

**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 «Міжнародні економічні відносини»
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Електронна копія друкованого видання передана для внесення в репозитарій Луцького НТУ

Директор бібліотеки _____ Н.П. Поліщук

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I 31 Іноземна мова за професійним спрямуванням [Текст]:
Методичні вказівки до практичних занять та самостійної роботи для здобувачів першого (бакалаврського) рівня вищої освіти освітньої програми «Міжнародні економічні відносини» галузі знань 29 Міжнародні відносини спеціальності 292 Міжнародні економічні відносини денної та заочної форм навчання/ уклад. Л.В. Корольчук, Луцьк : Відділ іміджу та промоції ЛНТУ, 2025. 69 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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ВСТУП

Сучасна європейська мовна політика орієнтує європейських громадян на багатомовність. Без цього успішна інтеграція в сучасному світі просто неможлива. Знання мов сприяє зближенню народів і підвищує шанси молодих фахівців на успіх у професійній діяльності. Для фахівців з міжнародних економічних відносин знання іноземної мови в професійному середовищі є необхідним робочим інструментом, який допомагає будувати ефективні відносини з іноземними партнерами, впевнено вести переговори, вести дипломатичне листування тощо. У сучасних політичних умовах Україна особливо потребує фахівців зі знанням іноземної мови, які своєю професійною діяльністю сприятимуть розвитку тісних відносин із зарубіжними партнерами і тим самим наблизатимуть вступ нашої країни до ЄС та НАТО.

Метою навчальної дисципліни є формування комунікативної іншомовної компетентності для задоволення потреб професійного спілкування та підготовка студентів до ефективної усної та письмової комунікації у навчальній та професійній діяльності.

Об'єктом навчальної дисципліни є професійна діяльність та сучасна іноземна мова, притаманна цій сфері.

Предметом навчальної дисципліни є практичний аспект використання іноземної мови в сучасній професійній діяльності.

THEMATIC COURSE PLANNING

Content Module 1. Management and Marketing

Тема 1. *Organization. Teamwork. Future forms. The Present Indefinite and Continuous.*

Слухання: плоскі і високі організації.

Читання: Flat and tall organisations.

Говоріння: Roles and responsibilities.

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, 3, 17]

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 [ˈtʃælɪndʒɪŋ] - складний, викликаючий

organisation [ˌɔ:gənaɪ'zeɪʃn] - організація

hierarchy ['haɪərə:ki] - ієрархія

promotion [prə'məʊʃn] - просування

responsibility [rɪˌspɒnsəˈbɪlɪti] - відповідальність
innovation [ˌɪnəˈveɪʃn] - інновація
decision-making [dɪˈsɪzn ˌmeɪkɪŋ] - прийняття рішень
authority [ɔːˈθɒrɪti] - влада, повноваження
decentralised [diːˈsentʃəlaɪzd] - децентралізований
effective [ɪˈfektɪv] - ефективний
predictable [prɪˈdɪktəbl] – 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: Different ways to open a presentation.

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, 3, 17]

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 work related 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 ɪn'geɪdʒmənt/ – залучення клієнтів

image /'ɪmɪdʒ/ – імідж, образ

interactive /,ɪntər'æktɪv/ – інтерактивний

loyalty /'lɔɪəlti/ – лояльність

marketing /'mɑ:kətiŋ/ – маркетинг

online advertising /'ɒnlaɪn 'ædvərtaɪzɪŋ/ – онлайн-реклама

product placement /'prɒdʌkt 'pleɪsmənt/ – прихована реклама у фільмах/ТБ
 target customer /'tɑːɡɪt 'kʌstəmə/ – цільовий клієнт
 television programme /'telɪvɪʒən 'prəʊɡræm/ – телевізійна програма
 to extend a brand /ɪk'stend ə brænd/ – розширити бренд
 luxury /'lʌkʃəri/ – розкіш
 purchase /'pɜːtʃəs/ – покупка, купувати
 recently /'riːsntli/ – нещодавно
 trend /trend/ – тенденція
 global /'ɡləʊbəl/ – глобальний
 consumer /kən'sjuːmə/ – споживач
 expand /ɪk'spænd/ – розширюватися
 include /ɪn 'kluːd/ – включати
 franchise /'fræn.tʃaɪz/ – франшиза
 brand recognition /brænd rekəɡ'nɪʃn/ – впізнаваність бренду
 according to the region /ə'kɔːdɪŋ tə ðə 'riːdʒən/ – залежно від регіону
 launch a campaign /ləʊntʃ ə kæm'peɪn/ – запускати кампанію
 store /stɔː/ – 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

Content Module 2. Job Hunting

Тема 3. *Job search. Applying for an internship. 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, 3]

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,si:kər] – пошукач роботи

internship ['ɪntɜ:nʃɪp] – стажування

cliché [kli:'ʃeɪ] – кліше

gain [geɪn] – отримати

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

apply for [ə'plai fɔ:r] – подавати заявку на

sort out [sɔ:rt 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'mju:nɪkətɪv] – комунікабельний

responsible [rɪ'spɒnsəbl] – відповідальний

motivation [ˌmoʊti'veɪʃən] – мотивація

intern ['ɪntɜ:n] – стажер

position [pə'zɪʃən] – посада

flexible ['fleksəbl] – гнучкий
 skills [skɪlz] – навички
 passionate ['pæʃənɪt] – пристрасний
 recruitment [rɪ'krʊ:tmənt] – найм персоналу
 interview ['ɪntəvju:] – співбесіда
 prepare /prɪ'peər/ – готувати(ся)
 candidate /'kændɪdət/ – кандидат
 interview /'ɪntəvju:/ – співбесіда
 appropriate /ə'prəʊpriət/ – відповідний, доречний
 inappropriate /,ɪnə'prəʊpriət/ – невідповідний
 relevant /'reləvənt/ – доречний, актуальний
 experience /ɪk'spiəriəns/ – досвід
 certificate /sə'tɪfɪkət/ – сертифікат, свідоцтво
 technology /tek'nɒlədʒi/ – технологія
 management /'mænɪdʒmənt/ – управління
 employer /ɪm'plɔɪər/ – роботодавець
 employee /'emplɔɪ'i:/ – працівник
 certificate /sə'tɪfɪkət/ – сертифікат
 reference /'refərəns/ – рекомендація, посилання
 strength /streŋθ/ – сила, перевага
 weakness /'wi:knəs/ – слабкість
 voluntary /'vɒləntəri/ – добровільний
 teamwork /'ti:mwɜ:k/ – командна робота
 opportunity /,ɒpər'tju:nəti/ – можливість
 questionnaire /,kwɛstʃə'neər/ – анкета
 buying time /baɪŋ taɪm/ – виграти час
 uncertainty /ʌn'sɜ:nti/ – невпевненість
 hesitate /'hezɪteɪt/ – вагатися
 clarification /,klærɪfɪ'keɪʃn/ – уточнення
 contraction /kən'trækʃn/ – скорочення (грам.)
 swap /swɒp/ – обмін
 promotion /prə'məʊʃən/ – підвищення (по службі), просування, акція (рекламна)
 salary /'sæləri/ – 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.

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 strategy of a food company. 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, 3]

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.ə'tʃu:.nə.ti/ – можливість

threat /θret/ – загроза

environment /in'vai.rən.mənt/ – середовище

risk /risk/ – ризик

impact /'ɪm.pækt/ – вплив

technology /tek'nɒl.ə.dʒi/ – технологія

economy /i'kɒn.ə.mi/ – економіка

inflation /in'fleɪ.ʃən/ – інфляція

population /ˌpɒp.jə'lei.ʃən/ – населення

regulation /ˌreg.jə'lei.ʃən/ – регулювання

acquire /ə'kwaɪər/ – здобувати, набувати

expand /ɪk'spænd/ – розширювати

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

innovate /'ɪn.ə.veɪt/ – впроваджувати інновації

compete /kəm'pi:t/ – змагатися

develop /dɪ'vel.əp/ – розвивати

failure /'feɪ.ljər/ – невдача

profitable /'prɒf.ɪ.tə.bəl/ – прибутковий

competition /ˌkɒm.pə'tɪʃ.ən/ – конкуренція

growth /grəʊθ/ – ріст

success /sək'ses/ – успіх

takeover /'teɪk.əvər/ – поглинання (компанії)

tackle (a problem) /'tæk.əl/ – вирішувати (проблему)

anticipate /æn'tɪs.ɪ.pert/ – передбачати

make a judgement /meɪk ə 'dʒʌdʒ.mənt/ – робити оцінку, ухвалювати рішення

performance /pə'fɔː.məns/ – результативність, ефективність

lack confidence /læk 'kɒn.fɪ.dəns/ – бракувати впевненості

growth prospects /grəʊθ 'prɒs.pekts/ – перспективи зростання

generation /ˌdʒen.ə'reɪ.ʃən/ – покоління

processed food /'prəʊ.sɛst fu:d/ – оброблена їжа

decline /dɪ'klaɪn/ – спад, зменшення

miss opportunities /mis ɒp.ə'tju:.nə.tiz/ – втрачати можливості
fast-growing /fɑ:st 'grəʊ.ɪŋ/ – той, що швидко зростає
management /'mæn.ɪdʒ.mənt/ – керівництво
takeover bid /'teɪk əv.ər 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 ,mɑ:ˌdʒɪn/ – норма прибутку, рентабельність
outperform /,aʊt.pə'fɔ:m/ – 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? / 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, якби 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</i> / <i>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, might, 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. Entrepreneurial activity

Тема 5. Logistics. Logistics and world construction. Passive Voice in different tense forms.

Слухання: Negotiating new terms and conditions.

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, 3]

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 /ˈkʊə.ri.ər/ кур'єр

logistics /lɒˈdʒɪs.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. посилок)
 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.

Problem	Details	Demand
late payments	month overdue	Immediate payment /court
damaged goods	scratched, broken, not working	replacement, refund, different product
wrong goods	order for correct goods, reference number, details of goods required and received	collect and replace immediately, need discount/ compensation
invoice incorrect	wrong goods, agreed price incorrect, discount not applied	won't pay until new invoice received/ send correct one immediately
inferior quality	cheap and easily breakable, materials used not as good as usual product, product fails to work	if cannot supply quality products, we must find 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) delivered
2. C) operates
3. A) collection locker
4. C) are used
5. C) damaged
6. B) are being tested
7. C) delivery
8. A) was delivered
9. A) retailer
10. C) distribution
11. A) is packed
12. C) locker-based
13. C) The parcels are picked up by customers.
14. B) will be used
15. C) deliver by courier

Тема 6. Entrepreneurship. Doing business. The order of words in a sentence.

Слухання: A presentation based on visual data.

Читання: Leaving Harvard to start a business.

Говоріння: Running a business.

Письмо: Email.

Граматика: Order of information in sentences.

Рекомендована література: [1, 2, 3, 17]

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 /dron/ дрон

distribution /,dɪstrɪ'bju:ʃən/ розповсюдження

self-driving /,self draɪvɪŋ/ автономний, 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).



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. Career growth

Тема 7. *Working abroad. Cultural anecdotes. The Past Tense Group. First and Second Subjunctive Mood.*

Слухання: Working in other cultures.

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, 3, 17]

Vocabulary

Accent /'æksənt/ акцент

Fluent /'flu:ənt/ вільно розмовляючий

Reserved /rɪ'zɜ:vəd/ стриманий

Nuance /'nju:ɑ:ns/ нюанс

Demotivated /,di:'məʊtɪvɪtɪd/ демотивований

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

Come across /kʌm ə'krɒs/ справляти враження

Put off /put 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'spektfəl/ 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 /əˌpɒləˈdʒetɪk/ 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. Leadership. Great leaders need neuroscience. Subordinate Clause.

Слухання: Managing a team meeting.

Читання: Leadership.

Говоріння: Giving and responding to feedback.

Письмо: An email to justify a training course.

Граматика: Relative Clauses.

Рекомендована література: [1, 2, 3, 17]

Vocabulary

delegate /'deligeɪt/ делегувати

prioritise /praɪ'ɔːrətaɪz/ (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 rɪˌspɒnsə'bɪləti/ брати відповідальність

consult /kən'sʌlt/ радитися, консультуватися

gain respect /geɪn rɪ'spekt/ здобути повагу

neuroscience /'njuərəʊsaɪəns/ нейронаука

empathy /'empəθi/ емпатія

brainstorming /'breɪnstɔːmɪŋ/ мозковий штурм

emotional intelligence /ɪˌməʊʃənl ɪn'telɪdʒəns/ емоційний інтелект

decision-making /dɪ'sɪʒən ˌmeɪkɪŋ/ ухвалення рішень

impact /'ɪmpækt/ вплив

leadership mindset /'liːdəʃɪp ˈmaɪndset/ мислення лідера

perspective /pə'spektɪv/ точка зору, бачення

unconscious bias /ʌn'kɒŋʃəs ˈbaɪəs/ неусвідомлене упередження

interpersonal /ˌɪntəˈpɜːsənəl/ міжособистісний

hierarchy /'haɪərəːki/ ієрархія

dominance /'dɒmɪnəns/ домінування
team dynamics /ti:m daɪ'næmiks/ 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. А

15. А

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