



# English for Industrial Engineering Course Work Handout 2025

Second Cycle

4th Year

Adapted by

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# OVERVIEW

Industrial engineering has long been at the forefront of optimizing processes, improving efficiency, and integrating systems across a wide array of industries. In today's rapidly evolving world, where the balance between productivity, sustainability, and innovation is more critical than ever, industrial engineering plays a pivotal role in shaping the future of manufacturing, logistics, healthcare, and beyond.

This handbook is designed to serve as a comprehensive guide for both students and professionals in the field. It offers a deep dive into the core principles of industrial engineering, blending theory with practical applications. From lean manufacturing and supply chain optimization to ergonomics and quality control, the topics covered reflect the diversity and interdisciplinary nature of the field.

The intention of this handbook is not only to equip readers with the technical skills required for excellence but also to inspire a mindset of continuous improvement. As you navigate through the pages, you will find tools, methodologies, and real-world case studies that illustrate how industrial engineering is applied to solve complex problems and drive progress.

I hope this handbook becomes a valuable resource for your journey, whether you are stepping into the world of industrial engineering for the first time or looking to refine your existing expertise. It serves as a reminder of the immense potential of industrial engineering to create smarter, more efficient, and sustainable systems that will meet the demands of an ever-changing global landscape.

## Objectives

While engineering studies focus primarily on logical activities and therefore on students' intellectual performance, the success of an engineer's career is equally dependent on the professional's "social" skills. More commonly known as **Soft Skills**, these competencies are not only innate; they can be analyzed, taught, and improved.

We offer students the opportunity to explore and implement techniques to improve some of these skills: teamwork, leadership, creativity, and decision-making.

To prepare students for interview simulations focusing exclusively on these skills, we use various teaching methods, ranging from traditional listening and reading comprehension exercises to flipped classrooms and peer assessment.

## Unit One: Every day Technical English

This unit refers to the simplified, clear, and direct language used to communicate technical information in various fields. It's designed for practical, routine communication between professionals, students, or technicians who may not be native English speakers. The objective of this unit is to enhance communication in technical fields by making complex information clear, precise, and accessible.

## Unit Two: Business English

In Business English for Industrial Engineering, clear communication and technical vocabulary are essential. Engineers often discuss *process optimization* by addressing *efficiency*, *productivity*, and *bottlenecks* to streamline operations. In supply chain discussions, terms like *inventory management* and *lean manufacturing* are common. When presenting, concise language and data visualization through *charts* and *KPIs* help in conveying project insights effectively. Emails should be brief yet polite, using phrases like “*Thank you for your assistance*”. In negotiation, engineers might discuss *cost analysis* and *contract terms* to secure favorable outcomes. Overall, using clear, specific language is key to successful industrial engineering communication.

## Unit Three: English for Logistics

In logistics within industrial engineering, effective communication and precise terminology are crucial for coordinating supply chain activities. Engineers focus on *inventory management*, ensuring the right amount of materials is available to meet demand without excess. Terms like *just-in-time (JIT)* and *lean logistics* refer to minimizing waste and optimizing resource flow. Engineers must discuss *lead times*, *warehouse management*, and *order fulfillment* to ensure timely deliveries and efficient storage solutions. Collaboration with suppliers and transport teams is essential, often involving terms like *freight management*, *tracking*, and *supply chain resilience*. Clear, direct language helps align logistics strategies with overall production goals.

## Unit Four: Professional English

This unit helps you develop the skills to create professional and effective job application documents while also improving your English listening and pronunciation. You will learn to design personalized CVs, write compelling cover letters, and complete job applications with clarity and accuracy. By incorporating listening exercises, you'll become more familiar with English pronunciation, enhancing your overall communication skills. Emphasizing formal language and industry best practices, this course enables you to confidently showcase your skills and experiences. Through practice and real-world examples, you'll gain the confidence to stand out in the job market—whether you're starting your career, aiming for a promotion, or transitioning to a new industry.

# Outline

## UNIT ONE: Technical English

<b>Lesson One</b>	<b>Working in Industry</b> -manufacturing company -products and markets -Job responsibilities/training -Company background
<b>Lesson Two</b>	<b>A Visit of the Workplace</b> -Describing the layout -A new installation -Explaining the process -Automation
<b>Lesson Three</b>	<b>Industrial Maintenance</b> -Common problems -preventive maintenance -Repair services
<b>Lesson Five</b>	<b>Environmental Matters</b> -Major Environmental issues -General Understanding questions Practice
<b>Lesson Four</b>	<b>Safety in the workplace</b> -Warning signs hazards -Machine safety -The evacuation procedure

## UNIT TWO: Business English

<b>Lesson One</b>	<b>Job information</b> -Applying for a job -Qualifications for the Job -Working Conditions -Responsibilities -Financial Rewards
<b>Lesson Two</b>	<b>Describing Charts/Diagrams</b> -Setting the Scene -Dealing with questions -Dealing with unexpected -Facts and figures -Trends
<b>Lesson Three</b>	<b>Meetings</b> -Setting up a meeting -Postponing a meeting -Working through Agenda -Reaching an agreement

<b>UNIT THREE: English for Logistics</b>	
<b>Lesson One</b>	-Introduction to Logistics -Introduction to supply chain -The impact of globalization on the supply chain -Logistics services -Mode of transport
<b>UNIT FOUR: LISTENING/SPEAKING</b>	
<b>Lesson One</b>	Writing a CV
<b>Lesson Two</b>	Formal Cover Letter
<b>Lesson Three</b>	Job Interview
<b>Lesson Four</b>	Innovation in business
	Making a presentation
<b>Answer Keys</b>	
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# **UNIT ONE/ Technical English**

## Lesson One: Working in Industry

### A manufacturing company

- **A:** so, who do you work for?
- **B:** **I work for a large multinational company** called DAK Group. We have five main **areas** of business; construction, heavy industry, ship building, motor vehicles and telecommunications.
- **A:** **And which side of business do you work in?**
- **B:** The motor vehicles division, I work in our Belgian company, we manufacture components for our car production plants in Europe.
- **A:** Where are DAK headquarters?
- **B:** In SEOUL, **but the company has operations in over fifty countries** and thirty factories all over the world.

### Products and Markets

- **A:** What does your company do exactly?
- **B:** We design and assemble a wide range of electric generators for hospitals, hotels and small factories. **We specialize in medium-sized generators** but we are hoping to diversify into larger models next year.
- **A:** And who do you sell to?
- **B:** **We export to Eastern Europe and the Far East. The domestic market accounts for about 40 per cent of our total sales.**

### Company Size

- **A:** How many people does your company employ?
- **B:** We have over sixty employees. We have about forty factory workers and technical people and the rest are admin and sales staff. We started off with only ten people so our **workforce has grown** a lot.
- **A:** What your **annual turnover**?
- **B:** It was just over two million Euros last year.

### Company Background

- **A:** How long has the company been in business?
- **B:** **gor** over forty years. The original company –Davies Engineering- was founded in 1947 by the Davies brothers in a small workshop near Manchester. They closed down the workshop in 1980 and opened up a new factory in Leeds.
- **A:** When did it became ABS?
- **B:** In 1997when it was bought by a German company . they set up two more businesses in the UK.
- **A:** What does IABS stand for?
- **B:** International Air Braking System

### Training

- **A:** What do you do?
- **B:** I'm apprentice with a local **engineering firm**. My training lasts for two years two days a week I study engineering at a local college. If I pass all my exams, **I hope the company will take me on as an engineer.**

### Job responsibilities

- **A:** What does your job involve?
- **B:** I'm the project manager. **So I have to make sure our objects run smoothly.** I work with three project engineers. They take care of after-sales service and look after the maintenance side of the business.

### Being in charge

- **A:** I'm a foreman in our assembly shop. **I'm in charge of about twenty-five** assembly workers. **I have to liaise very closely with our inspectors.** It's their job to check the quality of the work.
- **B: Who do you report to?**
- I report to shift-system supervisor, and he reports to the factory Manager.

### Team working

- **A:** Tell me about how you work here?
- **B:** We work in teams. There are about four to six people in each team. I'm training to be a team leader. **Each team member is responsible for the quality of the goods we produce. We are multi-skilled so we can rotate jobs.** I like that. It stops the work getting boring.

### Hours and Holidays

- **A:** How many hours do you work a week?
- **B:** I do a forty-hour week. I'm on flexi-time. I usually start work at 8 a.m and finish at 4:30 and have half an hour for lunch. But I can start and finish earlier or later if I want.
- And how many weeks holiday do you have a year?
- **A:** Four plus public holidays. I usually take two weeks off in the summer and the rest at new year
- **B:** Do you do overtime?
- **A:** yes if we are busy. I'm paid double-time if I work at weekends

### Shift systems

- **A:** What sort of shift systems do you operate?
- **B:** we have a three shift system. That's three-eight hour shifts each weekday. We are shut at weekends. This week, I 'm on the early shift.
- **A:** Do you ever have to do the night shift?
- **B:** yes, sometimes. I don't like working nights. I have problems sleeping during the day.

**Practice**

**Exercise One:** Write down questions for the following responses

- 1- Who do you sell to?  
-We sell mainly to domestic packaging companies
- 2- .....?  
-An electronic company called Eurotron
- 3-.....?  
- We design jet engines
- 4-.....?  
-we have over 1000 employees worldwide
- 5- .....?  
-I'm a computer engineer
- 6-.....?  
-My job involves liaising carefully with our production people to plan our production schedule
- 7-.....?  
-I report to our shift supervisor
- 8-.....?  
-I work on average 35 hours a week
- 9-.....?  
-Just over 2 million dollars a year.
- 10-.....?

**Exercise Two:** complete the sentences with a preposition

- 1- I'm **on** the afternoon shift today
- 2-We produce components .....the car industry.
- 3-Exports account.....70 per cent of total sales.
- 4-We have factories all .....the world.
- 5-We specialize .....top of the range cars
- 6-We are trying to diversify .....more expensive modals
- 7-What does IBM stand .....?

8-He is responsible.....Quality Control.

9-I'm in charge .....the workshop.

10-Who takes care .....after sale service?

11-I have to liaise .....our production planners

**Exercise three:** complete the sentences using suitable words

Apprentice- components- flexi-time- workforce- shift- turnover-  
operations- plant- people- overtime

1-Our .....this year will be S500.000

2-I'm doing .....this week so I'll earn more money.

3-My son is an .....at a local furniture factory.

4-She works .....so she can start work any time between 8.a.m. and 9.am.

5-Our company has.....in more than twenty countries.

6-What .....are you on this week?

7-Our.....has been cut because we don't have enough orders.

8-They manufacture electronic .....for computers.

9- Our maintenance .....do all our repairs.

10- DAK is opening a new car .....in the UK next year.

**Exercise Four:** match the products and industries.

1-Diesel oil

a- The pharmaceutical industry

2-Car components

b-The construction industry

3-Buildings

c-The textile industry

4-Drugs

d-The electronics industry

5-Jet engines

e-The petrochemical industry

6-Cardboard boxes

f-The aerospace industry

7-Semi-conductors

g-The telecommunications industry

8-Gold

h-The automotive industry

9-Cloth

i-The packaging industry

10- Mobile phones

j-The mining industry

**Exercise five:** Add a verb to make a two part-verb

1- The company is planning to **open up** a factory in china next year.

2-We will have to .....**on** some more machine operators as we are behind with orders.

3-Our IT- people .....**after** the maintenance of our computer systems.

4-They had to .....**down** their German factory because costs were too high.

5-I'm going to .....**off** the whole of July this year. I need a good holiday.

6-I would like to become self-employed and .....**up** my own car repair business.

**Exercise six:** add 'The' if necessary to those geographical areas

-**The**.....Far East

-.....European Union

-.....South-east Asia

-.....China

-.....South America

-.....United states

-.....United Kingdom

-.....Russia

-.....Western Europe

-.....Germany

-.....Middle East

**Exercise Seven:** match the following descriptions with one of the jobs below

Production planner- electronic engineer- joiner- mechanic-  
fitter- machine operator- inspector- welder- electrician- lab-technician

- 1- Someone who works with wood:
- 2- Someone who works in a laboratory:
- 3- Someone who works with a machine on a production line:
- 4- Someone who puts together adjusts or installs machinery or equipment:
- 5- Someone who works with electrical equipment:
- 6- Someone who joins metal together, usually using heat:
- 7- Someone who repairs and maintains engines especially car engines:
- 8- Someone who checks the quality of work or goods:
- 9- Someone who schedules the order of production runs:
- 10- Someone who works with things like computers, TVs', Radio, etc. :

## Lesson Two: A Tour of the Workplace

### Listen to some useful phrases:

- We used to be on an industrial estate
- We moved to a Greenfield site last year
- I'd like to show you the layout of the factory
- This is the main factory area
- What's going on over there?
- The goods are being wrapped and loaded onto pallets
- There are setting up the machine for a new run
- How long does that usually take?
- This is our newest machine
- What's the running speed of the machine?
- Our maximum output is 160.000 tonnes per annum
- It passes through a series of rollers
- Most of the water is extracted
- Is the factory fully-automated?
- Some of the work is still done manually

## Dialogues 1

### Arriving

- **A:** I'm phoning about the factory visit next Friday. What should I do when I arrive?
- **B:** Park in the visitors' car park in front of the factory and then go to the **gatehouse**. It's directly opposite the entrance to the car park. The security people will sign you in and give you a visitor's badge. My assistant will come down to meet you.
- **A:** Ok, thanks. Look forward to seeing you on Friday, then.

### Location

- **A:** Have you always been on this site?
- **B:** No, **we used to be on an industrial estate on the Outskirts of York**.
- **A:** Why did you move?
- **B:** **we needed larger premises so we moved to this Greenfield site last year**. It's nearer the motorway so it's better for transportation.

### Describing the Layout

Good morning, everybody, welcome to IAM technology. I'm very pleased so many of you could make it here today. My name's Sam Weiss. I'm the production Manager. **I'd like to show you the layout of the factory** before we go and visit it. As you can see from this diagram, everything is under one roof. We've designed it this way to help the flow of materials and to avoid **bottlenecks**.

This area here is where we keep our raw materials. **The main production area** our machine hall **is situated next to it**. Maintenance is situated between the stores and the production area. Just to the right of maintenance, there are steps up to the Lab and the Admin Section. Process Control is also on the Upper level. It's located above the factory floor so that the operators can monitor everything that is going on below.

### Showing a visitor around

- **A:** Ok, **so this is the main factory area**. We're now walking past the printing machine. It's printing in four colors at the moment.
- **B:** **What's going on over there?**
- **A:** They are setting up the machine for a new run.
- **B:** **How long does that usually take?.**
- **A:** About twenty minutes.
- **B:** What's happening at the far end?
- **A:** That's the packing line. **The goods are being wrapped and loaded onto pallets ready for transportation**.

### A new installation

- **A:** **Would you like to show me our new cleaning unit?** It's a clever design.
- **B:** Yes, I would like to see that. What does it clean exactly?
- **A:** It washes the solvent off all the metal parts, the blades, trays etc. and then sends it back into the system.

- **B: What does the unit consist of?**  
A: Well, it's basically two tanks, one for the dirty solvent and one for the clean solvent, A pump and a washing unit. Oh, and there's a cooling system and a filter. It's all controlled by a PLC system that stands for Process Logic Control

### Speed and Capacity

- **A: OK, so this is our newest machine. It was only installed last year.**
- **B: What's the running speed of the machine?**
- **A: About 1500 metres per minute. It's one of the fastest in the world. We had a few problems with it after start-up but it's running very well now.**
- **B: And what's the maximum output?**
- **A: If we're running at full capacity, it's 160,000 tonnes per annum.**

### Explaining the Process

- **A: Could you explain the paper-making process to us – in very simple terms – please?**
- **B: Well, the pulp falls from a box onto the first part of the paper machine,** which is basically a wire bed with large holes in it, where most of the water is extracted.
- **A: So, is it actually paper at this stage?**
- **B: Yes, it is. But we need to take out more water. So it then passes through a series of rollers,** where more water is squeezed out. After that, it goes through the dryers, which are at a very high temperature. The paper is then coated. And finally, it's wound onto reels and cut down into smaller lengths.

### Automation

- **A: Is the factory fully-automated?**  
**B: Not completely. Our production process is partially-automated. We use robots on the production line for routine assembly jobs but some of the work is still done manually.**
- **A: What about supply of parts to the production line?**
- **B: Well, the parts are automatically selected from the store room using a bar-code system.** And there is an automatic feeder which takes them to the conveyor belt at the start of the production line.
- **A: What about the smaller components?**
- **B: They're transported to the workstations on automated vehicles – robot trucks – which run on guide rails around the factory**

**Practice**

**Exercise One** -Rewrite these sentences in the correct passive forms(simple/continuous)

- 1- they are setting up a machine for a new run  
.....
- 2-We make the smaller models in our French factory  
.....
- 3-W print the papers on both sides  
.....
- 4-They are repairing the A-line at the moment  
.....
- 5-The machine then winds the plastic onto reels  
.....
- 6- We change the blades twice a week  
.....
- 7-The men are loading the finished goods onto lorries  
.....
- 8- They are building a new plant just outside Cape Town  
.....
- 9-A machine selects the components automatically  
.....

**Exercise Two:** Complete the sentences with a preposition

- 1- We are located .....an industrial zone
- 2-What’s going on .....the far end of the production line?
- 3-The goods are loaded .....pallets
- 4-I look forward.....seeing you next week
- 5- What does it consist .....?
- 6-It is cut .....smaller lengths
- 7- We moved .....this site last year
- 8-we’re running .....half capacity at the moment
- 9-.....this stage the metal is painted
- 10-The fabric then passes .....a series of rollers
- 11- Welcome.....HLB Engineering

**Exercise Three:** Complete the sentences with the words from the box.

premises, capacity, layout, gatehouse, level, bar-codes, estate, brownfield, conveyor, outskirts

**Example:**

The laboratory is situated on the upper **level**.

- a) Our warehouse is located on the ..... of the city.
- b) If we build on a ..... site, it will be much cheaper.
- c) When you arrive, go to the .....to get a visitor's badge.
- d) The ..... belt transports goods around the factory.
- e) We're moving to new .....next year.
- f) The ..... on every product allow us to identify them.
- g) We're not running at full ..... at present.
- h) This diagram shows the ..... of the factory.
- i) We're located on an industrial ..... by the motorway.

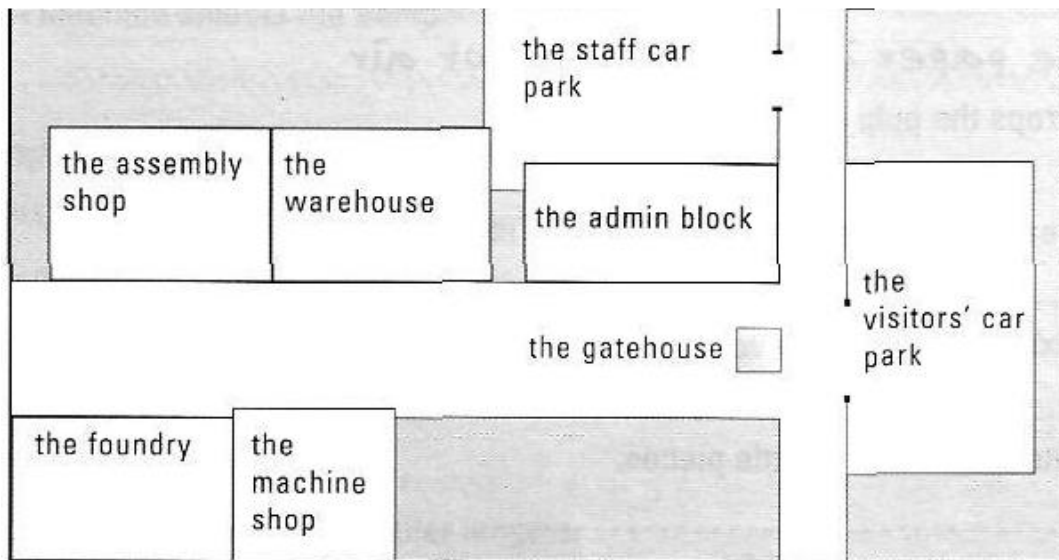
**Exercise Four:** match the questions and answers

- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 1- How long does it usually take?   | A- Two tanks and a cooling system |
| 2-Whats' the maximum output?        | B- No, we moved here last yeat    |
| 3-What does it consist of?          | C- No, only partially             |
| 4-What's the running speed          | D- About twenty minutes           |
| 5-Have you always been on this site | E- 1500 meters per minutes        |
| 6-Is the factory fully-automated    | F- About 50 000 tonnes per annum  |

**Exercise Five:** choose a word from the box to make the name of the place where something is produced /processed.

Factory- mine- station- yard- refinery- works- mill- reactor

- |               |             |
|---------------|-------------|
| 1- Power..... | 6-Chocolate |
| 2-Oil.....    | 7- Nuclear  |
| 3-Steel.....  | 8-Cotton    |
| 4-Coal.....   | 5-Ship..... |

**Exercise Six: fill in gaps with suitable preposition (s)**

- 1- The warehouse is .....the assembly shop and the admin block
- 2-The foundry is.....the machine shops
- 3-The gatehouse is .....the entrance to the visitor's car park
- 4-The staff car park is.....the admin block
- 5-The warehouse is ..... the machine shop
- 6- The admin block is..... the warehouse

## Lesson Three: Industrial Maintenance

Industrial environments such as factories, power plants, and manufacturing facilities, machines and equipment operate continuously to produce goods and services. These systems are complex and require regular attention to ensure they function efficiently and safely. **Industrial maintenance** is the process of inspecting, servicing, and repairing machinery to prevent failures, maintain productivity, and ensure a safe working environment.

The primary goal of industrial maintenance is to **reduce unplanned downtime**, which can disrupt production, lead to financial losses, and compromise safety. By implementing effective maintenance strategies, companies can ensure that their equipment operates at optimal performance, minimizing the risk of breakdowns and costly repairs. Industrial maintenance also plays a crucial role in extending the **lifespan of machines** and improving their overall reliability. Without proper maintenance, equipment can deteriorate quickly due to wear and tear, leading to decreased efficiency, higher energy consumption, and increased operating costs.

Furthermore, industrial maintenance is essential for **compliance with safety standards and regulations**. Poorly maintained equipment can pose serious safety hazards to workers, leading to accidents, injuries, or even fatalities. Therefore, maintenance is not just a technical necessity but also a legal and ethical responsibility for organizations. In recent years, the field of industrial maintenance has evolved significantly with the adoption of modern technologies such as **automation, sensors, and predictive analytics**. These advancements enable companies to monitor equipment in real-time, predict potential failures, and make data-driven decisions to optimize maintenance schedules.

### Types of Maintenance

#### 1. Preventive Maintenance (PM)

Preventive maintenance involves regularly scheduled inspections and servicing of equipment to prevent unexpected breakdowns.

- Example: Changing oil in a machine every month to keep it running smoothly.

#### 2. Corrective Maintenance

This type of maintenance is performed after a failure has occurred. The goal is to fix the issue and restore the equipment to working condition.

- Example: Repairing a conveyor belt that has stopped working.

#### 3. Predictive Maintenance (PdM)

Predictive maintenance uses data from sensors and monitoring devices to predict when a machine might fail. This allows maintenance to be done only when necessary.

- Example: Replacing a motor before it fails based on vibration analysis.

#### 4. Condition-Based Maintenance (CBM)

CBM focuses on monitoring the actual condition of the equipment to determine if maintenance is needed.

- Example: Checking the temperature and noise levels of a machine during operation.

## Benefits of Industrial Maintenance

- **Increased Equipment Lifespan:** Proper maintenance ensures that machines last longer and operate efficiently.
- **Reduced Downtime:** Regular maintenance helps avoid unexpected breakdowns and interruptions in production.
- **Cost Savings:** Preventing failures can save money on expensive repairs and replacements.
- **Improved Safety:** Well-maintained equipment reduces the risk of accidents and injuries in the workplace.

### I- General Understanding Questions

1- What is industrial maintenance?

A: Industrial maintenance is the process of inspecting, servicing, and repairing machinery and equipment in industrial environments to ensure they function efficiently and safely.

2- Why is industrial maintenance important?

A: It is important because it reduces unplanned downtime, extends the lifespan of equipment, improves efficiency, lowers operating costs, and ensures safety compliance.

3- What is the primary goal of industrial maintenance?

A: The primary goal is to reduce unplanned downtime, which can disrupt production and lead to financial losses.

4- How does industrial maintenance help in reducing operating costs?

A: By preventing equipment failures, maintaining optimal performance, and reducing energy consumption, which lowers repair and replacement expenses.

5- How does industrial maintenance contribute to workplace safety?

A: Proper maintenance ensures equipment operates safely, reducing the risk of accidents, injuries, and fatalities.

6- What could happen if industrial maintenance is neglected?

A: Neglecting maintenance can lead to frequent breakdowns, reduced equipment lifespan, increased energy consumption, higher operating costs, and safety hazards.

7- **How** do modern technologies improve industrial maintenance?

A: Modern technologies like IoT, sensors, and predictive analytics allow real-time monitoring of equipment help predict failures, and optimize maintenance schedules, making maintenance more efficient and reliable.

## II- Vocabulary

1: Define the term ‘downtime’ in the context of industrial maintenance.

**A:** Downtime refers to the period when equipment or machinery is not operational, causing a halt in production.

2: What is meant by ‘equipment lifespan’?

**A:** Equipment lifespan is the total period during which a machine or system can operate effectively before it needs to be replaced.

3: Explain the term ‘compliance’ in industrial maintenance.

**A:** Compliance refers to adhering to safety standards, regulations, and legal requirements to ensure the safe and efficient operation of industrial equipment.

### Practice

**Exercise One:** choose the correct verb: **Make/DO**

1-We do the routine service onsite

2-We have got a lot of work to .....before the end of the month

3-I think we need to .....a few changes to our document management procedures

4-Does that engine always .....a strange noise

5-Will you have enough time to.....all the jobs on your list

6-Could you .....a note to order a replacement unit

**Exercise Two:** match an expression in column A with one in column B

A	B
Often	Annually
Every two weeks	Weekly
Hardly ever once a year	frequently
Once a year	Once a day
Every week	Rarely
On a daily basis	Fortnightly

**Exercise Three :** Complete the sentences with prepositions

) It's not designed \_\_\_\_\_ heavy use.

b) It's a very durable system. \_\_\_\_\_ normal operating conditions for many years.

c) Do you know what's wrong \_\_\_\_\_ it?

- d) Can you look \_\_\_\_\_ this pump? I don't think it's working properly.
- e) We're going to shut the line \_\_\_\_\_ midday.
- f) The unit will be replaced \_\_\_\_\_ January.
- g) It's a crucial part \_\_\_\_\_ our process.
- h) The electrician will be here \_\_\_\_\_ Tuesday.

**Exercise Four:** Match the two parts of the verbs and put them in the correct sentences. You might need to change the verb form.

Verbs:

speed	down
slow	around
strip	over
wear –	up
look -	through
go –	up
set –	down
flush -	down

**EXAMPLE:** We need to finish this job by Friday. We'd better *speed up*.

- a) First \_\_\_\_\_ the engine and then clean all the parts.
- b) We need to replace the roller brushes; they've \_\_\_\_\_.
- c) Would you like me to \_\_\_\_\_ the job list with you?
- d) Don't forget to \_\_\_\_\_ the pipes \_\_\_\_\_ with clean water.
- e) The safety inspector is going to \_\_\_\_\_ the site.
- f) We're going to \_\_\_\_\_ a new system for reporting faults.
- g) We need to \_\_\_\_\_ the rotor. It's turning too fast.

**Exercise Five :** Complete the sentences using the words from the box below.

Words: **smoothly- moving- often- capacity- dismantle- essential**

**EXAMPLE:** The engine has been running very smoothly since its last service.

- a) This is an \_\_\_\_\_ part of our manufacturing process.
- b) Remember to lubricate all \_\_\_\_\_ parts.
- c) We can't accept any more orders for next month. We're already working at full \_\_\_\_\_.
- d) How \_\_\_\_\_ do you check the machine settings?
- e) I'm not sure how to \_\_\_\_\_ this section of the machine. I'll need to check the maintenance manual.

**Exercise Six** "Choose the correct prefix – **un, re, or dis.**

**EXAMPLE:** Once the liquid has cooled, we **\*\*re\*\***heat it to forty degrees. a) Sorry about the delay. We had an \_\_\_\_\_ expected problem.

- b) Don't forget to \_\_\_\_\_ calibrate the sensors before you switch the power.
- c) Who left this door \_\_\_\_\_ locked?
- d) There's a mistake in the maintenance schedule. Could you \_\_\_\_\_ print it? e) Something has \_\_\_\_\_ lodged the sensor.
- f) You must \_\_\_\_\_ connect the electricity supply before opening the casing.
- g) Most cars now run on \_\_\_\_\_ leaded petrol. h) We need to \_\_\_\_\_ order these parts.
- i) Remember to \_\_\_\_\_ engage the gears before starting the engine. ""

## Lesson Four: Environmental Matters

The environment is the foundation of life on Earth, providing air, water, and resources essential for survival. However, human activities have significantly impacted the planet, leading to environmental degradation. Issues such as climate change, pollution, deforestation, and biodiversity loss are now critical concerns that require urgent action. Addressing these challenges is essential to ensure a sustainable future for both nature and humanity.

### Major Environmental Issues

#### 1. Climate Change

Climate change is one of the most severe global environmental challenges. It is primarily caused by human activities, such as burning fossil fuels (coal, oil, and gas), deforestation, and industrial emissions, which release greenhouse gases (GHGs) like carbon dioxide (CO<sub>2</sub>) and methane (CH<sub>4</sub>) into the atmosphere. These gases trap heat, leading to global warming.

#### Effects of Climate Change :

- Rising global temperatures, causing heatwaves and droughts.
- Melting ice caps and rising sea levels, threatening coastal communities.
- More frequent and severe natural disasters, including hurricanes and wildfires.
- Disruption of ecosystems, affecting wildlife and agriculture.

#### 2. Air and Water Pollution

Pollution is a major threat to human health and the environment. It occurs when harmful substances contaminate air, water, and land.

#### Air Pollution :

- Caused by vehicle emissions, industrial activities, and burning of fossil fuels.
- Leads to respiratory diseases, heart problems, and environmental damage.
- Contributes to acid rain and depletion of the ozone layer.

#### Water Pollution :

- Resulting from industrial waste, plastic debris, oil spills, and agricultural chemicals.
- Harms marine life, disrupts ecosystems, and threatens drinking water supplies.
- Causes health issues such as waterborne diseases.

#### 3. Deforestation and Habitat Destruction

Forests play a vital role in maintaining ecological balance by absorbing carbon dioxide, producing oxygen, and supporting biodiversity. However, large-scale deforestation for agriculture, logging, and urban expansion has devastating effects.

### Effects of Deforestation:

- Loss of biodiversity, leading to the extinction of many species.
- Increased carbon emissions, contributing to climate change.
- Disruption of indigenous communities that rely on forests for survival.
- Soil erosion and reduced water retention, affecting agriculture.

### 4. Biodiversity Loss

Biodiversity refers to the variety of life on Earth, including plants, animals, and microorganisms. The loss of biodiversity disrupts ecosystems and threatens food security, medicine, and natural disaster resilience.

#### Causes of Biodiversity Loss:

- Habitat destruction due to deforestation, urbanization, and land conversion.
- Overexploitation of species through hunting, fishing, and poaching.
- Climate change, which alters ecosystems and endangers species.
- Pollution, which contaminates habitats and affects animal populations.

### 5. Waste Management and Plastic Pollution

The rapid increase in waste production, particularly plastic waste, poses a significant environmental challenge. Non-biodegradable plastics end up in oceans and landfills, harming marine life and ecosystems.

#### The Role of Governments, Businesses, and Individuals

Addressing environmental challenges requires collaboration between governments, businesses, and individuals.

- **Governments** should implement and enforce environmental laws, promote green policies, and invest in sustainable infrastructure.
- **Businesses** must adopt eco-friendly practices, reduce carbon footprints, and prioritize sustainability in production and supply chains.
- **Individuals** can contribute by conserving energy, reducing waste, supporting eco-friendly products, and advocating for environmental protection.

Environmental matters are urgent and require global attention. While the challenges are significant, solutions exist, and collective action can make a difference. By adopting sustainable practices, investing in clean technologies, and prioritizing environmental conservation, we can protect the planet for future generations.

## I- General Understanding Questions

1. **What is the importance of the environment?**  
The environment provides essential resources such as air, water, and food, making life on Earth possible.
2. **How have human activities impacted the environment?**  
Human activities such as deforestation, pollution, and burning fossil fuels have led to environmental degradation, including climate change and biodiversity loss.
3. **Why is addressing environmental challenges important?**  
Addressing these challenges ensures a sustainable future for both nature and humanity by preventing further damage to ecosystems and human well-being.

### Exercise One

- 1- A mixture of smoke and Ozone    smog
- 2- They are found in paint and bad for the environment    chemicals
- 3- What you may have to pay if you break a law    fine
- 4- A place where waste is put into    landfill
- 5- Able to break down naturally in the environment    biodegradable
- 6- Gases released into the atmosphere from a running engine    emissions
- 7- Another word for waste    garbage
- 8- To use again in different processes    recycle
- 9- In many countries petrol does not contain this anymore    lead
- 10- Energy generated from fast running water    hydropower/hydroelectricity

**Exercise Two** : Complete the sentences with *are allowed to/aren't allowed to or have to*.

#### **EXAMPLE:**

We **have to** reduce our CO<sub>2</sub> emissions by 5 per cent by next year.

- a) Factories \_\_\_\_\_ dump rubbish in the river. They can be fined if they do.
- b) Manufacturers \_\_\_\_\_ follow strict environmental guidelines.
- c) The Government sets strict limits on landfill. We \_\_\_\_\_ send only 50 per cent of our waste to landfill sites. We \_\_\_\_\_ recycle the rest.
- d) Paint producers \_\_\_\_\_ use lead in their paint anymore because it's a health hazard.
- e) We \_\_\_\_\_ exceed the permitted levels.

**Exercise Three:** Match the two parts of the sentences.

- |                                    |                                      |
|------------------------------------|--------------------------------------|
| 1. You can be fined                | a) by using a heat recovery process. |
| 2. Our products minimize damage    | b) for breaking pollution laws.      |
| 3. Most plastics don't bio-degrade | c) to the environment.               |
| 4. We're hoping to use more energy | d) in the environment.               |
| 5. We can save energy              | e) from alternative sources.         |

**Exercise Four:** Complete each sentence with a preposition or leave blank if no preposition is needed.

- We must get rid \_\_\_\_\_ our waste in an acceptable way.
- The new legislation will affect \_\_\_\_\_ everyone in the packaging industry.
- Is it harmful \_\_\_\_\_ the environment?
- Safe disposal \_\_\_\_\_ toxic substances is very important.
- Ozone is not emitted \_\_\_\_\_ the atmosphere.
- Radiation from the sun can be converted \_\_\_\_\_ electricity.
- Incineration is better \_\_\_\_\_ the environment than landfill.
- Our budget for environmental projects will have to increase \_\_\_\_\_ 10 per cent.

**Exercise Five:** Complete the sentences with the correct verb.

**EXAMPLE:** When fossil fuels are burnt, they **give** off CO<sub>2</sub>. (*give/take/send*)

- We need to \_\_\_\_\_ up our production process. (*clear/take/clean*)
- We are trying to \_\_\_\_\_ down the amount of packaging we use. (*put/cut/bring*)
- You can \_\_\_\_\_ down plastic and make it into a different product. (*heat/cut/melt*)
- It's better to recycle glass bottles than to \_\_\_\_\_ them away. (*throw/put/take*)
- Most hamburger boxes don't \_\_\_\_\_ down in the environment. (*take/bring/break*)
- The EU will \_\_\_\_\_ in new legislation next year. (*bring/put/call*)

**Exercise Five .** Complete the sentences with a word from the box below.

*recycling, pollution, environmentally, disposable, environmental,*

*dispose, recyclable, pollutants*

**EXAMPLE:**

Most types of paper are **recyclable**.

- There are six main air \_\_\_\_\_.
- We are setting up an \_\_\_\_\_ management system.
- We need to find a better way to \_\_\_\_\_ of our waste.
- It's an \_\_\_\_\_ friendly product.
- We have an office-paper \_\_\_\_\_ scheme in our company.
- \_\_\_\_\_ is having an effect on the world climate.
- They manufacture cheap \_\_\_\_\_ cigarette lighters.

**Exercise Six** . Rearrange these words to form questions.

**EXAMPLE:**

plastic / how / be / can / recycled?

➔ **How can plastic be recycled?**

a) you / limits / happens / if / permitted / the / what / exceed?

➔ \_\_\_\_\_

b) of / you / waste / how / products / your / dispose / do?

➔ \_\_\_\_\_

c) VOCs / explain / are / can / you / what?

➔ \_\_\_\_\_

d) affected / recent / your / been / by / company / much / legislation / has?

➔ \_\_\_\_\_

e) you / of / what / sources / use / other / energy / do?

➔ \_\_\_\_\_

f) ways / environmentally / products / are / in / your / what / friendly?

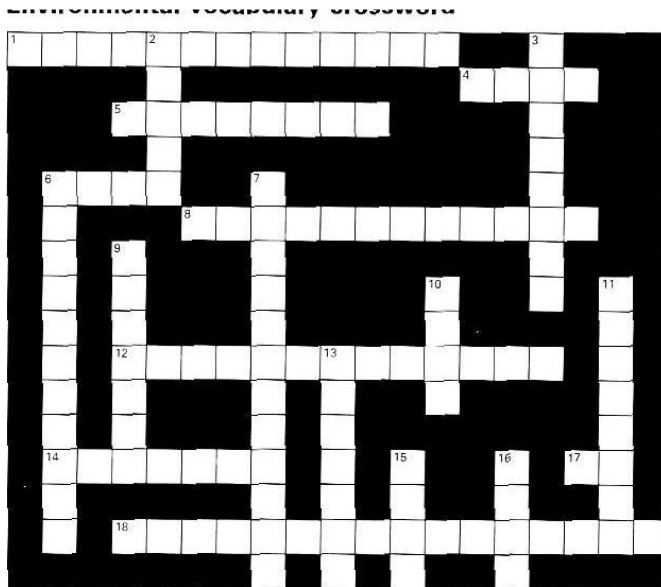
➔ \_\_\_\_\_

g) does / ozone / environment / what / do / the / damage / to?

➔ \_\_\_\_\_

h) heat / explain / is / recovery / what / could / you?

➔ \_\_\_\_\_

**Exercise Seven** Environmental vocabulary crossword**Across**

1. CO<sub>2</sub>. (6,7) (n)
2. A mixture of smoke and ozone. (4) (n)
3. They are found in paint and are bad for the environment. (8) (n)
4. What you may have to pay if you break a law. (4) (n)
5. A place where waste is put into a hole in the ground. (8,4) (n)
6. Able to break down naturally in the environment. (3,10) (adj)
7. Gases released into the atmosphere from a running engine. (7) (n)
8. Abbreviation for polyethylene. (2) (n)
9. Energy generated from fast running water. (5,11) (n)

**Down**

2. A gas which can cause problems for people with breathing difficulties. (5) (n)
3. Made dirty with chemicals, rubbish, etc. (8) (adj)
4. Coal, oil, etc. When burnt, they give off 1 across. (6,5) (n)
5. A method of disposing of waste by burning it. (12) (n)
6. Another word for waste. (7) (n)
7. In many countries petrol does not contain this anymore. (4) (n)
8. Waste water. (8) (n)
9. To use again in a different process. (7) (v)
10. A technical term for 5 across. (4) (n)
11. To release into the atmosphere. (4) (v)

## Lesson Five: Safety in the Workplace

### Dialogues 1

#### *A noisy environment*

"OK, so let's look around the factory now. **It's quite a hazardous environment** so you need to take care. By the way, **you should put your earplugs in** when we go down to the factory. It's not compulsory, but some of the machines are a bit noisy."

#### *Warning signs*

"This is the machine hall. Do you notice that sign over there – the red circle with a diagonal line through it? It means **you mustn't smoke here**. A blue circle shows something is compulsory – so that sign over there means **you must wear goggles in that area** to protect your eyes. The yellow triangle with a black border over there is a warning sign. It means the floor might be wet."

#### *Hazards*

"**Mind out. Don't get too close.** It's very hot. We don't want you to burn yourself. And **please be careful when you walk across the floor. It might be slippery.**"

"So, if you follow me into the Finished Goods Area now ... Mind you don't trip when you go past the packing area. Someone has left some wooden pallets on the floor. And be careful when you walk across the warehouse. **There might be a forklift truck reversing into the storage area.**"

#### *Machine safety*

"I realize **some of you are already familiar with the safety procedures** for this type of machine, but I'll just explain some of the basics again. First of all, **make sure you know how to stop the machine** before you start it. That seems obvious, but it's important."

"Now on this machine, **always check that all the safety guards are fitted correctly** before you operate the machine because **if you don't, someone might have a bad accident**. What else? Oh yes, never try to clean a machine that's in motion. Switch it off and unplug it."

"And finally, tell your supervisor immediately if you think the machine is not working properly or if you think there are any problems. Okay, so has anyone got any questions?"

## Dialogues 2

### *Flammable materials*

**A:** Is that a no-smoking sign?

**B:** Yes, it is. As you know, **some of the materials we use are highly flammable** so we have a very strict non-smoking policy in the factory.

**A:** What does that sign mean?

**B:** It means there must be no naked flames or sparks anywhere near flammable materials. If the materials ignite, it could cause a serious fire and **the fumes they give off can be very dangerous** if you inhale them.

### *The evacuation procedure*

**A:** **Could you just run through the evacuation procedure?**

**B:** Yes, of course. **When you hear the fire alarm**, which is a very loud, continuous ringing noise, you should **go to the nearest fire exit or fire escape** as quickly as possible.

**A:** Should we use the stairs?

**B:** Yes, don't use the lifts. We have regular fire drills so you'll soon become familiar with the procedure. And **always shut the fire doors to prevent the fire spreading**.

### *Dealing with a fire*

**A:** What should I do if I notice a fire?

**B:** **Raise the alarm by breaking the glass** of the nearest fire alarm. Call Security, say 'Fire' and give your name and exact location. At night, you should phone the fire service from the nearest telephone.

**A:** Should I try to put the fire out?

**B:** If you discover a small fire, **you can try to put it out with a fire extinguisher** but only do this if you have been trained. Make sure you use the right extinguisher. They are all color-coded and contain different substances to put out the fire.

### **Accident 1: A cut hand**

**A:** **Your hand is bleeding.** What have you done to it?

**B:** I cut it on that blade.

**A:** **I'll get the first aid box.** There's some antiseptic cream and a bandage in there.

### **Accident 2: An ankle injury**

**A:** Ow! I've twisted my ankle. I slipped on that greasy patch over there. I don't think it's broken, but **it really hurts**.

**B:** Sit down here – don't put any pressure on it. **I'd better call the company doctor.**

**Accident 3: A fall**

**A:** Marco has fallen off a ladder. **I think he's hurt his back. What shall we do?**

**B:** **We'd better not move him. I'll get the first-aider.**

**Practice**

**Exercise One. Match the hazard with the possible result.**

- |                                |   |
|--------------------------------|---|
| 1. a live wire →               | <b>a</b> you might be hit               |
| 2. a loose piece of flooring → | <b>b</b> you might slip over            |
| 3. a sharp blade →             | <b>c</b> you might damage your hearing  |
| 4. steam →                     | <b>d</b> you might burn yourself        |
| 5. a careless truck driver →   | <b>e</b> you might electrocute yourself |
| 6. a greasy floor →            | <b>f</b> you might cut yourself         |
| 7. a very loud noise →         | <b>g</b> you might trip over            |

**Exercise Two. Complete the sentences with words from the box below.**

when - you - mind - oil - out - tools - don't - careful - hot - sharp - floor - low

- Mind ----- trip. There are lots of ----- lying around.
- Be -----! Don't touch the blades. They're very -----.
- Mind -----! Someone's left some boxes on the -----.
- your heads! The doorway is very -----.
- Be careful ----- you walk across the factory. There are often patches of -----  
--- on the floor.
- Mind you ----- burn yourself. The metal is very -----.

**Exercise Three. Match the two parts of the sentences.**

- |   |  |
|---|--|
| <input type="checkbox"/> Always wear ear protection → | <b>(a)</b> check electrical installations regularly.               |
| <input type="checkbox"/> Don't leave →                | <b>(b)</b> emergency exits clear.                                  |
| <input type="checkbox"/> Keep →                       | <b>(c)</b> a machine without checking the safety procedures first. |
| <input type="checkbox"/> Never place →                | <b>(d)</b> when using a pneumatic drill.                           |
| <input type="checkbox"/> Make sure you →              | <b>(e)</b> bottles of chemicals carefully.                         |
| <input type="checkbox"/> Check that →                 | <b>(f)</b> a ladder near an electricity line.                      |
| <input type="checkbox"/> Do not operate →             | <b>(g)</b> tools lying on the floor.                               |
| <input type="checkbox"/> Label →                      | <b>(h)</b> the safety guard is in place.                           |

**Exercise Four. Choose It or There.****Example:** It might be slippery.

- a. ---- -----might be very noisy.
- b. ----- might be a lot of dust.
- c.----- might be very sharp.
- d. ----- might be trucks unloading.
- e. ----- might be bits of broken glass on the floor.
- f. ----- might be live.

**Exercise Five** What might happen if you don't follow safety procedures?**First match the sentences.**

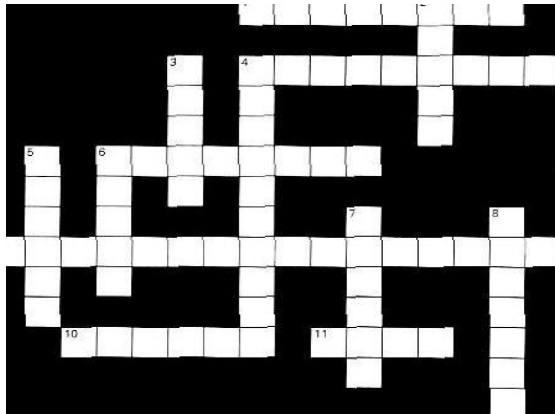
- 1. Never store cylinders by naked flames. → ( **a** ) Someone might slip over
- 2. Always wear gloves when welding. → ( **b** ) Someone may get poisoned
- 3. You must wipe spillages up immediately. → ( **c** ) They may explode
- 4. You mustn't store chemicals in milk bottles or jam jars. → ( **d** ) Someone might trip over them
- 5. Never leave bits of wood lying around on the floor. → ( **e** ) You might burn your hands

**Now choose *If you do* or *If you don't*, to join the two sentences. Write out the whole sentences below.****EXAMPLE:***If you don't store cylinders near naked flames, they may explode.*

- a. ....
- b. ....
- c. ....
- d. ....

**Exercise Seven.** Match the sentences on the left with the responses on the right.

1. I think I've twisted my ankle. → ( a ) We'd better order some more.
2. I've cut my finger. → ( b ) We'd better take her out into the fresh air.
3. Look! The warehouse is on fire. → ( c ) We'd better not use it. Switch it off!
4. José has fallen and hurt his back. → ( d ) You'd better not put any pressure on it
5. I've splashed some chemical on my skin. → ( e ) You'd better put a plaster on it
6. Maria has inhaled some fumes. → ( f ) You'd better wash it off immediately
7. The machine is making a funny noise. → ( g ) We'd better not move him
8. We haven't got any bandages. → ( h ) We'd better call the fire service

**Fire vocabulary crossword.****Across**

1. Move people from a dangerous place. (8) (v)
4. Catches fire easily. (9) (adj)
6. A door for leaving a building when there is a fire. (4,4) (n)
9. A metal cylinder containing water or chemical at high pressure used for putting out fires. (4,12) (n)
10. Burning gases in pointed shapes that come from something on fire. (6) (n)
11. To be on fire. (4) (v)

**Down**

2. Something like a bell that makes a loud noise to warn people of danger. (5) (n)
3. A small piece of bright burning material that flies up from something burning. (5) (n)
4. These practice what to do if there is a fire. (4,6) (n)
5. To catch fire or set fire to. (6) (v)
6. Unhealthy smoke, gas or smells produced when something burns. (5)
7. To extinguish. (3,3) (v)
8. The fire \_\_\_\_\_ is the organisation which has the job of putting out fires. (7) (n)

# **UNIT TWO/ Business English**

## Lesson One: JOB INFORMATION

Job information refers to details about a specific job role, including responsibilities, skills required, salary, working conditions, and opportunities for career growth. It helps employees and employers understand job expectations and duties.

The aim of this lesson is to help learners:

1. Understand key job-related vocabulary and concepts.
2. Identify different aspects of job information, such as responsibilities, requirements, and benefits.
3. Improve their ability to communicate effectively about jobs in professional settings.
4. Develop workplace language skills for better career opportunities.

### Dialogues 1

#### Responsibilities

- **A:** So, what exactly do you do in the company?
- **B:** I'm responsible for new product development. I report directly to the CEO.
- **A:** What does that involve?
- **B:** I supervise a team of designers. We all have to think of new ideas, test them, and develop the ones that we think will succeed.
- **A:** It sounds challenging.
- **B:** It is, but I really enjoy it.

#### Qualifications for the job

- **A:** I hear you studied in Finland.
- **B:** That's right. I did a degree in Engineering at Tampere Technical University and then I worked in a small software company in Helsinki.
- **A:** Why did you decide to stay in Finland?
- **B:** I was very interested in the job. I wanted to put my training into practice. The experience was very good and certainly helped me to get this job.

#### A typical day

- **A:** What time do you start in the mornings?  
**B:** I aim to get to work by 8 a.m. That means leaving home at 7:30. I usually cycle to work. **A:** Are the hours flexible?
- **B:** In theory, yes, but I normally finish at 4 p.m. I sometimes finish earlier if I take a very short lunch break.
- **A:** Do you go out for lunch?

- **B:** Occasionally, but I like eating in the company canteen.

### Discussing a new appointment

- **A:** What kind of person are we looking for?
- **B:** We want someone who is already working as a Project Manager in a software house. He or she should have at least three years' experience.
- **A:** What sorts of skills are needed?
- **B:** Excellent communication skills are essential. The person we appoint will have a lot of direct contact with clients — we need someone who can present the company clearly.
- **A:** Absolutely. So where can we find this person?
- **B:** I think we should advertise with an online recruitment agency, but we may have to use a firm of head-hunters.

### Dialogues 2

#### Working conditions

- **A:** Are you pleased you moved to the Bangkok office?
- **B:** Yes, I am. The atmosphere is very relaxed, and I have a good group of colleagues. There's a great mix of nationalities, and we often go out for dinner or for a drink after work. Everyone is on first-name terms.
- **A:** Don't you find it very hot there?
- **B:** Bangkok is hot, yes, but the offices are very comfortable. All the buildings and cars are air-conditioned. I have no regrets about moving.

#### Financial rewards

- **A:** What kind of salary do you think we should offer for the new sales manager's job in Almaty?
- **B:** It's difficult to say. We would normally pay \$50,000 a year plus commission for a job with these responsibilities, but I don't know about the cost of living in Kazakhstan, and I have no idea about the level of local salaries.
- **A:** Neither have I. I'll talk to Balgira Karakas about it. She's originally from Almaty—I think she's working in our Dacca office at the moment.

#### Job benefits

- **A:** How's the new job?
- **B:** I'm very happy with it. The salary is reasonable—not quite as good as in the last job, but the company really looks after its people.
- **A:** How do you mean?
- **B:** Well, I have free use of the company gym and health club, they pay for all my phone calls, and I get excellent medical insurance. Sickness pay and holidays are very good, and the promotion prospects are excellent.
- **A:** You're lucky.

- **B:** Yes, I am—they even give us a season ticket for the local football team!

### Retirement and redundancy

- **A:** How has the takeover affected the company?
- **B:** Well, the new owners are going to close down a plant in Manila and another in Dubai. About 300 people are going to lose their jobs.
- **A:** That's terrible.
- **B:** Actually, it's not quite as bad as it seems. Most of the staff will be offered jobs in other plants, and quite a few want to take early retirement.
- **A:** So there are no compulsory redundancies?
- **B:** Very few.
- **A:** That's good news.

### Practice

**Exercise 1.** Complete the missing word in the sentences and then put them in the grid. The letters in the tinted panel will spell a key word.



- You don't need to pay. Use of the gym is .....
- Is the cost of ..... high in Norway?
- We need a person with ..... communication skills.
- There is a good ..... of nationalities in the office.
- Are you planning to take early .....
- I understand some..... will be lost after the takeover.
- Do you know the ..... of local salaries?
- My employer provides free ..... insurance.

**Exercise 2. Complete the sentences with a form of the word in brackets.****Example:** John is now Head of ..... (*recruit*)

- a. Because of the factory closure, 500 people are going to be made ..... (*redundancy*)
- b. I'm in charge of ..... (*develop*)
- c. The company provides free motor ..... (*insure*)
- d. I'm planning to..... next year. (*retirement*)
- e. It is a very ..... place to work. (*stress*)
- f. Do you know who the new ..... of the company are? (*own*)
- g. We need a manager with excellent ..... skills. (*lead*)
- h. I have good..... prospects in my new job. (*promote*)
- i. It's a very ..... job. (*challenge*)
- j. It's a job with a wide range of ..... (*responsible*)

**Exercise3.** Match the statements and questions with the responses.

- |  |   |
|--|---|
| 1. I understand Frank used to work in Japan. | a. Fine thanks.                         |
| 2. How are you?                              | b. Yes, the directions were very clear. |
| 3. I usually walk to work.                   | c. At 4 p.m.                            |
| 4. Did you have a good journey?              | d. Yes, I am.                           |
| 5. I don't have any regrets about moving.    | e. That's right, it was five year ago.  |
| 6. Is it a good place to work?               | f. Neither do I.                        |
| 7. Are you looking forward to retirement?    | g. It can be.                           |
| 8. When did you graduate?                    | h. Absolutely!                          |
| 9. What time do you leave work?              | i. So do I.                             |
| 10. We need someone who is very reliable.    | j. In 2001.                             |

**Exercise 4** Complete the sentences with a preposition.**EXAMPLE:** I'm in charge **of** IT Services.

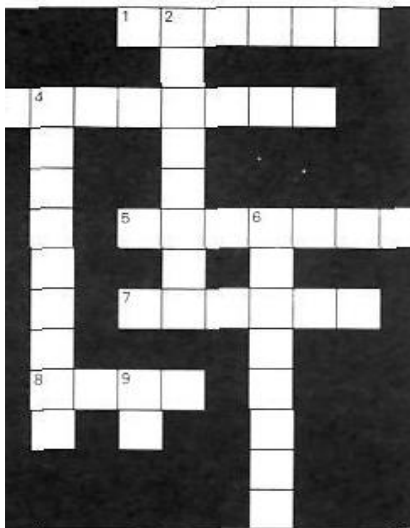
- a. I'm responsible ..... recruitment.
- b. I report ..... the Human Resources Director.
- c. I take care ..... everyday office procedures.
- d. I studied ..... my degree at Edinburgh University.
- e. I have no regrets ..... taking my current job.
- f. Isn't the cost ..... living very high?
- g. I have free use ..... the company swimming pool.

**Exercise 5** Complete the crossword.**Across**

1. I work for a recruitment .....
2. I don't have time to eat in a restaurant at lunchtime.  
I usually have a .....
3. The meals in the staff ..... are excellent.
4. I used to be paid ....., now I'm paid monthly.
5. I can't afford to live here. The ..... of living is too high.

**Down**

2. She is an Oxford University .....
3. The company provides a very good daily ..... for living expenses.
4. The company has changed enormously since the .....
5. I'm moving to Istanbul next year.  
'Really? ..... am I!'

**Exercise 6** Match the two parts of the sentences.

1. I graduated .....
2. I report .....
3. I studied .....
4. I go to work .....
5. We need to advertise .....
6. We offered her a salary of \$60,000 .....
7. The company looks .....
8. I'm looking forward .....

**Options:**

- a. for a degree in Business Administration.
- b. by car.
- c. plus commission.

- d. to early retirement.
- e. in the local newspaper.
- f. to the Chief Project Manager.
- g. after its staff well.
- h. from university five years ago.

**Exercise 7** Respond to the statements with so or neither.

**EXAMPLE:** I'm going to lose my job.

**So am I.**

- a. I didn't want to take early retirement.  
.....
- b. I went to University in France.  
.....
- c. I'm not going out this evening.  
.....
- d. I usually start at 8.00 a.m. in the morning.  
.....
- e. I don't like eating in the company canteen.  
.....
- f. I wasn't interested in my previous job.  
.....
- g. I was very happy in Thailand.  
.....
- h. I'm in the paper industry.  
.....

## Lesson Two: Troubleshooting

Troubleshooting is the process of identifying, diagnosing, and resolving problems in a system, device, or process. It involves systematic steps to detect the root cause of an issue and apply the best solution to restore normal functionality.

The lesson on troubleshooting aims to:

- Teach students the principles and techniques of problem-solving.
- Develop logical and analytical thinking skills.
- Provide hands-on practice in diagnosing and fixing issues.
- Improve efficiency in maintaining and repairing systems.
- Reduce downtime and improve overall system performance.

### Dialogue 1

#### A personnel problem

- A: Johan hasn't turned up and Stefan is ill. Do we have anyone on stand-by?
- B: I'm afraid not, we're very short-staffed at the moment. Can you ask the shift supervisor to ask one of his team to do some overtime? Perhaps Tommi can stand in for an hour or two until we find a replacement.

#### An electrical problem

- A: What's wrong?
- B: There's no power.
- A: Have you checked the fuse box?
- B: Yes, the fuse had blown and I've changed it but now the motor keeps cutting out.
- A: There might be a loose connection somewhere that's making the safety switch trip. Check the settings on the trip-switch. If you can't fix it yourself, call in an electrician.

#### A problem in the office

- A: What's wrong with the photocopier?
- B: The toner has run out and there's none in the stationery cupboard.
- A: I need to make six copies of this report for the Board Meeting tomorrow. Ring Office Supplies and ask if they have any in stock. If they can't deliver this afternoon, I'll go and collect it.

#### Mechanical problem 1

- A: What's happened? Is there a problem?
- B: I think the gears have seized up.
- A: You'll have to dismantle the unit and lubricate the bearings. Do it as quickly as you can but make sure you top up the oil before you start the motor up again.

#### Mechanical problem 2

- A: Why have you stopped production?

- B: We've had a few problems. One of the bolts has worked loose and a blade has snapped off.
- A: OK. Make sure the power is switched off then tighten up all the bolts on the unit and replace the broken blade. Why is there oil all over the floor?
- B: I think the valve is faulty. I couldn't regulate the pressure and the seal burst. I tried opening the emergency valve but it was jammed.
- A: Clean up the mess first, then fit a new seal and check the valve.

## Dialogues 2

### A computer virus

- A: I think I've got a virus on my computer. Do you know how to get rid of it? I haven't had one before.
- B: I'm afraid not. Why don't you call the Help Desk? Someone there will be able to help you.
- A: Have you got the number? I'll call them right now.

### The wrong software

- A: I can't open this email attachment our Paris office has sent me.
- B: Are you sure you're using the right program?
- A: Well, yes, it's definitely the same program but I might have the wrong version. Their system is newer than ours.
- B: That's why you can't open it. You'll have to upgrade before you can read the file.

### The screen is frozen

- A: Can you help me? The program is not responding and I don't know what to do.
- B: Look at the icon in the bottom corner of your screen. Is it flashing?
- A: No, it isn't.
- B: OK. Try closing down all the files you're not using at the moment.
- A: But I can't move the cursor at all. My screen is frozen. What should I do?
- B: Have you tried pressing the Escape key?
- A: Yes, but nothing's happened.
- B: OK, you'll need to reboot your machine. Press Control, Alt, and Delete at the same time.
- A: I've never done that before. Will I lose all my files?
- B: You might lose the file you were working on, but don't worry, the help desk can restore it. When did you last take a backup?

### Internet problems

- A: I've been having problems getting onto the Internet.
- B: Have you checked your connection settings?
- A: Yes, they're fine. I suppose the server might be down again.

- B: Yes, there have been a few problems recently. Why don't you call the IT department?

### **Memory problems**

- A: The system keeps crashing when I try to access the personnel database.
- B: I think the file is too big. You'll need to expand your memory. First, close down all the files you have open, and then...

## **Practice**

### **Exercise 1. Complete the sentences with prepositions.**

- I can't get \_\_\_\_\_ the Internet.
- I've got a virus \_\_\_\_\_ my computer.
- I've been having problems getting \_\_\_\_\_ the personnel database.
- The file is \_\_\_\_\_ the Accounts Folder \_\_\_\_\_ the C drive.
- What's wrong \_\_\_\_\_ my computer?
- I'll have to reorder some new ink cartridges. We're \_\_\_\_\_ of stock at the moment.

### **Exercise 2. Match each verb with its preposition and complete each sentence with one of the alternatives.**

switch up, seize out, call up, clean up, tighten up, top off, turn out, cut up, run in

EXAMPLE: Can you pass me that spanner? I need to tighten up this bolt.

- Did you remember to \_\_\_\_\_ the lubricating fluid after we repaired the leak?
- We've \_\_\_\_\_ of raw materials.
- One of our workers didn't \_\_\_\_\_ yesterday.
- This workshop is very dirty. \_\_\_\_\_ it \_\_\_\_\_ immediately!
- Don't forget to \_\_\_\_\_ the power before you remove the safety guard.
- I hope the motor doesn't \_\_\_\_\_ again.
- If you don't lubricate the mechanism regularly, it might \_\_\_\_\_.
- I think we need to \_\_\_\_\_ an electrician.

**Exercise 3. Match the two parts of the sentences.**

1. My computer keeps \_\_\_\_\_ a. rebooting the system.
2. Have you checked the \_\_\_\_\_ b. to replace the bearings.
3. It might \_\_\_\_\_ c. the toner cartridge.
4. You need \_\_\_\_\_ d. phone an engineer?
5. Why don't you \_\_\_\_\_ e. pressure?
6. I think you \_\_\_\_\_ f. crashing.
7. You'll have to replace \_\_\_\_\_ g. should check the filters.
8. Try \_\_\_\_\_ h. be broken.

**Exercise 4. Use your dictionary and complete the sentences with the most suitable word from the box.**

Words: lubricated, tripped, blown, snapped, leak, loose, crashed, expand, fault, jammed, cursor, restore

EXAMPLE: The fuse has ... blown ...

- a. I think you should \_\_\_\_\_ the memory.
- b. My computer has \_\_\_\_\_.
- c. The gearing mechanism has \_\_\_\_\_ again.
- d. Can you help me \_\_\_\_\_ the data?
- e. The safety switch has \_\_\_\_\_.
- f. The blade has \_\_\_\_\_ off.
- g. My mouse isn't working, I can't move the \_\_\_\_\_.
- h. There has been an oil \_\_\_\_\_.
- i. The bolt has worked \_\_\_\_\_.
- j. I think there is a \_\_\_\_\_ in the program.
- k. Have you \_\_\_\_\_ all the moving parts?

**Exercise 5. Complete the sentences with the correct form of the verbs in brackets.****EXAMPLE:**

Why don't you **phone** (phone) the supplier?

- a. You'll need to \_\_\_\_\_ (drain) the system completely.
- b. Try \_\_\_\_\_ (adjust) the release valve.
- c. I think you should \_\_\_\_\_ (switch off) the power.
- d. You'll have to \_\_\_\_\_ (upgrade) your software.
- e. Have you tried \_\_\_\_\_ (replace) the bearings?
- f. Quick, \_\_\_\_\_ (close) the valve!
- g. The power keeps \_\_\_\_\_ (cut out).

**Exercise 6.** Write down a response to the following problems. Refer to the dialogues.

**EXAMPLE:**

I can't open this attachment.

**Are you sure you're using the right program?**

- a. What's wrong with the photocopier?

\_\_\_\_\_

- b. The file is too big.

\_\_\_\_\_

- c. I can't move the cursor.

\_\_\_\_\_

- d. There's no power.

\_\_\_\_\_

- e. Do you know how to get rid of a virus?

\_\_\_\_\_

- f. The gears have seized up.

\_\_\_\_\_

## Lesson Three: DESCRIBING GRAPHS/DIAGRAMS

Describing graphs and diagrams involves explaining trends, patterns, and relationships shown in visual data representations such as line graphs, bar charts, pie charts, and tables. It includes using appropriate vocabulary to describe increases, decreases, fluctuations, and comparisons.

The aim of this lesson is to help learners:

1. Understand different types of graphs and diagrams.
2. Develop vocabulary and expressions for describing trends and data.
3. Improve their ability to analyze and interpret visual information.
4. Communicate statistical and graphical information clearly in reports, presentations, and discussions.

### Dialogue 1

#### Dealing with questions

- **A:** How much is the project going to cost?  
**B:** I'm afraid I can't say at the moment.
- **A:** Can you tell us when the report will be ready?  
**B:** I'm hoping to have it ready by the end of the week.
- **A:** Are you planning to recruit more staff?  
**B:** Sorry, **I didn't catch the question.** Could you repeat it, please?
- **B:** Did everyone hear that? The question was: 'Are we planning to recruit more staff?'

#### Dealing with the unexpected

- **A:** Oh, dear.  
**B:** Is it broken?  
**A:** Yes, the bulb is broken. I'm afraid I won't be able to use the projector. **Could you bear with me,** I have some paper copies in my briefcase.
- **B:** Are you OK?  
**A:** Yes, I think so. Could I have a glass of water? That's better. **Sorry, where was I?**  
**B:** **You were just about to tell us** some interesting news.

#### Recapping

- **A:** **As I mentioned earlier,** we hope to finish the project by the end of the year. I said that we were on schedule. Having said that, there are a couple of potential problems...

#### Coming to an end

- **A:** **I'd like to finish by thanking you all** for coming here today and I look forward to seeing you in two weeks' time. If anyone has any questions, please ask. I will be around for coffee later and **you are very welcome to contact me** if you have any queries before the next meeting.

## Dialogues 2

### Some facts and figures

- **A: Turnover rose in the year to April by 11 per cent** to 4 billion dollars compared with 3.8 billion in the previous year. Profits jumped by 20 per cent in this period. However, **these results give a misleading picture** as the company sold its French subsidiary during the period for a **‘one-off’ profit** of half a billion dollars.

### Predictions

- **A: We’re currently predicting a slowdown** in sales for next year. Global trading conditions are not promising. However, one area where we expect growth to continue is in Japan and Korea, where **analysts are forecasting an upturn** in the market.  
**B:** Is that for the whole of the region?  
**A:** Yes, we’re looking at a **growth rate of between 1 and 3 per cent** in these areas.

### Trends: upwards

- **A: As you can see from the graph, sales have increased considerably** this year. The beginning of the year was poor, but **sales picked up in February** and **reached a peak in August**. Since then they have fallen a little but the overall trend is upwards. The outlook is very healthy.

### Trends: downwards

- **A:** The chart clearly shows the dramatic fall in production since the beginning of the year, and unfortunately this is a trend which will continue. **The closure of our Lufwa plant in January accounts for the sharp fall** at that time and as **sales have continued to decline**, we have had to temporarily shut down a number of our factories. These are difficult times for the company.

### Trends: steady

- **A: If you compare this six-month period** with the previous six months, you will notice that **there has been very little change** in the number of guests visiting our hotel. In fact, guest numbers have not increased for three years. We need to think about what we can do to make our hotel more popular.

**Practice**

**Exercise 1.** Complete the sentences with a preposition.

**EXAMPLE:** First I'd like to talk **about** how we organise training.

- a) Turnover increased \_\_\_\_\_ more than ten per cent last year.
- b) Sales picked \_\_\_\_\_ well in the first quarter of the year.
- c) Please bear \_\_\_\_\_ me while I find the reference.
- d) We're forecasting an increase \_\_\_\_\_ two and three per cent.
- e) I'd like to finish \_\_\_\_\_ thanking you all for your very useful comments.
- f) We are forecasting a downturn \_\_\_\_\_ the market.
- g) Unfortunately, we had to shut \_\_\_\_\_ our Lufwa plant earlier this year.

**Exercise 2.** Write what you would say in these presentation situations.

Refer to the dialogues and notes.

**EXAMPLE:** Start a talk. Explain what you are going to talk about.

**Hello everyone. My name's Hiro Rosado and I'd like to talk about...**

a) You are giving a presentation and someone asks you to go back to a previous slide. What could you say as you are looking for it?

.....

b) Invite questions from the audience.

.....

c) Refer to some details on a graph or chart.

.....

d) Finish the talk. Thank the audience.

.....

**Exercise 3.** Match the two parts of the sentences.

- |                             |  |
|-----------------------------|--|
| 1. That leads me to         | <b>a)</b> we hope to finish things soon.                                   |
| 2. As I mentioned earlier,  | <b>b)</b> to contact me at any time.                                       |
| 3. You are welcome          | <b>c)</b> so many of you here.   |
| 4. To summarise             | <b>d)</b> there are some potential problems.                               |
| 5. It's good to see         | <b>e)</b> what I have said so far  |
| 6. Analysts are forecasting | <b>f)</b> a very healthy outlook for the company                           |
| 7. Excuse me                | <b>g)</b> my main point  |
| 8. The graph compares       | <b>h)</b> for a moment.  |
| 9. Having said that,        | <b>i)</b> the number of guests visiting the hotel over a six-month period. |

**Exercise 4.** Write the phrases in one of the three columns depending if they are up, down or the same.

Up	Down	The same

- a) Sales have picked up.
- b) There has been an increase in sales.
- c) Things are slowing down.
- d) Turnover jumped last year.
- e) It has stayed the same.
- f) Overall there has been a decline in the market.
- g) The company has recovered.
- h) We have seen a rise in turnover.
- i) There has been an upturn in the market.
- j) We are expecting a downturn.
- k) There has been little change.
- l) Sales have been steady during the year.

**Exercise 5** Complete the sentences with words used in the dialogues and notes.

**EXAMPLE:** I'm not the best **person** to answer that question.

- a) I didn't catch your \_\_\_\_\_. Could you repeat it?
- b) Unfortunately, the downward \_\_\_\_\_ is going to continue.
- c) I'd like to make another \_\_\_\_\_.
- d) The results give a misleading \_\_\_\_\_ of last year's performance.
- e) What kind of growth \_\_\_\_\_ are we hoping to achieve?
- f) We are very disappointed with the sharp \_\_\_\_\_ in sales.
- g) Sales reached their highest \_\_\_\_\_ in the summer.
- h) A lot has happened during the previous six-month \_\_\_\_\_.

**Exercise 6.** Complete the statements and questions using the verbs from the box. Use each verb once only.

catch | repeat | show | account | take | give | cost | say | fall | bear

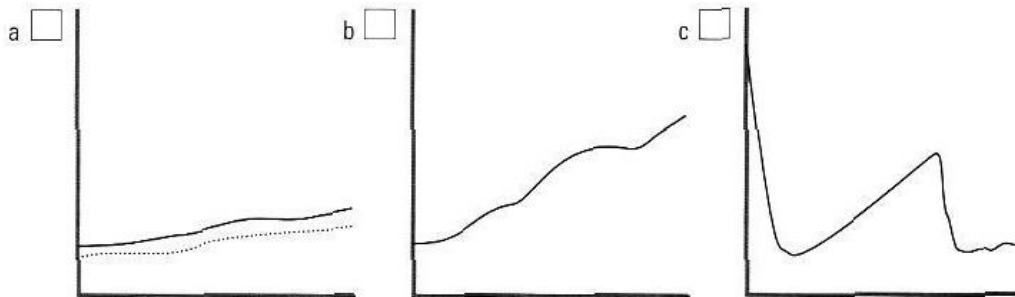
**EXAMPLE:** I'd like to ask how much the project is going to **cost**.

- a. I'm afraid I can't \_\_\_\_\_. I'll check for you.
- b. I'm sorry I didn't \_\_\_\_\_ the question.
- c. Let me \_\_\_\_\_ it for you.
- d. I'm not quite ready. Can you \_\_\_\_\_ with me?
- e. Of course. \_\_\_\_\_ your time.
- f. I think these charts \_\_\_\_\_ a false picture.
- g.

Yes, they don't really \_\_\_\_\_ the recent upturn in the market. h. By what percentage did turnover \_\_\_\_\_ last year? i. By 5 per cent. I can't \_\_\_\_\_ for it.

**Exercise 7.** Match the graphs with the descriptions.

Graph A | Graph B | Graph C



1. The graph shows how sales have increased this year. Sales were very poor at the beginning of the year but they began to pick up in March and reached a peak in December. The outlook is very healthy.
2. This has been a difficult year for the company. As you can see, the chart shows the dramatic fall in production at the beginning of the year. Things began to improve but in June there was a serious fire in our factory and this accounts for the sharp fall in production at that time. The situation hasn't changed very much since then.
3. As you can see, we're looking at a growth rate of between 2 and 5 per cent in the three-month period, October to December. We're forecasting that this will be up on last year. We are quite happy with the situation.

## Lesson Four: MEETINGS

A meeting is a formal or informal gathering of individuals to discuss specific topics, make decisions, share information, or solve problems. Meetings can take place in person or virtually and follow a structured agenda.

The aim of this lesson is to help learners:

1. Understand the purpose and types of meetings.
2. Learn key vocabulary and phrases used in meetings.
3. Develop skills for effective participation, including presenting ideas, asking questions, and reaching agreements.
4. Improve confidence in organizing and leading meetings professionally.

### Dialogues 1

#### Setting up a meeting (by phone)

- A: Hi, Anna. I'm trying to arrange a meeting for next week. Can you make Tuesday or Thursday afternoon?
- B: Tuesday would be fine. What time?
- A: What about 3 o'clock? I don't think we need more than two hours.
- B: I agree. Is Juan coming, by the way?
- A: I hope so – but I haven't asked him yet.

#### Postponing a meeting (by phone)

- A: Hello again. I hope this won't cause you any problems, but I've just spoken to Juan and he can't make Tuesday. Could we make it Thursday instead?
- B: Just a moment. I'll just check my diary. Right, I've got another meeting on Thursday but it should be finished by 3:15. But, could we meet at 3:30 just in case the meeting overruns?
- A: Of course. I know Juan will be pleased because he didn't want to miss the meeting!
- B: Fine. See you on Thursday afternoon. I'll send you my draft proposals by Monday midday.
- A: Thanks, Anna. Bye.

#### Setting up a meeting (a voicemail message)

- A: I'm sorry I can't take your call at the moment. Please leave your message after the tone and I'll get back to you as soon as I can.
- B: Hello, Margaret, it's Dagmar here. I'd like to come over to Poznan next week to see you and Alex. There are some things we need to discuss relating to the arrangements for the conference. Any day next week except Friday would suit me. Could you check with Alex and get back to me? I think we'll need about three hours. Look forward to hearing from you.

## Conforming a meeting by E-mail

Hi Dagmar,

I've spoken to Alex and the best day for us is Wednesday. I've booked the conference room in our office and **I'll order some sandwiches** for lunch. Let me know if you would like us to arrange anything special for you. **Otherwise, I'll see you in the office at 12:30.**

Regards,  
Margaret

## Dialogues 2

### Working through an agenda

- A: Has everyone got a copy of the agenda? Lee, **could you take the minutes, please?**  
B: No problem.  
A: Thanks. So, let's start. As we're rather short of time today, **I'd like to leave item four until the next meeting.** Is that OK with everyone?  
B: That's fine with me.  
A: Good, so **can we look at item one?** That's John's proposal that future department team meetings should be held away from the office. **What are your thoughts on this?**

### Reporting back to a meeting

- A: John, could you give us your report?  
B: Certainly. As you know, **I was asked to find out what the people in my department thought** about arranging more meetings away from the office. I found that most of my staff were opposed to the idea. **The majority feeling was** that they would prefer to organize meetings in this building.  
A: That's interesting. Sandra, what did you find out?  
C: Quite the opposite. In my department, **of the fifty people I asked, only five** did not like the idea of having meetings away from the office.

### Reaching an agreement

- A: I think we should abandon the idea altogether. **Does everyone agree?**  
B: Not really. I think we need to send a questionnaire to all the staff so we can find out exactly what they think.

C: **Is that really necessary?** You've heard what John and Sandra have said – there are so many different views. It's not worth it.

A: **I suppose you're right.** It just seemed like a good idea to me.

B: It is a good idea. Perhaps we could look at it again next year!

### **Making a point**

- A: **The other point I want to make** is that we need to be informed about the dates of meetings well in advance. I was told about the date of this meeting very late, and that caused me a lot of problems. Some people were not able to come at all. **We really must avoid this in the future.** Communication is very bad in this company.  
B: **That's not true.** Some people simply do not read their messages. The date was set three weeks ago, and everyone was told then.

## Dialogues 3

### A follow-up phone call (1)

- A: Hi, Kitty. **I'm just phoning to let you know** what happened in the meeting.
- B: Thanks. So how did it go?
- A: **Bad news I'm afraid.** They rejected all of our proposals to change suppliers to AKK. Some of the managers agreed that we needed to change, but Anton Trofimov persuaded them to leave things as they are.
- B: So what reasons did he give?
- A: Anton said he thought that the current arrangements were 'good enough' and finally everyone else agreed with him.
- B: I don't believe it. How can they be so **short-sighted?**

### A follow-up phone call (2)

- A: Hello again, Kitty. **I thought I should let you know immediately** that **Anton has been having second thoughts.** He's been through the figures which I presented at the meeting again and **he now thinks we've made a good case** for moving our business over to AKK.
- B: Do you want me to do anything?
- A: No, but thanks for offering. Anton would like me to provide some more information about AKK at another meeting to be held next week. **I'll call you tomorrow so we can discuss details then.**
- B: Fine. Speak to you then.

### Action points (on a dictaphone)

**Here are the main points** covered during the meeting on February 14th and action to be taken.

- **Jaroslav to produce a questionnaire** to find out how the staff would like to spend the 'New Year bonus'.
- Juliet to research costs **for proposed building project.**
- Winston to look into improving our security systems.
- Tree planting project – **no decision made,** leave until the next meeting.
- The next meeting will be on March 3rd.

### Sending minutes by email

- Erja,  
I've **attached the draft minutes of the meeting.** Could you look through them and **check if I have left anything out?**  
Many thanks.  
Kim

## Practice

**Exercise 1.** Complete the sentences using the verbs from the box below.

**Arrange- cover- miss- cause- make  
give- report- happen- leave- abandon**

**EXAMPLE:** I'd like to **arrange** a meeting for next week.

- a) Can you ..... the meeting on Tuesday?
- b) I hope that the changed time won't ..... you any problems.
- c) I must hurry. I don't want to..... the meeting.
- d) Do you ..... to know if Motoko is going to be there?
- e) I don't like it at all. We should ..... the idea.
- f) Let's ..... discussion on this point until the next meeting.
- g) I'll talk to the staff and..... back to you next week.
- h) Did Tonya ..... a reason why she couldn't attend?
- i) We have a lot of things to ..... in this meeting.

**Exercise 2.** Complete the sentences with words taken from the dialogues.

- |                                       |                                      |
|---------------------------------------|--------------------------------------|
| a) The                                | m..... of the staff were in favour.  |
| b) Can we look at the first           | i .....on the agenda?                |
| c) Is it                              | n .....to send an agenda beforehand? |
| d) <i>I'd like to leave point two</i> | u .....the next meeting.             |
| e) Can we go                          | t .....the report now?               |
| f) I can meet any day next week       | e..... Monday.                       |
| g) Does Tuesday                       | s..... you?                          |

**Exercise 3.** Complete the sentences with one of the alternatives.

**EXAMPLE:** I'm phoning to **let** you know what happened. (*let/explain*)

- a) Who is going to ..... the minutes? (*make/take*)
- b) Could you ..... us when you know the answer? (*tell/say*)
- c) I'd like to .....a point. (*make/remind*)
- d) We need to ..... a date for the meeting. (*take/set*)
- e) We ..... a good case for changing the system. (*made/took*)

- f) Are you ..... second thoughts about the proposal? (*having/taking*)  
 g) All of our proposals were ..... (*disagreed/rejected*)

**Exercise 4** Complete the sentences with a preposition.

**EXAMPLE:** The meeting should be finished **by** 3 p.m.

- I booked the room ..... 1 p.m.
- I'll see you ..... Thursday at 11 o'clock.
- I'd like to hear everyone's thoughts ..... the proposal.
- ..... the ten people I asked, only one was against the idea.
- It seems like a good idea ..... me.
- Can we move ..... to the next item ..... the agenda?
- Most of the participants were ..... favour of the suggestion.
- One ..... twenty of the staff are unhappy with working conditions.
- Could you look ..... the minutes and let me know if I've forgotten anything?
- I hope I haven't left anything .....

**Exercise 4** Write what you would say in these situations. Refer to the dialogues and notes.

**EXAMPLE:** Check that everyone has a copy of the agenda.  
 Has everyone **got a copy of the agenda?**

- Suggest leaving the next item on the agenda until the next meeting.  
**I'd like** .....
- Ask if everyone agrees that the date of the next meeting should be changed.  
**Does everyone** .....?
- Ask Fiona if she is going to attend the next meeting.  
**Are you** .....?
- Call a colleague to tell him/her what happened in the meeting.  
**I'm just phoning** .....
- Tell a colleague that you are sending the agenda as an email attachment.  
**I've** .....
- Say that you have one more point to make.  
**Just** .....
- Ask what people think about the idea.  
**What** .....?

**Exercise 6** Match the two parts of the sentences.

1. I'd like to leave point three → **a** are in favour of the changes..
2. The majority feeling → **b** and we can discuss details then.
3. You've all heard → **c** is that people want to work shorter hours.
4. Very few people → **d** I'll expect to see you at 2 p.m.
5. Bad news → **e** what Maria has said about this?
6. I'll call you tomorrow → **f** until the next meeting.
7. Could you check the dates → **g** suits me.
8. If I don't hear from you, → **h** I'm afraid.
9. Any day except Thursday → **i** and get back to me.

**Exercise 7** Complete the sentences with a form of the verb in brackets. Refer to the dialogues and notes.

**EXAMPLE:** Hi, John. **I'm trying** (try) to arrange a meeting for next week.

- a. I hope it .....(not cause) you any problems if we postpone the meeting.
- b. I ..... (order) some sandwiches for lunch.
- c. I'm sorry I ..... (miss) the last meeting.
- d. **I'**.....(see) you in the conference room at 3 p.m.
- e. .... (everyone/agree) with the proposals? Good, then let's move on.
- f. Hello, Anton. I ..... (call) to let you know what happened in the meeting.
- g. I don't think that Margaret ..... (read) the report.
- h. Memo: Frieda ..... (find out) about tree planting costs.
- i. I ..... (attach) the minutes from the last meeting.
- j. I ..... (have) second thoughts about your proposals.

# **UNIT THREE/ English for Logistics**

## Lesson One: Introduction to Logistics

*Nouns:* goods, flow, resources, consumer, consumption, user, product, producer, storage, retailer, inventory, warehouse, destination, re-engineering, customs, taxes, duties, logistician

*Verbs:* to consume, to handle, to include, to require, to comprise, to produce, to manufacture, to manage, to purchase, to sell, to implement, to perform, to ensure, to increase, to decrease, to pack

*Logistics* can be defined as the management of the flow of goods, information and other resources, energy and people between the point of origin and the point of consumption in order to meet the requirements of consumers. Logistics involves the integration of information, transportation, inventory, warehousing, material handling, packaging and security. Logistics may have an internal focus (inbound logistics), or external focus (outbound logistics). If the company manufactures a product from parts purchased from suppliers, and those products are then sold to customers, one can speak about a *supply chain*. *Supply Chain* can be defined as a network of facilities and distribution options that performs the function of procurement of materials, transformation of these materials into intermediate and finished products, and the distribution of these finished products to customers.

*Logistics management* is part of supply chain management.

Logistics management plans, implements, and controls the efficient flow and storage of goods, services and related information between

6 the point of origin and the point of consumption in order to meet customers' requirements.

Successful supply chain operators work in close partnerships with their customers; they jointly explore the opportunities for increasing efficiency of the supply chain and improving service levels by using the latest systems and techniques. This approach is also referred to as *logistics re-engineering*. The re-engineering process considers the following factors: the nature of the product, the optimal or preferred location of source or manufacture, freight and transport costs and the destination market, seasonal trends, import and export regulations, customs duties and taxes, etc.

A professional working in the field of logistics management is called a *logistician*. The main functions of a qualified logistician include, among other things, inventory management, purchasing, transportation, warehousing, consultation and organizing and planning of these activities. Logisticians are responsible for the life

cycle and supply chain operations of a variety of products. They are also responsible for customs documentation. They regularly work with other departments to ensure that the customers' needs and requirements are met.

## **Practice**

### ***Exercise 1. Review questions.***

1. What does the term “logistics” imply?
2. What does the term “supply chain” imply?
3. What is logistics management?
4. What do service providers do in order to increase efficiency of the supply chain?
5. What process is called “logistics re-engineering”?
6. What factors does this process consider?
7. What are the main functions of a qualified logistician?
8. What are professional logisticians responsible for?

### ***Exercise 2. Decide whether the following statements are true or false.***

1. Logistics can be defined as the management of the flow of goods between the point of origin and the point of consumption.
2. Logistics involves the integration of information, transportation, inventory, warehousing, etc.
3. Usually, logistics does not involve the management of the flow of energy and people.
4. Logistics always has an external focus.
5. All supply chains are very simple.
6. The complexity of the supply chain will vary with the size of the business.
7. Logistics management is part of supply chain management.
8. Logistics management plans, implements, and controls the efficient flow and storage of goods, services and related information.
9. Successful supply chain operators work in close partnerships with their customers.
10. The re-engineering process does not consider the nature of the product.
11. A professional working in the field of logistics management is called an academician.
12. The main functions of a qualified logistician include, inventory management, purchasing, transportation, warehousing, etc.
13. Logisticians are responsible for the life cycle and supply chain operations of a variety of products.
14. Logisticians normally do not work with other departments of the company.

**Exercise 3.** Match the parts you find under A with the parts under B to make meaningful sentences.

<b>A</b>	<b>B</b>
Supply chain	work in close partnerships with their customers
Successful supply chain operators	inventory management, purchasing, transportation, and warehousing
Service providers	the integration of information, transportation, inventory, warehousing, material-handling, and packaging, and security
The re-engineering process considers	is the ability to ensure that the right products are sourced, made available at the right place and at the right time
Logistics involves	to ensure customer needs and requirements are met
The main functions of a qualified logistician include	the nature of the product, the optimal or preferred location of source or manufacture, the projected volumes freight, etc
Logisticians work with other departments	use the latest systems and techniques to re-engineer the process

**Exercise 4** Complete the passage below with the words from the box below.

*Service- chain- origin -activities –technology- outbound- operational*

Logistics management is that part of supply 1) \_\_\_\_\_ management that plans, implements, and controls the effective forward and reverse flow and storage of goods, services and information between the point of 2) \_\_\_\_\_ and the point of consumption. Logistics management activities usually include inbound and

3) \_\_\_\_\_ transportation management, fleet management, warehousing, materials handling, order fulfilment, logistics network design, inventory management, supply/demand planning, etc.

The logistics function also includes sourcing and procurement, production planning and scheduling, packaging and assembly, and customer 4) \_\_\_\_\_. It is involved in all levels of planning and execution – strategic, 5) \_\_\_\_\_ and tactical. Logistics management is an integrating function, which coordinates all logistics 6) \_\_\_\_\_, as well as integrating logistics activities with other functions including marketing, sales manufacturing, finance, and information 7) \_\_\_\_\_.

## Lesson Two: Introduction to Supply Chain

A *supply chain* can be defined as a system of organizations, people, technology, activities, information and resources involved in moving a product or service from supplier to customer. Supply chain activities transform natural resources, raw materials and components into a finished product that is delivered to the end customer. The supply chain goal is to reduce the total cost, whereas providing the desired level of responsiveness to customers.

The supply chain segment involved with getting the finished product from the manufacturer to the consumer is known as the *distribution channel*. For most companies, the supply chain is an essential component of success. The supply chain is a key determinant of a company's responsiveness to emerging opportunities. The supply chain is an important link with the company's customers.

A simple supply chain links a company that manufactures or assembles a product with its suppliers and distributors and customers. It should be noted that every supply chain starts and ends with the customer. A typical supply chain is made up of a number of elements that are connected by the movement of goods along it.

\_ *Customer*. The supply chain begins with the customers and their need for a particular product. The customer contacts the Sales Department of the company, which enters the sales order for a specific quantity to be delivered on a specific date. The sales order includes specific requirements that have to be fulfilled by the production facility.

\_ *Planning*. The requirements activated by the customer's sales order are combined with other orders. The Planning Department creates a production plan to make the products to complete the customer's orders. To manufacture the products the company has to purchase some raw materials.

\_ *Purchasing*. The Purchasing Department receives a list of raw materials and services required by the Production Department to fulfil the customer's orders. The Purchasing Department sends purchase orders to selected suppliers asking for the necessary raw materials to be delivered to the manufacturing site.

\_ *Inventory*. The raw materials are received from the suppliers; then they are checked for quality and accuracy and moved into the warehouse. The supplier will then send an invoice to the company for the delivered items.

\_ *Production*. The finished products ordered by the customer are manufactured using the raw materials purchased from suppliers. The items are tested and then they are stored in the warehouse prior to delivery to the customer.

\_ *Transportation.* The Shipping Department determines the most efficient method to ship the products to the customer so that they are delivered on time. When the goods are received by the customer, the company will send an invoice for the delivered products.

## **Practice**

### **Exercise 1. *Review questions.***

1. What does the term “supply chain” refer to?
2. What is the goal of any supply chain?
3. What does the term “*distribution channel*” imply?
4. Why is the supply chain regarded as an essential component of success for most companies?
5. What elements is a simple supply chain made up of?
6. What is the function of the Sales Department?
7. What is the function of the Planning Department?
8. What is the function of the Purchasing Department?
9. What is the function of the Production Department?
10. What is the function of the Shipping Department?

### **Exercise 2. *Decide whether the following statements are true or false.***

1. A supply chain is a system of organizations, people, technology involved in moving a product or service from customer to provider.
2. Supply chain activities transform natural resources, raw materials and components into a finished product that is delivered to the end customer.
3. The supply chain starts and ends with the provider.
4. A simple supply chain links a company that manufactures or assembles a product with its suppliers and distributors and customers.
5. The customer contacts the Shipping Department of the company, which enters the sales order for a specific quantity to be delivered on a specific date.

**Exercise 3. Match the following synonyms.**

1. include	a. enlarge
2. maximize	b. contain
3. eliminate	c. transfer
4. need	d. produce
5. transport	e. advance
6. improve	f. require
7. manufacture	g. put into operation
8. implement	h. avoid

**Exercise 4 . For nouns in column B find suitable attributes in column A.**

A	B
1. raw	a) transportation
2. finished	b) agreement
3. responsive	c) sites
4. manufacturing	d) customer
5. purchasing	e) materials
6. primary	f) objective
7. high	g) network
8. loyal	h) product
9. outsourced	i) level

**Exercise 5. Complete the passage below using suitable words from the box below.**

*Excellence    responsiveness    categories    inventory  
safety    management    costs    sites*

The inventory, along with transportation, the location of the manufacturing 1) \_\_\_\_\_ and warehouses represent an important factor that influences the performance of the supply chain. 2) \_\_\_\_\_ contains the raw materials, the work in process and all the finished products of a supply chain. The changes of the inventory policies can lead to a dramatic change of the supply chain's efficiency and 3) \_\_\_\_\_. Logisticians have to identify

the main 4) \_\_\_\_\_ of inventory and the way that they can be controlled. In every company we can identify cycle inventory, 5) \_\_\_\_\_ inventory and seasonal inventory. Traditionally, in the management of supply chain processes, inventory 6) \_\_\_\_\_ is challenging because it directly impacts both costs and service. Effective inventory management is at the core of supply chain management 7) \_\_\_\_\_. Inventory 8) \_\_\_\_\_ are the costs related to storing and maintaining its inventory over a certain period of time.

**Exercise 6. Fill in the gaps using suitable word combinations from the box below.**

*sales order natural resources production area production plan  
sales department production department shipping department  
movement of products raw materials*

1. Supply chain activities transform \_\_\_\_\_, raw materials and components into a finished product that is delivered to the end customer.
2. A simple supply chain is made up of several elements that are linked by the \_\_\_\_\_ along it.
3. The customer contacts the \_\_\_\_\_ of the company, which enters the sales order for a specific quantity to be delivered on a specific date.
4. The requirement activated by the customer's \_\_\_\_\_ will be combined with other orders.
5. The planning department will create a \_\_\_\_\_ to produce the products to fulfil the customer's orders.
6. The purchasing department receives a list of raw materials and services required by the \_\_\_\_\_ to complete the customer's orders.
7. The purchasing department sends purchase orders to selected suppliers to deliver the necessary \_\_\_\_\_ to the manufacturing site on the required date.
8. Based on a production plan, the raw materials are moved to the \_\_\_\_\_.
9. When the finished product arrives in the warehouse, the \_\_\_\_\_ determines the most efficient method to ship the products.

## **Reading comprehension**

### **The Impact of Globalization on the Supply Chain**

Today, manufacturing in developing countries is considerably cheaper than in the United States due to the low cost of labour. For instance, the hourly wage for China's manufacturing and production workers is less than one dollar per hour. But foreign manufacturing brings with it many challenges. It isn't as easy to set up real-time data sharing with a factory in China as it is with a factory in the United States. The total distance that overseas goods need to travel to reach the U.S. increases the chance that they will get delayed. Foreign manufacturing also brings with it a lot of the uncertainty that supply chain systems were designed to eliminate. However, the technology capable of tracking shipments throughout the world is improving. But a lot of this technology is still pretty expensive; some of the places a company would want to deploy it don't have the necessary infrastructure in place. Furthermore, labour costs in some places are so low that IT automation and monitoring projects may add more to costs than they save in productivity. Consequently, some low-tech products may not be worth monitoring. Meanwhile, the best way for companies is to use whatever systems they can to get as much visibility into the global supply chain as possible. By applying technology and by choosing the supply chain partners who have the capability to share data, a company can get many of the benefits of the "just in time" technique.

#### **Exercise 1. Answer the following questions from the text**

- Why is manufacturing in developing countries cheaper than in the United States?
- What are some challenges of foreign manufacturing?
- Why is real-time data sharing more difficult with overseas factories?
- How can companies improve visibility in the global supply chain?

#### **Exercise 2. Find appropriate vocabulary/words to these definitions**

1- Commercial or industrial property such as a building, plant, or structure, built, established, or installed for the performance of one or more specific activities or functions.....

2- The party that requires the movement of the product between two points in the supply chain.....

3- Facility designed for temporary storage.....

- 4- Activities employed in maintaining the optimum number or amount of each inventory item.....
- 5- Merchandise or other item of common or daily use, ordinarily bought by individuals or households for private consumption.....
- 6- The management of materials, information, and finances as they move in a process from supplier to consumer.....
- 7- The raw materials, work-in-process goods and completely finished goods, which are ready for sale.....
- 8- The costs related to storing and maintaining its inventory over a certain period of time.....
- 9-The movement of product from one location to another as it makes its way from the beginning of a supply chain to the customer's handle.....

**Exercise 3. Rewrite the sentences below in the Passive Voice.**

1. Transportation involves the movement of products from one location to another.
2. Logistics companies use responsive transportation systems to lower overall costs.
3. Logistics companies employ Cross-docking.
4. People utilize rail transportation for low-value and large shipments.
5. The firm evaluated the transportation function based on a combination of transportation costs.
6. Logisticians should consider an appropriate combination of company-owned and outsourced transportation.
7. Managers used the available information effectively.
8. People transform natural resources, raw materials and components into a finished product.
9. The supply chain must provide the desired level of responsiveness to customers.
10. The Planning Department of our company has already created a production plan to fulfil the customer's orders.

## Lesson Three: Logistics Services

**Preparation task 1. Match the words (r-8) with their definitions (a-h) below.**

1 trans-shipment

2 break-bulk

3 cross-docking

4 order picking

5 reverse logistics

6 tracking and tracing

7 warehousing

8 collection

a. A direct flow of goods from receipt at warehouse to shipping, bypassing storage.

b. Collecting and handling of used or damaged goods or of reusable transit equipment.

c. Loading goods from one means of carriage to another.

d. Selecting and assembling items from stock for shipment.

e. Packing goods in small, separable units.

f. Picking up goods at a named place.

g. Receiving and storing goods.

h. Locating items in transit.

### Reading comprehension text

#### Recent Trends in 3PLs

Read the following text from a logistics company magazine about new trends in third-party logistics. Then label the paragraphs with the correct headings from the list.

- **Today's role of major providers**
- **Changing logistics requirements for manufacturers**
- **3PL in the past**
- **New challenges for 3PL**
- **Changing logistics concepts**

1-----

Until a few years ago, companies used to outsource only parts of their logistics operations to providers specializing in services such as distribution or warehousing. A single company sometimes had several Third-Party Logistics providers (3PLs).

2-----

The globalization of trade and increasing demand for services, however, has led to a drastic shift in logistics concepts and management, which impacts both producers and logistics providers.

3-----

As far as manufacturers are concerned, logistics management has become a lot more complex. By now, many of them have learned that outsourcing single segments to different providers has not really made their logistics operations more efficient. That is why they are looking for providers who can provide a higher level of service and more comprehensive supply chain solutions.

4-----

For 3PLs all over the world, requirements keep getting more demanding, with customers asking for a wider range of logistics solutions. Apart from that, logistics providers today are facing an increasingly tough and highly competitive market. In recent years, growing pressure on prices has led to a decrease in profit margins. In order to compensate for this, many Third-Party Logistics providers now offer value-added services for their customers. Due to fierce competition in the 3PL market, however, experts predict that only the big international players will be able to work profitably in the future.

5-----

The biggest players, also called super-3PLs, can provide their customers with comprehensive supply chain or end-to-end solutions. These services usually include forwarding, transportation, consolidation, customs brokerage, warehousing, and distribution, as well as a range of value-added services.

**Exercise 2. Say which of these statements are true (T) or false (F):**

1. In the past, companies used to outsource only segments of their logistics operations.
2. Manufacturers found out that outsourcing to 3PL providers is not efficient.
3. In the past few years, many 3PL providers have increased their profit margins.
4. Customers today are demanding more complex logistics solutions.
5. Super-3PLs provide comprehensive solutions to logistics problems.

**Exercise 3. Match the words (1-6) from the text with the correct definition (a-f):**

1. **Outsourcing** →
2. **Comprehensive** →
3. **Consolidation** →
4. **Requirements** →
5. **Demand** →
6. **Competition** →

- (a) Including a wide range of services.
- (b) Details of what is expected and needed.
- (c) Contracting functions out to third-party providers.
- (d) The need for particular goods or services.
- (e) Companies trying to sell the same or similar products to customers.
- (f) The grouping of small shipments into one container.

## Lesson Four/ Mode of Transport

### Text 1: Freight Transport Logistics in Europe – The Key to Sustainable Mobility

Europe's transport policy has been characterized by **liberalization** and **harmonization** over the years. This has slowly shaped the transport system into what it is today. **Globalization** and the concept of a wider Europe create further challenges. The fast growth of freight transport—driven to a large extent by economic decisions—contributes to **growth** and **employment** but also causes **congestion, accidents, noise, pollution, increased reliance on imported fossil fuels, and energy loss**.

Infrastructure resources are **limited**, and any **disruption in the supply chain** (e.g., energy) has a **negative impact** on the EU economy. Without adequate measures, the situation will continue **worsening** and increasingly **undermine Europe's competitiveness** and the **environment** that we all live in.

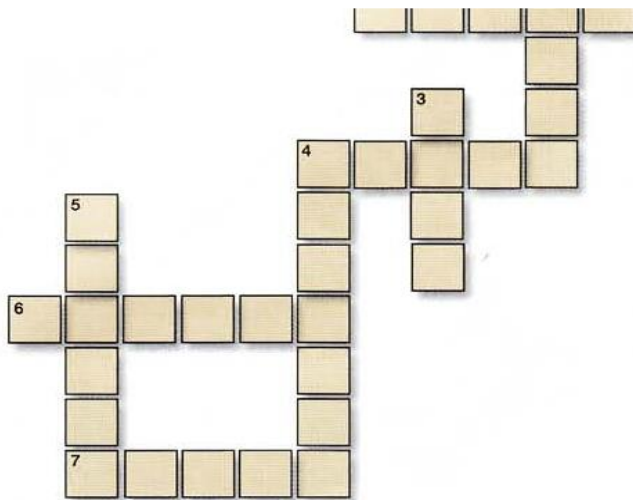
To overcome such problems, Europe's **transport system** needs to be **optimized** by means of **advanced logistics solutions**. Logistics can **increase the efficiency** of individual modes of transport and their **combination**. As a result, **transport units** such as **vehicles, wagons, and vessels** should carry more **freight**, and the **impact on the environment** will **decrease** accordingly. **Rail and inland waterways need to be modernized**. Freight should be more closely **integrated** into the system. The **positive development** of short-sea **shipping** should be **accelerated**. Deep-sea shipping and its **hinterland connections** need to be enhanced.

Shifts to **more environmentally friendly** modes must be achieved where appropriate, especially for **long-distance transport, urban areas, and congested corridors**.

At the same time, each **transport mode must be optimized**. All modes must become **more environmentally friendly, safer, and more energy-efficient**. Finally, **co-modality**, i.e., the **efficient use of different modes** on their own and in combination, will result in **optimal and sustainable utilization of resources**.

### Exercise 1. Answer the following questions

1. Do you also have to deal with growing freight traffic in your country?
2. How do you think transport systems could be improved?
3. How do you think intermodal transport systems can make freight transport more **efficient**?

**Exercise2. Complete this crossword puzzle on transport modes****Across**

1. Another word for rubbish
2. A device for lifting heavy loads
3. **Vessel** (Another word for ship)
4. **Rigid** (The opposite of soft or flexible)

**Down**

2. Another word for pipe
3. A container for liquids is a ... container
4. Kept cool, but not frozen
5. A container fitted with a cooling system

**Exercise3.** It looks like you're working on a gap-fill exercise related to train transport options. Here's a corrected version of the sentences with probable missing words:

If you like- recommend- an alternative- could you- how much- also consider Calling about- would be- more suitable- suggest that

1. ----- interested in the train options described on your website.
2. ----- tell me a bit more about them?
3. ----- the best rail option for us?
4. For large volumes, would using ----- transport be better?
5. If you want to ship smaller quantities, the ----- option would be best.

6. If flexibility is important, I would r----- the ----- option.
7. Can you book the ----- service?
8. I can suggest -----, which is even more flexible.
9. In that case, we should ----- the other block train options.
10. ----- time would we have for loading?
11. At least -----, but we could arrange longer loading times, -----?

## **Text 2. WAREHOUSING TODAY**

In the past, a warehouse was only seen as a place to store things. It often took up a lot of ground space, and goods were usually picked by hand or using a forklift truck.

During the last few years, however, the role and the design of the warehouse have radically changed. The warehouse is now considered a critical link between a manufacturing plant and the external world, with a strong impact on the performance of the entire manufacturing and logistics system.

Warehouse automation and complex technologies are now used in order to produce effective operations. Many warehouses today are equipped with warehouse management systems (WMS), which automate the product flow throughout the warehouse and maximize the use of warehouse space through effective picking methods, location consolidation, and cross-docking.

Automated Storage and Retrieval Systems (AS/RS) have been introduced in many warehouses. AS/RS involves high-racking storage with a machine operating within the aisles, serving both sides of the aisle. These systems can pick, replenish, and perform inventory checks without a human operator.

In fully automated systems, conveyor belts are very important as they link the different areas of the warehouse and carry the goods to where they are required: for example, between the receiving areas and reserve storage, or between the picking and loading areas.

The warehouse of today would be unthinkable without the barcode. The barcode label on each item provides specific information about the product, which can be transferred to a computer system. This makes it possible to locate the item's position in the warehouse and find it again. By using automated technology, such as barcode scanners and RFID (radio frequency identification), warehouse inventory and product flow can be efficiently managed. Combined with modern IT systems, barcodes enable warehouse staff to track and trace all items in the warehouse at any given time, usually in real time.

### **Discussion Questions:**

#### **Exercise 1. Answer the following questions from the text**

1. How is a company's warehouse organized?
2. Do you work in a warehouse yourself?
3. How has warehousing changed over the last few years?
4. Why do modern warehouses rely on automation and barcode technology

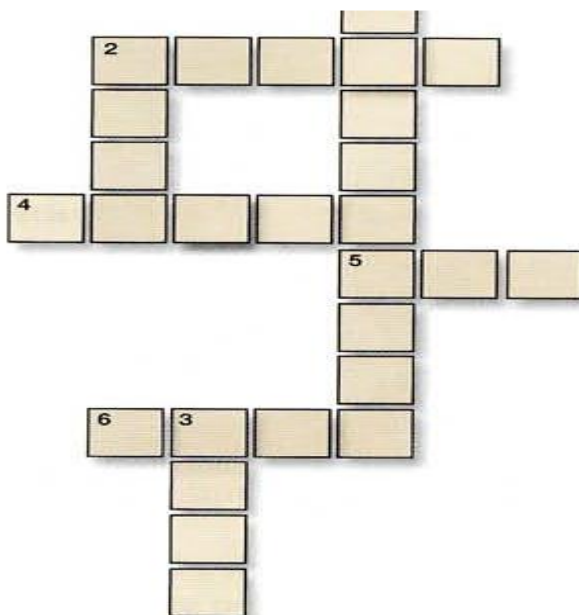
**Exercise 2. Find suitable vocabulary to the following definitions**

- A system that allows machines to store and retrieve goods without human assistance.
- B. A coded label on products that allows tracking and identification.
- C. A vehicle used to lift and move heavy goods in a warehouse.
- D. A digital system that organizes product flow, storage, and retrieval in a warehouse.
- E. A place where goods are stored before being distributed.
- F. A system using radio waves to track and identify products.
- G. A moving platform that transports goods between different areas of a warehouse.

**Exercise 3. Fill in the blanks**

Use the correct vocabulary words from the text to complete the sentences.

1. The \_\_\_\_\_ is used to scan product labels for tracking and inventory management.
2. To move heavy boxes easily, workers often use a \_\_\_\_\_.
3. In modern warehouses, the \_\_\_\_\_ ensures efficient storage and retrieval of goods without human intervention.
4. The \_\_\_\_\_ connects different areas of the warehouse, making product movement faster.
5. A \_\_\_\_\_ is a digital tool that helps in tracking inventory and optimizing warehouse operations.

**Exercise 4. Complete this crossword with words from the unit**

**Across**

1. Keep goods in a warehouse.
2. Put on top of each other.
3. Container for smaller products.
4. Select the right items.

**Down:**

1. Form smaller units from larger units (2 words, 5,4).
2. Put into the right order or package.
3. Another word for article or piece.

# **Unit Four/**

## **Professional**

### **Writing/Listening/Speaking:**

#### **CV Writing, Formal Emails, and Job Applications**

## Lesson One: Writing a CV

**CV/ Definition:** curriculum vitae, often called a CV in the UK or résumé in American English, to practise and improve your writing skills.

Is a document that summarizes a person's education, work experience, skills, and achievements, typically used for job applications.

Before reading

Do the preparation task first. Then read the text and tips and do the exercises.

### Preparation task

Put the phrases in the correct groups.

Photography	Business Development Manager	Certificate in Presentation Skills	Degree in Marketing
Taekwondo	Professional blogger	Research Assistant	Sales Executive
Class B driving licence	Proficient knowledge of analytics software	Masters in Public Relations and Digital Marketing	Diploma in Innovation Design

Work Experience	Education	Skills and Interests

## Reading text: A CV

**Maria Jones**

Digital Marketing Specialist

### Profile

I have five years' experience in various digital marketing roles. I have a proven ability to create successful marketing campaigns in line with brand identity and values. I am a strong collaborator with outstanding communication skills, and have comprehensive experience of using my specialist knowledge and expertise in analytics for a wide variety of marketing initiatives.

### Employment History

June 2017 – present Digital Marketing Specialist for Zinco, a global insurance start-up

- My role involves working to tight deadlines to design, create and launch marketing campaigns via social media.
- I have developed advanced knowledge of a range of social media platforms and digital marketing tools.

- I specialise in driving successful campaigns and excel in analysing their impact.
- I have experience launching digital billboards in places such as train stations and shopping centres.

Sept 2016 – June 2017 Creative break from employment to travel and blog

- I travelled through 12 countries, met several professional bloggers and started my own travel blog.
- I built up a community of followers and started to monetise my blog through sponsored posts.

May 2014 – Aug 2016 Digital Marketing Assistant, Krunch Ltd

- Responsibility for overall social media strategy and regular posting on key channels.
- I played a key role in numerous campaigns to boost engagement with our brand.
- I also supported three product launches.

### **Education**

2014 Diploma in Digital Marketing, Leeds Beckett University, UK 2012 A-levels (Psychology, English, Art & Design), Leeds City College, UK

### **Skills and Interests**

Competent WordPress developer Skilled in Adobe InDesign and Adobe Illustrator Advanced Spanish (C1) Intermediate German (B1) Photography Travel

### **References**

Available on request

### **Tips**

1. Start with a short profile to show who you are and what you offer.
2. List your employment history, starting with the present.
3. Explain any gaps, for example time spent travelling or having children.
4. Use bullet points for your main responsibilities and experience in each role. Choose the aspects of your previous jobs that are most relevant to the new job you are applying for.
5. Then give your educational background. List the relevant qualifications that you have, starting with the most recent. Include the title of your qualification, where you studied and the date you successfully completed it.
6. Consider putting Education above Employment if you don't have a lot of work experience yet.
7. List other experience or interests you may have if they are relevant to the job.
8. If you have someone who could support your application, add their contact details or say *References available on request* at the end.

**Exercise 1. Are the sentences true or false?**

1. It is a good idea to start with a short summary about you.
2. You should write your work history in order, with your most recent job at the end.
3. You should list all your responsibilities in detail.
4. You should give the full title of your qualifications, with the date you passed each one and the organisations that awarded them to you.
5. It is a good idea to include hobbies if they are relevant to the job.
6. Include references to support your application if you can.

**Exercise 2. Put the words and phrases in order to make sentences.**

1. roles I have in various experience five years'
2. My involves working deadlines role tight to
3. a create ability to I have successful campaigns proven
4. digital in specialize I marketing.
5. in excel I impact analysis.
6. I of knowledge advanced statistics have

**Exercise 3. Write the correct form of the word in brackets.**

1. I have a proven ..... to deliver successful marketing campaigns. (able)
2. I am a strong ..... (collaborate)
3. I have specialist ..... of marketing. (know)
4. I use my ..... in analytics to assess the success of campaigns. (expert)
5. I was ..... for the overall social media strategy. (responsibility)
6. I played a key role in ..... campaigns. (number)
7. I started to ..... my blog through sponsored posts. (money)
8. I worked on several initiatives to boost customer..... (engage)

**Discussion.** Discuss each student's skills and strengths, then ask them to create a CV in class.

## Lesson Two: Formal Cover Letter

**Definition of cover letter:** A **cover letter** is a formal document submitted with a CV that introduces the applicant, highlights their relevant skills and experience, and explains why they are a good fit for the job.

**Preparation task /** Put the words in the correct groups.

sales assistant	communication skills	high school diploma	IT consultant
degree in information technology	ability to work under pressure	Master's in Engineering	certificate in hotel management
engineer	marketing manager	good team player	good at problem solving

<b>Jobs</b>	<b>EDUCATION</b>	<b>SKILLS</b>

An email cover letter

**From:** Laura Mazzanti

**To:** David Kelly, HR Manager

**Subject:** Application for sales manager position

Dear Mr Kelly,

I am writing in response to the job advertisement on the ABC Jobs website for the position of sales manager.

I have five years of experience in sales. For the last three years, I have worked as a team leader, managing a team of 20 sales assistants in a large store. I have experience in hiring, training and managing staff. I have good communication skills and I can speak Italian, Spanish and English.

I have attached my CV with more information about my background and qualifications.

I look forward to hearing from you soon.

Best regards,

Laura Mazzanti

## Tips

1. Be specific in the subject line and say what job you are applying for.
2. Start your email with *Dear Mr/Mrs/Ms* + person's surname.
3. Say where you saw the advertisement.
4. Say which job you're applying for. You can use the sentence *I'm writing in response to the job advertisement for the position of ...* .
5. Write a short paragraph to say why you're suitable for the job. Mention your education, qualifications, work experience or skills.
6. Attach a CV (also known as a *résumé* in the USA) with more information about your qualifications and background.
7. End by saying *I look forward to hearing from you soon* or *I hope to hear from you soon*.
8. Sign off with *Best regards* or *Best wishes*.

## Tasks

**Exercise 1.** Choose the correct answer.

1. Which of these is the best subject line?
  - a. Jobs
  - b. Application for IT consultant position
  - c. IT consultant
  - d. Job advertisement
  
2. Which of these should you NOT use to start a cover letter or email?
  - a. Dear Mr Kelly,
  - b. Dear HR Talents,
  - c. Hi Stephen,
  - d. Dear Sir/Madam,
  
3. Which of these phrases can you use to complete this sentence? *I'm writing ... the job advertisement for the position of IT consultant.*
  - a. in response to
  - b. regarding
  - c. with regards to
  - d. in response to / regarding / with regards to (all answers are correct)
  
4. In your email, what can you also include?
  - a. details of your hobbies
  - b. all of your work experience
  - c. one or two examples of your relevant skills
  - d. the names of all your family members
  
5. What is a CV called in American English?
  - a. a *résumé*
  - b. a job application
  - c. an advertisement
  - d. a position
  
6. Before writing your name, how can you sign off your email?
  - a. Ciao!
  - b. Later,
  - c. Bye,
  - d. Best regards,

**Exercise 2. Put the parts of the email in the correct order.**

- 1 -----Best regards,
- 2-----I look forward to hearing from you soon about a possible job interview.
- 3-----Please see my attached CV for more information about my qualifications and experience.
- 4-----Taukif Ali
- 5-----Dear Ms Tan,
- 6-----I'm writing with regards to the position of lead engineer you advertised on your website. I have many of the qualifications you are looking for and am interested in applying for the above job.
- 7-----I have a Master's in Engineering and ten years' experience leading an engineering project based in Dubai. I have the ability to work under pressure and excellent problem-solving skills.

**Exercise3. Write a word to fill the gaps.**

- (1) ..... Ms Campbell, I'm writing (2) .....response
- (3) ..... your job advertisement for an outreach worker.
- I have six years' experience working (4) ..... the charity sector. I have worked
- (5) ..... three years (6) ..... a social worker. I also worked as (7) ..... volunteer for three years (8)..... a centre for the homeless.
- I have good experience of working (9) ..... a team and organizing my own workload.
- Please find attached my CV (10) ..... more information.
- I am looking forward (11) ..... hearing (12) ..... you.
- Best regards, Sam Hill

## Lesson Three: A job interview/listening

Listen to the job interview to practice and fill the missing words to improve your listening skills.

### Job interview

#### Transcript

**Interviewer:** Hello, Maria. Thanks for coming in for the interview.

**Maria:** It's my pleasure. Thanks for inviting me.

**Interviewer:** Well, as you know, the company has ..... and we have an opening in our HR department. We're creating a new role for someone to lead our training and development within the company.

**Maria:** Yes, I very much think that my ..... are a good fit for what you're looking for.

**Interviewer:** That sounds great. So, your CV looks strong, though it would be good if you could give us an overview, in your own words, of what you've been doing over the past four years or so.

**Maria:** Well, in my first job, four years ago, I was working for a small ..... which offered HR services, including L&D, to corporate clients.

**Interviewer:** OK, so it was only B2B?

**Maria:** Yes, we only offered services to other companies, not B2C.

**Interviewer:** Right and it says here you then left that company about three years ago.

**Maria:** Yes, that's right. I was looking for a little more ..... and also to be part of a larger organisation. So I joined a company with around one ..... and a small HR team. As there are only a few of us, we each deal with a range of HR topics. In addition ....., one of the areas I was responsible for was learning and development.

**Interviewer:** I see. And, so why do you want to change jobs now?

**Maria:** Well, I very much like the L&D side of my role and I've always had particularly good feedback for my work in this area. I believe I excel in that field. So, I'm looking to specialise, and as your company has around 2,000 people, right ...?

**Interviewer:** Yes, that's right.

**Maria:** Well, an organisation of this size would give me the scope to specialise in L&D. I'm also a big follower of your ..... and feel fully aligned with your .....

**Interviewer:** Well, that all sounds good. And I can see you have an L&D qualification.

**Maria:** Yes, I got a diploma two years ago. I am also currently working on a further diploma in psychology, with a specific focus on learning and .....

**Interviewer:** Very good. Well, it looks like you have the qualifications and experience we're looking for. What do you think will be the main challenges of coming to a much larger company?

**Maria:** I can see that it might be perceived as a weakness to not have experience in an organisation of this size, though I see that it could also be a benefit. I won't be bringing too many preconceived and possibly ..... with me to the role.

**Interviewer:** Yes, that would be a good thing.

**Maria:** Also, I'm used to taking a very personal approach to employee development. I realise that such an approach with 2,000 staff members will have to happen in a different way, but I bring many ideas with me that can be ..... on a larger scale.

**Interviewer:** I see what you mean. Right, so, do you have any questions for me?

**Maria:** Um, I think we've covered many of the areas I had wanted to address. I have two quick questions though.

**Interviewer:** Go on.

**Maria:** Who would I mostly work with on a daily basis?

**Interviewer:** Well, there's the HR manager who you would report to. And then the HR team, which currently has six people in it. There's usually ..... or two who you can get some support from also.

**Maria:** OK. Thanks. That's all really clear. And my other question is how performance in this role will be measured. What does success look like?

**Interviewer:** That's a good question. As you know, we have a performance management system in place, and from that we have identified some learning and development needs within the organisation. But we haven't ..... Your role would be to devise and then successfully implement this strategy.

**Maria:** Thank you. That sounds interesting.

**Interviewer:** Great. So, thanks again for coming in today. We'll be discussing all candidates next week and then I'll get ..... by the end of next week to let you know the .....

**Maria:** Thank you for your time. I'd welcome the opportunity to continue discussing this role with you.

### Before listening

Do the preparation task first. Then listen to the audio and do the exercises.

### Preparation task

Match the abbreviations (1–4) with the definitions (a–d).

Abbreviation	Definition
1. .... B2B	a. learning and development
2. .... B2C	b. human resources
3. .... L&D	c. business to business
4. .... HR	d. business to customer

**Exercise 1. Circle the best answer.**

1. Four years ago, Maria worked for a small HR services provider ...

- a. in the B2B sector.
- b. in the B2C sector.
- c. in both B2B and B2C sectors.

2. Maria has been in her current job ...

- a. for four years.
- b. for three years.
- c. for one year.

3. Maria's current role is focused ...

- a. only on learning and development.
- b. on a number of HR topics.
- c. only on payroll and she wants to do L&D.

4. Maria ...

- a. did a diploma in L&D two years ago.
- b. is doing a diploma in psychology at the moment.
- c. Both options are true.

5. Maria will need to ...

- a. identify and devise an L&D strategy.
- b. devise and implement an L&D strategy.
- c. implement an L&D strategy that has already been devised.

6. Maria ...

- a. will hear back from them next week.
- b. has been invited to a second interview next week.
- c. needs to call them next week to find out the next steps.

**Exercise 2. Complete the sentences with words from the box.**

personal	good fit	aligned	replicated
stability	measured	responsible	report

1. Maria feels her skills and experience are a ..... for the company.

2. Maria changed jobs because she was looking for more .....

3. She was ..... for learning and development.

4. She feels ..... with the company's brand and values.
5. She's used to taking a ..... approach to L&D.
6. Her ideas can be ..... on a larger scale.
7. She would ..... to the HR manager.
8. Performance will be ..... in different ways.

## Lesson Four: Innovation in business

Listen to the business podcast about innovation and try to fill the missing words to practise and improve your listening skills.

### Transcript

Welcome to today's Business4U podcast. The focus of this podcast is to think about innovation and why it's important and also to look at different types and ..... of innovation. By the end of it, you will hopefully have a better grasp of the topic of innovation and be able to better understand and drive innovation in both your working and personal lives. So, why is innovation important?

Well, simply put, without innovation it would be difficult to make ..... Organisations and societies would ..... Innovation is what drives us forward. It's what forces us to compete in the business world. It's what leads to better products and ....., and solutions to new and existing problems. From a business point of view, it's also something which is necessary for ..... Four key types of innovation are incremental, disruptive, ..... and ..... Incremental innovation involves innovating in increments, or small stages. Step by step. It focuses on existing markets and ..... and aims to make improvements and design changes to existing products and services. Disruptive innovation aims to bring new ideas, like technology or processes, to existing markets. In that sense, the innovations will ..... the market and the companies currently serving that market. The first touchscreen smartphones disrupted the mobile phone industry because up to then, mobile phones had buttons and keypads.

Architectural innovation ..... taking successful ideas from one market or industry and applying them to a new or different market. This often happens when people think of other ..... uses of existing technology. A good example of this can be seen in vacuum company Dyson's entry into the hand dryer and hairdryer market. Their advanced airflow technology from their ..... was applied in reverse to machines that blow out air. In the case of these examples, it's personal hairdryers and hand dryers in public toilets.

And finally, we come to radical innovation. This is where a completely new idea is created for a ..... that doesn't exist yet. It's often what we think of when we think of innovation and it often swallows up existing markets. For example, the ..... of digital and downloadable music has practically led to the death of music CDs, and even DVDs. Similarly, film and TV streaming services may lead to the ..... of traditional TV within a few short years. Moving on from types of innovation, let's have a quick look at five key stages of innovation. The first stage is Idea generation. This is where you think of the initial idea and develop it into a more detailed proposal or plan. The next stage is..... You need to check if you can get support for it, for example from senior leaders or stakeholders in your company. If you're innovating in your personal life, then the support you might need could be from friends or family. Do they think it's a good idea and do they think it would work? The third step is to Experiment and test out the idea. This could mean creating a sample or a ..... of it, if it's a product. Or if it's a service, you could test out a ..... of it.

The fourth step is ..... You need to ..... how successful your experiments were and what chances of larger success your idea will have. And finally, you then need to actually ..... your idea. That's the fifth stage. So, there you have it. We've looked at four key types of

innovation: incremental, disruptive, architectural and radical, and also five stages of successful innovation: firstly, idea generation. Then, get support. Next, experiment and test out the idea. The fourth stage is evaluation and finally .....

### **Before listening**

Do the preparation task first. Then listen to the audio and do the exercises.

### **Preparation task**

Match the definitions (a–f) with the vocabulary (1–6).

#### **Vocabulary**

1. .... demise
2. .... a stakeholder
3. .... to implement
4. .... unconventional
5. .... to stagnate
6. .... a prototype

#### **Definition**

- a. to stop developing or making progress
- b. different from the usual way of doing something
- c. the end of something that used to exist
- d. someone who has a connection to your work and will also benefit from its success
- e. a first test version of a new product
- f. to officially start using an idea and making changes connected to it

#### **Exercise 1.** Are the sentences true or false?

1. This podcast focuses on some of the downsides of innovation.
2. If they do not innovate, businesses will not survive.
3. There are three main types of innovation.
4. Incremental innovation involves a series of small changes.
5. Disruptive innovation involves introducing a change that has an impact on the existing market.
6. Architectural innovation relates to the complete restructuring of the market.
7. Dyson's move from vacuum cleaners to hairdryers is an example of radical innovation.
8. Radical innovation can lead to the death of existing markets.
9. The speaker suggests that you test your idea before you try to get support for it.
10. The evaluation stage is when you think about exactly how to implement your ideas

**Exercise 2.** Write a number (1–5) to put the stages of innovation in order.

- Get support for your idea
- implement your idea
- generate an idea and create a plan or proposal
- experiment and test your idea
- evaluate your idea and adapt it if necessary

**Discussion:** Discuss innovation and its impact on our lives

## Lesson Five: MAKING A PRESENTATION

Listen to the presentation about a new product design to practise and improve your listening skills.

### Transcript

Hi, everyone. Thanks for coming to this short presentation on our new product design. As you know, we've already redeveloped our 'Adventure' shampoo to make it more modern and appealing. And we've renamed it 'Adventure Tech'. Our market research established the target market as men in the 18–40 age range who like to be outdoors and also like technical gadgets, such as smartwatches, drones and things like that. We needed to create a bottle which appeals to that market. So, today, I'm happy to unveil our new bottle design. As you can see, it's designed to look like a black metal drinking flask, with some digital features printed on it. I'd like to talk you through the following three points: the key features, sizing and our timeline for production. Firstly, you'll notice it has an ergonomic design. That means it fits smoothly into your hand and can be easily opened and squeezed using one hand. And, it looks like a flask you might use when hiking outdoors. The imitation digital displays are designed to remind the user of other tech devices they may have, such as a smartwatch or smart displays in their home. I'd now like to tell you about the sizes. It comes in two sizes: the regular size and a small travel size. The travel size is the same type of design – a flask, also with imitation digital displays on the bottle. We were thinking of starting with one and following with the travel-size in a few months, but we've worked hard and both are ready now. Finally, I'm going to talk to you about our timeline for production. You've probably heard that we're launching in two months. In preparation for that, we're starting the marketing campaign next month. You can see the complete overview of all phases in this Gantt chart. In summary, the bottle's been designed for men who like adventure and technology, and it comes in two sizes. The marketing campaign is starting next month and we're launching the product in two months. OK. So, any questions? Feel free to also email me for further information in case we run out of time.

Before listening Do the preparation task first. Then listen to the audio and do the exercises.  
Preparation task Match the definitions (a–h) with the vocabulary (1–8)

### **Vocabulary**

1. .... to unveil
2. .... appealing
3. .... a phase
4. .... target market
5. .... a Gantt chart
6. .... to launch
7. .... an imitation
8. .... a gadget

### **Definition**

- a. interesting or attractive
- b. a small and useful machine or tool that does something specific
- c. to show people something or tell them about it for the first time
- d. something that is designed to look like something else
- e. to bring a new product or service to the market
- f. a stage within a process or project
- g. a table which shows the different stages of a project
- h. the group of consumers that a product is aimed at

### **Tasks**

#### **Exercise 1. Are the sentences true or false?**

1. They have redesigned an old product.
2. The product is aimed at men and women aged 18–40.
3. The new design means you don't need two hands to use it.
4. There's only one size now. Another one will follow in a few months.
5. They will make a Gantt chart for the project next month. 6. He finished the presentation with enough time to take some questions.

**Exercise 2. Write the useful phrases next to the tips.**

I'd like to talk you through the following (three) points.      Firstly, ... / Next, ...  
 Finally, I'm going to talk to you about ...      As you can see ..., / You'll notice that  
 ...      I'd now like to tell you about ...  
 As you know, ...      Do you have any questions?      In summary, ...

1. Refer to the audience's knowledge .....
2. Refer to what images you are showing .....
3. Tell them the structure of your presentation .....
4. Use signal words to help them follow you .....
5. Tell them when you're moving on .....
6. Show them when you're near the end .....
7. Tell them the main points one last time .....
8. Open up the discussion.....

# ANSWER KEYS

## Unit 1/Technical English

### 1. Working in a society

#### 1- Write down questions for the following responses

- 1- Who do you sell to?
- 2- What company do you work for?
- 3- What do you design?
- 4- How many employees do you have worldwide?
- 5- What is your profession?
- 6- What does your job involve?
- 7- Who do you report to?
- 8- How many hours do you work on average per week?
- 9- What is your company's annual revenue?

#### 2- Complete the sentences with a preposition

- 1- I'm **on** the afternoon shift today.
- 2- We produce components **for** the car industry.
- 3- Exports account **for** 70 percent of total sales.
- 4- We have factories all **over** the world.
- 5- We specialize **in** top-of-the-range cars.
- 6- We are trying to diversify **into** more expensive models.
- 7- What does IBM stand **for**?
- 8- He is responsible **for** Quality Control.
- 9- I'm in charge **of** the workshop.
- 10- Who takes care **of** after-sales service?
- 11- I have to liaise **with** our production planners.

#### 3- Complete the sentences using suitable words

- 1- Our **turnover** this year will be \$500,000.
- 2- I'm doing **overtime** this week, so I'll earn more money.
- 3- My son is an **apprentice** at a local furniture factory.
- 4- She works **flexi-time**, so she can start work any time between 8 a.m. and 9 a.m.
- 5- Our company has **operations** in more than twenty countries.
- 6- What **shift** are you on this week?
- 7- Our **workforce** has been cut because we don't have enough orders.
- 8- They manufacture electronic **components** for computers.
- 9- Our maintenance **people** do all our repairs.
- 10- DAK is opening a new car **plant** in the UK next year.

#### 4- Match the products and industries

- 1- Diesel oil → **e** The petrochemical industry
- 2- Car components → **h** The automotive industry
- 3- Buildings → **b** The construction industry
- 4- Drugs → **a** The pharmaceutical industry
- 5- Jet engines → **f** The aerospace industry
- 6- Cardboard boxes → **i** The packaging industry
- 7- Semi-conductors → **d** The electronics industry
- 8- Gold → **j** The mining industry

9- Cloth → **c** The textile industry

10- Mobile phones → **g** The telecommunications industry

### 5- Add a verb to make a two-part verb

1- The company is planning to **open up** a factory in China next year.

2- We will have to **take on** some more machine operators as we are behind with orders.

3- Our IT people **look after** the maintenance of our computer systems.

4- They had to **shut down** their German factory because costs were too high.

5- I'm going to **take off** the whole of July this year. I need a good holiday.

6- I would like to become self-employed and **set up** my own car repair business.

### 6-: Add 'The' if necessary to those geographical areas

- **The** Far East
- **The** European Union
- South-East Asia ( should be just "South-East Asia")
- China
- South America ( should be just "South America")
- **The** United States
- **The** United Kingdom
- Russia
- Western Europe ( should be just "Western Europe")
- Germany
- **The** Middle East

### Key Rule:

- Use "**The**" with regions (The Far East, The Middle East, The European Union).
- Don't use "**The**" with continents, most countries, and most regions (South-East Asia, South America, China, Germany, Russia, Western Europe).
- Always use "**The**" with countries that include "United" (The United States, The United Kingdom).

## 2. A tour of the workplace

### 1-Rewrite these sentences in the correct passive form (simple/continuous)

1- A machine **is being set up** for a new run.

2- The smaller models **are made** in our French factory.

3- The papers **are printed** on both sides.

4- The A-line **is being repaired** at the moment.

5- The plastic **is then wound** onto reels by the machine.

6- The blades **are changed** twice a week.

7- The finished goods **are being loaded** onto lorries.

8- A new plant **is being built** just outside Cape Town.

9- The components **are selected** automatically by a machine.

## 2- Complete the sentences with a preposition

- 1- We are located **in** an industrial zone.
- 2- What's going on **at** the far end of the production line?
- 3- The goods are loaded **onto** pallets.
- 4- I look forward **to** seeing you next week.
- 5- What does it consist **of**?
- 6- It is cut **into** smaller lengths.
- 7- We moved **to** this site last year.
- 8- We're running **at** half capacity at the moment.
- 9- **At** this stage, the metal is painted.
- 10- The fabric then passes **through** a series of rollers.
- 11- Welcome **to** HLB Engineering.

## 3- Complete the sentences with the words from the box

- a) Our warehouse is located on the **outskirts** of the city.
- b) If we build on a **brownfield** site, it will be much cheaper.
- c) When you arrive, go to the **gatehouse** to get a visitor's badge.
- d) The **conveyor** belt transports goods around the factory.
- e) We're moving to new **premises** next year.
- f) The **bar-codes** on every product allow us to identify them.
- g) We're not running at full **capacity** at present.
- h) This diagram shows the **layout** of the factory.
- i) We're located on an industrial **estate** by the motorway.

## 4- Match the questions and answers

- 1- How long does it usually take? → **D** About twenty minutes
- 2- What's the maximum output? → **F** About 50,000 tonnes per annum
- 3- What does it consist of? → **A** Two tanks and a cooling system
- 4- What's the running speed? → **E** 1500 meters per minute
- 5- Have you always been on this site? → **B** No, we moved here last year
- 6- Is the factory fully automated? → **C** No, only partially

## 5- Choose a word from the box to make the name of the place where something is produced/processed

- 1- Power **station**
- 2- Oil **refinery**
- 3- Steel **works**
- 4- Coal **mine**
- 5- Ship **yard**
- 6- Chocolate **factory**
- 7- Nuclear **reactor**
- 8- Cotton **mill**

## 6- fill in gaps with suitable preposition (s)

- 1- The warehouse is **between** the assembly shop and the admin block.
- 2- The foundry is **next to** the machine shop.
- 3- The gatehouse is **at** the entrance to the visitors' car park.

- 4- The staff car park is **behind** the admin block.
- 5- The warehouse is **opposite** the machine shop.
- 6- The admin block is **next to** the warehouse.

### 3-Industrial Maintenance

#### 1- Choose the correct verb (Make/Do)

- 1- We **do** the routine service onsite.
- 2- We have got a lot of work to **do** before the end of the month.
- 3- I think we need to **make** a few changes to our document management procedures.
- 4- Does that engine always **make** a strange noise?
- 5- Will you have enough time to **do** all the jobs on your list?
- 6- Could you **make** a note to order a replacement unit?

#### 2- Match an expression in Column A with one in Column B

- 1- Often → **Frequently**
- 2- Every two weeks → **Fortnightly**
- 3- Hardly ever → **Rarely**
- 4- Once a year → **Annually**
- 5- Every week → **Weekly**
- 6- On a daily basis → **Once a day**

#### 3- Complete the sentences with prepositions

- a) It's not designed **for** heavy use.
- b) It's a very durable system **under** normal operating conditions for many years.
- c) Do you know what's wrong **with** it?
- d) Can you look **at** this pump? I don't think it's working properly.
- e) We're going to shut the line **down at** midday.
- f) The unit will be replaced **in** January.
- g) It's a crucial part **of** our process.
- h) The electrician will be here **on** Tuesday.

#### 4- Match the two parts of the verbs and put them in the correct sentences

##### Verb Matches:

- Speed **up**
- Slow **down**
- Strip **down**
- Wear **out**
- Look **through**
- Go **over**
- Set **up**
- Flush **out**

**Correct sentences:**

- a) First **strip down** the engine and then clean all the parts.
- b) We need to replace the roller brushes; they've **worn out**.
- c) Would you like me to **go over** the job list with you?
- d) Don't forget to **flush out** the pipes with clean water.
- e) The safety inspector is going to **look through** the site.
- f) We're going to **set up** a new system for reporting faults.
- g) We need to **slow down** the rotor. It's turning too fast.

**5- Complete the sentences using words from the box**

- a) This is an **essential** part of our manufacturing process.
- b) Remember to lubricate all **moving** parts.
- c) We can't accept any more orders for next month. We're already working at full **capacity**.
- d) How **often** do you check the machine settings?
- e) I'm not sure how to **dismantle** this section of the machine. I'll need to check the maintenance manual.

**6- Choose the correct prefix (un-, re-, or dis-)**

- a) Sorry about the delay. We had an **unexpected** problem.
- b) Don't forget to **recalibrate** the sensors before you switch the power.
- c) Who left this door **unlocked**?
- d) There's a mistake in the maintenance schedule. Could you **reprint** it?
- e) Something has **dislodged** the sensor.
- f) You must **disconnect** the electricity supply before opening the casing.
- g) Most cars now run on **unleaded** petrol.
- h) We need to **reorder** these parts.
- i) Remember to **disengage** the gears before starting the engine.

**4- Environmental matters****I -General Understanding Questions**

1. The environment provides essential resources such as air, water, and food, making life on Earth possible.
2. Human activities such as deforestation, pollution, and burning fossil fuels have led to environmental degradation, including climate change and biodiversity loss.
3. Addressing these challenges ensures a sustainable future for both nature and humanity by preventing further damage to ecosystems and human well-being.

**1- Find suitable words to these definitions**

- 1- A mixture of smoke and ozone → **smog**
- 2- They are found in paint and are bad for the environment → **chemicals**
- 3- What you may have to pay if you break a law → **fine**
- 4- A place where waste is put into → **landfill**
- 5- Able to break down naturally in the environment → **biodegradable**
- 6- Gases released into the atmosphere from a running engine → **emissions**
- 7- Another word for waste → **garbage**
- 8- To use again in different processes → **recycle**

9- In many countries, petrol does not contain this anymore → **lead**

10- Energy generated from fast-running water → **hydropower/hydroelectricity**

**2-: Complete the sentences with "are allowed to," "aren't allowed to," or "have to."**

- a) Factories **aren't allowed to** dump rubbish in the river. They can be fined if they do.
- b) Manufacturers **have to** follow strict environmental guidelines.
- c) The government sets strict limits on landfill. We **are allowed to** send only 50 per cent of our waste to landfill sites. We **have to** recycle the rest.
- d) Paint producers **aren't allowed to** use lead in their paint anymore because it's a health hazard.
- e) We **aren't allowed to** exceed the permitted levels.

**3-: Match the two parts of the sentences.**

- 1. You can be fined **(b)** for breaking pollution laws.
- 2. Our products minimize damage **(c)** to the environment.
- 3. Most plastics don't biodegrade **(d)** in the environment.
- 4. We're hoping to use more energy **(e)** from alternative sources.
- 5. We can save energy **(a)** by using a heat recovery process.

**4- Complete each sentence with a preposition or leave blank if no preposition is needed.**

- a) We must get rid **of** our waste in an acceptable way.
- b) The new legislation will affect — everyone in the packaging industry.
- c) Is it harmful **to** the environment?
- d) Safe disposal **of** toxic substances is very important.
- e) Ozone is not emitted **into** the atmosphere.
- f) Radiation from the sun can be converted **into** electricity.
- g) Incineration is better **for** the environment than landfill.
- h) Our budget for environmental projects will have to increase **by** 10 per cent.

**5- Complete the sentences with the correct verb.**

- a) We need to **clean** up our production process.
- b) We are trying to **cut** down the amount of packaging we use.
- c) You can **melt** down plastic and make it into a different product.
- d) It's better to recycle glass bottles than to **throw** them away.
- e) Most hamburger boxes don't **break** down in the environment.
- f) The EU will **bring** in new legislation next year.

**6- Complete the sentences with a word from the box below.**

- a) There are six main air **pollutants**.
- b) We are setting up an **environmental** management system.
- c) We need to find a better way to **dispose** of our waste.
- d) It's an **environmentally** friendly product.
- e) We have an office-paper **recycling** scheme in our company.
- f) **Pollution** is having an effect on the world climate.
- g) They manufacture cheap **disposable** cigarette lighters.

## 7- Rearrange these words to form questions.

- a) What happens if you exceed the permitted limits?
- b) How do you dispose of your waste products?
- c) Can you explain what VOCs are?
- d) How much has your company been affected by recent legislation?
- e) What other sources of energy do you use?
- f) What are the ways in which your products are environmentally friendly?
- g) What damage does ozone do to the environment?
- h) Could you explain what heat recovery is?

## 8-: Environmental vocabulary crossword

### Across

1. CO<sub>2</sub> → **Carbon Dioxide** (6,7)
2. A mixture of smoke and ozone → **Smog** (4)
3. They are found in paint and are bad for the environment → **Chemicals** (8)
4. What you may have to pay if you break a law → **Fine** (4)
5. A place where waste is put into a hole in the ground → **Landfill Site** (8,4)
6. Able to break down naturally in the environment → **Bio-degradable** (3,10)
7. Gases released into the atmosphere from a running engine → **Emissions** (7)
8. Abbreviation for polyethylene → **PE** (2)
9. Energy generated from fast-running water → **Hydroelectricity** (5,11)

### Down

2. A gas that can cause problems for people with breathing difficulties → **Ozone** (5)
3. Made dirty with chemicals, rubbish, etc. → **Polluted** (8)
4. Coal, oil, etc. When burnt, they give off 1 across. → **Fossil Fuels** (6,5)
5. A method of disposing of waste by burning it → **Incineration** (12)
6. Another word for waste → **Garbage** (7)
7. In many countries, petrol does not contain this anymore → **Lead** (4)
8. Wastewater → **Sewage** (8)
9. To use again in a different process → **Recycle** (7)
10. A technical term for 5 across → **Ash** (4)
11. To release into the atmosphere → **Emit** (4)

## 5-Safety in the Workplace

### I-General Understanding Questions

1. **What is the importance of the environment?**  
The environment provides essential resources such as air, water, and food, making life on Earth possible.
2. **How have human activities impacted the environment?**  
Human activities such as deforestation, pollution, and burning fossil fuels have led to environmental degradation, including climate change and biodiversity loss.
3. **Why is addressing environmental challenges important?**  
Addressing these challenges ensures a sustainable future for both nature and humanity by preventing further damage to ecosystems and human well-being.

## 1- Vocabulary Matching

1. A mixture of smoke and ozone → **Smog**
2. They are found in paint and are bad for the environment → **Chemicals**
3. What you may have to pay if you break a law → **Fine**
4. A place where waste is put → **Landfill**
5. Able to break down naturally in the environment → **Biodegradable**
6. Gases released into the atmosphere from a running engine → **Emissions**
7. Another word for waste → **Garbage**
8. To use again in different processes → **Recycle**
9. In many countries, petrol does not contain this anymore → **Lead**
10. Energy generated from fast-running water → **Hydropower/Hydroelectricity**

## 2- Fill in the Blanks with "are allowed to / aren't allowed to / have to"

- a) Factories **aren't allowed to** dump rubbish in the river. They can be fined if they do.
- b) Manufacturers **have to** follow strict environmental guidelines.
- c) The Government sets strict limits on landfill. We **are allowed to** send only 50% of our waste to landfill sites. We **have to** recycle the rest.
- d) Paint producers **aren't allowed to** use lead in their paint anymore because it's a health hazard.
- e) We **aren't allowed to** exceed the permitted levels.

## 3-: Sentence Matching

1. You can be fined → **b) for breaking pollution laws.**
2. Our products minimize damage → **c) to the environment.**
3. Most plastics don't biodegrade → **d) in the environment.**
4. We're hoping to use more energy → **e) from alternative sources.**
5. We can save energy → **a) by using a heat recovery process.**

## 4- Prepositions

- a) We must get rid **of** our waste in an acceptable way.
- b) The new legislation will affect — everyone in the packaging industry. *(No preposition needed)*
- c) Is it harmful **to** the environment?
- d) Safe disposal **of** toxic substances is very important.
- e) Ozone is not emitted **into** the atmosphere.
- f) Radiation from the sun can be converted **into** electricity.
- g) Incineration is better **for** the environment than landfill.
- h) Our budget for environmental projects will have to increase **by** 10%.

## 5-: Correct Verbs

**Example:** When fossil fuels are burnt, they **give off** CO<sub>2</sub>.

- a) We need to **clean up** our production process.
- b) We are trying to **cut down** the amount of packaging we use.
- c) You can **melt down** plastic and make it into a different product.
- d) It's better to recycle glass bottles than to **throw** them away.
- e) Most hamburger boxes don't **break down** in the environment.
- f) The EU will **bring in** new legislation next year.

## 6- Vocabulary Completion

- a) There are six main air **pollutants**.
- b) We are setting up an **environmental** management system.
- c) We need to find a better way to **dispose** of our waste.
- d) It's an **environmentally** friendly product.
- e) We have an office-paper **recycling** scheme in our company.
- f) **Pollution** is having an effect on the world climate.
- g) They manufacture cheap **disposable** cigarette lighters.

## 7- Rearrange Words to Form Questions

- a) What happens if you exceed the permitted limits?
- b) How do you dispose of your waste products?
- c) Can you explain what VOCs are?
- d) How much has your company been affected by recent legislation?
- e) What other sources of energy do you use?
- f) What are the environmentally friendly ways in your products?
- g) What damage does ozone do to the environment?
- h) Could you explain what heat recovery is?

## 8-Fire Safety Vocabulary Crossword

### Across

1. CO<sub>2</sub> → **Carbon Dioxide** (6,7)
2. A mixture of smoke and ozone → **Smog** (4)
3. They are found in paint and are bad for the environment → **Chemicals** (8)
4. What you may have to pay if you break a law → **Fine** (4)
5. A place where waste is put into a hole in the ground → **Landfill Site** (8,4)
6. Able to break down naturally in the environment → **Biodegradable** (3,10)
7. Gases released into the atmosphere from a running engine → **Emissions** (7)
8. Abbreviation for polyethylene → **PE** (2)
9. Energy generated from fast-running water → **Hydropower** (5,11)

### Down

2. A gas that can cause problems for people with breathing difficulties → **Ozone** (5)
3. Made dirty with chemicals, rubbish, etc. → **Polluted** (8)
4. Coal, oil, etc. When burnt, they give off CO<sub>2</sub> → **Fossil Fuels** (6,5)
5. A method of disposing of waste by burning it → **Incineration** (12)
6. Another word for waste → **Garbage** (7)
7. In many countries, petrol does not contain this anymore → **Lead** (4)
8. Waste water → **Sewage** (8)
9. To use again in a different process → **Recycle** (7)
10. A technical term for incineration → **Burn** (4)
11. To release into the atmosphere → **Emit** (4)

## Unit 2/ Business English

### 1- Job Information

#### 1: Complete the Missing Words

- You don't need to pay. Use of the gym is **free**.
- Is the cost of **living** high in Norway?
- We need a person with **excellent** communication skills.
- There is a good **mix** of nationalities in the office.
- Are you planning to take early **retirement**?
- I understand some **jobs** will be lost after the takeover.
- Do you know the **average** of local salaries?
- My employer provides free **health** insurance.

#### 2: Complete the Sentences with a Form of the Word in Brackets

- Because of the factory closure, 500 people are going to be made **redundant**.
- I'm in charge of **development**.
- The company provides free motor **insurance**.
- I'm planning to **retire** next year.
- It is a very **stressful** place to work.
- Do you know who the new **owners** of the company are?
- We need a manager with excellent **leadership** skills.
- I have good **promotion** prospects in my new job.
- It's a very **challenging** job.
- It's a job with a wide range of **responsibilities**.

#### 3: Match the Statements with the Responses

- I understand Frank used to work in Japan. → **e. That's right, it was five years ago.**
- How are you? → **a. Fine, thanks.**
- I usually walk to work. → **i. So do I.**
- Did you have a good journey? → **b. Yes, the directions were very clear.**
- I don't have any regrets about moving. → **f. Neither do I.**
- Is it a good place to work? → **g. It can be.**
- Are you looking forward to retirement? → **d. Yes, I am.**
- When did you graduate? → **j. In 2001.**
- What time do you leave work? → **c. At 4 p.m.**
- We need someone who is very reliable. → **h. Absolutely!**

#### 4: Complete the Sentences with a Preposition

- I'm responsible **for** recruitment.
- I report **to** the Human Resources Director.
- I take care **of** everyday office procedures.
- I studied **for** my degree at Edinburgh University.
- I have no regrets **about** taking my current job.
- Isn't the cost **of** living very high?
- I have free use **of** the company swimming pool.

## 5: Complete the Crossword

### Across:

1. I work for a recruitment **agency**.
2. I don't have time to eat in a restaurant at lunchtime. I usually have a **sandwich**.
3. The meals in the staff **canteen** are excellent.
4. I used to be paid **weekly**, now I'm paid monthly.
5. I can't afford to live here. The **cost** of living is too high.

### Down:

2. She is an Oxford University **graduate**.
3. The company provides a very good daily **allowance** for living expenses.
4. The company has changed enormously since the **merger**.
5. I'm moving to Istanbul next year.  
"Really? **So** am I!"

## 6: Match the Two Parts of the Sentences

1. I graduated → **h. from university five years ago.**
2. I report → **f. to the Chief Project Manager.**
3. I studied → **a. for a degree in Business Administration.**
4. I go to work → **b. by car.**
5. We need to advertise → **e. in the local newspaper.**
6. We offered her a salary of \$60,000 → **c. plus commission.**
7. The company looks → **g. after its staff well.**
8. I'm looking forward → **d. to early retirement.**

## 7: Respond with "So" or "Neither"

Example: I'm going to lose my job. → **So am I.**

- a. I didn't want to take early retirement. → **Neither did I.**
- b. I went to University in France. → **So did I.**
- c. I'm not going out this evening. → **Neither am I.**
- d. I usually start at 8.00 a.m. in the morning. → **So do I.**
- e. I don't like eating in the company canteen. → **Neither do I.**
- f. I wasn't interested in my previous job. → **Neither was I.**
- g. I was very happy in Thailand. → **So was I.**
- h. I'm in the paper industry. → **So am I.**

## 2- Troubleshooting

### 1: Complete the sentences with prepositions

- a. I can't get **onto** the Internet.
- b. I've got a virus **on** my computer.
- c. I've been having problems getting **into** the personnel database.
- d. The file is **in** the Accounts Folder **on** the C drive.
- e. What's wrong **with** my computer?
- f. I'll have to reorder some new ink cartridges. We're **out** of stock at the moment.

## 2: Match each verb with its preposition and complete each sentence

### Verbs with prepositions:

- switch **off**
- seize **up**
- call **up**
- clean **up**
- tighten **up**
- top **off**
- turn **out**
- cut **up**
- run **out**

### Sentences:

- a. Did you remember to **top off** the lubricating fluid after we repaired the leak?
- b. We've **run out** of raw materials.
- c. One of our workers didn't **turn out** yesterday.
- d. This workshop is very dirty. **Clean it up** immediately!
- e. Don't forget to **switch off** the power before you remove the safety guard.
- f. I hope the motor doesn't **seize up** again.
- g. If you don't lubricate the mechanism regularly, it might **seize up**.
- h. I think we need to **call up** an electrician.

### 3: Match the two parts of the sentences

1. My computer keeps **f. crashing**.
2. Have you checked the **e. pressure**?
3. It might **h. be broken**.
4. You need **b. to replace the bearings**.
5. Why don't you **d. phone an engineer**?
6. I think you **g. should check the filters**.
7. You'll have to replace **c. the toner cartridge**.
8. Try **a. rebooting the system**.

### 4: Use your dictionary and complete the sentences

Words: **lubricated, tripped, blown, snapped, leak, loose, crashed, expand, fault, jammed, cursor, restore**

- a. I think you should **expand** the memory.
- b. My computer has **crashed**.
- c. The gearing mechanism has **jammed** again.
- d. Can you help me **restore** the data?
- e. The safety switch has **tripped**.
- f. The blade has **snapped** off.
- g. My mouse isn't working, I can't move the **cursor**.
- h. There has been an oil **leak**.
- i. The bolt has worked **loose**.
- j. I think there is a **fault** in the program.
- k. Have you **lubricated** all the moving parts?

### 5: Complete the sentences with the correct form of the verbs

- a. You'll need to **drain** the system completely.
- b. Try **adjusting** the release valve.
- c. I think you should **switch off** the power.
- d. You'll have to **upgrade** your software.
- e. Have you tried **replacing** the bearings?
- f. Quick, **close** the valve!
- g. The power keeps **cutting out**.

### 6: Write down a response to the following problems

- a. What's wrong with the photocopier?  
→ Have you checked if there's a paper jam?
- b. The file is too big.  
→ Try compressing it or sending it in parts.
- c. I can't move the cursor.  
→ Is your mouse connected properly? Try using a different one.
- d. There's no power.  
→ Have you checked the power cable and the fuse?
- e. Do you know how to get rid of a virus?  
→ Try running a full antivirus scan and deleting suspicious files.
- f. The gears have seized up.  
→ Have you tried lubricating them?

### 3- Describing graphs/Diagrams

#### 1: Complete the sentences with a preposition.

- a) Turnover increased **by** more than ten per cent last year.
- b) Sales picked **up** well in the first quarter of the year.
- c) Please bear **with** me while I find the reference.
- d) We're forecasting an increase **of** between two and three per cent.
- e) I'd like to finish **by** thanking you all for your very useful comments.
- f) We are forecasting a downturn **in** the market.
- g) Unfortunately, we had to shut **down** our Lufwa plant earlier this year.

#### 2: Write what you would say in these presentation situations.

- a) "Sure, let me just go back to that slide for you."
- b) "Does anyone have any questions?"
- c) "If you look at this part of the graph, you can see the trend clearly."
- d) "That concludes my presentation. Thank you all for your time and attention."

#### 3: Match the two parts of the sentences.

1. That leads me to → **g) my main point.**

2. As I mentioned earlier, → **d) there are some potential problems.**
3. You are welcome → **b) to contact me at any time.**
4. To summarise → **e) what I have said so far.**
5. It's good to see → **c) so many of you here.**
6. Analysts are forecasting → **f) a very healthy outlook for the company.**
7. Excuse me → **h) for a moment.**
8. The graph compares → **i) the number of guests visiting the hotel over a six-month period.**
9. Having said that, → **a) we hope to finish things soon.**

**4: Write the phrases in one of the three columns.**

Up	Down	The same
<ul style="list-style-type: none"> <li>▪ Sales have picked up.</li> <li>▪ There has been an increase in sales.</li> <li>▪ Turnover jumped last year.</li> <li>▪ The company has recovered.</li> <li>▪ We have seen a rise in turnover.</li> <li>▪ There has been an upturn in the market.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Things are slowing down.</li> <li>▪ Overall there has been a decline in the market.</li> <li>▪ We are expecting a downturn.</li> </ul>	<ul style="list-style-type: none"> <li>▪ It has stayed the same.</li> <li>▪ There has been little change.</li> <li>▪ Sales have been steady during the year.</li> </ul>

**5: Complete the sentences with words used in the dialogues and notes.**

- a) I didn't catch your **question**. Could you repeat it?
- b) Unfortunately, the downward **trend** is going to continue.
- c) I'd like to make another **point**.
- d) The results give a misleading **picture** of last year's performance.
- e) What kind of growth **rate** are we hoping to achieve?
- f) We are very disappointed with the sharp **drop** in sales.
- g) Sales reached their highest **peak** in the summer.
- h) A lot has happened during the previous six-month **period**.

**6: Complete the statements and questions using the verbs from the box.**

- a) I'm afraid I can't **say**. I'll check for you.
- b) I'm sorry I didn't **catch** the question.
- c) Let me **repeat** it for you.
- d) I'm not quite ready. Can you **bear** with me?
- e) Of course. **Take** your time.
- f) I think these charts **give** a false picture.
- g) Yes, they don't really **show** the recent upturn in the market.
- h) By what percentage did turnover **fall** last year?
- i) By 5 per cent. I can't **account** for it.

### 7: Match the graphs with the descriptions.

- **Graph A** → 1 (Sales increased throughout the year, reaching a peak in December.)
- **Graph B** → 2 (A dramatic fall in production due to a fire, with little recovery.)
- **Graph C** → 3 (Steady growth rate between 2% and 5% in the last quarter.)

### 4-Meeting

#### Exercise 1: Complete the sentences using the verbs from the box.

- a) Can you **arrange** the meeting on Tuesday?
- b) I hope that the changed time won't **cause** you any problems.
- c) I must hurry. I don't want to **miss** the meeting.
- d) Do you **happen** to know if Motoko is going to be there?
- e) I don't like it at all. We should **abandon** the idea.
- f) Let's **leave** discussion on this point until the next meeting.
- g) I'll talk to the staff and **report** back to you next week.
- h) Did Tonya **give** a reason why she couldn't attend?
- i) We have a lot of things to **cover** in this meeting.

#### Exercise 2: Complete the sentences with words taken from the dialogues.

- a) The **majority** of the staff were in favour.
- b) Can we look at the first **item** on the agenda?
- c) Is it **necessary** to send an agenda beforehand?
- d) I'd like to leave point two **until** the next meeting.
- e) Can we go **through** the report now?
- f) I can meet any day next week **except** Monday.
- g) Does Tuesday **suit** you?

#### Exercise 3: Complete the sentences with one of the alternatives.

- a) Who is going to **take** the minutes?
- b) Could you **tell** us when you know the answer?
- c) I'd like to **make** a point.
- d) We need to **set** a date for the meeting.
- e) We **made** a good case for changing the system.
- f) Are you **having** second thoughts about the proposal?
- g) All of our proposals were **rejected**.

#### Exercise 4: Complete the sentences with a preposition.

- a. I booked the room **for** 1 p.m.
- b. I'll see you **on** Thursday at 11 o'clock.
- c. I'd like to hear everyone's thoughts **on** the proposal.
- d. **Of** the ten people I asked, only one was against the idea.
- e. It seems like a good idea **to** me.
- f. Can we move **on** to the next item **on** the agenda?
- g. Most of the participants were **in** favour of the suggestion.
- h. One **in** twenty of the staff are unhappy with working conditions.
- i. Could you look **through** the minutes and let me know if I've forgotten anything?
- j. I hope I haven't left anything **out**.

**Exercise 5: Write what you would say in these situations.**

- a. I'd like to **leave the next item on the agenda until the next meeting.**
- b. Does everyone **agree that the date of the next meeting should be changed?**
- c. Are you **going to attend the next meeting, Fiona?**
- d. I'm just phoning **to tell you what happened in the meeting.**
- e. I've **attached the agenda to an email.**
- f. Just **one more point to make.**
- g. What **do you think about the idea?**

**Exercise 6: Match the two parts of the sentences.**

1. I'd like to leave point three → **f) until the next meeting.**
2. The majority feeling → **c) is that people want to work shorter hours.**
3. You've all heard → **e) what Maria has said about this?**
4. Very few people → **a) are in favour of the changes.**
5. Bad news → **h) I'm afraid.**
6. I'll call you tomorrow → **b) and we can discuss details then.**
7. Could you check the dates → **i) and get back to me?**
8. If I don't hear from you, → **d) I'll expect to see you at 2 p.m.**
9. Any day except Thursday → **g) suits me.**

**Exercise 7: Complete the sentences with a form of the verb in brackets.**

- a. I hope it **does not cause** you any problems if we postpone the meeting.
- b. I **have ordered** some sandwiches for lunch.
- c. I'm sorry I **messed** the last meeting.
- d. I'll **see** you in the conference room at 3 p.m.
- e. **Does everyone agree** with the proposals? Good, then let's move on.
- f. Hello, Anton. I **am calling** to let you know what happened in the meeting.
- g. I don't think that Margaret **has read** the report.
- h. Memo: Frieda **will find out** about tree planting costs.
- i. I **have attached** the minutes from the last meeting.
- j. I **am having** second thoughts about your proposals.

**Unit 3/ English for Logistics****1-Introduction to Logistics****1- Answer the questions**

**Logistics:** The management of transporting, storing, and delivering goods efficiently.

**Supply chain:** A network involved in producing and delivering a product from supplier to consumer.

**Logistics management:** The planning and control of goods, services, and information flow.

**Service providers' role:** They improve efficiency through technology, automation, and optimized processes.

**Logistics re-engineering:** Redesigning logistics processes to enhance efficiency and reduce costs.

**Factors considered:** Product nature, transport needs, costs, customer demand, and technology.

**Main functions of a logistician:** Inventory, transportation, warehousing, procurement, and supply chain coordination.

**Logisticians' responsibilities:** Managing inventory, optimizing transportation, reducing costs, and ensuring timely deliveries.

## 2: True or False Statements

1. **True** – Logistics is the management of the flow of goods between the point of origin and the point of consumption.
2. **True** – Logistics involves the integration of information, transportation, inventory, warehousing, etc.
3. **False** – Logistics **can** include the management of the flow of energy and people.
4. **False** – Logistics **can have** both an internal and external focus.
5. **False** – Not all supply chains are simple; many are highly complex.
6. **True** – The complexity of a supply chain depends on the size of the business.
7. **True** – Logistics management is a part of supply chain management.
8. **True** – Logistics management plans, implements, and controls the efficient flow and storage of goods, services, and related information.
9. **True** – Successful supply chain operators work closely with their customers.
10. **False** – The re-engineering process **does** take the nature of the product into account.
11. **False** – A professional working in logistics management is called a **logistician**, not an academician.
12. **True** – The main functions of a qualified logistician include inventory management, purchasing, transportation, and warehousing.
13. **True** – Logisticians are responsible for the life cycle and supply chain operations of various products.
14. **False** – Logisticians **do** collaborate with other departments within a company.

## 3: Matching Sentences

A	B
<b>Supply chain</b>	involves the integration of information, transportation, inventory, warehousing, material handling, packaging, and security.
<b>Successful supply chain operators</b>	work in close partnerships with their customers.
<b>Service providers</b>	use the latest systems and techniques to re-engineer the process.
<b>The re-engineering process considers</b>	the nature of the product, the optimal location of sourcing or manufacturing, projected freight volumes, etc.
<b>Logistics involves</b>	ensuring that the right products are sourced and made available at the right place and time.
<b>The main functions of a qualified logistician include</b>	inventory management, purchasing, transportation, and warehousing.

A

B

**Logisticians work with other departments**

to ensure customer needs and requirements are met.

#### 4: Fill in the Blanks

Logistics management is that part of supply **1) chain** management that plans, implements, and controls the effective forward and reverse flow and storage of goods, services, and information between the point of **2) origin** and the point of consumption. Logistics management activities usually include inbound and **3) outbound** transportation management, fleet management, warehousing, materials handling, order fulfillment, logistics network design, inventory management, and supply/demand planning.

The logistics function also includes sourcing and procurement, production planning and scheduling, packaging and assembly, and customer **4) service**. It is involved in all levels of planning and execution – strategic, **5) operational**, and tactical. Logistics management is an integrating function, which coordinates all logistics **6) activities**, as well as integrating logistics activities with other functions, including marketing, sales, manufacturing, finance, and information **7) technology**.

## 2-Introduction to supply chain

### 1: Review Questions

1. **What does the term “supply chain” refer to?**  
The supply chain refers to a network of organizations, people, activities, information, and resources involved in producing and delivering a product or service from suppliers to consumers.
2. **What is the goal of any supply chain?**  
The goal of a supply chain is to deliver products or services to customers efficiently, minimizing costs while maximizing quality and speed.
3. **What does the term “distribution channel” imply?**  
A distribution channel refers to the path through which goods and services move from the manufacturer or supplier to the final consumer.
4. **Why is the supply chain regarded as an essential component of success for most companies?**  
The supply chain ensures the timely delivery of products, reduces costs, improves efficiency, and enhances customer satisfaction, making it vital for business success.
5. **What elements is a simple supply chain made up of?**  
A simple supply chain consists of suppliers, manufacturers, distributors, retailers, and customers.
6. **What is the function of the Sales Department?**  
The Sales Department manages customer orders, communicates with clients, and generates revenue for the company.
7. **What is the function of the Planning Department?**  
The Planning Department creates production schedules, forecasts demand, and ensures resources are available to meet customer orders.

8. **What is the function of the Purchasing Department?**

The Purchasing Department sources and procures raw materials and services required for production.

9. **What is the function of the Production Department?**

The Production Department manufactures or assembles products according to the production plan.

10. **What is the function of the Shipping Department?**

The Shipping Department organizes the delivery of finished products to customers in the most efficient way.

**2: True or False**

1. **False** – A supply chain moves a product from the provider to the customer, not the other way around.
2. **True**
3. **False** – The supply chain starts with suppliers and ends with customers.
4. **True**
5. **True**

**3: Matching Synonyms**

Word	Synonym
1. include	<b>b. contain</b>
2. maximize	<b>a. enlarge</b>
3. eliminate	<b>h. avoid</b>
4. need	<b>f. require</b>
5. transport	<b>c. transfer</b>
6. improve	<b>e. advance</b>
7. manufacture	<b>d. produce</b>
8. implement	<b>g. put into operation</b>

**4: Matching Attributes**

Attribute	Noun
1. raw	<b>e. materials</b>
2. finished	<b>h. product</b>
3. responsive	<b>d. customer</b>

Attribute	Noun
-----------	------

- |                  |                     |
|------------------|---------------------|
| 4. manufacturing | <b>c. sites</b>     |
| 5. purchasing    | <b>b. agreement</b> |
| 6. primary       | <b>f. objective</b> |
| 7. high          | <b>i. level</b>     |
| 8. loyal         | <b>d. customer</b>  |
| 9. outsourced    | <b>g. network</b>   |

### 5: Fill in the Blanks

1. **sites**
2. **inventory**
3. **responsiveness**
4. **categories**
5. **safety**
6. **management**
7. **excellence**
8. **costs**

### 6: Fill in the Blanks with Word Combinations

1. **natural resources**
2. **movement of products**
3. **sales department**
4. **sales order**
5. **production plan**
6. **production department**
7. **raw materials**
8. **production area**
9. **shipping department**

## Text 1-The Impact of Globalization on the Supply Chain

### 1: Answer the Questions

1. **Why is manufacturing in developing countries cheaper than in the United States?**  
Manufacturing in developing countries is cheaper due to lower labor costs, reduced production expenses, and sometimes fewer regulations.
2. **What are some challenges of foreign manufacturing?**  
Challenges include quality control issues, long lead times, cultural and language barriers, and complex logistics.

3. **Why is real-time data sharing more difficult with overseas factories?**  
Real-time data sharing is harder due to time zone differences, infrastructure limitations, and potential communication delays.
4. **How can companies improve visibility in the global supply chain?**  
Companies can improve visibility by using advanced tracking technology, real-time data analytics, and better communication with suppliers.

## 2: Find the Appropriate Vocabulary

1. **Facility**
2. **Shipper**
3. **Warehouse**
4. **Inventory management**
5. **Consumer goods**
6. **Supply chain management**
7. **Inventory**
8. **Inventory costs**
9. **Transportation**

## 3: Rewrite the Sentences in Passive Voice

1. The movement of products from one location to another **is involved in transportation.**
2. Responsive transportation systems **are used by logistics companies** to lower overall costs.
3. Cross-docking **is employed by logistics companies.**
4. Rail transportation **is utilized for low-value and large shipments.**
5. The transportation function **was evaluated by the firm** based on a combination of transportation costs.
6. An appropriate combination of company-owned and outsourced transportation **should be considered by logisticians.**
7. The available information **was used effectively by managers.**
8. Natural resources, raw materials, and components **are transformed into a finished product.**
9. The desired level of responsiveness **must be provided by the supply chain** to customers.
10. A production plan **has already been created by the Planning Department** to fulfill the customer's orders.

## 3- Logistics Services

### Text1. 3PL

#### 1-Labeled and Shortened Paragraphs:

**3PL in the past** → Companies used to outsource only parts of their logistics operations, often using multiple 3PL providers.

**Changing logistics concepts** → Global trade and rising service demands have transformed logistics management, impacting both producers and providers.

**Changing logistics requirements for manufacturers** → Manufacturers realized that outsourcing single segments to multiple providers was inefficient. Now, they seek comprehensive supply chain solutions.

**New challenges for 3PL** → 3PLs face increasing customer demands and tough competition. Price pressure has reduced profit margins, forcing providers to offer value-added services.

**Today's role of major providers** → Large "super-3PLs" offer full supply chain solutions, including transportation, warehousing, customs brokerage, and value-added services.

## 2- Answer the following questions

**1- Why have manufacturers started looking for comprehensive logistics providers instead of outsourcing to multiple 3PLs?**

→ Because they realized that outsourcing single segments to different providers did not make their logistics operations more efficient.

**2- How are 3PL providers adapting to increased competition and lower profit margins?**

→ They are offering value-added services to attract customers and stay competitive.

**3- What advantage do super-3PLs have over smaller logistics providers?**

→ Super-3PLs can provide comprehensive, end-to-end supply chain solutions, including transportation, warehousing, and customs brokerage, making them more competitive in the global market.

## 3- True or False

1. **T** – In the past, companies outsourced only parts of their logistics operations.
2. **F** – Manufacturers found that outsourcing to multiple 3PLs was inefficient, but they still seek comprehensive 3PL services.
3. **F** – Due to growing price pressure, many 3PL providers have seen a **decrease** in profit margins.
4. **T** – Customers now demand more complex and integrated logistics solutions.
5. **T** – Super-3PLs offer comprehensive, end-to-end logistics solutions.

## 4- Match the Words with Definitions

1. **Outsourcing** → (c) Contracting functions out to third-party providers.
2. **Comprehensive** → (a) Including a wide range of services.
3. **Consolidation** → (f) The grouping of small shipments into one container.
4. **Requirements** → (b) Details of what is expected and needed.
5. **Demand** → (d) The need for particular goods or services.
6. **Competition** → (e) Companies trying to sell the same or similar products to customers.

## 4- Mode of Transport

### Text 1- Freight Transport Logistics in Europe – The Key to Sustainable Mobility

#### 1: Answer the Questions

1. Yes, growing freight traffic is a challenge in many countries, leading to congestion and delays.

2. Transport systems could be improved by expanding infrastructure, optimizing logistics, and adopting digital solutions for better traffic management.
3. Intermodal transport systems improve efficiency by combining different transport modes (e.g., rail, road, sea), reducing costs, and minimizing delays.

## 2: Complete the Crossword Puzzle

### Across:

1. **Waste** – Another word for rubbish
2. **Crane** – A device for lifting heavy loads
3. **Ship** – Another word for vessel
4. **Rigid** – The opposite of soft or flexible

### Down:

1. **Pipe** – Another word for tube
2. **Tank** – A container for liquids
3. **Chilled** – Kept cool, but not frozen
4. **Reefer** – A container fitted with a cooling system

## 3: Gap-Fill Sentences (Train Transport Options)

1. **I am** interested in the train options described on your website.
2. **Could you** tell me a bit more about them?
3. **What is** the best rail option for us?
4. For large volumes, would using **an alternative** transport be better?
5. If you want to ship smaller quantities, the **more suitable** option would be best.
6. If flexibility is important, I would **recommend** the **alternative** option.
7. Can you book the **calling about** service?
8. I can suggest **an alternative**, which is even more flexible.
9. In that case, we should **also consider** the other block train options.
10. **How much** time would we have for loading?
11. At least **one hour**, but we could arrange longer loading times, **couldn't we**?

## Text 2- Warehousing Today

### 1- Answering questions

1-A warehouse is organized into sections for receiving, storage, picking, packing, and shipping. Products are stored systematically using shelving, racks, and automation systems.

2- (Your personal answer) Example: No, I do not work in a warehouse, but I am familiar with warehouse operations.

3-Warehousing has become more automated, using robotics, AI, and barcode/RFID technology for faster and more accurate inventory management.

4-Automation and barcode technology improve efficiency, reduce errors, speed up order processing, and enhance inventory tracking.

## 2: Vocabulary Matching

A. **Automated Storage and Retrieval System (AS/RS)** – A system that allows machines to store and retrieve goods without human assistance.

B. **Barcode** – A coded label on products that allows tracking and identification.

C. **Forklift** – A vehicle used to lift and move heavy goods in a warehouse.

D. **Warehouse Management System (WMS)** – A digital system that organizes product flow, storage, and retrieval in a warehouse.

E. **Warehouse** – A place where goods are stored before being distributed.

F. **Radio Frequency Identification (RFID)** – A system using radio waves to track and identify products.

G. **Conveyor Belt** – A moving platform that transports goods between different areas of a warehouse.

## 3: Fill in the Blanks

1. The **barcode scanner** is used to scan product labels for tracking and inventory management.
2. To move heavy boxes easily, workers often use a **forklift**.
3. In modern warehouses, the **Automated Storage and Retrieval System (AS/RS)** ensures efficient storage and retrieval of goods without human intervention.
4. The **conveyor belt** connects different areas of the warehouse, making product movement faster.
5. A **Warehouse Management System (WMS)** is a digital tool that helps in tracking inventory and optimizing warehouse operations.

## 4: Crossword Puzzle

### Across:

1. **Store** – Keep goods in a warehouse.
2. **Stack** – Put on top of each other.
3. **Bin** – Container for smaller products.
4. **Pick** – Select the right items.
- 5.

### Down:

1. **Break Bulk** – Form smaller units from larger units (2 words, 5,4).
2. **Sort** – Put into the right order or package.

3. **Item** – Another word for article or piece.

## Unit Four: Professional English

### Lesson 1- writing a CV

#### Preparation task

Work experience	Education	Skills and interests
<ul style="list-style-type: none"> <li>• Business Development Manager</li> <li>• Professional Blogger</li> <li>• Research Assistant</li> <li>• ☑ Sales Executive</li> </ul>	<ul style="list-style-type: none"> <li>• Certificate in Presentation Skills</li> <li>• Degree in Marketing</li> <li>• Masters in Public Relations and Digital Marketing</li> <li>• ☑ Diploma in Innovation Design</li> </ul>	<ul style="list-style-type: none"> <li>• Photography</li> <li>• Taekwondo</li> <li>• Class B Driving Licence</li> <li>• ☑ Proficient Knowledge of Analytics Software</li> </ul>

#### 1: True or False

1. **True** – It is a good idea to start with a short summary about yourself.
2. **False** – You should list your work history in reverse chronological order, with your most recent job **first**.
3. **False** – You should highlight key responsibilities and achievements, but not list every detail.
4. **True** – You should provide the full title of your qualifications, the date you obtained them, and the awarding organizations.
5. **True** – Hobbies can be included if they are relevant to the job.
6. **True** – References can strengthen your application if available.

#### 2: Sentence Ordering

1. I have five years' experience in various roles.
2. My role involves working to tight deadlines.
3. I have a proven ability to create successful campaigns.
4. I specialize in digital marketing.
5. I excel in impact analysis.
6. I have advanced knowledge of statistics.

#### 3: Correct Word Forms

1. I have a proven **ability** to deliver successful marketing campaigns.
2. I am a strong **collaborator**.
3. I have specialist **knowledge** of marketing.
4. I use my **expertise** in analytics to assess the success of campaigns.
5. I was **responsible** for the overall social media strategy.
6. I played a key role in **numerous** campaigns.
7. I started to **monetize** my blog through sponsored posts.
8. I worked on several initiatives to boost customer **engagement**.

## Lesson 2, writing Cover Letter

### Preparation task

Jobs	Education	Skills
<ul style="list-style-type: none"> <li>• Sales assistant</li> <li>• IT consultant</li> <li>• Engineer</li> <li>• Marketing manager</li> </ul>	<ul style="list-style-type: none"> <li>• High school diploma</li> <li>• Degree in information technology</li> <li>• Master's in Engineering</li> <li>• Certificate in hotel management</li> </ul>	<ul style="list-style-type: none"> <li>• Communication skills</li> <li>• Ability to work under pressure</li> <li>• Good team player</li> <li>• Good at problem-solving</li> </ul>

#### 1: Choose the correct answer

1. **b.** Application for IT consultant position
2. **c.** Hi Stephen, (Informal, not suitable for a cover letter)
3. **d.** in response to / regarding / with regards to (all answers are correct)
4. **c.** one or two examples of your relevant skills
5. **a.** a résumé
6. **d.** Best regards,

#### 2: Put the parts of the email in the correct order

##### Correct order:

1. Dear Ms Tan,
2. I'm writing with regards to the position of lead engineer you advertised on your website. I have many of the qualifications you are looking for and am interested in applying for the above job.
3. I have a Master's in Engineering and ten years' experience leading an engineering project based in Dubai. I have the ability to work under pressure and excellent problem-solving skills.
4. Please see my attached CV for more information about my qualifications and experience.
5. I look forward to hearing from you soon about a possible job interview.
6. Best regards,
7. Taukif Ali

#### 3: Fill in the gaps

1. **Dear** Ms Campbell,
2. I'm writing **in** response
3. **to** your job advertisement for an outreach worker.
4. I have six years' experience working **in** the charity sector.
5. I have worked **for** three years
6. **as** a social worker.
7. I also worked as **a** volunteer for three years
8. **at** a centre for the homeless.
9. I have good experience of working **in** a team and organizing my own workload.
10. Please find attached my CV **for** more information.
11. I am looking forward **to** hearing
12. **from** you.

### Lesson 3/ Job interview

**Transcript:** listen to the audio-file and complete the transcript

- been expanding
- skills and experience
- HR services provider
- stability
- hundred
- to payroll
- brand
- image and values
- performance management
- inflexible ideas
- replicated
- an intern
- devised a strategy
- back to you
- outcome

**Preparation Task: Match the abbreviations with the definitions**

1. **B2B** → c. business to business
2. **B2C** → d. business to customer
3. **L&D** → a. learning and development
4. **HR** → b. human resources

**Exercise 1: Choose the best answer**

1. **a.** in the B2B sector.
2. **b.** for three years.
3. **b.** on a number of HR topics.
4. **c.** Both options are true.
5. **b.** devise and implement an L&D strategy.
6. **b.** has been invited to a second interview next week.
- 7.

**Exercise 2: Complete the sentences**

1. Maria feels her skills and experience are a **good fit** for the company.
2. Maria changed jobs because she was looking for more **stability**.
3. She was **responsible** for learning and development.
4. She feels **aligned** with the company's brand and values.
5. She's used to taking a **personal** approach to L&D.
6. Her ideas can be **replicated** on a larger scale.
7. She would **report** to the HR manager.
8. Performance will be **measured** in different ways.

**LESSON 4/ Innovation in Business**

**Preparation Task:** Match the definitions with the vocabulary

1. **demise** → c. the end of something that used to exist
2. **a stakeholder** → d. someone who has a connection to your work and will also benefit from its success
3. **to implement** → f. to officially start using an idea and making changes connected to it
4. **unconventional** → b. different from the usual way of doing something
5. **to stagnate** → a. to stop developing or making progress
6. **a prototype** → e. a first test version of a new product

**Exercise 1: True or False**

1. **True** – The podcast talks about the downsides of innovation.
2. **True** – Businesses need to innovate to survive.
3. **False** – There are more than three types of innovation.
4. **True** – Incremental innovation involves small, continuous changes.
5. **True** – Disruptive innovation introduces a change that impacts the existing market.
6. **False** – Architectural innovation does not completely restructure the market but changes how components are used.
7. **True** – Dyson’s move from vacuum cleaners to hairdryers is an example of radical innovation.
8. **True** – Radical innovation can lead to the death of existing markets.
9. **True** – The speaker suggests testing the idea before seeking support.
10. **True** – The evaluation stage is where you think about how to implement ideas.

**Exercise 2: Put the stages of innovation in order**

1. **Generate** an idea and create a plan or proposal
2. **Experiment** and test your idea
3. **Evaluate** your idea and adapt it if necessary
4. **Get support** for your idea
5. **Implement** your idea

**Lesson 5/ Making Presentation****Transcript**

1. **stages**
2. **progress**
3. **stagnate**
4. **services**
5. **survival**
6. **architectural**
7. **radical**
8. **technologies**
9. **disrupt**
10. **involves**
11. **unconventional**
12. **vacuum cleaners**

13. **market**
14. **birth and growth**
15. **demise**
16. **Support**
17. **prototype**
18. **basic version**
19. **Evaluation**
20. **assess**
21. **Implement**
22. **Implementation**

### Vocabulary Matching:

1. **to unveil** → **c.** to show people something or tell them about it for the first time
2. **appealing** → **a.** interesting or attractive
3. **a phase** → **f.** a stage within a process or project
4. **target market** → **h.** the group of consumers that a product is aimed at
5. **a Gantt chart** → **g.** a table which shows the different stages of a project
6. **to launch** → **e.** to bring a new product or service to the market
7. **an imitation** → **d.** something that is designed to look like something else
8. **a gadget** → **b.** a small and useful machine or tool that does something specific

### Exercise 1: True or False?

1. **False** – The sentence does not mention a redesign.
2. **True** – The product is aimed at men and women aged 18–40.
3. **True** – The new design means you don't need two hands to use it.
4. **True** – There's only one size now, and another will follow in a few months.
5. **True** – They will make a Gantt chart for the project next month.
6. **True** – He finished the presentation with enough time to take some questions.

### Exercise 2: Matching Useful Phrases to Tips

1. **Refer to the audience's knowledge** → **As you know, ...**
2. **Refer to what images you are showing** → **As you can see ..., / You'll notice that ...**
3. **Tell them the structure of your presentation** → **I'd like to talk you through the following (three) points.**
4. **Use signal words to help them follow you** → **Firstly, ... / Next, ...**
5. **Tell them when you're moving on** → **I'd now like to tell you about ...**
6. **Show them when you're near the end** → **Finally, I'm going to talk to you about ...**
7. **Tell them the main points one last time** → **In summary, ...**
8. **Open up the discussion** → **Do you have any questions?**

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