанію  
 store /stɔ:/ – магазин  
 successful /sək'sesfəl/ – успішний

### **Grammar: Connectors**

are words or phrases that signal to the reader or listener how things relate to one another in a text or speech and help to support understanding. They can also be used to manage and direct the focus of the reader or listener.

There are different categories of connectors depending on role they perform in the sentence. For example:

+ **adding ideas**, e.g. and, also, as well as, in addition.

As well as discussing the in-store customer experience, we also need to look at brand awareness if we want to improve sales figures.

In addition, we feel that our stores should use new technologies to attract customers.

+ **contrasting ideas**, e.g. although, but, however, while.

Initial response to our new product range has been positive.

However, there is still a lot of work to do to reach our target. (Note: we use a comma after However.)

I think she's a great brand ambassador, although I don't like her music very much. (Note: we use a comma before although.)

Certain luxury brands are popular in some countries, while different brands are popular in other markets.

+ **referring to time**, e.g. earlier (this year), in recent years, now, previously, recently, when.

In recent years, Chinese customers have started to combine holidays abroad with shopping

expeditions.

+ **giving examples**, for example, for instance, such as.

There are many successful global luxury brands, such as Bulgari, Chanel and Hermes.

Our stores use new technologies, for instance, we have created an app that lets the assistant know when a loyal customer enters the store.

+ **sequencing**, e.g. first of all, then, to start with.

if you'd like to go into marketing, first of all, you should feel passionately about brands.

The success of our brand is due to two factors. To start with, we have a well-designed, great product. Then we have the support of many, many loyal customers.

### ***Verbs + -ing vs. infinitive***

When a verb is followed by another verb, the first verb dictates the form the second verb takes. There are various possibilities:

#### **\*verbs which take to + infinitive**

afford, agree, arrange, attempt, claim, decide, demand, deserve, expect, fail, guarantee, hesitate, hope, learn, manage, offer, plan, prepare, promise, refuse, seem, tend, would like

They have decided to sponsor the exhibition.

We'd like to invite you to our offices in Delhi to meet the team.

#### **\*verbs which take -ing**

avoid, consider, delay, deny, dislike, enjoy, finish, involve,

justify, miss, postpone, practise, risk, suggest

He denied writing the email to the boss.

They postponed launching the new product for six months.

#### **\*verbs + preposition which take -ing**

apologise for, insist on, look forward to, put off, succeed in

He apologised for arriving at the meeting late.

We look forward to seeing you soon.

#### **\*verbs which take to + infinitive or -ing with a change in meaning**

forget, go on, remember, stop, try

I remember discussing modern art with you last month.

(Here remember refers to a past action, something the person knows happened.)

Please remember to bring this invitation with you. (Here remember refers to a future action, something the person needs to do.)

She tried to write an email to apologise, but she couldn't find the words. (Here tried refers to something the person wanted to do, but wasn't able to.)

She tried writing an email to apologise, but he still isn't talking to her. (Here tried refers to something the person did, but which didn't work as planned.)

#### **\*verbs which take to + infinitive or -ing with little or no change in meaning**

begin, continue, hate, intend, like, love, prefer, start

They began arguing / to argue the moment the meeting started.

### **Project:** Research an advertising campaign

Students choose an advertising campaign to research and discuss.

9A. Put students in pairs and go through the instructions with the class. Explain the stages of the project: choose an advertisement; analyse the advertisement using the ideas on page 135; do a class survey to test people's reactions; compare your analysis with other students. Students will need access to one or more of the following:

- a PC, tablet or smartphone (They can use these to research both online and TV ads – most TV ads can be found on websites like YouTube).
- recent magazines or newspapers.

Give students time to read the information on page 135 and ask you questions if anything is unclear. Then set a time limit for the first part of the activity and let students work in their pairs to research their campaign, while you monitor and help as necessary. Finally, set a time limit for the class survey. Again, monitor and provide help if needed.

9B. Join pairs together into groups of four. Groups now work together to compare their analyses and decide on the most effective campaign. As class feedback, ask a few students to share their opinions with the class, giving reasons.

### **Writing**

Students write a reply to a formal invitation email.

3A Put students in pairs and refer them to the email on page 127. Explain that it is a reply to the email in Exercise 1, which they need to rewrite in order to make it more formal.

Remind them that they should use phrases from Exercise 2 and, depending on the level of your class, set a time limit of 10–15 minutes for the task. Go round monitoring and helping students where necessary. If there is time, when they have finished, do some peer correction: join pairs together into groups of four and ask students to read each other's emails and make suggestions for improvement.

#### *Model answer*

Dear Ms Pannu,

Thank you for inviting me to the preview. I would have loved to come but, unfortunately, I have already made other arrangements and will not be available that day as I am away on business.

However, the event sounds extremely interesting and my colleague, Marisa Shields, has expressed an interest in attending. I was wondering if it would be possible to add her name to the guest list.

I hope the preview evening is successful.

I look forward to seeing you again soon.

Kind regards,

Ted Vesely

3B Students now write their own reply, this time accepting the invitation. Point out the word limit, set a time limit and remind students to use appropriate phrases from Exercise 2.

*Model answer*

Dear Ms Pannu,  
Thank you so much for inviting me to the preview of the Street Art Exhibition at the NGMA on 22nd November. As you know, modern art is a great interest of mine and this exhibition sounds fascinating.  
I am writing to let you know that I would be delighted to accept your invitation to the event. Moreover, I am very keen to hear what Karla Lansing has to say about street art and marketing.  
I very much look forward to seeing you there.  
Kind regards,  
Ted Vesely

3C Students now work in the same pairs as for Exercise 3A for some peer correction. Explain the activity and set a time limit (5–10 minutes, depending on the level of your class). Once students have discussed in their pairs, ask a few pairs to share their answers with the class.

**Additional Exercises**

1. Match the words with their definitions:

| Word                   | Definition                                              |
|------------------------|---------------------------------------------------------|
| a) target customers    | 1. People to whom advertising is specifically addressed |
| b) awareness           | 2. Knowledge or understanding of something              |
| c) marketing campaign  | 3. A series of actions to promote a product             |
| d) customer engagement | 4. Communication with customers for their loyalty       |
| e) image               | 5. Reputation or impression of the brand                |

2. Complete the sentences with your own examples or opinions.

1. One Asian brand I really like is \_\_\_\_\_ because \_\_\_\_\_.
2. I think luxury brands are popular because \_\_\_\_\_.
3. A successful advertising campaign should \_\_\_\_\_.
4. The most creative advert I've seen was \_\_\_\_\_.
5. In the future, I think advertising will \_\_\_\_\_.

3. Read the statements and determine if they are relevant to the lesson. If they are not, correct them.

1. Luxury brands are losing popularity in Asia.

2. Asian brands are only successful in Asia.
  3. Fashion houses like Chanel are examples of luxury brands.
  4. Online marketing is not important in promoting new products.
  5. Customers in the West are becoming more interested in Asian brands.
4. Write a mini-essay (Mini-writing task)  
 Tema: "Is expanding a luxury brand always a good idea?"  
 Write a short text (60-80 words) where:
- name one brand that has expanded successfully or unsuccessfully;
  - explain what they did right/wrong;
  - use at least 3 words/phrases from exercise 6 (e.g., "cautious approach", "fast growth", "devalued").
5. Make a mini-dialogue (Role-play: brand consultant & CEO)  
 Situation: You are a brand consultant. Your client is the CEO of a company that wants to expand its product line (e.g. from perfumes to hotels, like Bulgari).  
 Discuss:
- Is this a good idea?
  - How not to devalue the brand?
  - How to maintain customer loyalty?
6. Vocabulary Match  
 Match the words to their definitions:
- a) luxury
  - b) ambassador
  - c) target market
  - d) brand loyalty
  - e) expansion
- Definitions:
- A famous person who represents and promotes a brand.
  - A feeling of commitment to buy the same brand again.
  - An increase in business size or activity.
  - Expensive and high-quality goods or services.
  - A specific group of consumers that a company aims to reach.
7. Answer the questions based on the article "Chinese combine European and U.S. breaks with spending trips":
- a) Why do Chinese tourists combine travel with shopping?
  - b) What kinds of products are most popular among Chinese tourists?
  - c) How do Western brands attract Chinese customers?
  - d) What example is given of a successful Asian brand expanding to the West?
8. True or False  
 Read the sentences and mark them True (T) or False (F):
- a) Chinese tourists spend less on luxury goods than Europeans.



- b) The USA is the only shopping destination for Chinese tourists.
- c) Chinese consumers are becoming more brand-loyal.
- d) Asian brands are not yet interested in expanding internationally.
- e) The article mentions Samsung as a successful Asian brand.

#### 9. Discussion Prompt

Why do you think brand loyalty is important for international brands trying to enter a new market?  
Give examples from the article and your own ideas.

#### 10 Writing Task

Choose an Asian brand you know. Write a short paragraph (5-6 sentences) explaining:  
What the brand sells  
Why it is successful  
How it creates a strong brand image or loyalty  
If it has expanded outside Asia

### Test Tasks

1. Bulgari expanded its product line to include hotels, \_\_\_\_\_  
perfumes and accessories.  
A) for example  
B) as well as  
C) because  
D) instead
2. The company opened its first hotel in Milan. \_\_\_\_\_, it plans to  
open one in Tokyo.  
A) However  
B) Recently  
C) In addition  
D) Although
3. French brands like Chanel are successful, \_\_\_\_\_ Asian brands are  
gaining popularity too.  
A) although  
B) but  
C) and  
D) whereas
4. \_\_\_\_\_, the brand expanded into the US market.  
A) Recently  
B) In addition  
C) For example  
D) Therefore

5. \_\_\_\_\_, the brand focused on watches. Then it launched a hotel chain.
- A) For example
  - B) Next
  - C) As well as
  - D) Recently
6. I enjoy \_\_\_\_\_ about successful marketing campaigns.
- A) learn
  - B) learning
  - C) to learn
  - D) learned
7. The company decided \_\_\_\_\_ a new luxury collection.
- A) launching
  - B) to launch
  - C) launch
  - D) launched
8. We discussed \_\_\_\_\_ a new strategy for Asian markets.
- A) implement
  - B) to implement
  - C) implementing
  - D) implemented
9. They hope \_\_\_\_\_ the campaign next month.
- A) starting
  - B) to start
  - C) start
  - D) started
10. Many customers avoid \_\_\_\_\_ too much money on luxury brands.
- A) to spend
  - B) spending
  - C) spend
  - D) spent
11. What does the word 'devalued' most likely mean in context?
- A) Became more luxurious
  - B) Lost value or worth
  - C) Increased in popularity
  - D) Was sold more often

12. Which is an example of “stretching the brand”?
- A) Launching a perfume with a new scent
  - B) Selling a completely new product like hotels
  - C) Hiring a new marketing manager
  - D) Opening a store in the same city
13. Experts agree that care and control are vital when \_\_\_\_\_ the brand.
- A) stretch
  - B) stretching
  - C) to stretch
  - D) stretched
14. Choose the correct sentence.
- A) We suggested to open a store in Paris.
  - B) We suggested opening a store in Paris.
  - C) We suggested open a store in Paris.
  - D) We suggested opened a store in Paris.
15. Luxury brands are often expensive. \_\_\_\_\_, many people are willing to pay for them.
- A) So
  - B) Therefore
  - C) However
  - D) Because

**Answer Key:**

- 1.B
- 2.C
- 3.D
- 4.A
- 5.B
- 6.B
- 7.B
- 8.C
- 9.B
- 10.B
- 11.B
- 12.B
- 13.B
- 14.B
- 15.C

## Content Module 2. Marketing strategies

### ТЕМА 3. *Self-marketing strategy. Job interviews as part of a personal branding strategy. Indirect questions. Past Simple and Present Perfect Tenses.*

**Слухання:** Interview questions and answers.

**Читання:** Analysis of three CVs and covering letters.

**Говоріння:** Getting a job.

**Письмо:** Covering letter.

**Граматика:** Past Simple and Present Perfect.

Рекомендована література: [1, 2, 5, 6, 7, 8, 17]

#### Learning objectives

- Can answer questions about professional experience.
- Can understand a large part of a video on a workrelated topic.
- Can understand advice on a work-related situation.
- Can describe skills and abilities related to work.
- Can use language related to aptitude, ability, knowledge and skills.
- Can understand information in advertisements for jobs and services.
- Can express and comment on ideas and suggestions in informal discussions.
- Can write a job posting describing duties and responsibilities.

#### Vocabulary

character ['kærəktər] – характер

employer [ɪm'plɔɪər] – роботодавець

cv [ˌsi:'vi:] – резюме

jobseeker ['dʒɒb,sɪ:kər] – пошукач роботи

internship ['ɪntɜːnʃɪp] – стажування

cliché [kli:'ʃeɪ] – кліше

gain [geɪn] – отримати

be of value to [bi əv 'væljuː tu] – бути корисним для

apply for [ə'plai fɔːr] – подавати заявку на

sort out [sɔːrt aʊt] – розібратися з

come across well [kʌm ə'krɒs wel] – створювати гарне враження

stand out from [stænd aʊt frɒm] – виділятися серед

competitive [kəm'petɪtɪv] – конкурентоспроможний

communicative [kə'mjuːnikətɪv] – комунікабельний

responsible [rɪ'spɒnsəbl] – відповідальний

motivation [ˌmoʊti'veɪʃən] – мотивація

intern ['ɪntɜːrn] – стажер

position [pə'zɪʃən] – посада

flexible [ˈfleksəbl] – гнучкий  
 skills [skɪlz] – навички  
 passionate [ˈpæʃənɪt] – пристрасний  
 recruitment [rɪˈkruːtmənt] – найм персоналу  
 interview [ˈɪntəvjuː] – співбесіда  
 prepare /prɪˈpeər/ – готувати(ся)  
 candidate /ˈkændɪdət/ – кандидат  
 interview /ˈɪntəvjuː/ – співбесіда  
 appropriate /əˈprəʊpriət/ – відповідний, доречний  
 inappropriate /ˌɪnəˈprəʊpriət/ – невідповідний  
 relevant /ˈreləvənt/ – доречний, актуальний  
 experience /ɪkˈspɪəriəns/ – досвід  
 certificate /səˈtɪfɪkət/ – сертифікат, свідоцтво  
 technology /tekˈnɒlədʒi/ – технологія  
 management /ˈmænɪdʒmənt/ – управління  
 employer /ɪmˈplɔɪər/ – роботодавець  
 employee /ˈemplɔɪˈiː/ – працівник  
 certificate /səˈtɪfɪkət/ – сертифікат  
 reference /ˈrefərəns/ – рекомендація, посилання  
 strength /streŋθ/ – сила, перевага  
 weakness /ˈwiːknəs/ – слабкість  
 voluntary /ˈvɒləntəri/ – добровільний  
 teamwork /ˈtiːmwɜːk/ – командна робота  
 opportunity /ˌɒpərˈtjuːnəti/ – можливість  
 questionnaire /ˌkwɛstʃəˈneər/ – анкета  
 buying time /baɪŋ taɪm/ – виграти час  
 uncertainty /ʌnˈsɜːnti/ – невпевненість  
 hesitate /ˈhezɪteɪt/ – вагатися  
 clarification /ˌklærɪfɪˈkeɪʃn/ – уточнення  
 contraction /kənˈtrækʃn/ – скорочення (грам.)  
 swap /swɒp/ – обмін  
 promotion /prəˈmɔʊʃən/ – підвищення (по службі), просування, акція (рекламна)  
 salary /ˈsæləri/ – заробітна плата (фіксована, щомісячна)

## Grammar:

**Past Simple** вживається для опису дій, що відбулися у конкретний момент у минулому і вже завершилися. Наприклад:

*I sent my CV to five companies last week* – я надіслав резюме п'яти компаніям минулого тижня. Тут чітко вказано, коли саме дія відбулася.  
*She had an interview yesterday, They offered me a position in 2022.* Усі дії

завершені й відносяться до конкретного часу в минулому.

**Present Perfect** використовується, коли мова йде про досвід, результат або дії, що мають зв'язок із теперішнім. Наприклад:

*I have updated my LinkedIn profile* – я оновив профіль, і зараз він актуальний.

*She has had three job interviews this month, We have not received any feedback yet, Have you ever applied for a remote position?* – у цих випадках важливий не момент часу, а сам факт дії та її вплив на теперішнє.

Для порівняння: *I applied for this job last Monday* (Past Simple, конкретна дата) і *I have applied for several jobs this week* (Present Perfect, досвід за період, що ще триває).

Таким чином, обираючи між Past Simple і Present Perfect, варто зважати на те, чи має дія зв'язок із теперішнім, чи вона вже завершена у конкретний момент минулого.

## **Project**

Write a job advertisement.

Students write and then discuss a job advertisement.

9A Put students in pairs and go through the instructions with the class. Students will need to do some online research before they write their advertisement, so you may want to suggest some websites which might be useful (online newspapers are a good place to start). Answer any questions students may have before they begin, and set a time limit. During the activity, monitor and help students as necessary.

9B Join pairs together into groups of four. Students now read each other's adverts and say whether they would apply for the job. Allow 4–6 minutes for this and then give students feedback: suggest areas for improvement and highlight any errors that made communication difficult.

*Model answer*

*Key Account Managers needed for immediate start*

Do you have a degree in chemistry or marketing? Are you interested in managing our key client accounts? At ASTRA Pharmaceuticals we are looking for candidates who are motivated, organised and have excellent communication skills. In this position you will be responsible for managing our key clients.

ASTRA Pharmaceuticals is based in Birmingham and we have a proven track record of offering successful candidates an exciting career in the

pharmaceutical industry. Candidates with a minimum of two years' experience in a similar position are preferred. Working hours are Mon–Fri, 9.00 a.m.–6.00 p.m. The salary is negotiable, according to experience. If you think you have the right profile, please send your CV with a covering letter to our Head of Recruitment at [hr@astrapharma.com](mailto:hr@astrapharma.com).

We look forward to hearing from you.

### **Writing**

Students write their own covering letter in response to the advertisement on page 130. Remind them to use the functional language from Exercise 2, and point out the word limit. Monitor and help students as necessary.

#### *Model answer*

Dear Mr Slater,

I would like to apply for the position of Digital Technology Sales Trainee as advertised on your website and which interests me very much.

Having completed my degree in multimedia three months ago, I am now looking for an opportunity to use my skills working for an innovative company such as MolMedia. I have spent every vacation working in a similar company to yours. My duties included calling potential clients and explaining how we could help them, experience which is very relevant to your vacancy.

This year my team and I have already won an award for some of our designs, which have now been entered into an international competition. Being very competitive, we are hoping to win an award there, too. I also represented my university at an international media conference in Barcelona last year where I gave a presentation on new developments in digital technology.

I would very much appreciate having the opportunity of an interview to learn more about your company and demonstrate to you how I could be of value to your company. I look forward to hearing from you.

Yours sincerely,

#### **Additional Exercises**

1. Write 5 sentences about your job or internship search experience using Present Perfect, and 5 sentences using Past Simple for actions that happened at a specific time in the past.

2. Write a short paragraph (5–7 sentences) using at least 6 words/phrases from Vocabulary Exercise 6 (e.g., *jobseeker*, *CV*, *internship*, *stand out from*, *apply for*, *sort out*).

3. Answer the following using **Present Perfect**:

- Have you ever applied for a job or internship?
  - What skills have you developed that help you stand out from the crowd?
4. Answer this interview-style question:  
*What could you say in a job interview to make yourself stand out from the crowd?*  
Write or say 3–5 strong phrases or a short monologue.
5. Prepare answers to 5 common job interview questions (e.g., *Tell me about yourself*, *Why do you want this job?*). Use vocabulary from the unit and both **Past Simple** and **Present Perfect** tenses in your answers.
6. Choose the correct ending for the indirect question:

Can you tell me \_\_\_\_\_?

- a) what is your biggest strength
- b) what your biggest strength is
- c) what your is biggest strength

7. Rewrite these direct questions as indirect ones:

Where do you see yourself in five years?

Do you like working in teams?

What do you know about our company?

8. Write short (2–3 sentence) answers to these typical interview questions:

What is your greatest weakness?

Do you have any experience with green technologies?

Have you ever worked in a team before?

9. Match the question beginnings with the correct endings:

*Beginnings:*

- a) What are your...
- b) Can you describe...
- c) Do you have any...
- d) Why would you...
- e) How long...

*Endings:*

- 1. ...experience with environmental projects?
- 2. ...like to work for our company?
- 3. ...worked as an engineer?
- 4. ...greatest strengths and weaknesses?



5. ...a time you managed a conflict?
10. Put the words in the correct order to form questions:
- 1) certificates / original / with / you / have / Do / your
  - 2) like / company / Why / to / work / would / you / this
  - 3) you / experience / management / any / have / in / Do

### Test Tasks

**1. Which of the following is an example of an indirect question?**

- a) Where do you work?
- b) Do you like your job?
- c) Can you tell me where you work?
- d) Why did you leave your last job?

**2. What is the correct order for this indirect question: “Why / work / you / like / here / to / would”?**

- a) Why would you like to work here?
- b) Would you like why to work here?
- c) Why like would you to work here?
- d) Would you why like to work here?

**3. Choose the correct indirect question:**

- a) I want to know what is your biggest weakness.
- b) I want to know what your biggest weakness is.
- c) I want know what is your biggest weakness.
- d) I want know what your is biggest weakness.

**4. Which phrase is useful for buying time in a job interview?**

- a) That’s a great question.
- b) I’m sorry, I didn’t catch that.
- c) Let me think now...
- d) Yes, of course.

**5. What is the correct question form: “Have / you / in / experience / waste management / any”?**

- a) Have you any waste management experience?
- b) You have any experience in waste management?
- c) Do you have any experience in waste management?
- d) Have any experience you waste management?

**6. Which answer is best for “What are your strengths?”**

- a) I hate working under pressure.
- b) I always try to avoid teamwork.
- c) I’m good at problem-solving and staying calm.
- d) I prefer not to say.

**7. Which of these is NOT appropriate to say in a job interview?**

- a) I’m not sure, but I can learn quickly.

- b) I don't know and I don't care.
- c) I don't have much experience, but I'm motivated.
- d) I'm afraid I don't know much about that, but I'm willing to learn.

**8. What type of question is this: "Do you enjoy working in a team?"**

- a) Indirect
- b) Negative
- c) Direct
- d) Passive

**9. Which of these is a polite way to ask about experience?**

- a) Tell me if you have experience.
- b) You worked in this field before?
- c) Could you tell me if you have experience in this field?
- d) You have worked in this before?

**10. What is the best answer to: "Tell me about a time you solved a problem"?**

- a) I don't really solve problems.
- b) I once helped my team finish a difficult project by creating a new plan.
- c) Problems are boring to talk about.
- d) I don't like answering these questions.

**11. Choose the correct tense (Past Simple or Present Perfect):**

Complete the sentence using the correct form of the verb in brackets.

- a) I \_\_\_\_\_ (complete) a sales internship last summer.
- b) I \_\_\_\_\_ (work) for a local company for the last three years.
- c) I \_\_\_\_\_ (gain) a lot of experience in customer service last year.
- d) I \_\_\_\_\_ (never/write) a covering letter before.
- e) I \_\_\_\_\_ (develop) strong communication skills during my internship.

**12. Fill in the blanks with the correct verb form and tense:**

Use **Past Simple** or **Present Perfect**.

- a) I \_\_\_\_\_ (enclose) my CV for your consideration.
- b) I \_\_\_\_\_ (apply) for a similar position in the past.
- c) I \_\_\_\_\_ (have) experience working as a team leader.
- d) I \_\_\_\_\_ (join) a university sales club in my first year.
- e) I \_\_\_\_\_ (not/receive) a reply yet.

**13. Identify and correct the mistakes:**

Each sentence contains one grammar mistake. Rewrite it correctly.

- a) I have completed my degree last year.
- b) I am worked in a sales team for six months.
- c) I have applied for this vacancy yesterday.
- d) I was always wanted to work in this field.
- e) I didn't received any feedback.

**14. Choose the correct option to complete the sentence:**

- a) I've recently \_\_\_\_\_ a training in marketing.
- complete
  - completed
  - was completing
  - have complete
- b) She \_\_\_\_\_ in charge of a project last year.
- was
  - has been
  - is
  - have been
- c) I \_\_\_\_\_ with customers for several years.
- was working
  - have worked
  - work
  - had work
- d) They \_\_\_\_\_ the interview yet.
- didn't arrange
  - haven't arranged
  - hasn't arranged
  - don't arranged
- e) We \_\_\_\_\_ a big success at the trade fair in 2022.
- had
  - have had
  - was having
  - have

**15. Complete the covering letter phrases with correct grammar and vocabulary:**

- a) I would be \_\_\_\_\_ to attend an interview.
- b) I have recently \_\_\_\_\_ a business degree.
- c) Please find my CV \_\_\_\_\_.
- d) I feel that my \_\_\_\_\_ will be useful to your company.
- e) I'm writing to \_\_\_\_\_ for the position advertised.

**Answer Key**

1. c
2. a
3. b
4. c
5. c

- 6. c
- 7. b
- 8. c
- 9. c
- 10. b
- 11. a) completed
- b) have worked
- c) gained
- d) have never written
- e) developed
- 12. a) have enclosed
- b) applied
- c) have had
- d) joined
- e) have not received
- 13. a) I **completed** my degree last year.
- b) I **worked** in a sales team for six months.
- c) I **applied** for this vacancy yesterday.
- d) I **have always wanted** to work in this field.
- e) I **didn't receive** any feedback.
- 14. a) completed
- b) was
- c) have worked
- d) haven't arranged
- e) had
- 15. a) grateful
- b) completed
- c) attached
- d) experience
- e) apply

**ТЕМА 4. Business strategy. The growth marketing strategy. Modal Verbs. Degrees of Comparison.**

**Слухання:** A lecture on PEST analysis.

**Читання:** Profiles of competing supermarket chains.

**Говоріння:** Business strategy.

**Письмо:** PEST analysis.

**Граматика:** Modal Verbs, Comparison.

Рекомендована література: [1, 2, 5, 6, 7, 8]

### Learning objectives

- Can give or seek personal views and opinions in discussing topics of interest.
- Can understand a large part of a video on a workrelated topic.
- Can present findings from a research project in a simple way.

### Vocabulary

**opportunity** /ˌɒp.əˈtjuː.nə.ti/ – можливість

**threat** /θret/ – загроза

**environment** /ˌɪnˈvaɪ.rən.mənt/ – середовище

**risk** /rɪsk/ – ризик

**impact** /ˈɪm.pækt/ – вплив

**technology** /tekˈnɒl.ə.dʒi/ – технологія

**economy** /ˈi.kən.ə.mi/ – економіка

**inflation** /ɪnˈfleɪ.ʃən/ – інфляція

**population** /ˌpɒp.jəˈleɪ.ʃən/ – населення

**regulation** /ˌreg.jəˈleɪ.ʃən/ – регулювання

**acquire** /əˈkwaɪər/ – здобувати, набувати

**expand** /ɪkˈspænd/ – розширювати

**merge** /mɜːdʒ/ – об'єднуватися (про компанії)

**innovate** /ˈɪn.ə.veɪt/ – впроваджувати інновації

**compete** /kəmˈpiːt/ – змагатися

**develop** /dɪˈvel.əp/ – розвивати

**failure** /ˈfeɪ.ljər/ – невдача

**profitable** /ˈprɒf.ɪ.tə.bəl/ – прибутковий

**competition** /ˌkɒm.pəˈtɪʃ.ən/ – конкуренція

**growth** /grəʊθ/ – ріст

**success** /səkˈses/ – успіх

**takeover** /ˈteɪk.əvər/ – поглинання (компанії)

**tackle (a problem)** /ˈtæk.əl/ – вирішувати (проблему)

**anticipate** /ænˈtɪs.ɪ.peɪt/ – передбачати

**make a judgement** /meɪk ə ˈdʒʌdʒ.mənt/ – робити оцінку, ухвалювати рішення

**performance** /pəˈfɔː.məns/ – результативність, ефективність

**lack confidence** /læk ˈkɒn.fɪ.dəns/ – бракувати впевненості

**growth prospects** /grəʊθ ˈprɒs.pekts/ – перспективи зростання

**generation** /ˌdʒen.əˈreɪ.ʃən/ – покоління

**processed food** /ˈprəʊ.sɛst fuːd/ – оброблена їжа

**decline** /dɪˈklaɪn/ – спад, зменшення

**miss opportunities** /mɪs ɒp.əˈtjuː.nə.tɪz/ – втрачати можливості

**fast-growing** /fɑːst ˈgrəʊ.ɪŋ/ – той, що швидко зростає

**management** /'mæn.ɪdʒ.mənt/ – керівництво  
**takeover bid** /'teɪk.əv.vər bɪd/ – пропозиція про поглинання компанії  
**well-established** /,wel.ɪ'stæb.lɪʃt/ – добре усталений, з добрим іміджем  
**attraction** /ə'træk.ʃən/ – привабливість  
**enable** /ɪ'neɪ.bəl/ – дозволяти, робити можливим  
**cost savings** /kɒst 'seɪ.vɪŋz/ – економія коштів  
**profit margin** /'prɒf.ɪt ,mɑː.dʒɪn/ – норма прибутку, рентабельність  
**outperform** /,aʊt.pə'fɔːm/ – перевершити  
**footprint** /'fʊt.prɪnt/ – охоплення, присутність (на ринку)  
**take risks** – ризикувати  
**solve problems** – вирішувати проблеми  
**cut costs** – зменшувати витрати  
**consumer preference** – споживчі вподобання

### Grammar: Modal Verbs

Модальні дієслова – це допоміжні дієслова, які виражають:

- можливість (possibility)
- необхідність (necessity)
- дозвіл (permission)
- заборону (prohibition)
- уміння (ability)
- пораду (advice)
- припущення (deduction)

| Modal Verb     | Значення                      | Приклад                                     |
|----------------|-------------------------------|---------------------------------------------|
| <i>can</i>     | могти, вміти                  | She can speak French.                       |
| <i>could</i>   | міг би (ввічливо, у минулому) | Could you help me?<br>/ He could swim well. |
| <i>may</i>     | можливо, дозвіл               | May I come in? It may rain later.           |
| <i>might</i>   | можливо                       | We might go to the cinema.                  |
| <i>must</i>    | повинен (сильно)              | You must wear a seatbelt.                   |
| <i>have to</i> | повинен (зовнішній обов'язок) | I have to do my homework.                   |
| <i>should</i>  | слід, порада                  | You should see a doctor.                    |

|                 |                          |                           |
|-----------------|--------------------------|---------------------------|
| <i>ought to</i> | слід (формальніше)       | You ought to apologize.   |
| <i>shall</i>    | (пропозиція/майбутнє)    | Shall we go now?          |
| <i>will</i>     | майбутнє/воля            | I will help you.          |
| <i>would</i>    | умовний спосіб, ввічливо | I would love to join you. |
| <i>need</i>     | потреба                  | You need not worry.       |

Після модальних дієслів **завжди йде інфінітив без “to”** (крім "ought to" і "have to").

✓ She **can drive**. ✗ She can **to drive**.

Вони **не змінюються** за особами:

✓ I/He/She/We **must** go.

1. Can / Could – можливість, дозвіл, уміння

- We can reduce costs by using a new supplier.  
(Ми можемо знизити витрати, використовуючи нового постачальника.)
- Could you send me the updated report by Friday?  
(Чи могли б ви надіслати мені оновлений звіт до п'ятниці?)

✦ 2. May / Might – ймовірність, дозвіл (більш формально)

- The company may open a new office in Asia next year.  
(Компанія можливо відкриє новий офіс в Азії наступного року.)
- Employees may leave early on Fridays.  
(Співробітникам дозволено йти раніше в п'ятницю.)
- Sales might increase if we launch the new product on time.  
(Продажі можуть зрости, якщо ми вчасно запустимо новий продукт.)

✦ 3. Must / Have to – обов'язок, необхідність

- All employees must complete the cybersecurity training.  
(Усі співробітники повинні пройти навчання з кібербезпеки.)
- We have to submit the tax report by the end of the month.  
(Ми повинні подати податковий звіт до кінця місяця.)

✦ 4. Should / Ought to – порада, рекомендація

- You should invest more in digital marketing.  
(Вам слід більше інвестувати в цифровий маркетинг.)
- We ought to review the contract before signing.  
(Нам варто переглянути контракт перед підписанням.)

✦ 5. Will / Would – майбутнє, умовність, ввічливість

- The new CEO will announce the strategy tomorrow.  
(Новий гендиректор оголосить стратегію завтра.)

- Would you like to join the board meeting at 10 a.m.?  
(*Чи хотіли б ви приєднатися до засідання ради о 10:00?*)
- I would invest more if the market was stable.  
(*Я б інвестував більше, якщо ринок був стабільнішим.*)

### Grammar: Comparison

#### Adjective Comparison

| Форма                          | Структура                                            | Приклад                                     | Переклад                         |
|--------------------------------|------------------------------------------------------|---------------------------------------------|----------------------------------|
| Звичайна (basic)               | —                                                    | This laptop is fast.                        | Цей ноутбук швидкий.             |
| Вищий ступінь (comparative)    | <i>adjective + -er / more + adjective</i>            | This model is faster than the old one.      | Ця модель швидша за стару.       |
| Найвищий ступінь (superlative) | <i>the + adjective + -est / the most + adjective</i> | This is the fastest computer in the office. | Це найшвидший комп'ютер в офісі. |

◆ Короткі прикметники (1–2 склади): fast → faster / the fastest

◆ Довгі прикметники (3+ склади): reliable → more reliable / the most reliable

| Positive | Comparative       | Superlative                 |
|----------|-------------------|-----------------------------|
| good     | better            | the best                    |
| bad      | worse             | the worst                   |
| far      | farther / further | the farthest / the furthest |

● *This solution is better than the previous one.*

● *That was the worst financial quarter we've ever had.*

◆ 3. As ... as / not as ... as

- The new marketing strategy is as effective as the previous one.  
(*Нова маркетингова стратегія така ж ефективна, як попередня.*)
- This year's sales are not as high as last year's.  
(*Продажі цього року не такі високі, як минулого.*)

◆ 4. The more..., the more... / The more..., the less...

- The more we invest in R&D, the more competitive we become.  
(*Чим більше ми інвестуємо в дослідження та розробки, тим конкурентнішими стаємо.*)



- The more efficient the team is, the less time we waste.  
(Чим ефективніша команда, тим менше часу ми втрачаємо.)  
◆ 5. Than – ніж
- Our company grew faster than expected.  
(Наша компанія зросла швидше, ніж очікувалося.)
- She is more experienced than the other candidates.  
(Вона досвідченіша за інших кандидатів.)

**Project:** *Attitudes to health* Students research a food brand and its attitudes to health.

9A Put students in pairs or small groups and go through the headlines with them. Check they understand drive, obesity and turn to . Allow 3–4 minutes for students to discuss the question in their pairs/groups, then invite different students to share their views with the class.

9B Students will need access to the internet for this activity. Put Additives, Ingredients, Labelling and Product lines in four columns on the board and ask students to copy them in a table into their notebooks. Clarify meaning as necessary, and explain that students should choose a food brand to research online and make notes in the table they have in their notebooks. Point out that they will need their notes for the next stage of the project.

9C Join pairs/groups together into groups of four / larger groups and allow plenty of time for them to exchange and discuss their findings. As feedback, you could ask a few pairs/ groups to share their findings with the class.

**Writing.** Students write a PEST analysis of a company/organisation.  
10 Put students in pairs or small groups and explain that they are going to write a short PEST analysis of a company or organisation they know well. Go through the instructions with them and check that they understand what they have to do and what they need to include in their analysis. Refer them to page 129 and give them a few minutes to go through the model answer. Give students sufficient time to write their analyses. Monitor as they are writing and help them with any vocabulary they may need. Finally, invite pairs/groups to present their analyses to the class.

### **Additional Exercises**

#### **1. Choose the right option: can, could, should, must, have to**

1. We \_\_\_ invest in more innovative products to stay competitive.
2. The managers \_\_\_ not agree on the strategy during the last meeting.
3. You \_\_\_ attend the compliance training – it's mandatory.
4. We \_\_\_ need external consultants if we want faster results.
5. This product \_\_\_ become a market leader if marketed well.

## **2. Transform the sentences using comparisons..**

1. Our old software / slow / new software
2. This solution / efficient / the one before
3. Their proposal / not / clear / ours
4. This supplier / reliable / that one
5. The new team / productive / the previous one

## **3. Translations into Ukrainian:**

1. We must reduce operational costs to improve the profit margin.
2. The more innovative the brand is, the better its market performance.
3. They might launch the product earlier than expected.
4. The CEO is more experienced than any previous leader.
5. The new strategy was as effective as the old one.

## **4. In each sentence, choose the correct form (word formation):**

1. Their recent product was a huge (**succeed / success / successful**).
2. The company needs more (**innovate / innovation / innovative**) solutions.
3. We're facing serious financial (**difficult / difficulty / difficulties**).
4. This brand has strong customer (**prefer / preference / preferred**).
5. Merging with another company can be a (**profit / profitable / profitability**) move.

## **5. Fill in the correct form of the verb. Use the words: acquire, expand, merge, compete, fail**

1. The company plans to \_\_\_\_\_ into Asian markets.
2. If we don't innovate, we might \_\_\_\_\_ behind our rivals.
3. Many startups \_\_\_\_\_ because of poor financial planning.
4. The two firms decided to \_\_\_\_\_ to reduce operating costs.
5. Kraft Heinz tried to \_\_\_\_\_ Unilever in 2017.

## **6. Complete the sentences with the correct word. Choose from: strategy, growth, brand, performance, opportunity**

1. We need a clear \_\_\_\_\_ before entering new markets.
2. The company's financial \_\_\_\_\_ improved last quarter.
3. There's a great \_\_\_\_\_ in emerging economies.
4. We are focusing on long-term \_\_\_\_\_ rather than short-term profit.
5. Apple has one of the most valuable \_\_\_\_\_s in the world.

## **7. Complete with "as...as" or "not as...as"**

1. This quarter's revenue is \_\_\_\_\_ high \_\_\_\_\_ the last one.
2. The new product isn't \_\_\_\_\_ successful \_\_\_\_\_ we hoped.
3. This team is \_\_\_\_\_ motivated \_\_\_\_\_ the sales department.
4. The deal was \_\_\_\_\_ profitable \_\_\_\_\_ expected.
5. Their presentation was \_\_\_\_\_ clear \_\_\_\_\_ yours.

## **8. Make sentences using "The more..., the more..." or "The more..., the less..."**

**Use the given prompts to form full business-related sentences.**

1. invest / research / develop
2. cut / costs / increase / profit
3. expand / market / attract / customers
4. advertise / sell / product
5. hire / skilled staff / improve / results

*Example: The more we invest in research, the more we develop innovative products.*

**9. Rewrite using modal verbs**

Replace the underlined part of the sentence with a modal verb.

1. It is necessary for all employees to attend the training. → All employees \_\_\_\_\_
  2. It's possible the company will expand to Latin America. → The company \_\_\_\_\_
  3. I advise you to update the marketing plan. → You \_\_\_\_\_
  4. Was it possible for them to complete the report in time? → \_\_\_\_\_ they complete...?
  5. It wasn't necessary for her to come to the meeting. → She \_\_\_\_\_
- Finish the sentences logically

**10. Complete each sentence using a modal verb, comparison, or business vocabulary.**

1. If we want to stay ahead of competitors, we should...
2. The new product line is more...
3. Managers must always be able to...
4. The most successful strategy is...
5. We might lose clients unless...

**Test Tasks**

1. We \_\_\_\_ update our pricing strategy before the next quarter.  
A) can  
B) must  
C) might  
D) would
2. This year's sales are not \_\_\_\_ high \_\_\_\_ last year's.  
A) so...like  
B) as...as  
C) such...as  
D) more...than
3. The more you invest in innovation, the more you \_\_\_\_ a competitive edge.  
A) gain  
B) will gain

- C) gained  
D) are gaining
4. She is the \_\_\_\_ experienced person in our marketing team.  
A) most  
B) more  
C) much  
D) best
5. If we don't cut costs, we might \_\_\_\_ to stay profitable.  
A) fail  
B) failure  
C) failing  
D) fails
6. The two companies decided to \_\_\_\_ to increase efficiency.  
A) merge  
B) compete  
C) expand  
D) invest
7. The CEO said we \_\_\_\_ submit the report before 5 p.m.  
A) could  
B) may  
C) must  
D) might
8. This supplier is more \_\_\_\_ than the previous one.  
A) reliability  
B) reliable  
C) rely  
D) reliably
9. There's a great business \_\_\_\_ in Southeast Asia.  
A) opportunity  
B) opportunity's  
C) opportunistic  
D) opportunism
10. The product was as \_\_\_\_ as we had hoped.  
A) success  
B) successfully  
C) successful  
D) succeeded
11. Our old system is \_\_\_\_ than the new one.  
A) slower  
B) slowest

- C) as slow  
D) more slow
12. You \_\_\_\_ send this file today – it's not urgent.  
A) must  
B) should  
C) don't have to  
D) might
13. The marketing team is \_\_\_\_ motivated \_\_\_\_ the tech department.  
A) as...than  
B) more...than  
C) as...as  
D) not as...than
14. They \_\_\_\_ have informed us earlier, but they didn't.  
A) can  
B) should  
C) might  
D) must
15. The more skilled people we hire, the \_\_\_\_ our project results will be.  
A) good  
B) better  
C) best  
D) more better

**Answer Key:**

1. B
2. B
3. B
4. A
5. A
6. A
7. C
8. B
9. A
10. C
11. A
12. C
13. C
14. B
15. B

### **Content Module 3. Marketing of logistics and business solutions**

#### **ТЕМА 5. Logistics in the digital economy. Smart technologies.**

##### ***Passive Voice in different tense forms.***

**Слухання:** E-commerce.

**Читання:** Lorries lead cars in the technology race.

**Говоріння:** Logistics and word building.

**Письмо:** A formal email confirming the result of the negotiation.

**Граматика:** Passive forms.

Рекомендована література: [1, 2, 5, 6, 7, 8, 18]

#### **Learning objectives**

- Can give or seek personal views and opinions in discussing topics of interest.
- Can understand a large part of many TV programmes on familiar topics.
- Can extract specific details from a TV programme on a business-related topic.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can make and justify a simple point of view on a work-related topic.

#### **Vocabulary**

|              |                     |                       |
|--------------|---------------------|-----------------------|
| deliver      | /dɪˈlɪv.ər/         | доставляти            |
| parcel       | /ˈpɑː.səl/          | посилка               |
| courier      | /ˈkuə.ri.ər/        | кур'єр                |
| logistics    | /ləˈdʒɪs.tɪks/      | логістика             |
| warehouse    | /ˈweə.haʊs/         | склад                 |
| dispatch     | /dɪˈspætʃ/          | відправляти           |
| robot        | /ˈrəʊ.bɒt/          | робот                 |
| drone        | /drəʊn/             | дрон                  |
| automate     | /ˈɔː.tə.meɪt/       | автоматизувати        |
| supply       | /səˈplaɪ/           | постачати, постачання |
| packaging    | /ˈpæk.ɪ.dʒɪŋ/       | упаковка              |
| distribution | /ˌdɪs.trɪˈbjʊː.ʃən/ | розподіл, дистрибуція |
| delivery     | /dɪˈlɪv.ər.i/       | доставка              |

|                  |                    |                                     |
|------------------|--------------------|-------------------------------------|
| locker           | /ˈlɒk.ər/          | шафа для зберігання (напр. посилки) |
| customer         | /ˈkʌs.tə.mər/      | клієнт                              |
| retailer         | /ˈriː.teɪ.lər/     | роздрібний продавець                |
| collection point | /kəˈlek.ʃən pɔɪnt/ | пункт видачі                        |
| driverless       | /ˈdraɪ.və.ləs/     | без водія                           |
| technology       | /tekˈnɒl.ə.dʒi/    | технологія                          |
| self-driving     | /ˌselfˈdraɪ.vɪŋ/   | автономний (про транспорт)          |
| manufacture      | /ˌmæn.jəˈfæk.tʃər/ | виробляти                           |
| automotive       | /ˌɔː.təˈməʊ.tɪv/   | автомобільний                       |
| transport        | /ˈtræn.spɔːt/      | транспорт                           |
| freight          | /freɪt/            | вантаж                              |
| innovation       | /ˌɪn.əˈveɪ.ʃən/    | інновація                           |
| commercial       | /kəˈmɜː.ʃəl/       | комерційний                         |
| remote area      | /rɪˈməʊt ˈeə.ri.ə/ | віддалена місцевість                |
| congestion       | /kənˈdʒes.tʃən/    | затор                               |

### **Grammar: Passive forms.**

**Passive forms (пасивний стан)** вживаються, коли об’єкт дії стає підметом речення, а дія виконується кимось іншим або взагалі не уточнюється. Основна граматична структура пасивного стану – це дієслово **“be”** у відповідному часі + дієслово в третій формі (**V3/past participle**).

Наприклад, у темі **E-commerce** речення “One day Amazon dispatched 1.2 million items” в активному стані перетворюється на пасивне: **“1.2 million items were dispatched by Amazon”** – 1,2 мільйони товарів було відправлено Амазоном. Або ще приклад з відео: “Goods may be delivered by the national post office or by courier companies” – це вже пасивна форма, яка означає, що товари можуть бути доставлені поштою або кур’єрськими компаніями.

Інше речення – “There are now robots that drive trucks and are controlled using a mobile app” – приклад пасиву: **“are controlled using a mobile app”** – керуються за допомогою мобільного додатку. Ще один приклад: “Packages can be collected from the collection locker” – посилки можуть бути забрані з поштомату.

У темі **Driverless technology** теж часто використовується пасив: наприклад, “Lorries are fitted with sensors and navigation systems” – вантажівки обладнані сенсорами та навігацією. Або “Drones will be used to deliver goods in the future” – дрони будуть використовуватись для доставки товарів у майбутньому.

Пасивний стан часто використовується в офіційних або інформаційних текстах, де виконавець дії неважливий або очевидний. Наприклад:

- **Present Simple:** Amazon delivers parcels → Parcels **are delivered** by Amazon.
- **Past Simple:** They used drones → Drones **were used**.
- **Future Simple:** Robots will control trucks → Trucks **will be controlled**.
- **Modal Verbs:** They can deliver goods → Goods **can be delivered**.

Пасив дозволяє фокусуватись на дії або результаті, а не на виконавцеві. Це особливо важливо в логістиці, техніці та діловому мовленні.

**Project:** The drone debate Students debate for and against product delivery by drone.

9A Put students in small groups and assign a letter, A or B, to each group. Go through the instructions and the statement with the class, and ask groups to read their information – box A or box B. Next, go through the steps students need to follow to prepare for the debate: they should first prepare arguments for their own group considering the points in the box, and then prepare to counter the other group’s arguments. Refer students to the examples. Give groups sufficient time to prepare their arguments. Go round and help students with ideas and/or any language they may need.

9B Students now hold their debate. This could be done in groups, with A groups working with B groups, or as a whole class. As feedback, ask the groups / the class which side they think ‘won’ and take a class vote: ask for a show of hands for those who are for and those who are against the proposal.

**Writing.** Letter of complaint

Ask students to give you examples of products (or services) they have bought which they were not happy with. Tell them to imagine they were going to write a letter of complaint about these products/services. Ask the following questions, eliciting ideas from different students and correcting/explaining answers as necessary: Who could you write the letter to? (e.g. to the manager of a company; to customer support); What information do you think a letter of complaint should include? (a description



and details of the problem, a request for action, a desired outcome); What tone do you think you should use: friendly and warm, polite and formal, or aggressive? (polite and formal); Why would you write such a letter? What would you expect? (e.g. a refund, a replacement).

Put students in pairs and give them a minute to list as many situations as they can in which a letter of complaint may be written. Elicit ideas from different pairs and list them on the board. Refer students to the table on page 130 and point out the headings: explain that for each Problem, a letter of complaint should include Details and a Demand. Give pairs a few minutes to complete the table, then elicit ideas from different students. You could list students' ideas in a table on the board for them to refer to when they do Exercise 3C.

| <b>Problem</b>    | <b>Details</b>                                                                                             | <b>Demand</b>                                                            |
|-------------------|------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| late payments     | month overdue                                                                                              | Immediate payment<br>/court                                              |
| damaged goods     | scratched, broken, not<br>working                                                                          | replacement, refund, di-<br>fferent product                              |
| wrong goods       | order for correct goods,<br>reference number,<br>details of goods required<br>and received                 | collect and replace<br>immediately, need<br>discount/ compensation       |
| invoice incorrect | wrong goods, agreed<br>price incorrect, discount<br>not applied                                            | won't pay until new<br>invoice received/ send<br>correct one immediately |
| inferior quality  | cheap and easily<br>breakable, materials<br>used not as good as<br>usual product, product<br>fails to work | if cannot supply quality<br>products, we must find<br>another supplier   |

### **Additional Exercises**

#### **1. Match the words from the list to the correct definition:**

##### **Words:**

courier, delivery, locker, logistics, customer, drone, robot, supply, retailer, congestion

##### **Definitions:**

- a company or person that sells goods to the public
- the process of organizing transport and storage of goods
- a flying machine without a pilot

- d) a person who buys goods or services
- e) a box where customers can collect parcels
- f) slow movement of traffic
- g) a mechanical device programmed to do tasks
- h) a person or service that brings parcels
- i) bringing goods to a customer
- j) the amount of goods available for sale

**2. Complete the sentences with the correct passive form of the verb in brackets.**

Example: Parcels **are delivered** every day. (deliver)

1. The packages \_\_\_\_\_ (send) yesterday.
2. Goods \_\_\_\_\_ (transport) by drones in the future.
3. The items \_\_\_\_\_ (not/pack) correctly.
4. Robots \_\_\_\_\_ (use) to assist with delivery.
5. A new app \_\_\_\_\_ (develop) to track parcels.

**3. Choose the correct word (odd one out). Give your reason.**

1. items – goods – packages – **collect**
2. courier – drone – courier company – **collection locker**
3. damaged – broken – packed – **properly**
4. congested – crowded – **balanced** – busy

**4. Put the words in the correct order (Passive voice focus):**

1. delivered / will / the / goods / be / tomorrow
2. mobile / a / controlled / app / is / by / the / robot
3. fitted / are / lorries / with / systems / navigation
4. collected / lockers / can / from / be / parcels
5. used / drones / will / be / deliveries / for

**5. Complete the sentences using words from the unit (Driverless technology):**

1. Self-driving trucks reduce the need for \_\_\_\_\_.
2. Driverless vehicles rely on \_\_\_\_\_ and \_\_\_\_\_ systems.
3. \_\_\_\_\_ are becoming more common in warehouses.
4. In the future, many deliveries might be made by \_\_\_\_\_.
5. The rise of driverless tech may cause less \_\_\_\_\_ in cities.

**6. Choose the correct passive form:**

1. The goods (are delivering / are delivered) by a courier.
2. Packages (was sent / were sent) yesterday.
3. Drones (will be used / will use) in remote areas.
4. The app (is developed / is being developed) now.
5. Robots (controlled / are controlled) by a mobile system.

**7. Rewrite the sentences in the passive voice:**

1. Amazon ships millions of parcels every day.

2. A technician repaired the delivery robot.
3. The company will launch a new delivery system.
4. The customer picked up the package.
5. The software updates the navigation automatically.

**8. Fill in the blanks with correct vocabulary:**

1. Customers can \_\_\_\_\_ their orders using a mobile app.
2. The items were not packed \_\_\_\_\_ and arrived broken.
3. The \_\_\_\_\_ company promised delivery in 30 minutes.
4. High traffic and \_\_\_\_\_ cause delays.
5. A \_\_\_\_\_ was used to transport the medical supplies.

**9. Passive transformation quiz (mixed tenses):**

Change to passive:

1. They are testing new delivery robots.
2. Drones delivered the parcel in 10 minutes.
3. The operator will control the drone.
4. Someone has collected the package already.
5. People use lockers for convenience.

**10. Short writing task (use passive voice):**

**Write 5 sentences** about how goods are delivered in your country or city. Try to include passive voice.

Example: "Most online orders are delivered within two days."

**Test Tasks**

Choose the correct option:

1. Goods ordered online are usually \_\_\_\_\_ within a few days.  
 A) deliver  
 B) delivered  
 C) delivering  
 D) delivers
2. A self-driving vehicle is one that \_\_\_\_\_ without a human driver.  
 A) operated  
 B) is operated  
 C) operates  
 D) was operated
3. A customer can pick up a parcel from a \_\_\_\_\_ at any time.  
 A) collection locker  
 B) retailer  
 C) courier  
 D) warehouse
4. New robots \_\_\_\_\_ to reduce packaging time.  
 A) uses

- B) using
- C) are used
- D) is used

5. The opposite of “properly packed” is \_\_\_\_\_.

- A) collected
- B) balanced
- C) damaged
- D) correctly

6. Driverless lorries \_\_\_\_\_ in some European countries.

- A) tested
- B) are being tested
- C) are testing
- D) test

7. Which word does NOT belong to the group?

- A) congestion
- B) crowded
- C) delivery
- D) busy

8. The package \_\_\_\_\_ by drone yesterday.

- A) was delivered
- B) delivered
- C) has delivered
- D) had delivering

9. Which is a person?

- A) retailer
- B) delivery
- C) packaging
- D) distribution

10. Which noun means “the act of sending out products”?

- A) fulfilment
- B) supply
- C) distribution
- D) transportation

11. This item \_\_\_\_\_ with care to avoid damage.

- A) is packed
- B) pack
- C) is packing
- D) packs

12. Amazon lockers are examples of \_\_\_\_\_ delivery.

- A) human-operated
- B) app-based

- C) locker-based
- D) manual

13. Select the correct passive voice sentence:

- A) Customers pick up the parcels.
- B) The courier delivered the goods.
- C) The parcels are picked up by customers.
- D) Pick up the parcels!

14. In the future, drones \_\_\_\_\_ to deliver groceries.

- A) are using
- B) will be used
- C) will use
- D) were used

15. Choose the correct collocation:

- A) pick out a parcel
- B) receive a locker
- C) deliver by courier
- D) transport by customer

### **Answer Key**

- 1. B
- 2. C
- 3. A
- 4. C
- 5. C
- 6. B
- 7. C
- 8. A
- 9. A
- 10. C
- 11. A
- 12. C
- 13. C
- 14. B
- 15. C

## ТЕМА 6. *Entrepreneurship and digital marketing. The order of words in a sentence.*

**Слухання:** A presentation based on visual data.

**Читання:** Leaving Harvard to start a business.

**Говоріння:** Business promotion.

**Письмо:** Email.

**Граматика:** Order of information in sentences.

Рекомендована література: [1, 2, 5, 6, 7, 8, 18]

### Learning objectives

- Can understand a large part of a video on a workrelated topic.
- Can use language related to running and nancing a business.
- Can express and comment on ideas and suggestions in informal discussions.
- Can give an effective presentation about a familiar topic.

### Vocabulary

delivery /dɪ'livəri/ доставка

customer /'kʌstəmə(r)/ клієнт

courier /'kʊriə(r)/ кур'єр

parcel /'pɑ:səl/ посилка

goods /gʊdz/ товари

collect /kə'lekt/ забирати

receive /rɪ'si:v/ отримувати

package /'pækɪdʒ/ пакунок

crowded /'kraʊdɪd/ переповнений

operator /'ɒpəreɪtə(r)/ оператор

manufacturer /,mænju'fæktʃərə(r)/ виробник

logistics /lə'dʒɪstɪks/ логістика

automation /,ɔ:tə'meɪʃən/ автоматизація

distribution /,dɪstrɪ'bju:ʃən/ розподіл

fulfil /fʊl'fɪl/ виконувати (замовлення тощо)

congestion /kən'dʒestʃən/ затор, перевантаження

transporter /træn'spɔ:tə(r)/ перевізник

supply /sə'plai/ постачання

technology /tek'nɒlədʒi/ технологія

drone /dru:n/ дрон

distribution /,dɪstrɪ'bju:ʃən/ розповсюдження

self-driving /,self draɪvɪŋ/ автономный, самокерований  
operator (tech) /'ɒpəreɪtə(r)/ оператор (пристрою/системе)

**Grammar: Order of information in sentences.**

In English sentence construction, it is important to follow a logical **order of information**, which means structuring sentences **from known to new**. This helps make communication clear and easy to follow. The usual order is: **subject (who or what) → verb (what happens) → object or complement (what/whom) → extra information (how, where, when, why)**.

For example, from the topic of e-commerce: *Amazon ships millions of items every day using a mobile app*. The sentence begins with something familiar (Amazon), then gives the action (ships), followed by new or additional information — what is shipped, how often, and how. Another example is: *Some companies are also considering using drones to deliver goods to customers*. The subject (some companies) is familiar or general, and the new idea (using drones) comes after.

From the driverless technology topic, we see: *Lorries are now leading cars in the driverless technology race*. Again, the sentence starts with the known subject (lorries), the action (are leading), and then introduces the new information — the area in which they are leading.

Time, place, and manner (how, when, where) usually come at the end of the sentence. For example: *Goods are delivered by robots in less than thirty minutes*. Even in passive sentences like this, we often begin with what's already known (goods), and add new or more detailed information afterwards.

Using the correct order of information makes sentences more natural and professional, especially in topics such as logistics, delivery systems, and online commerce.

**Project:** Setting up a business Students develop a business idea for a start-up company and then present it to the class.

9A Put students in small groups. Go through the instructions and table with them and answer any vocabulary questions they may have. Explain that they can choose one of the ideas in the table or use their own idea. Point out that they should follow the three steps listed, and give them plenty of time to plan their presentation. If your students have access to computers, you could ask groups to prepare a short presentation using PowerPoint or similar.

9B Groups now present their business ideas to the class. When everyone has had a chance to present their idea, do a class vote on the best one.

**Writing.** Students listen to part of a talk and write their own summary of it.

3A Put students in pairs and refer them to the summary on page 134. Explain the activity, set a time limit and remind students to refer to the tips in Exercise 2. Note that students should not write an improved version of the summary at this point – they should only discuss ways in which it can be shortened and improved. Elicit ideas from different pairs at the end.

3B 6.05 Explain the writing task and refer students to the audioscript on page 149. Play the recording for them to read and listen to the final part of the talk and set a time limit for them to write their summary. Give them plenty of time and point out the word limit before they begin. Also remind them to use the tips in Exercise 2 and their ideas from Exercise 3A. While students are writing, monitor and provide help as necessary. If time is short, this exercise can be set for homework.

### *Model answer*

George Johnson advises new entrepreneurs to passionately believe in their product or service because, without that belief, it will not sell. His second point is the need for extensive market research and to listen to people's feedback. After that comes good, step-by-step planning and time management. According to him, a good plan is a map which can be redrawn if there are failures. The best advice he was given was to listen to all the advice offered, but to reject what felt wrong, but he believes that asking for advice when it is needed is vital because no one is an expert in everything. Managing finances carefully from the start is fundamental and becomes even more important as the company grows and the amounts increase. When working with large retailers, he tells entrepreneurs to negotiate hard for their desired unit price as retailers will always aim for the lowest price possible. If the retailers want a product, it must be good, so the entrepreneur should not give it away. In addition, close customer relations are crucial because, without the customer, the business will fail. Furthermore, becoming a leader and managing a company is hard, so learning to trust key people and delegating work appropriately is essential, although it is not easy when people are used to having total control. And finally, he concludes that



success requires hard work and that the entrepreneur will probably work harder than ever before.

### Additional Exercises

1. Choose the sentence with the correct word order.

1. a) Are delivered goods by drones quickly.  
b) Goods are delivered quickly by drones.

✓ \_\_\_\_\_

2. a) Some companies are using drones to deliver goods.  
b) To deliver goods some companies drones are using.

✓ \_\_\_\_\_

2. Put the words in the correct order to make meaningful sentences.

1. *delivery / Amazon / millions of / every day / handles / items*

☞ \_\_\_\_\_

2. *robots / parcels / deliver / now / can / in / 30 minutes*

☞ \_\_\_\_\_

3. Complete the sentences with your own ideas following the correct structure.

1. Drones deliver packages \_\_\_\_\_ (when?) \_\_\_\_\_ (how?).

☞ \_\_\_\_\_

2. Customers can receive goods \_\_\_\_\_ (where?) \_\_\_\_\_ (when?).

☞ \_\_\_\_\_

4. Find and correct the mistake in word order.

1. *Items every day Amazon delivers using an app.*

☞ \_\_\_\_\_

2. *Delivered by robots goods are in less than 30 minutes.*

☞ \_\_\_\_\_

5. Rewrite the sentences so that the information flows from known to new.

1. *Using drones, companies are trying to transport goods.*

☞ \_\_\_\_\_

2. *In remote areas, drone delivery can be faster than road transport.*

☞ \_\_\_\_\_

6. Match beginnings (A) with the most logical endings (B).

**A**

1. Amazon uses technology
2. Some companies want
3. Customers can track their parcels

## B

a) to make deliveries faster and safer.

b) using a mobile application.

c) to deliver goods by robot.

7. Use the prompts to write complete sentences in the correct order.

1. **(the courier / delivers / to your door / the package / every afternoon)**



2. **(robots / in Finland / used / are / to sort / parcels)**



8. Finish the sentences using logical and grammatically correct endings.

1. In the future, customers will receive their parcels...



2. Amazon developed new systems to...



9. Which ending makes the sentence more logical and natural?

1. The robot delivered the package...

a) inside a broken bag.

b) in under 20 minutes.

c) the company uses.



10. Write 3–5 sentences about how you imagine future deliveries will happen. Use the correct order of information:

**Subject → Verb → Object → Extra details (how, where, when, why).**



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## Test Tasks

### 1. Which sentence is correct?

a) The courier delivers usually packages in the afternoon.

b) Usually the courier delivers in the afternoon packages.

c) The courier usually delivers packages in the afternoon.

d) Packages delivers usually in the afternoon the courier.

### 2. Choose the best word order:

*Every day, \_\_\_\_\_ millions of items worldwide.*

a) ships Amazon

b) Amazon ships

c) ships millions Amazon

d) Amazon shipping

**3.What comes last in a well-structured sentence?**

- a) Subject
- b) Time
- c) Verb
- d) New information

**4.Choose the sentence with correct order:**

- a) Drones deliver sometimes goods in rural areas.
- b) Sometimes drones deliver goods in rural areas.
- c) Deliver drones goods sometimes in rural areas.
- d) Goods deliver drones in sometimes rural areas.

**5.What is the correct sentence structure?**

- a) Technology advanced companies use for faster delivery.
- b) Companies advanced use for faster delivery technology.
- c) Companies use advanced technology for faster delivery.
- d) Use companies advanced for technology faster delivery.

**6.Where should time expressions usually go?**

- a) In the middle of the verb phrase.
- b) At the beginning or end of the sentence.
- c) Before the subject.
- d) Between the subject and object.

**7.Which version is correct?**

- a) Goods by autonomous lorries delivered are.
- b) Autonomous lorries are delivered goods.
- c) Goods are delivered by autonomous lorries.
- d) Are delivered by autonomous lorries goods.

**8.Choose the sentence with the best structure:**

- a) The app track allows customers their deliveries to.
- b) The app allows customers to track their deliveries.
- c) Allows customers to track the app their deliveries.
- d) Their deliveries customers track the app to allows.

**9.What comes first in a sentence about a familiar subject?**

- a) New information
- b) The verb
- c) The subject
- d) The object

**10.Find the correct word order:**

*The robot will deliver the package...*

- a) tomorrow at your home
- b) at your home tomorrow
- c) deliver will tomorrow the robot
- d) the package tomorrow robot deliver

**11. Which sentence sounds most natural?**

- a) People receive can now packages by drone.
- b) Now can people receive packages by drone.
- c) People can now receive packages by drone.
- d) Packages receive now people by drone.

**12. Choose the sentence with correct adverb placement:**

- a) Drones quickly can deliver parcels.
- b) Drones can deliver quickly parcels.
- c) Drones can quickly deliver parcels.
- d) Can quickly drones deliver parcels.

**13. Where does 'how' information usually go?**

- a) Before the subject
- b) After the object
- c) Between subject and verb
- d) At the very beginning of a sentence

**14. Pick the grammatically correct sentence:**

- a) Goods every day are by Amazon delivered.
- b) Amazon delivers goods every day.
- c) Every day delivers Amazon goods.
- d) Goods Amazon every day delivers.

**15. Which is the best way to say this?**

- a) In less than 20 minutes, robots the food deliver.
- b) Robots deliver food in less than 20 minutes.
- c) Deliver food robots in 20 minutes less.
- d) Robots in less than 20 minutes food deliver.

**Answer Key:**

- 1. c
- 2. b
- 3. d
- 4. b
- 5. c
- 6. b
- 7. c
- 8. b
- 9. c
- 10. a
- 11. c
- 12. c
- 13. b
- 14. b
- 15. b

## **Content Module 4. Global Marketing Leadership**

### **ТЕМА 7. Cross-Cultural Marketing Insights. Cultural anecdotes. The Past Tense Group. First and Second Subjunctive Mood.**

**Слухання:** Navigating cultures in the digital marketing world.

**Читання:** Blog posts on cultural awareness.

**Говоріння:** Research a different work or study culture.

**Письмо:** A formal email confirming the outcome of the presentations.

**Граматика:** Past tenses: Past Simple, Past Continuous and Past Perfect Simple; First and second conditional.

Рекомендована література: [1, 2, 5, 6, 7, 8, 18]

### **Vocabulary**

Accent /'æksənt/ акцент

Fluent /'flu:ənt/ вільно розмовляючий

Reserved /rɪ'zɜ:vɪd/ стриманий

Nuance /'nju:ɑ:ns/ нюанс

Demotivated /di:'məʊtɪveɪtɪd/ демотивований

Tend to /tend tu:/ мати тенденцію (щось робити)

Come across /kʌm ə'krɒs/ справляти враження

Put off /pʊt ɒf/ відлякувати, відбивати бажання

Be used to /bi: ju:st tu:/ звикнути до

Abroad /ə'brɔ:d/ за кордоном

Common /'kɒmən/ звичний, поширений

Etiquette /'etɪket/ етикет

Honest / Dishonest /'ɒnɪst/ чесний / нечесний

Sociable / Unsociable /'səʊʃəbl/ товариський / нетовариський

Respectful / Disrespectful /rɪ'spektfl/ шанобливий / нешанобливий

Misunderstanding /,mɪsʌndə'stændɪŋ/ непорозуміння

Customs /'kʌstəmz/ звичаї

Embarrassed /ɪm'bærəst/ збентежений

Offended /ə'fendɪd/ ображений

Optimism /'ɒptɪmɪzəm/ оптимізм

Anecdote /'ænɪkdəʊt/ анекдот, історія з життя

Bossy /'bɒsi/ владний

Atmosphere /'ætməsfɪə(r)/ атмосфера

Approach /ə'prəʊtʃ/ підхід

Tense /tens/ напружений (про ситуацію або атмосферу)

Apologetic /ə,pələ'dʒetɪk/ вибачливий

**Grammar: Past tenses: Past Simple, Past Continuous and Past Perfect Simple.**

The topic of **Past Tenses** includes three main forms: **Past Simple**, **Past Continuous**, and **Past Perfect Simple**. Each of these tenses is used to describe actions in the past, but they serve different purposes.

**Past Simple** is used for actions that happened and were completed in the past. For example, in the sentence “*Luis once went to a meeting in Mumbai*”, the action of going to the meeting is finished. Another example is “*The meeting started in a surprising way*”, which states a completed past event.

**Past Continuous** is used to describe actions that were in progress at a specific moment in the past or to give background for another event. For instance: “*Shivani was working so hard, so she sent her boss an angry email*” – the action of working was ongoing. This tense is often combined with Past Simple to show an interruption, such as: “*She was writing an email when the meeting started.*”

**Past Perfect Simple** is used to show that one action happened before another past event. For example: “*Shivani had become ill because she was working so hard*” – becoming ill happened before other past actions. Another example is: “*The speaker had had an argument with the boss*”, highlighting that the argument occurred before the main moment of the story.

In summary, Past Simple describes completed actions, Past Continuous describes ongoing actions in the past, and Past Perfect Simple shows actions that happened earlier than another point in the past. Using these tenses correctly helps to clearly and logically describe events, especially in stories about cultural experiences or workplace situations.

**Grammar: First and second conditional.**

**First Conditional – Real possibility in the future**

**Structure: If + Present Simple, will + base verb**

**Use:** We use the **First Conditional** to talk about **real** and **possible** situations in the **future** – things that can really happen.

**Examples:**

- *If I study hard, I will pass the test.*  
(It’s possible – I plan to study.)

- *If people come to work in my country, they will need to learn about our culture.*

- *If you go abroad, you will meet new people.*

**Second Conditional – Imaginary or unlikely situations**

**Structure: If + Past Simple, would + base verb**

**Use:** We use the **Second Conditional** to talk about **unreal**, **imaginary**, or **unlikely** situations, often in the **present or future**.

**Examples:**

- *If I studied abroad, I would make international friends.*  
(But I'm not studying abroad now – it's imaginary.)
- *If I worked in another country, I would try to learn the language quickly.*
- *If we had more cultural training, we wouldn't make so many mistakes.*

**Project:** Research a culture Students research a foreign culture and then write tips for people from abroad coming to work/study in their own country.

8A Put students in pairs or small groups. Go through the instructions with the class and check that students understand the meanings of the words in the box in the third bullet point. Also go through the phrases for checking/confirming information – you could put them on the board for students to refer to during the activity. Before students begin, make sure they are clear about what they need to do in each step. Also check if they all have a phone or other device they can use to record the interview. If they don't, encourage them to take notes. Give pairs/groups plenty of time for each step, while you go round monitoring and helping as necessary. As feedback, ask students to use their recordings/notes to report back to the class; they could do this in a future lesson if time is short.

8B Ask a couple of students to give an example of something people should/shouldn't do if they come to work/study in the students' own country. Then give them time to write their dos and don'ts in their pairs/groups. As feedback, elicit ideas from different pairs/groups.

### **Writing**

Ask students to turn to page 129 and give them time to read the notes. Explain the task and let students ask you any questions they may have. Tell them that they can use the model answer in Exercise 1 to help them, and that they should include formal phrases from the table in Exercise 2 in their report. If time is short, students can write their reports for homework.

#### *Model answer*

Cross-cultural project teams

There have been several problems recently with our crosscultural teams. It seems that some of the team members are not getting on with each other and this is causing serious delays and misunderstandings.

Firstly, the most important thing to do would be to get feedback from every team member, focusing on both the

strengths and the weaknesses of their teams. I would then advise the company to provide training for all project team members immediately. If possible, the company should also try to arrange for team members to meet face-to-face so that they can get to know each other better and understand their different cultures. If it becomes apparent that there are still problems, then one thing which could be done is to move team members from one team to another. However, it is hoped that this will not be necessary.

In conclusion, I would strongly recommend that you organise training for current team members and also for anyone else who may be involved in cross-cultural working in the future.

### Additional Exercises

#### Task 1. Choose the correct tense

Complete the sentence using **Past Simple**, **Past Continuous**, or **Past Perfect Simple**:

1. When I arrived at the meeting, they \_\_\_\_\_ (already/start).
2. While we \_\_\_\_\_ (discuss) the agenda, Luis came in.
3. She \_\_\_\_\_ (feel) embarrassed because she \_\_\_\_\_ (make) a mistake in her email.
4. They \_\_\_\_\_ (not understand) the customs when they first came to the country.
5. I \_\_\_\_\_ (write) an email when the boss walked in.

#### Task 2. Complete the sentences using First or Second Conditional

Use the correct conditional form:

6. If you work in another country, you \_\_\_\_\_ (have) to adapt to a new culture.
7. If I \_\_\_\_\_ (be) more confident, I would speak up in meetings.
8. If they \_\_\_\_\_ (not know) the local etiquette, they will probably make a \_\_\_\_\_ mistake.
9. If she \_\_\_\_\_ (understand) his tone better, she wouldn't feel offended.
10. If I ever move abroad, I \_\_\_\_\_ (try) to be respectful of the local customs.

#### Task 3. Complete the sentences with the correct word from the box

Use each word once.

**[accent, nuance, offended, respectful, demotivated]**

11. When working in a new culture, understanding small \_\_\_\_\_ in communication can help avoid conflict.



12. Luis was a bit \_\_\_\_\_ when no one responded to his joke.
13. She felt \_\_\_\_\_ after receiving no feedback on her work.
14. It's important to be \_\_\_\_\_ during meetings, even if you disagree.
15. I could tell he wasn't from here – he had a strong Scottish \_\_\_\_\_.

#### **Task 4. Match the sentence halves**

**A:**

16. If I had known about their customs,
17. If she learns the local language,
18. If they weren't so direct in communication,

**B:**

- a. she'll find it easier to make friends.
- b. it wouldn't be so hard to work with them.
- c. I wouldn't have made that mistake.

#### **Task 5. Correct the mistakes**

Find and fix the grammar mistakes in each sentence:

19. *If I will travel to Japan, I would eat sushi every day.*
20. *She was sent the email after she had left the office.*

### **Test Tasks**

#### **1. What does the word "nuance" mean?**

- A) A mistake
- B) A small difference in meaning or expression
- C) A loud argument
- D) A foreign language

#### **2. Choose the correct form:**

When I arrived, the meeting \_\_\_\_\_.

- A) was started
- B) had started
- C) is starting
- D) has started

#### **3. Which sentence uses Past Continuous correctly?**

- A) I was wrote an email.
- B) She was working on a project yesterday.
- C) They was going to the meeting.
- D) He working hard last week.

#### **4. Choose the correct conditional:**

If I worked abroad, I \_\_\_\_\_ a lot of new people.

- A) will meet
- B) met
- C) would meet
- D) meet

**5. Which word is a synonym of “offended”?**

- A) confused
- B) amused
- C) insulted
- D) welcomed

**6. Which sentence is in Past Perfect?**

- A) She was reading the email.
- B) She has read the email.
- C) She had read the email before the meeting.
- D) She read the email carefully.

**7. Choose the correct verb form:**

They \_\_\_\_\_ when the manager arrived.

- A) had talk
- B) were talking
- C) talk
- D) talked

**8. What is the opposite of “respectful”?**

- A) careless
- B) noisy
- C) disrespectful
- D) direct

**9. Choose the correct conditional sentence:**

If you \_\_\_\_\_ the etiquette, you will feel more confident.

- A) learned
- B) learns
- C) had learned
- D) learn

**10. Which word best completes the sentence?**

She speaks English fluently, but her \_\_\_\_\_ is still very strong.

- A) culture
- B) voice
- C) accent
- D) phrase

**11. Choose the correct sentence:**

- A) If I had more time, I will help you.
- B) If I will travel, I would visit India.
- C) If I knew French, I would apply for that job.
- D) If I know French, I would apply for that job.

**12. What does “demotivated” mean?**

- A) tired but focused
- B) full of energy

C) lacking motivation

D) feeling creative

**13. Choose the correct past tense combination:**

By the time he arrived, we \_\_\_\_\_ the presentation.

A) finished

B) had finished

C) finishing

D) were finished

**14. Which sentence shows a real future possibility?**

A) If she studied more, she would pass.

B) If she studies more, she will pass.

C) If she had studied, she would pass.

D) If she would study, she passed.

**15. Choose the best word to complete the sentence:**

Different cultures have different \_\_\_\_\_, and it's important to respect them.

A) misunderstandings

B) customs

C) feelings

D) suggestions

**Answer Key**

1. B

2. B

3. B

4. C

5. C

6. C

7. B

8. C

9. D

10. C

11. C

12. C

13. B

14. B

15. B

## ТЕМА 8. *NeuroMarketing Leadership. Subordinate Clause.*

**Слухання:** Smart Meeting Management for Digital Marketers

**Читання:** Neuroleadership.

**Говоріння:** Giving and responding to feedback.

**Письмо:** An email to justify a training course.

**Граматика:** Relative Clauses.

Рекомендована література: [1, 2, 5, 6, 7, 8, 18]

### Vocabulary

delegate /'deliɡeɪt/ делегувати

prioritise /praɪ'ɒrətaɪz/ (BrE), /praɪ'ɔːrətaɪz/ (AmE) розставляти пріоритети

cope with /kəʊp wɪð/ справлятися з

run (a business/team) /rʌn/ керувати (бізнесом/командою)

set (an example/targets) /set/ ставити (приклад/цілі)

trust /trʌst/ довіряти

task /tɑːsk/ завдання

challenge /'tʃælɪndʒ/ виклик

leadership /'liːdəʃɪp/ лідерство

manager /'mænɪdʒə(r)/ менеджер

feedback /'fiːdbæk/ зворотний зв'язок

decision /dɪ'sɪʒən/ рішення

take responsibility /teɪk rɪ'spɒnsə'bɪləti/ брати відповідальність

consult /kən'sʌlt/ радитися, консультуватися

gain respect /ɡeɪn rɪ'spekt/ здобути повагу

neuroscience /'njʊərəʊsaɪəns/ нейронаука

empathy /'empəθi/ емпатія

brainstorming /'breɪnstɔːmɪŋ/ мозковий штурм

emotional intelligence /ɪ'məʊʃənl m'telɪdʒəns/ емоційний інтелект

decision-making /dɪ'sɪʒən meɪkɪŋ/ ухвалення рішень

impact /'ɪmpækt/ вплив

leadership mindset /'liːdəʃɪp 'maɪndset/ мислення лідера

perspective /pə'spektɪv/ точка зору, бачення

unconscious bias /ʌn'kɒŋfəs 'baɪəs/ неусвідомлене упередження

interpersonal /,ɪntə'pɜːsənl/ міжособистісний

hierarchy /'haɪərəki/ ієрархія

dominance /'dɒmɪnəns/ домінування

team dynamics /tiːm daɪ'næmɪks/ динаміка команди

### **Grammar: Relative Clauses.**

**Relative Clauses** are used to give extra information about a person, thing, place, or time that has already been mentioned. They usually begin with a **relative pronoun**, such as **who**, **which**, **that**, **whose**, **where**, or **when**.

We use **who** to refer to people. For example: *A leader who listens to the team earns respect.* This means that listening to the team is a quality that makes someone a good leader.

We use **which** or **that** to refer to things or ideas. For example: *She proposed an idea which helped improve communication.* Or: *Trust is something that every leader needs.* In both cases, the relative clause adds important details about the idea or the thing.

**Where** is used to talk about places. For example: *Safari Vet School is the place where Nadia learned to lead.* This tells us more about the location and what happened there.

**Whose** shows possession. For example: *Nadia is the leader whose task was the most difficult.* This sentence explains that Nadia had the hardest task, and the word "whose" connects Nadia to "task."

**When** refers to time. For example: *There are moments when a leader must take control.* It tells us about a specific time or situation when action is needed.

There are two main types of relative clauses: **defining** and **non-defining**. A **defining relative clause** gives essential information and is not separated by commas. For example: *The woman who asked the questions was Steve's assistant.* We need the relative clause to know which woman we are talking about.

A **non-defining relative clause** gives extra, non-essential information and is separated by commas. For example: *Indra Nooyi, who was the CEO of Pepsi, inspired many women.* The relative clause gives us more information about Indra Nooyi, but it's not necessary to understand who she is.

**Project:** Great leaders Students research and talk about great leaders and then write an article about one.

10A Put students in pairs or small groups. Give them a minute to read the instructions, then go through them with the class. Clarify that students need to work individually for the first two steps, then share and discuss their ideas with their group. If your students have access to the internet, encourage them to research their chosen leaders online. Otherwise, make sure students choose two or three people they know well enough to say what makes them good leaders. Set a time limit for the first two steps. When that time is up, set a time limit for the next two steps, with students working in their groups. Monitor and provide help if needed.

10B Go through the instructions with the class and give students a minute to think about which leader they are going to write about. You could pair up students who choose the same leader and let them research and brainstorm ideas together. If your students do not have online access, it might be better to set this exercise for homework, so students can do their research before they write their article. Highlight the word limit and remind students to plan their article carefully and organise it into clear paragraphs.

### *Model answer*

I think country and western singer Dolly Parton is a great leader in her profession. She was born in Tennessee in 1946. She grew up in a big family and started performing and writing her own songs at an early age. Many of her songs, like Jolene and I Will Always Love You, are classics.

Parton is also a successful businesswoman. Her multimillion-dollar business empire includes the Dollywood theme park in her hometown, which has created jobs for the community. She also owns restaurants, radio stations and publishing companies. She attributes her business sense to her father, a farmer, and her creativity to her mother. I admire her because she's a talented, hard-working woman with a great sense of humour.

### **Writing**

Task Students write an email informing of decisions. 3A Put students in pairs and refer them to the email on page 131. Allow plenty of time for them to rewrite the email. While students are writing, monitor and provide help as necessary.

### *Model answer*

Dear José

As you missed this morning's sales department meeting, here is a summary of the decisions made. Firstly, it was decided that Sylvie du Martin would be the best person to chair the International Sales Managers' meeting next month. Unfortunately, with regard to improving communication between Production and Sales, we were unable to reach a consensus, so it appears that the same problems with Production will continue for now. Finally, a social event has been arranged on Friday evening next week in order to try and resolve the situation informally.

### Additional Exercises

*Exercise 1:* Fill in the blank with a relative pronoun

(Use who, which, that, where, when, whose)

1. A good leader is someone \_\_\_\_ can inspire others.
2. Trust is a quality \_\_\_\_ every manager should develop.
3. Nadia completed the task \_\_\_\_ was assigned to her during the challenge.
4. The place \_\_\_\_ the contestants trained was called Safari Vet School.
5. There are situations \_\_\_\_ quick decisions are needed.
6. Steve is the team member \_\_\_\_ ideas helped the group succeed.
7. The animal \_\_\_\_ they treated needed immediate care.
8. I admire leaders \_\_\_\_ vision changes the future.
9. The meeting \_\_\_\_ we discussed the team roles was very helpful.
10. That's the woman \_\_\_\_ leadership style impressed the judges.

*Exercise 2:* Join the sentences using a relative clause

1. Nadia led the team. The team had to complete a difficult task.  
→ Nadia led the team that had to complete a difficult task.
2. Steve gave her feedback. Steve is a vet.  
→ Steve, who is a vet, gave her feedback.
3. Indra Nooyi inspired many people. She was the CEO of Pepsi.  
→ Indra Nooyi, who was the CEO of Pepsi, inspired many people.
4. The tasks were challenging. The contestants had to complete them.  
→ The tasks that the contestants had to complete were challenging.
5. We watched a show. It was about leadership.  
→ We watched a show which was about leadership.

*Exercise 3:* Correct the mistake (if any)

1. The leader which gave the speech was very young.
2. That's the man who's advice changed my life.
3. The school where Nadia studied at was in South Africa.
4. They chose a strategy that worked well for the whole team.
5. The moment when Nadia took the lead was inspiring.

(Tip: Some of these have grammar issues or incorrect relative pronouns.)

*Exercise 4:* Write your own sentences

Use the following prompts to create relative clauses. Make sure your sentence includes a relative pronoun and a leadership context:

1. A person / inspire / others
2. A place / learn / manage a team
3. A moment / make a decision under pressure
4. A leader / I admire
5. A task / be challenging but rewarding

### Test Tasks

1. A good leader is someone \_\_\_\_ listens carefully to their team.  
A) which  
B) who  
C) where
2. That's the strategy \_\_\_\_ worked best during the challenge.  
A) who  
B) which  
C) whose
3. The moment \_\_\_\_ she took control was critical.  
A) when  
B) where  
C) which
4. The feedback \_\_\_\_ the manager gave was helpful.  
A) who  
B) that  
C) whose
5. Steve, \_\_\_\_ is a trained vet, helped treat the injured animal.  
A) which  
B) where  
C) who
6. They created a plan \_\_\_\_ improved communication.  
A) who  
B) whose  
C) that
7. The woman \_\_\_\_ leadership style impressed the judges was promoted.  
A) which  
B) whose  
C) who
8. This is the school \_\_\_\_ they teach young people to lead.  
A) where  
B) who  
C) that
9. A manager \_\_\_\_ doesn't trust their team may struggle to delegate.  
A) where  
B) who  
C) when
10. I respect leaders \_\_\_\_ decisions are based on empathy.  
A) which  
B) that  
C) whose



11. Do you remember the day \_\_\_\_ the team won the final challenge?  
A)when  
B)where  
C) who
12. The technique \_\_\_\_ they used came from neuroscience.  
A)which  
B)where  
C) whose
13. A place \_\_\_\_ people feel safe encourages open communication.  
A)who  
B)that  
C) where
14. Emotional intelligence is a skill \_\_\_\_ all leaders should develop.  
A)which  
B)where  
C) who
15. This is the man \_\_\_\_ helped Nadia during the task.  
A)that  
B)when  
C) whose

**Answer Key**

1. B
2. B
3. A
4. B
5. C
6. C
7. B
8. A
9. B
10. C
11. A
12. A
13. C
14. A
15. A

## Content Module 5. Digital marketing technologies.

### ТЕМА 9. *Digital disruptors. Zero, first and second conditionals. Linkers.*

**Слухання:** A disruptive marketing start-up.

**Читання:** Digital talking technology.

**Говоріння:** Trade show demonstration of an app.

**Письмо:** Instructions for the app.

**Граматика:** Grammar: Zero, first and second conditionals. Linkers. Noun phrases to replace verb phrases.

Рекомендована література: [1, 3, 5, 6, 7, 8]

### Learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can justify and sustain views clearly by providing relevant explanations and arguments.
- Can present a summary of a straightforward business proposal.

### Vocabulary

**disrupt** /disˈrʌpt/ – порушувати, зривати

**disruptive** /disˈrʌptɪv/ – руйнівний, деструктивний

**innovation** /ˌɪnəˈveɪʃn/ – інновація

**innovative** /ˈɪnəveɪtɪv/ – новаторський

**anticipate** /ænˈtɪsɪpeɪt/ – передбачати, очікувати

**convert** /kənˈvɜːt/ – перетворювати

**conversion** /kənˈvɜːʃn/ – перетворення

**analyze** /ˈænəlaɪz/ – аналізувати

**analysis** /əˈnæləsɪs/ – аналіз

**analyst** /ˈænəlist/ – аналітик

**analytical** /ˌænəˈlɪtɪkl/ – аналітичний

**personalize** /ˈpɜːsənəlaɪz/ – персоналізувати

**personality** /ˌpɜːsəˈnæləti/ – особистість

**personal** /ˈpɜːsənəl/ – особистий

**visualize** /ˈvɪʒuəlaɪz/ – уявляти, візуалізувати

**visual** /ˈvɪʒuəl/ – візуальний

**predict** /prɪˈdɪkt/ – передбачати

**prediction** /prɪˈdɪkʃn/ – передбачення

**predictive** /prɪˈdɪktɪv/ – прогностичний

**customer** /ˈkʌstəmə(r)/ – клієнт, замовник

**platform** /ˈplætfɔːm/ – платформа

**cloud** /klaʊd/ – хмара (у комп'ютерних технологіях – «cloud computing»)

**conversion** /kən'vɜːʃn/ – конверсія (у маркетингу – перетворення відвідувача в клієнта)

**behaviour** /bɪ'heɪvjə(r)/ – поведінка

**consumer** /kən'sjuːmə(r)/ – споживач

**Grammar:** *Zero, first and second conditionals.*

*Zero conditional*

We use zero conditional sentences to talk about consequences of actions that are always or usually true. The usual structure of a zero conditional sentence is:

If + Present Simple, Present Simple

If you click here, the different functions appear.

*First conditional*

We use first conditional sentences to talk about potential consequences of actions and real possibilities. The usual structure of a first conditional sentence is:

If + Present Simple, will + main verb

If you use this app, you'll be able to understand instantly. We can sometimes use the Present Perfect instead of the Present Simple.

If you've seen the advert, you'll know what I'm talking about. We can also use a modal verb or imperative instead of will.

If you click here, you can see all the language options. (modal verb instead of will)

Record the dialogue on your smartphone if you have one. (imperative form instead of will)

We can use *unless* in zero and first conditional sentences to mean *if not*.

Unless you can afford an interpreter, this is the device for you. (= If you can't afford ...)

*Second conditional*

We use second conditional sentences when we feel less certain of potential consequences or to talk about imaginary or 'unreal' situations. In these situations, we consider the action more difficult to achieve and so less likely to happen. The usual structure of a second conditional sentence is:

If + Past Simple, would/could/might + main verb

If I had a digital personal assistant now, it could make my life much easier.

We can sometimes use the Past Continuous instead of the Past Simple.

If we weren't using voice recognition now, you might have problems understanding me.

In the second conditional we usually use *were* which is more formal or

was in informal speech, after I, he, she and it.

If I wasn't / weren't so busy, I'd stop to chat more often.

But we always use *were* in the phrase *If I were you*.

We can sometimes use either the first or the second conditional, depending on how likely we think the situation is.

If you buy 50 headsets, we'll offer you a discount. (I see this as a real possibility.)

If you bought 50 headsets, we'd offer you a discount. (I think it's unlikely you will buy these.)

**Grammar:** *Linkers.*

We can use a variety of linkers or conjunctions instead of *if* when talking about conditions.

- We can use *provided/providing (that)* to say that something will only be possible if something else happens or is done.

We'd buy this product *provided/providing (that)* you gave us a two-year guarantee.

- We can use *as long as* to say that one thing can happen or be true only if another thing happens or is true.

We could start the project next month *as long as* you signed the contract.

We can also use

*as long as* to say that one thing will continue to happen or be true if another thing happens or is true at the same time.

We will become one of the world's most revolutionary companies *as long as* we don't stop innovating.

- We can use *on condition (that)* in formal situations to say that something will only happen if a particular point is agreed upon.

As discussed in our meeting, we will be happy to order 50 headsets *on condition (that)* you offer us a 10% discount.

Note: Like *if* and *unless*, we can use *provided/providing (that)*, *as long as* and *on condition (that)* both in the middle and at the beginning of a conditional sentence as the two clauses can appear in either order.

**Grammar:** *Noun phrases to replace verb phrases*

We often use noun phrases to replace verb phrases in formal writing.

- A verb phrase is more personal than a noun phrase and is about what we do. We measure the medication very carefully when we dispense prescriptions.

- A noun phrase is less personal than a verb phrase and focuses more on the topic.

The measurement of medication is very important when dispensing prescriptions.

- We can make nouns from verbs by adding suffixes. For example: measure → measurement    produce → production
- Some verbs have the same form as nouns. For example: change → change    release → release

Prepositions used with noun phrases

If there are two nouns in the phrase then we use of or in.

The automated measurement of medication has improved safety. There have been complaints about an increase in waiting times

## **Project**

Put students in pairs and explain that they are going to prepare for a negotiation. Read the scenarios and instructions with them and make sure they are clear about what they have to do. Pairs choose a scenario together and then assign roles. Give them time to prepare their negotiating position and refer them back to the techniques in Exercise 3C and the useful phrases in Exercises 4A and 4B.

Students now roleplay their negotiations. Set a time limit and remind students to make notes. Alternatively, you may prefer to ask students to make notes after they have finished their negotiations. If time is running out, alert students that they have two minutes to reach an agreement. Give pairs 2–3 minutes to give each other feedback. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt the negotiations.

Tell students that they will now have the opportunity to roleplay the negotiation again, taking in the feedback from their first partner. Form new pairs, making sure students are working with a partner who roleplayed the same scenario the first time. If you have a small class, students could swap roles. Again, set a time limit for the negotiations.

In their new pairs, students give each other feedback and discuss what went well and what could be improved. If your class is comfortable doing so, they can share their ideas with another pair.

## **Writing**

Final reporting. Students write a report analysing feedback and making recommendations. This activity can be done in class or for homework. Explain the writing task and elicit some features that might be included in short reports (e.g. main heading, sub-headings, bullet points). If students write their reports in class, you could encourage some peer correction afterwards: put them in pairs and ask them to read their partner's report and make suggestions for improvements. Alternatively, you could get students to

compare reports in their original groups and discuss similarities and differences in the information reported.

### *Model answer*

This report analyses the feedback on the use of robots from participants at 'Brave New World' and offers our recommendations for future events.

The feedback regarding the use of robots varied greatly from robot to robot. The most successful one was Mayumi where only 5 percent of people were unhappy. 82 percent thought that she enhanced their experience. The most problematic robot was Brutus, about whom we have had many complaints, and 98 percent of the participants who encountered him did not think he enhanced the event. In fact 76 percent rated him as a bad experience, although interestingly 22 percent of participants would consider buying or using this robot themselves. Despite the problems with his interaction with people, participants obviously like the idea of a security robot for their premises.

The robot that got the highest ratings was Arturo, the robot speaker, who was praised by 97 percent (70 percent good, 27 percent excellent) of his audiences, although only 81 percent said he enhanced their event experience. Participants thought Oskar provided a good experience (80 percent) but only 30 percent thought he enhanced their event experience. Bob was also very popular, with 79 percent saying he enhanced their experience, although only 8 percent would consider using him.

My recommendations are that we should use robots in the future, providing the issues we had at this event can be resolved. However, as the technology is moving so fast, this is likely to happen in the very near future. We should also watch the developments of different security robots closely as they seem to be something that participants want to purchase.

### **Additional Exercises**

#### **Exercise 1. Gap-fill (fill in the blanks with the correct word):**

Use: *cloud, disruptive, platform, analyst, conversion, innovate, predict, visualize*

1. Google Drive is a type of \_\_\_\_\_ computing service.

2. Smartphones were a \_\_\_\_\_ technology that changed the way people communicate.
3. Netflix is an online streaming \_\_\_\_\_ for films and series.
4. A data \_\_\_\_\_ studies consumer behaviour.
5. Good digital marketing increases the \_\_\_\_\_ rate of website visitors into buyers.
6. Apple continues to \_\_\_\_\_ by launching new products every year.
7. Weather apps can help to \_\_\_\_\_ future conditions.
8. Athletes often \_\_\_\_\_ success before competitions.

**Exercise 2. Match the words to their definitions:**

1. Disruptor
2. Consumer
3. Platform
4. Innovation
5. Prediction
- a) A new idea, product, or method
- b) A person who buys goods or services
- c) A company that changes the way an industry works
- d) A statement about what will happen in the future
- e) A system or technology on which other services are built

**Exercise 3. Complete the sentences with the correct conditional form:**

1. If you \_\_\_\_\_ (heat) water to 100°C, it boils.
2. If customers are satisfied, they \_\_\_\_\_ (buy) more products.
3. If I \_\_\_\_\_ (have) more time, I would learn coding.
4. If the Internet goes down, we \_\_\_\_\_ (not / be) able to work online.
5. If we \_\_\_\_\_ (offer) discounts, sales will increase.

**Exercise 4. Choose the correct option (Zero, First or Second conditional):**

1. If you mix red and blue, it (makes / will make / would make) purple.
2. If customers (see / will see / saw) a better price, they choose another shop.
3. If our app is successful, it (generates / will generate / would generate) big profit.
4. If I (am / were / will be) a digital entrepreneur, I would create a new platform.
5. If the company (don't innovate / won't innovate / didn't innovate), it will fail.

**Test Tasks**

1. The word "disruptive" most nearly means ...
- a) helpful

- b) destructive
- c) innovative
- d) boring

2. Which is the correct noun form of "analyze"?

- a) analytic
- b) analysis
- c) analystic
- d) analyzation

3. A company that brings new technology and ideas to the market is called ...

- a) distributor
- b) innovator
- c) analyst
- d) customer

4. Cloud computing refers to ...

- a) saving files on the Internet instead of your computer
- b) storing files only on USB devices
- c) printing files on paper
- d) using Wi-Fi for phone calls

5. Which adjective matches the verb "anticipate"?

- a) anticipating
- b) anticipated
- c) anticipatory
- d) anticipateful

6. A platform in digital business usually means ...

- a) a physical stage for presentations
- b) a system or technology where apps and services are built
- c) a transport service
- d) a marketing slogan

7. The opposite of "predictable" is ...

- a) probable
- b) certain
- c) unpredictable
- d) reliable



8. If a company personalizes its services, it means ...
- a) it sells only to businesses
  - b) it makes products adapted to individual customers
  - c) it uses only traditional advertising
  - d) it creates general solutions
9. Which of these jobs is most connected to consumer data analysis?
- a) analyst
  - b) innovator
  - c) disruptor
  - d) manager
10. The verb that usually goes with "prediction" is ...
- a) make
  - b) do
  - c) tell
  - d) say
11. Which adjective is related to "innovation"?
- a) innovative
  - b) innovatory
  - c) innovationary
  - d) innovateful
12. The best synonym for "consumer" is ...
- a) seller
  - b) buyer
  - c) manager
  - d) producer
13. Which of these is NOT usually part of disruptive technology?
- a) creating new markets
  - b) replacing older products
  - c) reducing innovation
  - d) changing customer behavior
14. The noun "conversion" in digital marketing means ...
- a) changing a customer into a buyer
  - b) changing language in a text
  - c) changing a document into PDF
  - d) changing the color of a product

15. Which of these is an example of "visualize"?

- a) Imagine success in your mind
- b) Listen to instructions
- c) Touch the product
- d) Speak clearly

**Answer Key**

- 1 – b
- 2 – b
- 3 – b
- 4 – a
- 5 – b
- 6 – b
- 7 – c
- 8 – b
- 9 – a
- 10 – a
- 11 – a
- 12 – b
- 13 – c
- 14 – a
- 15 – a

**ТЕМА 10. Marketing performance. Linking words and concessive clauses. Phrasal verbs.**

**Слухання:** Campaign performance.

**Читання:** A culture of digital incentives (loyalty, referral, gamification).

**Говоріння:** Managing challenging feedback in digital campaigns.

**Письмо:** Performance review summary (campaign results & KPIs).

**Граматика:** Linking words and concessive clauses. Phrasal verbs.

Рекомендована література: [1, 3, 5, 6, 7, 8]

**Learning objectives**

- Can extract specific details from a TV programme on a work-related topic.
- Can recognise the speaker's point of view in a structured presentation.
- Can use language related to career progression and position.
- Can justify a viewpoint on a topical issue by discussing pros and cons of various options.
- Can justify and sustain views clearly by providing relevant explanations and arguments.

- Can write a simple summary of the decisions made in a meeting.

### **Vocabulary**

performance /pə'fɔ:məns/ – продуктивність, результативність  
 reward /rɪ'wɔ:d/ – винагорода  
 corporate world /'kɔ:pəreɪt wɜ:ld/ – корпоративний світ  
 recruit /rɪ'kru:t/ – новий співробітник, набирати персонал  
 salary /'sæləri/ – заробітна плата  
 graduate /'grædʒuət/ – випускник університету  
 incentive /ɪn'sentɪv/ – стимул, заохочення  
 promotion /prə'məʊʃn/ – підвищення (посади)  
 bonus /'bəʊnəs/ – премія  
 job security /dʒɒb sɪ'kjʊərəti/ – гарантія роботи, стабільність зайнятості  
 redundancy /rɪ'dʌndənsi/ – скорочення, звільнення  
 commitment /kə'mɪtmənt/ – відданість, залученість  
 achievement /ə'tʃi:vmənt/ – досягнення  
 responsibility /rɪ,sponsə'bɪləti/ – відповідальність  
 opportunity /,ɒpə'tju:nəti/ – можливість  
 motivation /,məʊtɪ'veɪʃn/ – мотивація  
 executive /ɪg'zekjətɪv/ – керівник, управлінець  
 incentive scheme /ɪn'sentɪv ski:m/ – система заохочень  
 piece-rate scheme /pi:s reɪt ski:m/ – відрядна оплата праці  
 figure /'fɪgə(r)/ – цифра, показник  
 target /'tɑ:ɡɪt/ – ціль, завдання  
 recognition /,rekəɡ'nɪʃn/ – визнання  
 productivity /,prɒdʌk'tɪvəti/ – продуктивність  
 philosophy /fə'ləsəfi/ – підхід, філософія  
 satisfaction /,sætɪs'fækʃn/ – задоволення  
 feedback /'fi:dbæk/ – відгук, зворотний зв'язок  
 approach /ə'prəʊtʃ/ – підхід  
 environment /ɪn'vaɪrənmənt/ – середовище  
 success /sək'ses/ – успіх  
 culture /'kʌltʃə(r)/ – культура (корпоративна, організаційна)

### **Grammar:** *Linking words and concessive clauses*

We can use a range of linking words or adverbials to introduce contrast or concessive clauses, but the language structures following them and punctuation associated with them vary.

- Though adds a fact or opinion that makes what you have just said seem less definite or less important. It can be used to link two clauses or at the beginning of the sentence. We can also use though at the end of a second

sentence which shows contrast to the sentence before. When it is used at the beginning of the first clause, there is usually a comma before the second clause but not when it appears in the middle or at the end of the sentence.

Employees did not expect to receive pay rises though a number of them hoped they would get them.

- Although contrasts one clause with another in the same sentence. It can be used to link two clauses or come at the beginning of the first clause. The clauses are usually separated by a comma, both when it appears at the beginning and in the middle of the sentence.

It was found that setting targets helped improve performance, although some people preferred to be rewarded financially for their efforts.

- Even though is used to introduce a statement that makes the main statement coming after it seem surprising. It is used to show a stronger contrast to the two clauses than though/although. It can be used to link two clauses or come at the beginning of the first clause. The clauses are usually separated by a comma, both when it appears at the beginning and in the middle of the sentence.

- However and nevertheless are often used to begin or end a sentence to provide contrast to a sentence which came before. They are also occasionally used in the middle of a sentence. They are usually followed by commas when they come at the beginning of a sentence and are usually set off by commas (have a comma before and after), when used in the middle of a sentence. There is usually no comma when they come at the end of a sentence.

Performance incentives are usually only given to managers. However, this year we all got a bonus.

He earns a six-figure salary, but he feels he should be paid more nevertheless.

- Despite and in spite of are used to say that something happens or is true even though something else might have prevented it. They can be used to link two clauses or come at the beginning of the first clause. They are similar to although but are followed by a noun, noun phrase or verb form ending in -ing. When they are used at the beginning of the first clause, there is usually a comma before the second clause but not when they appear in the middle of the sentence.

Job satisfaction is quite high despite the number of hours people are working at the moment.

In spite of receiving a promotion last year, she decided to leave the company.

- Despite and in spite of can also be followed by the fact that and a clause. They can be used to link two clauses or come at the beginning of the first clause. The two clauses are usually separated from each other by a comma, both when they appear at the beginning and in the middle of the sentence.

Many people at my company who didn't get raises are looking for new jobs, in spite of the fact that the economy is slow at the moment.

• On the one hand, ... on the other hand, are used to present a main idea which is then contrasted in a second sentence or clause. These expressions are usually followed by commas or set off by commas. On the other hand is often preceded by but when it comes in the second clause. There is no comma between but and on the other hand.

On the one hand, he is a hard worker, but on the other hand, his performance does not seem to improve from year to year.

### **Grammar:** *Phrasal verbs*

Phrasal verbs are a group of words that are used like a verb and consist of a verb with an adverb (e.g. away, forward) or preposition (e.g. off, on) after it. The meaning of the verb + adverb/preposition changes the meaning of the verb.

Here is a list of some common phrasal verbs and their meaning. The ↔ sign indicates that the adverb or preposition can go in two places in a sentence:

He worked out the cost. He worked the cost out.

carry on continue doing something

Sorry, I interrupted you. Please carry on.

catch up spend time finding out what has been happening while you have been away or during the time you have not seen someone

Can we meet to catch up about the project?

### **Project.** *Moving up in the company*

Students roleplay explaining to an employer why they should be promoted. Put students in small groups and go through the instructions and bullet points with them. Give groups sufficient time to prepare their arguments. Go round and help students with ideas and/or any language they may need.

Students who have been in work for a number of years could argue for a pay rise rather than a promotion if they are in a higher position already. They could work in pairs and make notes to justify their arguments. This can be followed by a general discussion on persuasion techniques in order to achieve goals in the workplace.

Put students in pairs with someone from another group.

Explain that they will take turns to be the employee and set a time limit for each conversation. During the activity, monitor and note down any points to highlight during feedback.

Students can do this in class or for homework. If any of your students have used the alternative approach in Exercise 11A, change the focus of the writing task to a pay rise. You could ask students to share their emails and, in their

pairs, discuss how they would feel as an employee receiving the news. Would they be pleased with the news and the way it is delivered? Why? / Why not?

**Model answer**

Dear ... ,

Thank you for discussing your innovative idea for changing the reward system and basing it on an agreed set of targets rather than the length of time someone has been in the company. This new perspective on recognising new employees for their achievements could also lead to higher retention of our young talent. Due to your well-thought-out ideas, we feel that you are ready to lead a small team. We would like you to take on this new position at a higher salary at the beginning of next month and feel it is a step in helping move the company forward.

Please contact me with any questions you may have.

Sincerely,

**Writing.** *Students write a performance review summary.*

Put students in pairs. Explain the activity, refer them to the notes on page 128 and answer any vocabulary questions they may have. Check answers to the categorising task before pairs brainstorm ways to make the criticism constructive. Finally, invite a few pairs to share their ideas with the class.

Depending on the time available, students could plan their summaries in class and write them for homework. Highlight the word limit and remind students to use the summary in Exercise 1 to help them if necessary. Also remind them to include phrases from Exercise 2 in their summaries.

*Model answer*

I am very pleased to report you demonstrate very good communication skills in your role and an ability to communicate information clearly and concisely with your team and colleagues. In addition, you have exhibited the ability to listen actively and you are quick to understand information and new ideas. With regard to your team, you display an aptitude for developing the skills of others to help them solve any problems they have. You also always take responsibility for your team's actions, which is a very important quality for someone in a management role. Moreover, you also remember to praise your staff when they have done something well and always give

constructive feedback if they have not. It is also pleasing to note that you have successfully met all your targets and sometimes even exceeded them.

I am encouraged by your work so far, although there are still some areas which could be improved. Nevertheless, I am confident this can be done with more training. Occasionally you seem to lack a little confidence when under pressure so a leadership course would be beneficial. Also, improving your time management could help you avoid some of the pressure you find yourself under.

### **Additional Exercises**

1. Match the words with their definitions.

(З'єднай слово з його значенням)

1.bonus

2.job security

3.incentive

4.redundancy

5.recognition

6.executive

a) додатковий платіж або винагорода

b) гарантія, що робота буде збережена

c) система заохочення, стимул до дії

d) ситуація, коли працівника звільняють через скорочення

e) схвалення та похвала за роботу

f) людина, яка обіймає керівну посаду

2. Gap-fill (use the words: reward, performance, motivation, target, feedback, achievement)

(Заповни пропуски)

1. Good \_\_\_\_\_ usually leads to a higher \_\_\_\_\_.

2. Managers often set a clear \_\_\_\_\_ for their teams.

3. Positive \_\_\_\_\_ can increase employees' \_\_\_\_\_.

4. Getting promoted was his biggest \_\_\_\_\_.

3. Choose the correct option.

1. The campaign was successful, \_\_\_\_\_ it was launched later than expected.

(a) although (b) however (c) in spite of

2. Sales dropped last month. \_\_\_\_\_, customer engagement on social media increased.

(a) Nevertheless (b) Because (c) Despite

3. \_\_\_\_\_ the team worked very hard, the results were disappointing.

(a) Even though (b) As a result (c) So that

4. Rewrite using concessive clauses.

(Перепиши, використовуючи підрядні допустові речення)

1. The company invested a lot. The campaign was not successful.  
→ The campaign was not successful, \_\_\_\_\_.
2. Employees were motivated. They didn't reach their sales targets.  
→ Employees didn't reach their sales targets, \_\_\_\_\_.

### Test Tasks

1. The company offered a generous \_\_\_\_\_ to employees who exceeded their targets.
  - a) redundancy
  - b) bonus
  - c) feedback
  - d) approach
2. Job \_\_\_\_\_ is one of the main reasons people stay in a company for many years.
  - a) security
  - b) satisfaction
  - c) recognition
  - d) achievement
3. The new social media strategy was successful, \_\_\_\_\_ it required a lot of extra effort.
  - a) although
  - b) because
  - c) as a result
  - d) so that
4. Managers often use incentives to keep their staff \_\_\_\_\_.
  - a) motivated
  - b) redundant
  - c) secure
  - d) satisfied
5. He decided to \_\_\_\_\_ the new role because he wanted to focus on his current project.
  - a) take on
  - b) turn down
  - c) carry out
  - d) point out
6. The CEO's \_\_\_\_\_ helped the company recover after a difficult year.



- a) redundancy
- b) executive
- c) leadership
- d) performance

7. \_\_\_\_\_ the campaign was expensive, it did not attract many new customers.

- a) Even though
- b) Because
- c) As a result
- d) So that

8. The HR manager asked the team to \_\_\_\_\_ a survey among employees.

- a) bring up
- b) carry out
- c) turn down
- d) take on

9. Many graduates are motivated by the chance of career \_\_\_\_\_.

- a) philosophy
- b) productivity
- c) promotion
- d) recognition

10. She always tries to \_\_\_\_\_ problems during meetings before they become too serious.

- a) take on
- b) bring up
- c) turn down
- d) carry out

11. Workers appreciated the company's \_\_\_\_\_ of their achievements.

- a) recognition
- b) feedback
- c) redundancy
- d) target

12. The project was delivered late. \_\_\_\_\_, the client was satisfied with the quality.

- a) Nevertheless

- b) Because
- c) Even though
- d) As a result

13. Employees continued to work hard \_\_\_\_\_ the fact that the incentive scheme was removed.

- a) because
- b) in spite of
- c) as a result
- d) so that

14. Good \_\_\_\_\_ often leads to higher profits and customer satisfaction.

- a) approach
- b) environment
- c) performance
- d) feedback

15. The company promised to \_\_\_\_\_ five new designers for the digital team.

- a) point out
- b) turn down
- c) take on
- d) bring up

### **Answer Key**

- 1 b
- 2 a
- 3 a
- 4 a
- 5 b
- 6 c
- 7 a
- 8 b
- 9 c
- 10 b
- 11 a
- 12 a
- 13 b
- 14 c
- 15 c

## **Content Module 6. Digital marketing environment.**

### **ТЕМА 11. Market research. Question tags. Reporting verb patterns.**

**Слухання:** Market research methods.

**Читання:** Working with a focus group.

**Говоріння:** : Carrying out a needs analysis.

**Письмо:** Reports summary findings.

**Граматика:** Question tags. Reporting verb patterns.

Рекомендована література: [1, 4, 5, 6, 7, 8]

#### **Learning objectives**

- Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material.
- Can extract specific details from a TV programme on a work-related topic.
- Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture.
- Can answer questions in a survey using linguistically complex language.
- Can give a presentation about a product or service offered by a company or institution.
- Can give clear presentations highlighting significant points with relevant supporting detail.
- Can prepare a linguistically complex questionnaire in order to gather data.

#### **Vocabulary**

market research /'mɑ:kɪt rɪ'sɜ:tʃ/ – маркетингове дослідження

primary research /'praɪməri rɪ'sɜ:tʃ/ – первинне дослідження

secondary research /'sekəndəri rɪ'sɜ:tʃ/ – вторинне дослідження

survey /'sɜ:veɪ/ – опитування

questionnaire /'kwɛstʃə'neə/ – анкета

respondent /rɪ'spɒndənt/ – респондент, опитуваний

sample /'sɑ:mpəl/ – вибірка

target market /'tɑ:ɡɪt 'mɑ:kɪt/ – цільовий ринок

focus group /'fəʊkəs gru:p/ – фокус-група

qualitative research /'kwɒlɪtətɪv rɪ'sɜ:tʃ/ – якісне дослідження

quantitative research /'kwɒntɪtətɪv rɪ'sɜ:tʃ/ – кількісне дослідження

data analysis /'deɪtə ə'næləsɪs/ – аналіз даних

in-depth interview /'ɪn'dept̩ 'ɪntəvju:/ – глибинне інтерв'ю

customer feedback /'kʌstəmə 'fi:dbæk/ – відгуки споживачів

product launch /'prɒdʌkt lɔ:ntʃ/ – запуск продукту

moderator /'mɒdəreɪtə/ – модератор (ведучий фокус-групи)

participant /pɑ:'tɪsɪpənt/ – учасник

opinion /ə'pɪnjən/ – думка

attitude /'ætɪtʃu:d/ – ставлення

reaction /rɪ'ækʃn/ – реакція

consumer behaviour /kən'sju:mə bɪ'heɪvjə/ – споживча поведінка

brand perception /brænd pə'sepʃn/ – сприйняття бренду

insight /'ɪnsaɪt/ – розуміння, інсайт

trend /trend/ – тенденція

competitive advantage /kəm,petətɪv əd'vɑ:ntɪdʒ/ – конкурентна перевага

reporting verb /rɪ'pɔ:tɪŋ vɜ:b/ – дієслово для передачі мови

statement /'steɪtmənt/ – твердження

question tag /'kwestʃən tæg/ – питальний хвостик

suggestion /sə'dʒestʃən/ – пропозиція

recommendation /,rekəmen'deɪʃn/ – рекомендація

### **Grammar:** *Question tags*

To change a statement into a question, we can add a question tag to the end. We do this by using be, an auxiliary or modal verb and the subject from the original sentence.

- When the original sentence is positive, we add a negative tag, and vice versa.

There isn't anything like this at the moment, is there?

We don't know how good the restaurants are, do we?

If there was a place nearby for lunch, you would go there sometimes, wouldn't you?

- When the original sentence doesn't have be, an auxiliary or a modal, we use a form of do.

It combines convenience with healthy eating, doesn't it?

We always had about an hour last semester, didn't we?

You know this will be recorded, don't you?

Note:

When the subject is

I, we use are/aren't in the tag.

I am in the right place for the focus group, aren't I?

- When the original sentence contains a negative adverb, like hardly, never, rarely, etc., we add a positive tag.

He's never on time, is he?

- When the original sentence contains this or that, the tag uses it and a singular verb. When the original sentence contains these or those, the tag uses they and a plural verb.

That wasn't a very good idea, was it?

These are the menus you wanted, aren't they?

- When the original sentence contains somebody, someone, everybody or everyone, the tag uses they and a plural verb.

Everyone knows about the new product already, don't they?

- When the original sentence contains nobody or no one, the tag uses they and a plural positive verb.

Nobody knows the answer, do they?

- When the original sentence contains something, the tag uses it and a singular verb.

Something is wrong here with the app, isn't it?

- When the original sentence contains nothing, the tag uses it and a singular positive verb.

Nothing is as easy as it looks, is it?

- When the original sentence contains Let's, the tag is shall we?

Let's get started, shall we?

- We can also use question tags with imperatives. The tags usually use a form of will. Please speak slower, will you?(request)

Have a seat, won't you?(invitation)

Listen carefully, would you?(polite command).

### **Grammar:** *Reporting verb patterns*

Patterns in reported speech

When we tell someone what another person said, we use reporting verbs like said, told, asked, informed, announced, suggested, replied, agreed and thanked.

There are three sentence patterns used with reporting verbs.

#### *1 reporting verb + that clause*

Several customers suggested that we should keep the current logo and just change the colour.

She told us that we should increase our offering.

After said, told and some other verbs we can write the clause without that. Even without the word that, we still call it a 'that clause'.

He said (that) the product was very expensive.

He told me (that) the product was very expensive.

Say, add, admit, announce, complain, reply and state never have an object before the that clause.

They announced that they were launching a new product range.

Tell, advise, inform, remind and warn always have an object before the that clause.

They informed us that they were launching a new product range.

#### *2 reporting verb + to infinitive*

Agree, offer, promise and refuse never have an object.

They agreed to complete the survey.

Advise, ask, encourage, invite, order, remind, tell and warn always have an object.

Some people wanted us to use no packaging.

We encouraged customers to suggest improvements.

*3 reporting verb + -ing or noun phrase*

Admit, apologise for, discuss and suggest never have an object and are followed by an -ing form or a noun phrase.

He suggested keeping the same logo and packaging.

We discussed changing the logo.

Thank (someone for) and accuse (someone of) always have an object and are followed by a preposition and an -ing form or a noun phrase.

They thanked us for the excellent service.

They accused us of selling poor-quality goods.

Note: tell can be used with two patterns.

He told us that the service needed to be improved.

He told us to improve the service

**Project.** How market research affects brands.

**Students develop a brand for a new product.**

Put students in small groups and explain that they are going to develop a *brand profile* for a product. Go through the instructions with them and give them a couple of minutes to choose a product. Point out that it can be any everyday product they use, as long as they can think of two well-known brands for that product. Then go through the questions with them and explain that in order to create a profile for each brand, they need to answer these questions about each one. Point out *visible* in the third question and check that they understand its meaning (*visibility* is the frequency at which people see, hear and read about the brand via different marketing channels; it is about drawing the customer's attention to the brand). Give groups plenty of time to create their brand profiles while you monitor and help them as necessary.

In their groups, students now invent a new product and then write questions for a market research survey for that product. Explain that they should think of a new product which is somehow related to the one they chose in Exercise 10A. This could be a product of the same type/category or even the same product, but with different features. First, allow students plenty of time to 'create' their product. They should think about details such as its use, price, (special) features, etc. Once their product is ready, they should think about questions for a market research survey. Remind them of their discussion in Exercise 9, where they talked about what kind of information a company would need to get before launching a new product. You could let students decide how many questions to include or you may prefer to specify

the number yourself, depending on the time available and/or the size of your class. Allow 5–8 minutes for students to write their questions. During the activity, monitor and help them as necessary.

**Writing.** *Students write summaries of survey findings.*

Put students in pairs and refer them to page 126. Explain the task and give them a minute to look at the information in the table and ask you any questions they may have. Point out that their summary needs to be short (around 120 words) and remind them to use phrases from (and the sentence structure in) the table in Exercise 2A. Set a time limit for pairs to write their summaries. During the activity, monitor and help as necessary.

*Model answer*

According to a recent customer survey we carried out about increasing our prices, the findings demonstrated that the majority of customers feel that it is a bad idea to keep prices low by reducing quality. In fact, only 10 percent of respondents indicated that they would change supplier if we increased the prices. Despite this, a quarter of our customers would be happy to pay more for high quality, although many of them suggested that the price increase should not be more than 5 percent. On the other hand, 15 percent of respondents believed that our prices were already very high and a fifth of them were worried that they would not be able to pass the increase on to their own customers.

Tell students that they are now going to work individually to write a second, more detailed summary, and refer them to page 132. Give them some time to look through the information and ask you any questions they may have. Point out the word limit and also that they should think about how they could organise the information into paragraphs; they should plan their summaries carefully. If time is short, students could plan their summaries in class and write them for homework. In weaker classes, you could let them plan their work in pairs.

*Model answer*

We recently asked customers to complete a survey to discover how we are doing and how we could improve our service. According to our findings, the majority of our customers were very happy with product quality. In fact, over half of those surveyed thought that it was

excellent and about a third said it was good. None of the participants believed it was below satisfactory. Customers also indicated that they were happy with the speed of our deliveries.

However, regarding price, although most customers felt that it was satisfactory, nearly a quarter disagreed. Furthermore, the majority of customers raised concerns that our product range was poor. The survey demonstrated that customer service was mainly satisfactory but a fifth of customers had problems with it. Concerning value for money, none of our customers thought that it was excellent, but over half of them believed it was good. The biggest improvement over half our customers would like to see is for us to offer bigger discounts for regular orders over €20,000. When asked what other improvements we could make, nearly a quarter of respondents suggested that communication could be improved because staff don't respond to emails quickly enough. Twelve percent of customers also suggested that we offer a maintenance service for all our products. The findings therefore demonstrate that we should look at ways to improve our price structure and expand our product range.

### **Additional Exercises**

1. Заповни пропуски словами: *customer, desk, focus, in-depth, online, sample, survey, target*.

1. Companies often create an \_\_\_\_\_ group to test new products.
2. A \_\_\_\_\_ group provides detailed opinions and discussions.
3. Many firms use \_\_\_\_\_ research because it is faster and cheaper.
4. A \_\_\_\_\_ market is the group of people most likely to buy a product.
5. Researchers often carry out a \_\_\_\_\_ by asking many people the same questions.
6. A \_\_\_\_\_ of customers is chosen to represent a larger population.
7. Secondary research is often called \_\_\_\_\_ research.
8. A \_\_\_\_\_ is always right, because without them companies cannot survive.

2. Уяви, що ти модерував(-ла) фокус-групу про новий напій. Використай *reporting verbs* (say, explain, suggest, recommend, agree, refuse, warn, promise) у правильному граматичному патерні:



- verb + to-infinitive (e.g. *promise to do*),
- verb + -ing (e.g. *recommend doing*),
- verb + object + to-infinitive (e.g. *warn customers to avoid*).

Наприклад:

- One participant suggested **adding less sugar**.
- Another promised **to try the drink again**.

Твій міні-звіт має містити щонайменше 5 речень.

3. Додай правильний *question tag*:

1. Market research is important, \_\_\_\_\_?
2. A focus group can give useful feedback, \_\_\_\_\_?
3. Participants shouldn't all agree with each other, \_\_\_\_\_?
4. You've never taken part in a focus group, \_\_\_\_\_?
5. Secondary research isn't as detailed as primary, \_\_\_\_\_?
6. Companies will always test new products before launch, \_\_\_\_\_?

4. З'єднай дієслова з правильними структурами:

**Verbs:**

1. recommend
2. agree
3. warn
4. refuse
5. suggest
6. promise

**Patterns:**

- a) verb + object + to-infinitive
- b) verb + to-infinitive
- c) verb + -ing

**Відповіді мають бути у форматі 1–с, 2–b...**

5. Уяви, що твоя компанія планує запустити *новий смартфон*.

1. Опиши, які методи маркетингового дослідження ти б використав (завдання на лексику).
2. Напиши 3 питання для фокус-групи з *question tags*.
3. Передай відповіді учасників фокус-групи, використовуючи *reporting verbs* (мінімум 3).

**Tests**

1. Which of the following is an example of primary research?
  - a) Reading articles in a business magazine
  - b) Collecting customer feedback through a survey
  - c) Looking at government statistics

d) Using company annual reports

2. Which word means “a small group of people discussing a product or service”?

- a) desk research
- b) focus group
- c) target market
- d) sampling

3. What is secondary research?

- a) Talking to customers in a shop
- b) Analyzing competitors’ websites and reports
- c) Testing a prototype with volunteers
- d) Asking people in the street about a product

4. A company wants to know how many people are likely to buy its product. Which method is best?

- a) Focus group
- b) Qualitative research
- c) Quantitative research
- d) In-depth interview

5. The group of people most likely to buy a company’s product is called:

- a) survey group
- b) customer sample
- c) target market
- d) secondary data

6. One advantage of a focus group is:

- a) It always represents the whole population.
- b) It provides quick sales figures.
- c) It gives detailed opinions and reactions.
- d) It avoids the need for a moderator.

7. Which is NOT true about focus groups?

- a) They may provide useful feedback.
- b) Participants should all agree with each other.
- c) They are guided by a moderator.
- d) They can test reactions to products before launch.

8. Which topic would MOST likely be discussed in a focus group?

- a) Share prices of the company
- b) Employees' monthly salaries
- c) Customers' reactions to new packaging
- d) Competitors' legal problems

9. Complete: Market research is expensive, \_\_\_\_\_?

- a) is it
- b) isn't it
- c) doesn't it
- d) aren't they

10. Complete: You've already completed a survey, \_\_\_\_\_?

- a) have you
- b) haven't you
- c) did you
- d) didn't you

11. Complete: Companies shouldn't ignore customer feedback, \_\_\_\_\_?

- a) should they
- b) shouldn't they
- c) do they
- d) didn't they

12. Complete: There aren't enough participants, \_\_\_\_\_?

- a) aren't there
- b) are they
- c) isn't it
- d) is there

13. Which sentence is correct?

- a) She recommended to try the new product.
- b) She recommended trying the new product.
- c) She recommended us to trying the new product.
- d) She recommended that trying the new product.

14. Which reporting verb is followed by object + to-infinitive?

- a) suggest
- b) refuse
- c) warn
- d) promise

15. Choose the best option: The company \_\_\_\_\_ to reduce the price if sales didn't increase.

- a) suggested
- b) promised
- c) recommended
- d) agreed

### **Key Answers**

- 1 – b
- 2 – b
- 3 – b
- 4 – c
- 5 – c
- 6 – c
- 7 – b
- 8 – c
- 9 – b
- 10 – b
- 11 – a
- 12 – a
- 13 – b
- 14 – c
- 15 – b

### **ТЕМА 12. *Effective mentoring in marketing. Cleft sentences. Future Perfect Simple and Continuous.***

**Слухання:** Manager or mentor?

**Читання:** Why it can be cruel to be kind in the workplace.

**Говоріння:** Renegotiation of an agreement.

**Письмо:** Emails – stating requirements.

**Граматика:** Cleft sentences. Future Perfect Simple and Continuous.

Рекомендована література: [1, 4, 5, 6, 7, 8, 18]

### **Learning objectives**

- Can extract specific details from a TV programme on a work-related topic.
- Can identify key information in linguistically complex conversations at natural speed.
- Can identify specific information in a linguistically complex presentation or lecture.

- Can encourage agreement during group discussions by indicating the areas where people have the same opinion.
- Can relate their own contribution skilfully to those of other speakers.
- Can compare and evaluate different ideas using a range of linguistic devices.
- Can write clear and organised guidelines for the workplace.

## Vocabulary

**mentor** /'men.tɔːr/ — наставник, ментор

**boss** /bɒs/ — керівник, начальник

**feedback** /'fiːd.bæk/ — відгук, зворотний зв'язок

**trust** /trʌst/ — довіра

**honest** /'ɒn.ɪst/ — чесний

**satisfaction** /,sæt.ɪs'fæk.ʃən/ — задоволення

**results** /rɪ'zʌlts/ — результати

**community** /kə'mjuː.nə.ti/ — спільнота, колектив

**loops** /luːps/ — цикли, повторення

**process** /'prəʊ.ses/ — процес

**atmosphere** /'æt.mə.sfiər/ — атмосфера

**independently** /,ɪn.dɪ'pen.dənt.li/ — самостійно

**responsibility** /rɪ'spɒn.sə'bɪl.ə.ti/ — відповідальність

**encourage** /ɪn'kʌr.ɪdʒ/ — заохочувати

**development** /dɪ'vel.əp.mənt/ — розвиток

**kindness** /'kaɪnd.nəs/ — доброта

**success** /sək'ses/ — успіх

**decision** /dɪ'sɪʒ.ən/ — рішення

**compete** /kəm'piːt/ — змагатися, конкурувати

**management** /'mæn.ɪdʒ.mənt/ — управління

**employees** /,em.plɔɪ'iːz/ — працівники

**corporate** /'kɔː.pər.ət/ — корпоративний

**workforce** /'wɜːk.fɔːs/ — робоча сила, персонал

**requirement** /rɪ'kwaɪə.mənt/ — вимога

**environment** /ɪn'veɪ.rən.mənt/ — середовище

**attitude** /'æt.ɪ.tʃuːd/ — ставлення

**problem-solving** /'prɒb.ləm ,sɒlv.ɪŋ/ — вирішення проблем

**strength** /streŋkθ/ — сила, сильна сторона

**weakness** /'wiːk.nəs/ — слабкість

**promotion** /prə'məʊ.ʃən/ — підвищення (на роботі)

## Grammar: Cleft sentences

We use cleft sentences to add emphasis or to make a contrast to previously presented information. We also use them to connect new information to

information the listener is already familiar with. Cleft sentences have two clauses, each with its own verb.

- Cleft sentences starting with It ...emphasise new information in the It ...clause. The It ...clause is connected using that or who to the information which was previously known. These sentences often follow questions or other statements.

A: Did they criticise the mentoring programme?

B: No, it was the lack of time to implement the ideas that was criticised, not the mentoring programme.

C: His colleagues often need him to stay late.

D: Yes, but it is his line manager who is asking him to stay late this time, not his colleagues.

- Cleft sentences which begin with It ...can also be used to emphasise the subject or object of a sentence as well as an adverbial phrase.

It is the CEO who will make the final decision. (subject)

It is the new factory that Bill is visiting this week. (object)

It was last month that he travelled to the supplier in Mexico. (adverbial phrase)

- Cleft sentences beginning with What ...can be used to emphasise the action or the verb phrase in a sentence. The What ...clause usually includes a form of do whereas the second clause uses an infinitive.

What they did was (to) change the structure of the feedback loops.

What he has done is (to) add a new element of training.

- Cleft sentences can be used to emphasise noun or verb phrases with the thing / person, the only thing / person, the last thing / person, something / someone or all.

These cleft sentences, with the exception of the last thing / person and all, can also use negative verbs.

The thing that works best for us is the weekly meeting.

The last thing that I did was to contact the supplier.

All that the junior staff want is to learn.

- In addition, other nouns can also be used which focus on the noun or verb phrase following the main verb. These can use positive or negative verbs.

The innovation that didn't work was the one that was most expensive.

The idea that I like best is the one regarding overtime pay.

The day that we wanted to have the meeting wasn't Tuesday, but it was the only day everyone had time.

- If that refers to the object of the verb, we can omit it.

The only thing (that) he said was to send in our reports on time.

Something (that) they remembered later was the contract with the union.

Note: If that refers to the subject of the verb, we cannot omit it.

The person that was most difficult was his boss✓

The person was most difficult was his boss. X

**Grammar:** *Future Perfect Simple and Continuous*

We can talk about the future using a variety of forms depending on the function:

- We use the Future Perfect Simple to look forward to a future time and then look back to completed actions before that time.

You will have achieved a great deal by the end of the month.

Will you have finished the research by Monday?

- We form the Future Perfect Simple using the auxiliary verb *will+ have+ past participle* of the main verb.

Note: We can sometimes use the Future Perfect Simple for continuing situations using the verb *be*.

He will have been my boss for two years in October.

On Friday I will have been here for six months.

- We usually use the Future Perfect Continuous for continuing situations and activities.

You will have been working with us for a year by the end of next week.

The company will have been producing hi-tech items for forty years next month.

- We form the Future Perfect Continuous using the auxiliary verb *will+ have been+ present participle* of the main verb.

**Project.** An ideal mentor

**Students draw up guidelines for effective mentoring in the workplace.**

Refer students to the two statements in the boxes and read them out. Ask them which statement is true for them and ask for a show of hands for each statement. Then put students in small groups; ideally, students who chose the same statement should be grouped together. Give groups 4–5 minutes to discuss their questions, while you monitor and help them with any vocabulary they may need. Encourage them to make notes. If time allows, to help students with Exercise 10C, you could do some brief class feedback at this point, eliciting ideas from different groups and listing them on the board.

Explain that students are now going to discuss the characteristics of a good mentor. Go through the words in the box with them and check that they understand them all. Put students in pairs and allow 4–5 minutes for their discussions. If possible, get students to work with someone who discussed the other set of questions in Exercise 10A (although this may not be possible if all/a lot of your students have similar levels of experience of mentoring).

Point out that they can use the words in the box as a guide, but they should also use their own ideas. Encourage them to make notes and, as before, monitor and help them as necessary. Again, if time allows, you could get brief feedback from the class, listing their ideas on the board to help students with Exercise 10C.

**Writing.** *Students write emails stating requirements.*

Put students in pairs, refer them to the notes on page 133 and explain the task. Remind pairs to use the email in Exercise 1 as a model and also to use language from Exercise 2. While students are writing, monitor and help them as necessary. If time allows, you could ask students to swap emails with another pair and check each other's work / make suggestions for improvements.

*Model answer*

Dear Helena,

Further to our meeting this morning about how you could meet your sales targets, I'm writing to confirm that you should:

- prepare a feedback survey for all our existing customers.
- follow this up with phone calls to individual purchasing managers so that you can discuss the results of the survey or encourage them to complete it if they fail to do so.
- arrange meetings with current customers to encourage them to increase their orders and in order to see if there are other ways we can help them.
- phone or email ten potential new customers each week.
- arrange meetings with at least two new potential customers each week.

If you are successful implementing these actions, then you should be able to meet your sales targets.

Best,

Anita Sealake

**Additional Exercises**

**1. Match the words and definitions**

1. mentor
2. feedback
3. atmosphere



4. kindness
5. workforce
- a) група людей, які працюють у компанії
- b) порада чи думка про чиюсь роботу
- c) людина, яка допомагає й навчає менш досвідченого
- d) почуття або настрої у певному місці
- e) доброзичливе ставлення до інших

## 2. Fill in the gaps with the correct word

(Використайте: trust, success, development, compete, problem-solving)

1. A good leader should always encourage \_\_\_\_\_ in the workplace.
2. Many employees value \_\_\_\_\_ more than high salaries.
3. The company will \_\_\_\_\_ with others to get the best employees.
4. Long-term growth depends on innovation and personal \_\_\_\_\_.
5. \_\_\_\_\_ skills are very important for managers.

## 3. Заповни пропуски дієсловами в дужках у правильній формі.

1. By 2030, many companies \_\_\_\_\_ (replace) human workers with AI.
2. By the end of the year, she \_\_\_\_\_ (work) in the company for 10 years.
3. By tomorrow morning, I \_\_\_\_\_ (finish) the report.
4. In two weeks, we \_\_\_\_\_ (negotiate) with the new partners for over a month.
5. By next summer, the company \_\_\_\_\_ (introduce) a mentoring programme.

## 4. Обговоріть питання, використовуючи **Future Perfect** або **Future Continuous** у своїх відповідях.

1. How will workplaces have changed by 2035?
2. What new skills will employees have developed by the time they are 40?
3. Which industries will people still be working in after 20 years?
4. How will mentoring programmes have influenced companies in the future?
5. Will kindness or competition dominate in the workplace of the future?

## 5. Correct the mistake

1. By 2025, I will working in this company for 15 years.
2. She will have studies management before she starts her new job.
3. By this time next week, we will be finish the presentation.
4. They will have discuss the problem for two hours before the manager arrives.

5. Next month, he will have been working as a mentor for five years.

**Tests**

1. Which word means "a person who helps and teaches less experienced people"?

- a) boss
- b) mentor
- c) competitor
- d) employee

2. A company's \_\_\_\_\_ is all the people who work for it.

- a) feedback
- b) workforce
- c) management
- d) atmosphere

3. Choose the correct synonym for "honest."

- a) loyal
- b) fair
- c) truthful
- d) polite

4. The word "trust" means:

- a) confidence in someone
- b) working independently
- c) taking responsibility
- d) giving advice

5. What is the opposite of "weakness"?

- a) kindness
- b) strength
- c) success
- d) attitude

6. A positive \_\_\_\_\_ at work makes employees feel motivated.

- a) atmosphere
- b) feedback
- c) decision
- d) development

7. Managers should always give \_\_\_\_\_ to their employees.

- a) kindness
- b) problem-solving
- c) feedback
- d) satisfaction

8. The main aim of mentoring is:

- a) to compete with others
- b) to develop people's skills
- c) to reduce workforce
- d) to give orders

9. By next year, she \_\_\_\_\_ (work) in this company for 10 years.

- a) will have worked
- b) will work
- c) will working
- d) works

10. By 2050, scientists \_\_\_\_\_ (discover) new ways to improve business communication.

- a) will discover
- b) are discovering
- c) will have discovered
- d) have discovered

11. This time next week, they \_\_\_\_\_ (negotiate) with the clients for several hours.

- a) will have negotiated
- b) will negotiate
- c) will have been negotiating
- d) are negotiated

12. By the end of the month, the company \_\_\_\_\_ (launch) its new mentoring programme.

- a) will launching
- b) will have launched
- c) will be launching
- d) launched

13. In 2030, many employees \_\_\_\_\_ (use) AI tools in their daily work for decades.

- a) will be using
- b) will have used
- c) will have been using
- d) are using

14. By the time the meeting starts, we \_\_\_\_\_ (prepare) all the necessary documents.

- a) will have prepared
- b) will preparing
- c) prepare
- d) will be prepared

15. By next summer, he \_\_\_\_\_ (teach) leadership skills for 20 years.

- a) will be teaching
- b) will have taught
- c) will have been teaching
- d) teaches

### **Key Answers**

- 1 – b
- 2 – b
- 3 – c
- 4 – a
- 5 – b
- 6 – a
- 7 – c
- 8 – b
- 9 – a
- 10 – c
- 11 – c
- 12 – b
- 13 – c
- 14 – a
- 15 – c

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## НОТАТКИ

- I 32 **Іноземна мова за професійним спрямуванням** [Текст]:  
Методичні вказівки до практичних занять та самостійної  
роботи для здобувачів першого (бакалаврського) рівня  
вищої освіти освітньої програми «Цифровий маркетинг»  
галузі знань D “Бізнес, адміністрування та право”  
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