

Electronic online publication, Kolosova H.A., Narodovska O.M., PDF

MINISTRY OF EDUCATION AND SCIENCE OF UKRAINE
NATIONAL TECHNICAL UNIVERSITY OF UKRAINE
«IGOR SIKORSKY KYIV POLYTECHNIC INSTITUTE»

MARKETING COMMUNICATION

FOR 3RD-YEAR STUDENTS

CONVERSATIONAL PRACTICE FOR THE 6th SEMESTER

*Recommended by Igor Sikorsky Kyiv Polytechnic Institute
Methodological Council
as a study e-book for undergraduate students of specialty
075 «Marketing»*

Kyiv
Igor Sikorsky Kyiv Polytechnic Institute
2021

Electronic online publication, Kolosova H.A., Narodovska O.M., PDF

Marketing communication for 3rd-year students: Conversational practice for the 6th semester [Electronic resource] : e-book for students of specialty 075 «Marketing» / Igor Sikorsky Kyiv Polytechnic Institute ; comp. H.A. Kolosova, O.M. Narodovska. – Electronic text data (1 file: 960 KB). – Kyiv: Igor Sikorsky Kyiv Polytechnic Institute, 2021. – 89 p.

*Approved by Igor Sikorsky Kyiv Polytechnic Institute Methodological Council
(protocol № 8 dated 25.02.2021)
after submission of Scientific Council of the Faculty of Linguistics
(protocol № 8 dated 29.02.2021)*

The Study Electronic Book
**MARKETING COMMUNICATION FOR 3RD-YEAR STUDENTS
CONVERSATIONAL PRACTICE FOR THE 6th SEMESTER**

Compliers: *Kolosova Hanna Andriivna, Ph.D*

Narodovska Olha Mykolaiivna

Chief editor: *Simkova I.O., Sc.D., Professor*

Reviewers: *Zozulyov O.V., Ph.D., Professor, Igor Sikorsky Kyiv Polytechnic Institute, Faculty of Management and Marketing, the Department of Industrial Marketing*

Olizko Y.M., Ph.D., Associate Professor, Igor Sikorsky Kyiv Polytechnic Institute, Faculty of Linguistics, the Department of English for Engineering 1

Chizhova N.V., Lecturer, Igor Sikorsky Kyiv Polytechnic Institute, Faculty of Linguistics, the Department of English Language for Humanities

ABSTRACT. The study e-book «Marketing communication for 3rd-year students» is developed to provide students with language training practice and teach to participate in any verbal professional situations related to the field of industrial marketing. Students gain skills in conducting business meetings and creating effective presentations, the opportunity to demonstrate their knowledge of a foreign language during negotiations and debates, broadening horizons in the development and implementation of marketing strategies in English. All tasks are designed for independent, pair and group work without the direct participation of the teacher. The subject of the manual is focused on the development of business communication skills and corresponds to the program of the credit module, as well as the professional subject of the specialty «Marketing».

© Hanna Kolosova, Olha Narodovska, 2021
© IGOR SIKORSKY KYIV POLYTECHIC INSTITUTE, 2021

CONTENTS

ПЕРЕДМОВА	4
PREFACE	6
Module 1. Business meeting	8
Module 2. Negotiations	19
Module 3. Presentations	29
Module 4. Debates	43
Module 5. Advertising	56
APPENDIXES A-E	70
KEYS	78
REFERENCES	89

ПЕРЕДМОВА

Навчальний посібник «Marketing communication for 3rd-year students» створений для самостійної підготовки студентів 3 курсу факультету менеджменту та маркетингу індивідуально та в групах без участі викладача до розвитку комунікативних навичок з дисципліни **«Іноземна мова професійного спрямування»**. Він укладений відповідно до рекомендацій чинної навчальної програми, яка розроблена з метою вдосконалення професійної іншомовної компетентності, необхідної для ефективної комунікації в професійних ситуаціях, зокрема пов'язаних з промисловим маркетингом.

Метою посібника є допомогти студентам підготуватись до ділового спілкування англійською мовою шляхом ознайомлення з різними сферами та ситуаціями, що виникають у бізнес середовищі, включаючи промисловий маркетинг та ділову етику, розвиток навичок проведення нарад, участь у переговорах та дебатах, підвищення компетентності у розробці та реалізації маркетингових стратегій та їх адаптація до ринкових тенденцій. Важливим завданням є навчити виокремлювати основні аспекти ефективної презентації товару на ринку та формувати конкурентну та етичну рекламну кампанію.

Посібник охоплює вимоги до знань студентів про різні види мовленнєвої діяльності, пов'язані з маркетингом у рамках кожного модуля, а також

орієнтацію на різні бізнес-теми залежно від типу завдання. Він включає різноманітні вправи та матеріали, які допоможуть студентам потренуватися та зміцнити навички усного спілкування. Така структура дозволяє адаптувати навчальний зміст до потреб передбачених майбутньою професійною діяльністю.

Завдання для розвитку навичок ділового спілкування складаються на основі вивченого матеріалу згідно робочої програми кредитних модулів з урахуванням особливостей навчання на факультеті менеджменту та маркетингу та спеціальності «Маркетинг».

Настанови дозволять студентам організовувати освітні заходи в режимі самостійної та групової роботи без безпосередньої участі викладача, щоб краще закріпити свої знання англійської мови та підготуватися до різних типів спілкування у своєму професійному житті.

При підготовці навчального посібнику були використані автентичні тексти з електронних джерел та підручників.

PREFACE

The study e-book «Marketing communication for 3rd-year students» is created for independent preparation of students of the 3rd course of the Faculty of Management and Marketing, individually or in groups without the participation of teacher, to develop communicative skills in the discipline «**English for professional purposes**». It is made following the recommendations of the current curriculum, which provides students with professional language competence necessary for effective participation in learning situations of professional communication, especially in the activity of industrial marketing.

The purpose of the guidelines is to help students be ready for business communication in English by getting acquainted with a variety of areas and situations that arise within the marketing environment, including industrial marketing and business ethics, developing skills in holding meetings, taking part in negotiations and debates, enhancing competence in development and implementation of marketing strategies and their adaptation to market trends. Students find out how to highlight the main aspects of effective product presentation on the market and form a competitive and ethical advertising campaign.

The study e-book covers the requirements for students' knowledge of different types of speech activity connected to marketing within each module, as well as the orientation in various business topics depending on the type of task. It includes a

variety of exercises and materials to help students practice and strengthen their oral communication skills. This adaptable structure allows customizing the instructional content to the needs of the intended learners.

The tasks of business communication skills are created based on the studied material according to the working curriculum of credit modules considering specifics of Faculty of Management and Marketing and specialty «Marketing».

The guidelines will allow students to organize educational activities in the mode of independent and group work to better consolidate their knowledge of English and prepare for the different types of communication in their professional life.

Authentic texts from electronic sources and textbooks were used in the preparation of the study e-book.

MODULE 1	BUSINESS MEETING	
Plan:	Part 1	
	<p style="text-align: center;">Warming-up: Speaking</p> <ul style="list-style-type: none"> ● What do you know about the business meetings? <p style="text-align: center;">Main part: Speaking-Listening-Vocabulary activation</p> <p>Task 1. Useful phrases for meetings.</p> <p>Task 2. The negative practice of the meeting conduction – video discussion.</p>	Duration: 60 min
	5 min –break	
	Part 2	
	<p>Task 3. Reading: How to run an effective meeting.</p> <p>Task 4. Holding short meeting</p> <p style="text-align: center;">Project work: Team meeting</p> <ul style="list-style-type: none"> ● “Team building” meeting. 	Duration: 60 min
	Aims:	<ul style="list-style-type: none"> ● To see how students feel and behave during the meeting. ● To learn useful phrases for the meeting conduction. ● To understand how not to behave during meetings.
Acquired skills	<ul style="list-style-type: none"> ● Awareness of how to run the meeting in order to prevent pitfalls and create beneficial business relationships. ● Practical skills of the effective meeting conduction. ● Identifying mechanisms that will reduce the apparent risks in tricky situations during meetings. 	

MODULE 1. BUSINESS MEETING

Warming-up: Speaking. What do you know about the business meetings?

Answer to the following questions to find out what you know about the business meetings conduction. Discuss the results with the partner.

1. All types of meetings, whether individual or group, are the modes of____.
 - A) external communication
 - B) internal communication
 - C) no communication
2. Effective ways to create new ideas are_____.
 - A) regular letters and presentations
 - B) individual or team meetings
 - C) constant email and text messaging
3. At the end of a meeting, everyone must clearly understand_____.
 - A) who said the least
 - B) who said the most
 - C) who is responsible for carrying out decisions made
4. Meetings can_____ by clarifying the corporate aims.
 - A) increase productivity
 - B) increase confusion
 - D) decrease morale
5. There may appear some limitations of meetings such as high cost and_____.
 - A) low attention
 - B) availability
 - C) low technology

6. If meeting is properly conducted, it can improve_____.

- A) the written word
- B) selective perception
- C) morale and productivity

7. The_____ is the tool that helps control the process of meeting.

- A) minutes
- B) meeting agenda
- C) feedback

8. Using graphs, charts, and other forms of visualization can help_____.

- A) decrease perception
- B) the audience better understand you
- C) control the meeting

9. During the preparation for meetings, you should consider_____.

- A) the significance of non-verbal communication
- B) the significance of verbal and non-verbal communication
- C) the significance of verbal communication

10. If there is no exact _____to the meeting, there is no necessity to call for one.

- A) leader
- B) location
- C) objective

Main part: Speaking-Listening-Vocabulary activation

Task 1. Useful phrases for meetings.

Work in pairs. Match the meeting phrases to the proper sections. The sections:

1. Opening
2. Welcoming and introducing
3. Stating the principal objectives
4. Introducing the first item on the

5. Closing an item
6. Next item
7. Summarizing
8. Closing the meeting

agenda

A	B
<ul style="list-style-type: none"> • We're here today to ... • Our main aim today is to ... • I've called this meeting in order to ... 	<ul style="list-style-type: none"> • Shall we leave that item? • Why don't we move on to...? • If nobody has anything else to add, lets ...
C	D
<ul style="list-style-type: none"> • The meeting is finished, we'll see each other next ... • The meeting is closed. • I declare the meeting closed. 	<ul style="list-style-type: none"> • We're pleased to welcome (name of participant) • I'd like to introduce (name of participant)
E	F
<ul style="list-style-type: none"> • Let's move onto the next item • Now that we've discussed X, let's now ... • Now we come to the question of... 	<ul style="list-style-type: none"> • Before we close today's meeting, let me just summarize the main points. • Let me quickly go over today's main points. To sum up, ..., • OK, why don't we quickly summarize what we've done today.
G	H
<ul style="list-style-type: none"> • So, let's start with ... • So, the first item on the agenda is 	<ul style="list-style-type: none"> • Good morning/afternoon, everyone.

• Shall we start with ...	• If we are all here, let's get started / start the meeting / start.
---------------------------	--

Task 2. The negative practice of the meeting conduction – video discussion.

Watch the video about bad practices during the meeting. Link to the video:

<https://www.youtube.com/watch?v=K7agjXFFQJU&t=2s>

Be ready to answer to the questions:

- 1) What do you think about the reason that the meeting failed?
- 2) What types of people were presented on the meeting? Give short description to every of them.
- 3) What do you think about their behavior? Have you ever met such kind of people on the meetings?
- 4) What would be your reaction to such attitude to meeting?
- 5) What advise can you give to the person who holds such kind of meetings?

Task 3. Reading: How to run an effective meeting.

Task 3.1. Read the text about the tips for effective meeting management.

Tips for Effective Meeting Management

Meetings in essence, are meant to boost productivity and efficiency. When everyone is on the same wave and aware of what should be done, even the most challenging tasks can be completed.

In reality, we find ourselves stuck at unproductive meetings, week after week. The average executive spends 18 hours a week at meetings. Not only can meetings be a waste of time, they're actually a waste of money, too. A study of time

budgeting found that a single weekly meeting cost an organization \$15 million a year!

So, here are meeting management tips for higher productivity!

1. Set a Clear Objective

Is the meeting needed to generate new ideas, to gather information, or to make decisions? If you're unsure what you're trying to accomplish, you can be sure it won't happen. The number one factor for a successful meeting is having a clear goal and a concrete agenda.

Entrepreneur Neil Patel says he refuses to have a meeting simply for the sake of having a meeting. He starts every meeting by stating the ultimate goal for that meeting. "Meetings aren't social gatherings. Instead, they are goal-oriented business events," he says. Start with the goal, and you'll finish with success.

2. Be Prepared

The key to successful meeting management is in the preparation. Before the meeting starts, provide all participants with an agenda. It should include:

- a list of topics to be covered
- a brief description of the meeting's objectives
- a list of people attending the meeting
- who will address each topic
- the time and location of the meeting
- any background information participants need to know about the subject

A Tesla employee was quoted on Quora, saying "When we met with Elon Musk, we were prepared. Because if you weren't, he'd let you know it. If he asked a reasonable follow-up question and you weren't prepared with an answer, well, good luck."

3. Invite Less People

Most of the time, a brief summary by email will work just as well. If you can reduce a half-hour meeting's attendee list by just two people whose presence isn't essential, that's an hour of productive time returned to the company.

Amazon's Jeff Bezos follows the Two Pizza Rule: No meeting should have more people than can be fed with a pair of pepperoni pies. This not only allows for quicker decisions, but it also lets teams test their ideas without the interference of groupthink.

4. Leave Room for Creativity

A successful meeting should result in creativity and energy. This happens when people are actively participating, not just passively attending.

Every Thursday, senior managers of food manufacturer Plum Organics get out coloring books and hold a creative-thinking meeting where staff members color, talk, and decompress. "It's proven that coloring during a meeting helps promote active listening, and is more beneficial than multitasking on something like email," is mentioned by Plum Organics.

5. Stop Multitasking

A study shows that multitasking makes us less effective, increases stress, and costs the global economy an estimated \$450 billion every year. Harvard Business Review reports that multitasking leads to a 40% drop in productivity and a loss of 10 IQ points.

Nowhere is the problem more apparent than in the meeting rooms where email, texts, and web browsing can have a significant impact on an organization's bottom line. How to prevent multitasking:

- Assign roles for the meeting.
- Provide a timed agenda.

- Have a phone/computer parking lot. Unless the computer is absolutely necessary for the meeting, turn it off.

6. Keep Your Meetings Short

It's very likely that 30 minutes into the meeting, your team's attention is not as sharp as at the beginning. The longer the meeting, the more effort it will take to keep up the energy and discussion. Do not schedule any meeting to last longer than an hour. People appreciate it when you understand that their time is valuable.

At O3 World, a digital agency, the conference room is hooked up to a technology the company created called Roombot. The app reads everyone's Google Calendar and warns meeting participants when it's time to wrap up. "Roombot creates more urgency and structure to the team's calendars," says O3 World's CEO Keith Scandone.

7. Follow Up

The art of follow up is a vital professional habit, and it also matters in the context of meetings. It's quite common for people to come away from the same meeting with very different interpretations of what went on. Document the responsibilities given, tasks delegated, and any assigned deadlines, and send out the meeting notes on the day of the meeting. For very important matters, make a note on a shared team calendar or task management software, to continue following up until you reach a resolution.

The key to successful meetings lies in communication. Especially if you're experimenting with new formats. Ask your employees for feedback, be open to suggestions, and base your conclusions on what they think, not how you personally feel. If your team feels engaged and effective, you're surely on the right track.

(The text is borrowed and modified from <https://www.scoro.com/blog/tips-for-effective-meeting-management/> as of 27th October 2020)

Task 3.2. Say whether these statements are True or False according to the text:

- 1) The average manager spends less than 12 hours a week for meetings.
- 2) It is very important to set clear objectives and create definite agenda to make the meeting more productive.
- 3) The agenda of the meeting should include brief description of every employee's working duties.
- 4) Elon Musk demands from his employees to be strictly prepared for the meetings.
- 5) If it is possible to invite less people to the meeting, it might result in the growth of productivity.
- 6) Creativity and active participation of employees during meetings can lead to the decrease of productivity and wastage of time.
- 7) In order to prevent multitasking, it is better to refuse the usage of the phones and computers during meetings if it is possible.
- 8) The productive meeting should last longer than an hour.
- 9) It is widely spread for employees to leave the same meeting with different interpretations of what was discussed.

Task 4. Holding short meeting

Task 4.1. Look through the useful phrases for different situations in meetings.

How often do you use such phrases in everyday life?

Getting the Chairperson's Attention

- May I have a word?
- If I may, I think...
- Excuse me for interrupting...

Asking for Opinions

- Are you positive that...

- Do you (really) think that...
- How do you feel about...?

Disagreeing

- Unfortunately, I see it differently.
- Up to a point I agree with you, but...
- (I'm afraid) I can't agree

Requesting Information

- Please, could you...
- Would you mind...
- I wonder if you could...

Task 4.2. Read about three situations below. Decide what action you would recommend in each situation. Make short notes about your ideas.

1) Your company has been criticized for the low percentage of female employees. What to do to change the situation?

2) Your company does not take very active part in social work. How to improve the situation?

3) The staff loyalty to your company is low at the moment. How to motivate people?

Task 4.3. Work with a partner. Following the steps below, hold short meeting on issues in task 4.2. You have to use phrases from the task 4.1.

Steps of the meeting

Student A	Student B
<ul style="list-style-type: none"> • States the objective of the topic • Clarifies the idea • Ask Student B's opinion 	<ul style="list-style-type: none"> • Asks for clarification • Assures that he understands everything

- Summarizes the idea and decision

- Makes sure that Student A understands him

Project work: Team meeting.

Divide into two groups: one group should be for and the second one should be against the organization of training on team-building for the company. Each team chooses two speakers. The speakers alternate: first the speaker of the first team, then the second, again the first and second and so on.

Also, you should select 2 chairpersons to open the meeting, alternate speakers and summarize. Both leaders are neutral, and summarize on their impressions of the speakers and the arguments presented.

Teams will have time to prepare arguments for and against the team-building training. Speakers should use the phrases learned before (Task 1 and Task 4).

That team wins, whose side will be chosen by the leaders.

MODULE 2	NEGOTIATIONS	
Plan:	Part 1	
	<p style="text-align: center;">Warming-up: Speaking</p> <ul style="list-style-type: none"> ● How good you are as a negotiator? <p style="text-align: center;">Main part: Speaking-Listening-Vocabulary activation</p> <p>Task 1. Useful phrases for negotiations.</p> <p>Task 2. Tips for negotiating agreement – video discussion.</p>	Duration: 60 min
	5 min –break	
	Part 2	
	<p>Task 3. Reading: How to run an effective negotiation.</p> <p>Task 4. English phrases for negotiation practice.</p> <p>Project work: Negotiations in teams</p> <ul style="list-style-type: none"> ● Negotiations about new production. 	Duration: 60 min
Aims:	<ul style="list-style-type: none"> ● To see how students feel and behave during the negotiations. ● To learn useful phrases for the negotiations. ● To find out about the body language during negotiations. 	
Acquired skills	<ul style="list-style-type: none"> ● Understanding of the tips about how to behave during negotiations in order to achieve beneficial business results. ● Practical skills of the effective negotiations’ participation. ● Identifying mechanisms that will reduce the obvious drawbacks during negotiations. 	

MODULE 2. NEGOTIATIONS

Warming-up: Speaking. How good you are as a negotiator?

Complete the questionnaire with 1 to 10 points (1 – totally disagree, 10 – totally agree). Then calculate your points and read about the results. Discuss the results with a partner.

- 1) I am the master of myself in the middle of a conflict.
- 2) I realize that other people have feelings.
- 3) I am ready to compromise, if it is necessary.
- 4) I can say, that I am a very good listener.
- 5) I easily cope with stressful situations.
- 6) I am really patient person.
- 7) I am ready to work on the situation where all sides can win.
- 8) I am able to determine the most urgent issues very quickly.
- 9) I am ready to research and analyze all the tasks very carefully.
- 10) I can stay cool when I am personally threatened.

Results:

Your score is 80 or higher. You know the most important issues about negotiations. You are aware of everything that is important in this process. So, it is possible to say, that you are a good negotiator.

Your score is between 60 and 79. Of course, you are not bad in negotiations, but there are some areas that you need to work on. Nevertheless, for sure, nobody is perfect!

Your score is below 60. You need to develop your negotiating skills a little bit more. Maybe some additional training on this topic may help you.

Main part: Speaking-Listening-Vocabulary activation

Task 1. Useful phrases for negotiations.

Work in pairs. Match the phrases for negotiations to the proper sections. The sections:

- | | |
|--|---|
| <p>1. Welcoming / Relationship building</p> <p>2. Proposing</p> <p>3. Responding to suggestions</p> <p>4. Agreeing</p> | <p>5. Objecting</p> <p>6. Compromising</p> <p>7. Refusing a proposal</p> <p>8. Accepting a proposal</p> <p>9. Closing / Summarizing</p> |
|--|---|

A	B
<p>As far as your proposal is concerned, we think that ...</p> <p>May we offer an alternative? We propose that ...</p> <p>We'd like to make an alternative proposal. We propose that ...</p> <p>From where we stand, a better solution might be ...</p>	<p>If you look at it from my point of view...</p> <p>I'm afraid I had something different in mind.</p> <p>That's not exactly how I look at it. From my perspective...</p> <p>I'd have to disagree with you there. I'm afraid that doesn't work for me.</p>
C	D
<p>I agree with you on that point. That's a fair suggestion.</p> <p>You have a strong point there. I think we can both agree that...</p>	<p>Our basic position is ...</p> <p>There are several options ...</p> <p>We propose / suggest ...</p> <p>Regarding your proposal, our position is</p> <p>Would it be possible ...</p>
E	F
<p>How flexible can you be on that? I'm ready to sign that if you can...</p> <p>In return for this, would you be willing to ...?</p>	<p>Can we review what we have agreed on so far?</p> <p>Now, let's just take a moment to review what we've discussed.</p>

<p>May we offer an alternative? We are ready to accept your offer; however, there would be one condition.</p>	<p>So, what we've finally decided on is... Let's make sure we agree on these figures (dates / etc.). Can we check these points one last time? Let's just confirm the details, then.</p>
<p>G</p> <p>I am afraid we couldn't agree to that. I'm sorry, we can't accept that. I'm afraid your offer doesn't go far enough. I'm sorry, but we must respectfully decline your offer. . That would be very difficult for us because... That's totally unacceptable. Unfortunately, we must decline your offer for the following reasons.</p>	<p>H</p> <p>We are happy to accept this agreement. This agreement is acceptable to us. I believe we have an agreement. I think we have a deal. I think we will have to agree to... I have to admit that you're right. I am willing to work with that. That's a deal! That sounds reasonable.</p>
<p>I</p> <p>I would like to welcome you to... It's my pleasure to welcome you to... Would you like something to drink?</p>	

Task 2. Tips for negotiating agreements – video discussion.

Watch the video about the tips for negotiating agreement (link to the video <https://www.youtube.com/watch?v=QCT1BWZByko>) and answer the following questions:

- 1) What was the reason to organize the Halloween party at French school?
- 2) What does BATNA mean?
- 3) Why the price for pumpkins was accepted without negotiations?

- 4) What strategic options came into the mind of negotiator to convince the Madame Petite to sell all of her Pumpkins, but they were refused?
- 5) What was the last option that worked and why did it work?
- 6) Why is it difficult to win in negotiations if you want the other party to lose?

Task 3. Reading: How to run an effective negotiation.

Task 3.1. Read the text about how the culture can affect the negotiation.

Negotiating: The Ways that Culture Can Affect Your Negotiation

International business deals not only cross borders, they also cross cultures. Culture profoundly influences how people think, communicate, and behave. Differences in culture between business executives – for example, between a Chinese public sector plant manager in Shanghai and a Canadian division head of a family company in Toronto – can create barriers that impede or completely stymie the negotiating process. There are “top” elements of negotiating behavior that constitute a basic framework for identifying cultural differences that may arise during the negotiation process.

1. Negotiating goal: Contract or relationship?

Negotiators from different cultures may tend to view the purpose of a negotiation differently. For deal makers from some cultures, the goal of a business negotiation, first and foremost, is a signed contract between the parties. Other cultures tend to consider that the goal of a negotiation is rather the creation of a relationship between the two sides. Although the written contract expresses the relationship, the essence of the deal is the relationship itself. For example, in the survey of over 400 persons from twelve nationalities founded that whereas 74 percent of the Spanish respondents claimed their goal in a negotiation was a

contract, only 33 percent of the Indian executives had a similar view. The difference in approach may explain why certain Asian negotiators, whose negotiating goal is often the creation of a relationship, tend to give more time and effort to negotiation preliminaries, while North Americans often want to rush through this first phase of deal making. The preliminaries of negotiation, in which the parties seek to get to know one another thoroughly, are a crucial foundation for a good business relationship.

2. Negotiating attitude: Win-Lose or Win-Win?

Because of differences in culture, personality, or both, business persons appear to approach deal making with one of two basic attitudes: that a negotiation is either a process in which both can gain (win-win) or a struggle in which one side wins and the other side loses (win-lose). Win-win negotiators see deal making as a collaborative, problem-solving process; win-lose negotiators view it as confrontational. As you enter negotiations, it is important to know which type of negotiator is sitting across the table from you. For example, whereas 100 percent of the Japanese respondents claimed that they approached negotiations as a win-win process, only 33% of the Spanish executives took that view.

3. Personal style: Informal or formal?

Personal style concerns the way a negotiator talks to others, uses titles, dresses, speaks, and interacts with other persons. It has been observed, for example, that Germans have a more formal style than Americans. A negotiator with a formal style insists on addressing counterparts by their titles and refrains from questions touching on the private life. A negotiator with an informal style tries to start the discussion on a first-name basis, quickly seeks to develop a personal relationship with the other team. For an American, calling someone by the first name is an act of friendship and therefore a good thing. For a Japanese, the use of the first name at a first meeting is an act of disrespect.

4. Communication: Direct or indirect?

Methods of communication vary among cultures. Some emphasize direct and simple methods of communication; others rely heavily on indirect and complex methods. In a culture that values directness, such as the American or the Israeli, you can expect to receive a clear and definite response to your proposals and questions. In cultures that rely on indirect communication, such as the Japanese, reaction to your proposals may be gained by interpreting seemingly vague comments, gestures, and other signs. What you will not receive at a first meeting is a definite commitment or rejection. The confrontation of these styles of communication in the same negotiation can lead to friction.

5. Building an agreement: Bottom up or top down?

Related to the form of the agreement is the question of whether negotiating a business deal is an inductive or a deductive process. Does it start from an agreement on general principles and proceed to specific items, or does it begin with an agreement on specifics, such as price, delivery date, and product quality, the sum total of which becomes the contract? Some observers believe that the French prefer to begin with agreement on general principles, while Americans tend to seek agreement first on specifics. For Americans, negotiating a deal is basically making a series of compromises and trade-offs on a long list of particulars. For the French, the essence is to agree on basic principles that will guide and determine the negotiation process afterward.

Negotiating styles, like personalities, have a wide range of variation. With this knowledge, you may be better able to understand the negotiating styles and approaches of counterparts from other cultures.

(The text is borrowed and modified from <https://iveybusinessjournal.com/publication/negotiating-the-top-ten-ways-that-culture-can-affect-your-negotiation/#:~:text=Negotiators> as of 4th November 2020)

Task 3.2. Say whether these statements are True or False according to the text:

- 1) The difference in culture between business executives can create obstacles that may influence the negotiating process.
- 2) For most of the Spanish respondents the main goal of negotiations was to build relations.
- 3) The desire to get to know each other better in advance may become very good basis for beneficial negotiations for both parties.
- 4) Negotiation is the process in which both sides always win.
- 5) Japanese negotiators prefer win-win strategy.
- 6) Germans prefer less formal style of communication in contrast to Japanese negotiators.
- 7) Vague gestures and signs are quite typical to Americans in the process of communication.
- 8) During negotiations French prefer to concentrate on general principles on the contrast to Americans, who would concentrate on details.

Task 4. English phrases for negotiation practice.

This exercise contains 10 typical phrases of negotiations. The beginning of the phrase is located on the left side and the ending on the right side. The task is to match sentences halves.

1. I'm afraid that proposal is	A. made myself clear.
2. We seem to be talking	B. is of major importance.
3. I'm afraid I haven't	C. to comment on that.
4. I'm not in a position	D. another way.

5. Let me sum up	E. by your argument.
6. Let me put it	F. an email to confirm that?
7. I'm not convinced	G. at cross purposes!
8. Could you send us	H. discuss that point later.
9. I suggest that we	I. not acceptable to us.
10. I feel that this issue	J. the discussion so far.

Project work: Negotiations in teams. Negotiations about new production.

Step 1. Students should be divided into several groups.

Step 2. All the groups should choose one general product from the list below that is being produced by fictional companies (created by the groups).

Step 3. Each group should take four criteria cards about the production region at a random way. They will be different in each group. The groups are the members of a very successful company which wants to build a subsidiary abroad. The groups have to propose an appropriate location. This region or a country should have the advantages from the criteria cards. But the partner group should be ready to argue about the location and to propose the advantages from their cards. The aim of the role-play is to convince the partner group that your location for production is better. Do not forget to enrich your speech with useful phrases for negotiations from previous exercises!

List of products:

- 1) Computer software
- 2) Shoes

- 3) Work clothing
- 4) Bicycles
- 5) Bed linen
- 6) Motor boats
- 7) Sports equipment
- 8) Tomography scanners

Criteria cards

Convenient location of the airport	Inexpensive real-estate
Good road links	Attractive tax incentives in the region
Local workforce is very skilled	Loans with low interest rates for new business
Availability of unskilled workforce	Highly-developed industrial relations
Good climate	Developed rail and sea links
Cheap working force	Inexpensive production facilities
Availability of raw materials	Good healthcare facilities

MODULE 3	PRESENTATIONS	
Plan:	Part 1	
	<p style="text-align: center;">Warming-up: Speaking</p> <ul style="list-style-type: none"> ● Quiz: How good you are as a presenter? <p style="text-align: center;">Main part: Speaking-Listening-Vocabulary activation</p> <p>Task 1. Useful phrases for presentations.</p> <p>Task 2. How to make the effective PowerPoint presentation – video discussion.</p>	Duration: 60 min
	5 min –break	
	Part 2	
	<p>Task 3. Reading: Tips to prepare and rock the presentation.</p> <p>Task 4. What do you know about body language during presentations?</p> <p style="text-align: center;">Project work: Presentations</p> <ul style="list-style-type: none"> ● Short presentations practice. 	Duration: 60 min
Aims:	<ul style="list-style-type: none"> ● To see what knowledge about presentations students have. ● To learn and use the phrases connected with the presentations. ● To learn how to use non-verbal tools while presenting. 	
Acquired skills	<ul style="list-style-type: none"> ● Understanding the tips and tools for efficient creation of presentation in PowerPoint. ● Practical skills of non-verbal communication. ● Identifying mechanisms that will help create and provide effective presentation. 	

MODULE 3. PRESENTATIONS

Warming-up: Speaking. Quiz: How good you are as a presenter?

Answer the questions about yourself in order to find out how good you are as a presenter. Give from 1 to 5 scores for every answer, where 1 means “not at all” and 5 means “very often”. Calculate your score and find out the results. Do you agree with the results of the quiz? Discuss it with a partner.

Questions	Not at all	Rarely	Sometimes	Often	Very often
1 The visualization in my presentation matches well with the information I'm telling, and it helps carry the speech.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 To prepare for my presentation, I think in details about the message I want to send.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 Before I present, I familiarize with the room in which I'll be speaking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4 I practice my presentation till the moment I can speak freely and fluently.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5 I suppose my audience doesn't have any information, and then I give them all they need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6 I use an indirect, sophisticated approach, and I send a subtle message to my audience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p>7 Tension makes me stressed, and adds negative emotions to my presentation.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>8 I make sure that organizers prepare my equipment so I have possibility to come right on time and start immediately.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>9 I encourage my listeners to ask questions at the end of the presentation.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>10 I pay attention to my body language and facial expressions.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>11 I use examples to support my message.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>12 My presentations sometimes may last longer than it was planned.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>13 If I want to convince an audience, I get them to think about what will happen if they do not make any changes.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p>14 I pay more attention to the main part of the presentation than the beginning and the end, because that's where the most important information is given.</p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Score Interpretation

Score	Comment
14-32	Your presentations are probably not very good, and perhaps a little monotonous. There are different methods to make your presentation more interesting and exciting. All you need is more practice to develop your skills, trying to control your body language and nervousness. Enhance your knowledge about effective presentations and develop your self-confidence.
33-51	Your presentations are not bad, and they are quite typical to the standard presenters. The impression you leave is probably neutral – but pay attention that your message may soon be forgotten. Apply useful tips and tools to add excitement to your presentations to make your audience remember you and your performance.
52-70	Excellent job! Your presentations are amazing. They're interesting and attract attention of the audience. Of course, you spend a lot of time for preparation and it works really good. Don't forget to refresh your knowledge about effective presentations from time to time to stay relevant.

Main part: Speaking-Listening-Vocabulary activation

Task 1. Useful phrases for presentations.

Work in pairs. Match the phrases for presentations to the proper thematic sections. The sections are:

- | | |
|---|---|
| <p>1) Giving the aim of the presentation</p> <p>2) Giving an overview of the talk</p> <p>3) Beginning the presentation</p> <p>4) Summarizing an idea and/or moving on to the next point</p> | <p>5) Internal summaries</p> <p>6) Rhetorical questions</p> <p>7) Signaling a conclusion</p> <p>8) Transitioning to questions</p> |
|---|---|

<p>A</p> <ul style="list-style-type: none"> • First, we're going to... • Next, we'll... • Then we'll... • Finally, we'll... • So that's our plan / agenda for today's presentation. 	<p>B</p> <ul style="list-style-type: none"> • We've discussed / looked at... <p>Now let's move on to...</p> <ul style="list-style-type: none"> • I've told you why... Now I'll tell you how... • In addition to..., another important aspect is... • Let's go back to... • Let me turn to the next point.
<p>C</p> <ul style="list-style-type: none"> • So where do we go from here? • What do we attribute this to? • How long do we have to go on making the same mistakes? • So, how did we do it? 	<p>D</p> <ul style="list-style-type: none"> • Today I'm going to talk about / discuss / present... • The aim of my presentation today is...

<ul style="list-style-type: none"> • What action do we need to take? 	<ul style="list-style-type: none"> • In this presentation, we're going to consider / look at / discuss...
<p>E</p> <ul style="list-style-type: none"> • Ok, let's start by considering / looking at / discussing... • All right, let me begin by... • First of all, I'd like to discuss... • Let's start today by talking about... • I'll begin by... • I'll start by... 	<p>F</p> <ul style="list-style-type: none"> • Those are the major points I wished to discuss today. • In brief... • To summarize... • To conclude... • Let me wrap up by saying...
<p>G</p> <ul style="list-style-type: none"> • Now I'd be happy to take questions from the audience. • If you have any questions, I'd be more than happy to answer them now. • If there are any questions, I'd love to answer them. • We've run out of time for questions, but we can talk for a bit afterwards. • We've run out of time for questions, but please email me. My address is on the handout. 	<p>H</p> <ul style="list-style-type: none"> • So that's our plan / agenda for today's presentation. • We've just defined... Remember that... • We've just discussed... The key point is... • So, we can see that... Keep in mind that... • So, we've seen that... Before I move on, let me emphasize that...

Task 2. How to make the effective PowerPoint presentation – video discussion.

Watch the video about how to make the effective PowerPoint presentation by Don McMillan (link to the video <https://www.youtube.com/watch?v=lpvgfmEU2Ck>) and answer the following questions:

- 1) Is it a good idea for your presentation to put every word of your speech on the slides?
- 2) What should you check attentively in the text of your presentation?
- 3) Is it an effective method to make a presentation when you use a lot of bullet points?
- 4) What may inconvenient background and font colors lead to?
- 5) Does the usefulness of the talk depend on the number of slides?
- 6) Can animation of the slide be helpful to the presentation?
- 7) How can the type of a font that you choose influence the perception of presentation?

Task 3. Reading: Tips to prepare and rock the presentation.

Task 3.1. Read the text about how to make a successful presentation in 5 steps.

How to make a successful presentation:

5 easy steps to perfection

All of us have at some point been bored to tears by a presentation. If you are lucky, you have also been informed, excited and inspired by an outstanding one.

To learn how to make a successful presentation and become a PowerPoint hero, check out these tips.

1. The topic

- Love your topic. Your listeners will only ever be as excited about the topic as you are. If you are not interested in what you are saying, why are you inflicting it on other people? You're hardly going to give a good presentation if work doesn't inspire passion, but you should always look for an exciting way in.

- Research. Know what you are talking about. Don't guess. Don't assume. Read, listen, find facts and have an informed opinion.

- Context. Presenting a sales pitch for a new product will sound very different when you give it to the marketing team to when you show it the finance team. Think about your audience and tailor your topic to the way they think.

- Distil to a single point. By the end of this stage you should no longer have a topic, but a single clear thought or argument that you want to communicate. Keep it simple.

2. The format

- Time limit. There will be one, and if there isn't, make one. Then aim is to fill three quarters of it, and leave time for questions. Restriction helps you focus on what is truly essential to the presentation.

- Plan on paper. The point is, don't start your presentation in PowerPoint, or any presentation software. You need to be able to pool your ideas and images together, move them around and play with structure first, then decide how to present it.

- PowerPoint. There is a lot of debate about whether PowerPoint is good or evil, but the fact is it's the standard. That does not mean that you have to use it in a standardly bad way though. Guy Kawasaki advocates the 10/20/30 rule: 10 slides, 20 minutes, 30-point font minimum.

- Images inspire. Don't fall back onto boring stock photography and clip art. Consider using your own personal photographs or explore creative commons sources like Flickr for more intimate and relatable imagery.

3. The content

- Short and sweet. This applies to the presentation as a whole and each word you use. Stick to short words and avoid jargon.

- Tell a story. People respond to stories. Everybody creates narratives, it's how we understand the world.

- Use examples. Presentations can often get a bit abstract. Keep your points grounded in reality and use everyday experiences that anyone can relate to when explaining complex ideas.

- Know what you can leave out. Questions can arise, people arrive late: sometimes things don't run to plan. Know in advance which slides and points you can skip without losing key points or narrative flow.

4. The preparation

- Know how to use your tools. If you use PowerPoint, be sure you understand how. For example, pressing 'b' will blank the screen so that you can focus attention on what you are saying.

- Rehearse. You have to practice: you need to be familiar enough with your presentation that if the power fails and notes get lost, you could still communicate the core of your message.

- Plan your outfit. You will have enough to worry about on the day. It may seem silly but don't leave it to the night before to decide what you are wearing.

- Get a lay of the land. If you can, try to find out what room you will be presenting in and exactly who you will be presenting to. Will you have to project your voice, or will it be relaxed and informal? Are the chairs uncomfortable?

These factors will affect your audiences' attention span, and for those things out of your control, you need to be conscious of them in how you present.

5. The day

- Take everything you need. Have your laptop cables and connectors. Take a backup of your presentation on a memory stick in case you have to use someone else's hardware, and have some bullet point notes about the slides in case all technology fails.

- Arrive early. Don't get flustered. Have time to sort the technical stuff, get a drink (although avoid coffee and chocolate just before as they're bad for the vocal chords and you'll find yourself coughing).

- Connect with your audience. Don't just run through the presentation by rote. Watch your audience to see if they are engaged, listen for murmurs and change tack if brows are furrowed.

- Share and follow up. Think of a way to share your presentation with attendees after the event, for example with Slide Share. Send a follow up email, thank people for their attendance and invite questions and feedback. Keep the conversation going.

Finally, we urge you to adopt the advice of Steve Jobs:

'People who know what they're talking about don't need PowerPoint.'

While we realize that Jobs is dissing his direct competitor, Microsoft, the point stands true: PowerPoint is a tool to visualization, and it should not be the focus of your presentation.

(The text is borrowed and modified from <https://www.articulatemarketing.com/blog/how-to-make-a-successful-presentation> as of 12th November 2020)

Task 3.2. Say whether these statements are True or False according to the text:

1) It is not necessary to be interested in the topic of presentation in order to make exciting to listeners.

2) An informed opinion about the topic of presentation is a crucial necessity to every successful presenter.

3) It does not matter what type of audience you are going to show your presentation.

4) You should follow time limits while presenting.

5) Images in the presentation should be very standard to make it interesting and gripping.

6) In order to be successful presenter, it is better to use long and complicated words.

7) To make the presentation less abstract you should keep your points close to real life and use examples from everyday life.

8) It is not necessary to know the content of the presentation very well – rehearsals are just a wastage of time.

9) You should always have the backup of the presentation in case of some unpredictable situations.

10) The presenter should pay attention to the audience, if they are engaged or not.

Task 4. What do you know about body language during presentations?

Task 4.1. Look at the list of facial expressions and body language signs, which may serve as non-verbal communication instruments during presentation. Together with a partner try to guess what these signs may mean.

Eyes:

- 1) Looking right
- 2) Looking left
- 3) Direct eye contact when speaking
- 4) Direct eye contact when listening
- 5) Widening eyes
- 6) Blinking frequently
- 7) Eyebrow raising

Arms:

- 1) Crossed arms
- 2) Arms held behind the body
- 3) Touching or scratching shoulder using arm across body
- 4) Palm(s) up or open
- 5) Hand(s) on heart (left side of chest)
- 6) Finger pointing (in the air)
- 7) Touching nose, while speaking
- 8) Hand supporting chin or side of face
- 9) Neck scratching
- 10) Hands in pockets

Task 4.2. Now, try to match the non-verbal signs from task 4.1. with their meaning.

Eyes:

A) Honesty
B) creating, fabricating, lying, storytelling
C) interest, hooked up to eal, invitation

D) greeting, recognition, acknowledgement
E) attentiveness, interest, attraction
F) excitement, pressure
G) recalling, remembering, retrieving 'facts'

Arms:

A) seeking to be believed
B) truthful, honesty
C) doubt, disbelief
D) defensiveness, reluctance
E) evaluation, tiredness or boredom
F) disinterest
G) confidence, authority
H) emphasis
I) nervousness
J) lying or exaggeration

Task 4.3. Work in pairs. One student creates two sentences about himself/herself: one sentence should contain truth, the other should contain false fact about the student. Use non-verbal signs from Tasks 4.1 and 4.2 to support your sentences. The other student should guess where is truth and where is lie and tell what non-verbal signs have helped him/her to guess. Then, students change their roles: one creates sentences, the other guesses.

Project work: Presentations. Short presentations practice.

Give a three-minute presentation on one of the topics below. You have five minutes to prepare your presentation. At the end your groupmates will ask one or two questions. All students should make presentations one by one and get one or

two questions after each presentation. Repeat the task with another topic if you like. Do not forget to use vocabulary and non-verbal signs in your presentation.

Topics:

- 1) industry in your region
- 2) impressive advertising that you have recently seen
- 3) tourism in your country
- 4) recent changes in business
- 5) recent trends in marketing

Module 4	DEBATES	
Plan:	Part 1	
	<p style="text-align: center;">Warming-up: Speaking</p> <ul style="list-style-type: none"> ● Hat debates <p style="text-align: center;">Main part: Speaking-Listening-Vocabulary activation</p> <p>Task 1. Directing the expressions.</p> <p>Task 2. Politicians vs Businessmen debating – video discussion.</p>	Duration: 60 min
	5 min –break	
	Part 2	
	<p>Task 3. Reading: Tips for efficient problem solving.</p> <p>Task 4. Debating problems – situations in the office.</p> <p style="text-align: center;">Project work: Strategic planning</p> <ul style="list-style-type: none"> ●How to find a solution to a problem. 	Duration: 60 min
Aims:	<ul style="list-style-type: none"> ● To see what problem-solving skills students. ● To study and use the step by step idea discussing for a troubleshooting. ● To learn efficient problem-solving methods by group discussions and common solution achievement. 	
Acquired skills	<ul style="list-style-type: none"> ● Understanding the tips and tools for efficient mind setting and public discussions within ethic norms. ● Practical skills of individual and corporate communication intelligence. ● Identifying mechanisms that will help to find out, accept and remove the mistakes while working in a team. 	

Module 4. DEBATES

Warming-up: Speaking. Hat debates.

A hat debate involves relatively simple motions being pulled out of a hat. It takes place with just one speaker for and one speaker against the topic. Participants in the debate have minimal (or even no) time to prepare, so it's great practice for thinking on your feet.

Here are some appropriate motions for a hat debate:

- We shouldn't have to wear any uniform at the working place.
- Man and Woman should go on with the same carrier opportunities.
- There should be forbidden any private mobile phone calls at work.
- Fixed hours working day should be abolished.
- Annual medical examination of employees should not be compulsory.
- It's a good thing to have a chance of overtime for an extra payment.
- Abusive performance may take place when punished.
- Staff can bring on any object of individual use to its working place.
- Books are the only reliable resource of information.
- It's better to take team projects than individual ones.
- It's a waste of time to learn foreign languages for career growth.
- It would be a good thing to be famous in marketing.
- Directors are paid too much for their work.
- English is the main marketing language.

Main part: Speaking-Listening-Vocabulary activation

Task 1. Directing the expressions.

Task 1.1. Find out a group of phrases that help to express your point.

Look at the phrases in the table and identify the way they are used for.

1. Qualified agreement
2. Agreeing with option
3. Giving an explanation

4. Giving your opinion
5. Asking for an explanation
6. Asking about or for an opinion

<p>A. Could you tell me...?</p> <p>What do you think about...?</p> <p>What's your opinion about...?</p> <p>Do you think/feel...?</p> <p>How do you feel about...?</p> <p>May I ask you...?</p>	<p>D. Look, it's like this...</p> <p>What I mean is...</p> <p>The reason for this is...</p> <p>Just let me explain...</p> <p>Well, the thing is...</p> <p>Above all we must keep in mind...</p>
<p>B. Could you explain it to me...?</p> <p>Could someone please tell me...?</p> <p>Just tell me the reason why...?</p> <p>I don't really understand...?</p> <p>I just don't really see why/how...?</p> <p>Are you saying that...?</p>	<p>E. I agree completely/entirely.</p> <p>I couldn't agree more.</p> <p>You've got a good point there.</p> <p>That's exactly how I see it.</p> <p>How very true.</p> <p>Yes, indeed.</p>
<p>C. In my opinion/view...</p> <p>If you ask me...</p> <p>As far as I can see...</p> <p>It seems to me that...</p> <p>I have a feeling that...</p> <p>The way as I see it/ Let me put it...</p>	<p>F. Yes, perhaps, but...</p> <p>Yes, but on the other hand...</p> <p>I agree up to a certain point, but...</p> <p>Well, it depends.</p> <p>There's another aspect to consider...</p> <p>I see what you mean, but...</p>

Task 1.2. Business idioms.

A. Find out answers for the given questions that contain some idioms.

- Do you know anyone who **speaks in riddles**?
- What is something you found out through **word of mouth**?

- From your friends, do you have to take any of them **with a pinch of salt**?
- What do you do when you have something **on the tip of your tongue**?
- Have you ever tried to discuss something with someone and it was **like talking to a brick wall**?

• What do you do if a colleague/customer is talking **a mile a minute** and you can't understand?

- **Off the top of your head**, how many employees are there in your company?
- Have you ever felt that you needed to **get** something **off your chest**?
- Have any rumors about you ever **spread like wildfire**?

B. Fill the gaps with the correct word:

1. I can't really understand my new colleague. He talks a ___ a minute.
2. We've tried to make him understand, but it's like talking to a ___ wall.
3. Sorry I told you this long story, I just needed to get it off my ___.
4. If you ever need anything, drop me a ___.
5. Her name? Oh, it's on the ___ of my tongue.
6. Tell me about your new project, I'm all ___.
7. We'll keep you in the ___ with all the updates.
8. Anyway, ___ story short, we need to postpone the deadline.
9. He's very hard-working, but when it comes to timeline, take him with a ___ of salt.
10. She explained the whole thing, but to be honest, she was talking in ___ and no one fully understood.
11. Hi, I was just calling to touch ___. How's the new venture going?
12. How did you find out about them? Just word of ___!

Task 2. Politicians vs Businessmen debating – video discussion.

Task 2.1. Watch the video about famous politicians debate (link to the <https://www.youtube.com/watch?v=arHaomQZNOA>)

Make a list of position statement phrases that each of politicians made. Pay attention to confirming and denying information.

Task 2.2. Watch the video about famous businessmen debate (link to the <https://www.youtube.com/watch?v=0Ni9wS4m9qM>)

Create a 10-sentence summarising of the ideas that the businessman has substantiated at the studio. And discuss your results with your partner. Try to agree and disagree with some of your opponent’s points of view.

(You are free to come back to the given expressions in task 1.1).

Task 3. Reading: Tips for efficient problem-solving.

Task 3.1. Read the text about effective problem-solving steps in the workplace.

How to Debate Ideas Productively at Work

Not long ago, I gave a speech at a company that had been recently acquired and since gone from 300 employees to 1,400. Rapid changes are hard for any organization, but when I asked these leaders what their biggest challenge was they didn’t say “scaling our tech infrastructure” or “hiring good people fast enough” or “integrating with our parent company.”

They were worried about how many damn fights their people were having. The company had “a culture of arguing,” they said — starting at the top — and, given the group’s ballooning size and new ownership, they were worried those patterns of behavior weren’t sustainable or productive.

I told them that arguing could be a very good thing — perhaps the key to their success — if they could train people to do it in a healthy way.

Research tells us that cognitive diversity makes a group smarter. Two heads are, indeed, better than one, and many heads are even better, especially when everyone is willing to share their expertise and opinions.

Studies also show that most mergers and acquisitions don't fail because of conflict. They fail from the "organizational silence" that stems from the fear of conflict. This is the same reason that, if you're looking for signs that a romantic couple is about to split, "not talking" is a better leading indicator than "fighting a lot."

While diverse thinking and disagreements can be uncomfortable, they are more likely to lead partners or a team to make progress, innovate, and come up with breakthrough solutions than consensus and "nice" conversations in which people hold back what they think.

In theory this means that a group such as, say, the U.S. Congress, ought to be pretty good at solving problems. The hundred members of the U.S. Senate come from 50 different states and several generations and should thus have a variety of viewpoints. (Perhaps they still don't have enough variety, but we'll leave that discussion for another day.) And boy do they argue. But the way they argue is rife with intellectual dishonesty. And the "rules" that govern their debates, especially on television, are ineffective at encouraging *productive* debate.

Unfortunately, most of the rest of us fall into similar pitfalls. We get sucked into trying to "win"—so we look good or don't make the group we represent look bad—which leads us to ignore logic and evidence that go against our original beliefs. And so we fight without making much progress.

We can change this dynamic, moving toward more effective discourse (exchanging diverse ideas) and debate (arguing honestly for and against the merits of those ideas), by training people to adopt the right habits. Here's how:

Remember we're all on the same team. Just about all debates fall into one of three categories: The kind where the goal is to persuade people you're right; the kind where the goal is to look better than your opponent; and the kind where the goal is to find better solutions together. The third is the one that helps us get the most out of a group's cognitive diversity. To steer people in that direction, set the stage by kicking off the discussion with a shared goal, a spirit of inquiry, and emphasis that everyone is on the same team. Offer these reminders:

- We're here together in the spirit of inquiry, as comrades, not adversaries.
- Our shared goal is to find the best way to do [x].
- All viewpoints in service of this goal are welcome.
- There is no "winner." The team wins if we make progress.
- Everyone is an equal participant; there is no hierarchy or special weight given to one person's viewpoint over another's.

Keep it about facts, logic, and the topic at hand. One of the most difficult — and crucial — elements of a productive debate is keeping it on one track. Arguments tend to fracture, especially when people feel like their ideas or identities are coming under attack. Unfortunately, when people feel strongly about their opinions, they tend to, often subconsciously, resort to logical fallacies, question dodging, bad facts, and outright deception. Or they bring in outside issues to bolster their points and distract people from counterarguments. It's important for leaders (and participants) to be vigilant, so none of these bad behaviors sneak into debates. Tell people to follow these rules:

- The debate is not about who cares more, who's loudest, who's most powerful, or who's most articulate.
- No tricky rhetorical tactics.
- Distinguish between facts and interpretations (stories people have about the facts).

- Identify logical fallacies, and rewind.

- Check the validity of assertions of fact, and analyze the *quality* of the evidence, not just the evidence.

- If the debate veers into other topics, acknowledge it and reset.

Don't make it personal. Arguments tend to fracture when people feel like their ideas or identities are coming under attack. Emotion and ego begin to play a much bigger role and everyone becomes less likely to appreciate others' points of view, which greatly reduces the potential for innovation or problem-solving. To ensure that debates don't get sidetracked in this way, we need to explicitly *depersonalize* our arguments. In other words:

- No name calling or personal attacks.

- Stay away from questions that cast judgment on people, rather than their ideas. Instead of questions like "how could you believe that?" or "why can't you see?", pose "what" questions instead, such as "what makes you feel that way?" or "what has led you to that conclusion?"

- Give people the benefit of the doubt. Assume that everyone's intentions are good.

- Nobody loses face for changing their mind.

- Reward people for carrying the group forward, rather than being "right."

Be intellectually humble. For a debate to truly be productive, participants need to be willing to respect every viewpoint and change their minds when necessary. This is what psychologists call intellectual humility, and it's one of the most important skills a good leader — and productive debater — can develop. This rule breaks down like so:

- Don't take things personally.

- Listen to and respect every person and their viewpoint, even if you disagree.

- Admit when you realize you're wrong, and cheerfully concede when others have good points.

- Be curious. Even bad ideas can be useful; they can help us find new and better ideas.

It's important for everyone involved in a discourse — whether it's a one-on-one over coffee or a public discussion in a board room — to exemplify these habits. But leaders (or whoever has the most power in the room) should be the first to hold themselves accountable to them.

The key to breakthrough problem solving isn't getting along well. It's not getting along — well.

(The text is borrowed and modified from <https://hbr.org/2019/01/how-to-debate-ideas-productively-at-work> as of 17th January 2019)

Task 3.2. Say whether these statements are True or False according to the text:

- 1) Research tells us that cognitive diversity makes a group smarter.
- 2) Different people do better when discussing possible options.
- 3) Most people pay attention to the intelligence that an individual interest.
- 4) To get the result, all understand possible consequences, whether the process.
- 5) It is not a big deal if the implemented solution will create new problems.
- 6) Leaders should take the main decisions only.
- 7) There are no exact strategies for discussing, everyone is free to tell whatever he/she wants.
- 8) Any questions should be observed from the personal point of view and stood after as it is.
- 9) It is not a good idea to bring in outside issues to bolster your points and distract people from counterarguments.

Task 4. Debating problems – situations in the office.

Look at the situations below, that may happen in every office. Work in small groups (2-5 people) and choose one problem from the list. Using the steps of problem-solving process from the previous tasks, try to come up with co common points.

<p>Rules & Regulations</p> <p>Rules and regulations are literally everywhere in the business world and they could present some useful and interesting information. You could get questions like:</p> <ul style="list-style-type: none"> ➤ What rules and regulations exist at your job? ➤ What happens if you break any of these rules? ➤ How do you feel about the regulations at your job? ➤ Why do you think rules and regulations exist? ➤ Have you ever had any problems with rules and regulations? 	<p>Marketing</p> <p>Marketing is an essential field in the world of business and many students enjoy talking about the diverse subject. You could ask questions such as:</p> <ul style="list-style-type: none"> ➤ What is your understanding of marketing? ➤ What is your company’s target market? ➤ What kind of marketing does your company use? ➤ In your opinion what forms of marketing are the most/least successful? ➤ What kind of marketing is successful in your country?
<p>Customer Service</p>	<p>Hard Times</p>

Customer service is also another aspect of business that both salespeople and customers know a thing or two about. It's a fantastic topic that can bring some enlightening discussion. You can ask questions like:

- What is your definition of "customer service"?
- What is excellent customer service?
- What is poor customer service?
- Have you ever had to deal with customers? How was it?
- How do/would you deal with customer problems?

Unfortunately, hard times are quite prevalent these days. But talking about them is good for business since it could expand your students' knowledge of current events. You could ask questions like:

- What hard times is your industry/country going through?
- What hard times have you experienced?
- What have you learned from hard times?
- What are the benefits of hard times?
- Tell me about what you did when you went through some hard times.

Competition

If you want to speak business English well, then they'll need to talk about competition. The competition is everywhere and is a great topic to really scope out how your students

Managers

Slightly different (or vastly, depending on your work) than leaders, managers are something that everybody has something to say about. Love them or hate them, they're an essential subject to discuss in business. Perhaps some of your

feel about business in general. Great questions could be:

- Who exactly is your company's competition?
- What advantages/disadvantages does your competition have?
- How can your company overcome the competition?
- How competitive is your industry?
- How competitive are you in general? Why?

students are managers themselves.

You could ask:

- What do you think about your manager(s)?
- What qualities make a good manager?
- How does your manager spend their time?
- How can a manager motivate employees?
- What is your manager's managing style?

Project work: Strategic planning. How to find a solution to a problem.

You are going to work in a group of 2. Look at the task and come up with the solution. Present it to another group. Be ready to have short debates around your decision. Next, listen to another group's situation and try to show them the weak sides of their decision and discuss your suggestions. Use phrases from the first task.

1. You are interviewing a new personal assistant to help you with your growing business.



2. **Decide:** Which two skills would be the most important?

Table 4.1 Discussing point A

1. Your school wants to raise money to buy some new equipment.



2. **Decide:** Which would be the best and the worst option?

Table 4.2 Discussing point B

MODULE 5	ADVERTISING	
Plan:	Part 1	
	<p style="text-align: center;">Warming-up: Speaking</p> <ul style="list-style-type: none"> ● Are you addicted to social media? <p style="text-align: center;">Main part: Speaking-Listening-Vocabulary activation</p> <p>Task 1. Advertisement key points. Task 2. Best advertising techniques – video discussion.</p>	Duration: 60 min
	5 min –break	
	Part 2	
	<p>Task 3. Reading: Addiction in advertising.</p> <p>Task 4. Planning the advertising campaign.</p> <p style="text-align: center;">Practice: Best side performance</p> <ul style="list-style-type: none"> ● Showing up the best of your product. 	Duration: 60 min
	Aims:	<ul style="list-style-type: none"> ● To see how do people behave under the pressure of public ads. ● To learn useful phrases for describing brands. ● To find out about the ways of the best product-market placement, awareness and promotion.
Acquired skills	<ul style="list-style-type: none"> ● Understanding of key strategies in developing a successful advertising campaign. ● Practical skills of branding and item promotion. ● Identifying mechanisms that will involve people into a brand, develop brand loyalty by the active advertising and using latest advertising techniques. 	

MODULE 5. ADVERTISING

Warming-up: Speaking. Are you addicted to social media?

A. Read the basic information. Take the survey and analyze the results with the group.

Yes, you spend a lot of time on social media. You might even check your phone every few minutes to see how many people have liked your latest Facebook post. But are you addicted? And even if you are, what's the big deal?

"Our devotion to technology and social media has changed how we interact with others, and that's not necessarily a good thing," said James Roberts, Ph.D., The Ben H. Williams Professor of Marketing in Baylor University's Hankamer School of Business. "Yes, there are advantages to technology. But our obsession with smartphones and the lives we live via our social media channels can come at a cost to our real-life relationships."

Roberts is known internationally for his research on smartphone addiction and how technology (smartphones, specifically) affects relationships and stress levels. He is the author of the book "Too Much of a Good Thing: Are you Addicted to your Smartphone?"

Roberts explained that substance and behavioral addictions have six core components: salience, euphoria, tolerance, conflict, withdrawal symptoms and relapse. He provides six questions and statements people can use to gauge each of those components and help them understand whether their attachment to social media could be an addiction.

1. Salience: Is your social media use deeply integrated into your daily life?

I use social media like Twitter, Facebook, Snapchat, Instagram or Pinterest throughout the entire day.

2. Euphoria: Do you depend on social media use for excitement throughout the day?

I use social media when I am bored or alone.

3. Tolerance: Do you need to spend more time to get a "buzz" from social media?

I find myself using social media more and more.

4. Withdrawal symptoms: Do you get nervous when you are not on social media?

I'm afraid of missing out on something important when I am not on social media.

5. Conflict: Do you have some troubles using social media?

My social media use has caused conflict with my friends, distracted me in class or while at work.

6. Relapse: have you tried to cut back on your use of social media but failed?

I have tried to cut back on my time on social media, but it didn't last very long.

"If you've answered 'yes' to three or more of these questions, you might need to reconsider your use of social media," Roberts said. "But don't worry too much, though. There's still hope."

Roberts said the trick to loosening social media's grip on your life is to find a "digital sweet spot" where you are still connected but you have carved out time for the things that really matter.

"You, your relationships and community are the bedrock of living a happy and meaningful life," he said. "They are also the first things that suffer when our lives get out of balance."

B. Discuss the following questions:

1. How annoying advertising in social media can be?
2. How do people usually react to media commercials?
3. Why this type of advertising became so popular lately?
4. Which are the advantages and disadvantages of this promotion?
5. Give some examples of ads that came up with the most efficient result?

Main part: Speaking-Listening-Vocabulary activation

Task 1. Advertisement key points.

Task 1.1. Take the right strategy. Many advertisements contain the same keywords or slogans to attract the customer's attention. Find the top four characteristics of a good slogan.

Effective slogans are:

- short;
- emotionally colored;
- easy to translate;
- seductive;
- meaningful;
- easy to remember;
- unisexual;
- easy to repeat.

Task 1.2. Find out the mistake. Read the ads and correct the mistake.

In Taiwan, the translation of the Pepsi slogan 'Come alive with the Pepsi generation' came out as 'Pepsi will	In Italy, a campaign for Schweppes Tonic Water translated the name as Schweppes Toilet Water.
---	---

bring your ancestors back from the dead’.	
When Braniff Airlines translated a slogan for its comfortable seats, ‘fly - in leather’, it came out in Spanish as ‘fly naked’.	Colgate introduced a toothpaste in France called Cue, the name of a French pornographic magazine.
When Parker marketed a pen in Mexico, its ads were supposed to say ‘It won’t leak in your pocket and embarrass you’. However, the company translated ‘embarrass’ as ‘ambarazar’, which means ‘to become pregnant’. So the ads said ‘It won’t leak in your pocket and make you pregnant’.	

Now try to remember five popular slogans of original Ukrainian brands and translate them into English.

1. Там де любов_____
2. Тобі личить моє кохання_____ ...

Task 1.3. Work on some vocabulary words and phrases.

A. Match the verbs and nouns

- | | |
|------------|----------------|
| 1. cancel | a. an impact |
| 2. run | b. an ad |
| 3. launch | c. an image |
| 4. sponsor | d. a campaign |
| 5. endorse | e. an event |
| 6. make | f. a brand |
| 7. target | g. a launch |
| 8. project | h. an audience |

B. Use the clues and find out a word that suits for that description perfectly:

- large advertising sign, usually outdoors;
- fair where companies exhibit their products;
- getting the best results without spending too much money;
- an advert shown on television;
- method of selling over the phone;
- means of making sure that people know about a new product;
- where business show what they do or sell;
- shiny and expensive-looking;
- activity to help sell a product;
- used to display products on at a trade show;
- a company that provides advertising services to other businesses.

C. Take a word from the box to identify the definition that describes the situation in which the company uses advertisement.

<input type="checkbox"/> brand awareness	<input type="checkbox"/> brand equity	<input type="checkbox"/> brand extension	<input type="checkbox"/> brand identity
<input type="checkbox"/> brand image	<input type="checkbox"/> brand loyalty	<input type="checkbox"/> brand name	<input type="checkbox"/> branding
<input type="checkbox"/> derived brand	<input type="checkbox"/> off-brand		

1. How brand is called.
2. How many people are aware of a brand.
3. What a company wants people to think about a brand.
4. What people actually think about a brand.
5. When a product doesn't fit the company's brand.
6. The value (either monetary or not) that brand adds to a product or service.
7. When people like a brand and buy it again and again.
8. When a product or service is associated with a brand.

9. When an existing brand is used to support a new range of products.
10. When a component of a product becomes a brand in its own right (e.g. Intel in PCs).

Task 2. Best advertising techniques – video discussion.

Watch the video about the list of the most efficient advertising techniques (link to the video <https://www.youtube.com/watch?v=NdLsQcYyAcc>) and answer the following questions:

1. What kind of techniques were named? List them.
2. Which technique makes people to buy products due to their emotional link?
3. How does Pain Folks Appeal work?
4. What kind of technique use celebrities in those videos?
5. Which one shows the survey results to attract customers?

Give some examples of well-known brand commercials that suit each of technique in a video list.

Task 3. Reading: Addiction in advertising.

Task 3.1. Read the text about the negative impact of average advertisement.

Addiction in Advertising: How Advertisers Speak Directly to Addicts

The alcohol and tobacco industries have a long history of advertising directly to those who are addicted to, or prone to being addicted to their products. They depict situations in their ads that speak directly to their target audience and play on their hopes, fears, wants, and needs. In many ways this is similar to the political term “dog whistling” where a target group hears a message that most other people

don't. Although this is common to the alcohol and cigarette industries, it does happen elsewhere. There has been a Diet Coke commercial making the rounds recently that almost seems like a parody of this.

It may sound weird to those who haven't experienced this themselves, but I have met quite a few people who were addicted to soda and/or more specifically diet cola of some kind. Why is this a thing? In order for something to be psychologically addicting, it has to be pleasurable in some way. Soda has got this part down. Its sweet, bubbly, refreshing, and we're practically bathed in commercials that liken drinking a soda to finding an oasis in the middle of a desert.

The interesting thing about soda, from an addiction perspective, is all of the physical cues that play into it. When working with addicts you see that they are not just addicted to their thing, but a lot of the process of using that thing; sights, sounds, textures, etc. play a role in the addiction. It's not uncommon, for example, for heroin addicts to experience "needle fixation", where they actually become addicted to the act of injecting itself. In cases like this, some who are in recovery will inject other substances just to be injecting something.

Sodas have all kinds of things associated with them that can be addictive in this way. there's the sound of cracking open a soda can, the feeling of fizz when you drink it, the act of chugging something. All of these things can be addictive in their own right. Commercials that advertise sodas pull on these addictive qualities as a way to pull you in.

Here's what we've got:

Imagery

Let's start out with the fact that this commercial begins with her kicking back a cold one. This is something you see a lot in alcohol commercials. It sets the tone and connects you with the character, almost saying "see this thing I'm doing? You and I have this in common. We're buddies". As she's walking down the street she

toasts another person drinking a coke. This further serves to distinguish the actor (and you) apart from everyone else who is clueless to this awesome thing we're sharing.

Notice nobody else is moving on the street she's walking down. The first other person we really see any movement from is the other person drinking a Coke. This further drives the communication that those outside of this club we're a part of live dull, boring lives because they don't drink this thing we're into. As she encounters the other person with a coke, other people start to enter the scene and start moving around. This suggests that the connection with the other person, through a Diet Coke, brought a release of tension / relief into the world. Something often experienced by alcoholics. If you missed this, you should watch it again....it's almost creepy how still everyone is until the two Cokes meet.

The Message

The script in this commercial can be broken down into:

- "It makes me feel good"
- "Life is short"
- If you're in the mood just do it
- "Because I can"

These are all arguments that basically amount to "You don't need a reason to do this thing, you like it, and you should do it whenever you feel like it." The wording and delivery also communicate that there is an expectation that others in your life might try to stop you from drinking Diet Coke, and you should respond to this by asserting your autonomy. Again, further building a connection between the addict and the character, where the addict is a member of a club that others in their life just won't understand. The tone that the actress sets with her delivery even goes so far as to communicate that everyone else can go screw themselves.

About the Actual Product

I also really need to say a couple of things about this product in general....I honestly really don't know if they intended this as some kind of dog whistle for alcoholics.....but there are A LOT of things going on with this line of sodas that point in that direction. Look how tall the cans are! They resemble 24 ounce cans of beer! They're skinnier....but that plays into the whole "diet" thing.

If you are an alcoholic or a recovering alcoholic I strongly advise caution when considering drinking these sodas! They have an odd....burning sensation that resembles the burn you get after drinking alcohol. I got several of these the other day and was reading through the ingredients to figure out what caused this....and I think I remember reading there was some kind of pepper in there?

This concerns me because aside from the actual alcohol content, drinking one of these tastes and feels a lot like drinking a rum and coke or similar cola based cocktail. Even if there isn't any alcohol in it, this can be dangerous for recovering alcoholics. Like I said in the beginning of this article, addiction has a lot to do with context and the brain picks up on things like this.

You know those times when you think about your favorite food, start craving it, and find yourself needing it? Things like this soda can set off that kind of a response in alcoholics. I've worked with numerous recovering alcoholics who have talked about the experience of walking through an alcohol aisle in a store and feeling a slight burn in their stomachs or slight intoxication feeling. When your brain associates things with drinking, exposure to them can actually physically get your body into a place where it expects that alcohol is coming. This can be dangerous for the recovering alcoholic.

So I'm not sure what they were intending with these sodas....but I'm almost thinking they were intentionally trying to market to alcoholics. Interestingly, 3 out of 5 of the pages I looked at when researching for this article contained ads for

alcohol. This could just be coincidence or maybe this is what they are marketing to.

If you're addicted to something, one of the most important things for you to learn is to become familiar with your triggers. Through being familiar with your triggers you can plan for them, not be as surprised when they come up, and you can become more aware of why you are triggered when it happens. If you are addicted to soda, this commercial is playing on your triggers. If you didn't recognize your triggers you would just find yourself craving soda and either drink one, or be frustrated about your soda addiction. Now that you know more about this you can be more mindfully aware of the times you crave soda and how advertisers are trying to hook you.

(The text is borrowed and modified from <https://sacwellness.com/addiction-in-advertising-how-advertisers-speak-directly-to-addicts/> as of 8th August 2018)

Task 3.2. Say whether these statements are True or False according to the text:

- The advertising of addictive things can obtain some trigger phrases or action which might be ignored by most people.
- The given study discloses three main points of addictive commerce.
- Random and frequent watching of ads make people addicted.
- The main goal of any ad is to make you obsessed with buying specific product or brand.
- Coda (or any other harmless item) may cause the same level of addictiveness as any other addictive products.

Task 4. Planning the advertising campaign.

Task 4.1. To discover the best marketing idea you've ever heard there are few strategies given by marketing and advertising professionals. Read and answer the questions below.

<p>John Webster, Marketing Manager</p> <p>The best marketing idea I've ever seen? That would have to be a butcher's shop in my town. They sent sausages in the front of flower bouquets to all local catering firms! I'm not sure how much new business they got, but everyone had a good laugh.</p>	<p>Vicky Chen, Creative Director</p> <p>I was impressed by a rock band who put MP3 files with the title of their new single on all the major music exchange websites. When the fans downloaded the file, they heard an advertisement for the band's new record instead of the single. They found this so funny that they began emailing the single to friend, and album sales skyrocketed.</p>
<p>Veronica Weiss, Marketing Assistant</p> <p>If you buy ten book or more in a year at Claridge's Books, you'll be sent a free book on your birthday. It certainly encourages me to buy from them instead of from one of the larger chain stores or online bookshops.</p>	<p>Craig Lukasiewicz, Director of Online Marketing</p> <p>One thing I've noticed is advertising products in blogs. The blog will look like a website created and maintained by an individual, but in fact, it's created by a company. I suspect this will become more popular in the next few years. But whether this is ethical or not is another question.</p>

- What do you think of the given situations?
- How effective do you think these types of marketing campaigns are?

- Do you know of any unsuccessful marketing campaigns? Why did they go wrong? How could they have been improved?

Task 4.2. Analysing advertisement according to the AIDA model.

Look at the main stages of AIDA and give characteristics to a popular Ukrainian advertising campaign.

1. catch the audience's ATTENTION;
2. make them INTERESTED;
3. create DESIRE;
4. state the ACTION the audience should take (e.g. Just do it!).

Task 4.3. Look at the steps involved in organizing an advertising campaign and put them in the correct order.

- | | |
|---|---|
| <input type="checkbox"/> a analyze impact | <input type="checkbox"/> e define target group |
| <input type="checkbox"/> b approve design | <input type="checkbox"/> f determine the desired response |
| <input type="checkbox"/> c choose the media | <input type="checkbox"/> g to establish message |
| <input type="checkbox"/> d commission ad agency | <input type="checkbox"/> h place ads |

Can you add any other steps? Which steps can't be ignored?

Project work: Best side performance. Showing up the best of your product.

Work in groups of 2-3. Take one well-known brand and give us a short verbal presentation describing the key strategies in the given table and including techniques that were discussed with video. Get your speech within 2 minutes without giving the name of the company. After your presentation, the audience should guess the company name by the key characteristics mentioned in your speech.

high-quality components	a choice of fashionable colours	30-day money-back guarantee
unequaled performance	state-of-the-art design	eye-catching packaging
standard and deluxe model available	available in small, medium and large	compact
high-tech design	all natural materials	user-friendly
completely reliable at all temperatures	on-site maintenance	sophisticated technology
distinctive style	durable	maximum speed of...
easy to use	48-hour delivery guaranteed	width of...
robust construction	one-year warranty	height of ...
laboratory tested	portable	built-in safety features

APPENDIX A

Useful Vocabulary

Module 1. Business meeting

1) (To) accomplish – to finish something successfully or to achieve something

2) Agenda – a list of matters to be discussed at a meeting

3) App – application – an official request for something, usually in writing

4) Attendee list – someone who goes to a place, event, etc

5) (To) be hooked up to – to meet or begin to work with another person or other people

6) (To) be stuck at – to continue trying hard to do something difficult

7) (To) boost efficiency – the good lift in use of time and energy in a way that does not waste any

8) Bottom line – the final line in the accounts of a company or organization, stating the total profit or loss that has been made

9) Business meeting – a planned occasion when people come together, either in person or online (= using the internet), to discuss something

10) (To) conduct meeting – to organize and perform a particular meeting

11) Feedback – information or statements of opinion about something, such as a new product, that can tell you if it is successful or liked

12) (To) follow up – a further action connected with something that happened before

13) Follow-up question – a further question connected with something that happened before

14) (To) increase productivity – to raise the rate at which a company or country makes goods

15) Internal communication – a kind of communication existing or happening within a country, a company

16) Multitasking – the ability of a computer to do several different things at the same time

17) Non-verbal communication – the communication that does not involving words or speech

18) Parking lot – a car park

19) Resolution – a formal proposal that is considered by an organization and is usually voted on at a meeting

20) (To) set objective – something that you plan to achieve, especially in business or work

21) Software – programs used by computers for doing particular jobs

22) Staff loyalty – the quality of being loyal to employees

23) (To) wrap up – to complete or finish something

APPENDIX B
Useful Vocabulary
Module 2. Negotiations

- 1) BATNA – Best Alternative to a Negotiated Agreement – the best alternative to a negotiated solution
- 2) Collaborative – involving people or groups working together to produce something
- 3) Commitment – a strong belief that something is good and that you should support it
- 4) Confrontational – behaving in a way that shows you want to have an argument or fight with someone
- 5) Counterpart – someone or something that has the same job or purpose as another person or thing, but in a different country, time, situation, or organization
- 6) Disrespect – the attitude or behaviour of someone who does not respect someone or something
- 7) (To) emphasize – to give particular importance or attention to something
- 8) Framework – a set of principles, ideas etc that you use when you are forming your decisions and judgments
- 9) Friction – a disagreement
- 10) (To) impede – to make it more difficult for someone to do something or more difficult for something to happen
- 11) Negotiations – formal discussions in which people or groups try to reach an agreement, especially in a business or political situation

12) Preliminaries – something that is said or done to introduce or prepare for something else

13) Struggle – to try hard to do something that you find very difficult

14) (To) stymie – to stop someone from achieving an aim, or to stop some process from continuing

15) (To) take the view – to keep the taken point in discussion

16) (To) talk at cross purposes – if two people are at cross purposes, they think that they are talking about the same thing when in fact they are not

17) trade-off – the fact that you can only have one of two things, or the degree to which you can have both

18) Vague – not clearly or fully explained

APPENDIX C

Useful Vocabulary

Module 3. Presentations

1) Backup – (someone or something that provides) support or help in case of potential problems; a copy of information on your computer that you make in case you lose the information

2) By rote – in order to be able to repeat it from memory

3) (To) diss – to insult/disrespect smb.

4) Bullet points – a symbol, often a small, black circle, used in text to show separate things in a list

5) (To) carry the speech – to make a public talk

6) (To) distil – to produce a summary that contains only the most important ideas or pieces of information

7) (To) enhance – to improve something, or to make it more attractive or more valuable

8) Essential – completely necessary

9) Exaggeration – a comment or description that makes something seem better, worse, larger, more important etc than it really is

10) Facial expression – the reflection of the person's mood on their face

11) (To) fall back onto – to use or do something else after other things have failed

12) (To) familiarize with – to make someone learn or experience something so that they know about it

13) Feedback – comments about how well or how badly someone is doing something, which are intended to help them do it better

14) Flustered – upset and confused

- 15) Font – a set of letters and symbols in a particular design and size
- 16) Hardware – the physical and electronic parts of a computer, rather than the instructions it follows
- 17) Handout – a document given to students or reporters that contains information about a particular subject
- 18) (To) inflict – to force someone to experience something very unpleasant
- 19) (To) leave out – to fail to include something or someone
- 20) Narrative – a story or a description of a series of events
- 21) Outstanding – clearly very much better than what is usual
- 22) (To) rehearse – to practise a play, a piece of music, etc. in order to prepare it for public performance
- 23) Relatable – related, or able to be related to something else
- 24) Relevant – connected with what is happening or being discussed
- 25) Sophisticated – having a good understanding of the way people behave and/or a good knowledge of culture and fashion
- 26) Span – the period of time that something exists or happens
- 27) (To) speak fluently – If you speak a language or read fluently, you speak or read easily, well, and quickly
- 28) (To) tailor – to make or prepare something following particular instructions
- 29) Tension - a feeling of nervousness before an important or difficult event
- 30) Transitioning to sth – a change from one form or type to another, or the process by which this happens
- 31) Visualization – the act of visualizing something or someone
(= forming a picture of it in your mind)

APPENDIX D

Useful Vocabulary

Module 4. Debates

- 1) Carrier opportunities – a chance to be promoted
- 2) To be abolished – to end an activity or custom officially
- 3) To be compulsory – you must do it because of a rule or law
- 4) An abusive performance – using rude and offensive words in communication
- 5) To speak in riddles – don't speak clearly as it is
- 6) A word of mouth – a wellknown thing/fact
- 7) A pinch of salt – a bad side of a topic
- 8) A mile a minute – a rapid pace of progress
- 9) To get off your chest – to feel relief
- 10) To spread like wildfire – uncontrolled and fast spreading
- 11) A cognitive diversity – a variety of perceptions
- 12) A pitfall – a problem that is likely to happen in a particular situation
- 13) A spirit of inquiry – the long process of asking questions
- 14) An emphasis – the particular importance or attention that is given to something

APPENDIX E

Useful Vocabulary

Module 5. Advertising

- 1) A devotion – loyalty and love or care for someone or something
- 2) An obsession – something or someone that you think about all the time
- 3) Substance – the most important part of what someone has said or written
- 4) A brand equity – the value of a company, divided into many equal parts owned by the shareholders, or one of the equal parts into which the value of a company is divided
- 5) A derived brand – coming from or caused by another brand
- 6) A fizzy drink – a cold, usually sweet, drink that does not contain alcohol
- 7) To distinguish – to notice or understand the difference between two things, or to make one person or thing seem different from another
- 8) To go screw – an act of twisting or turning done to fasten or tighten something
- 9) To figure out – to understand or solve something
- 10) To crave – to have a very strong feeling of wanting something
- 11) A trigger – an event or situation, etc. that causes something to start
- 12) To disclose – to make something known publicly, or to show something that was hidden
- 13) To determine – to control or influence something directly, or to decide what will happen

KEYS

Module 1. Business meeting

Warming-up: Speaking

- 1) B
- 2) B
- 3) C
- 4) A
- 5) A
- 6) C
- 7) B
- 8) B
- 9) B
- 10) C

Task 1.

- 1) H
- 2) D
- 3) A
- 4) G
- 5) B
- 6) E
- 7) F
- 8) C

Task 2.

- 1) Open answer
- 2) *Time Nazi*: cares a lot about staying on track
Get here when you can guy: he is late all the time

The negator: finds negative in everything

Ol' thin skin: perpetually offended person

W.T. Ephraim: proves there is such a thing as a bad idea

The Rambler: Able to fit one sentence into 14 paragraphs

The Dominator: Never heard a better idea than his own

The Social Networker: Fully present (somewhere else)

Visual Presentation: Never worth the hassle

Underachieving scribe: The best at taking the worst notes

The Leader: By title only...obviously

3) Open answer

4) Open answer

5) Open answer

Task 3.1.

Open task

Task 3.2.

1) F. He spends 18 hours.

2) T

3) F – It should include a list of topics, a description of the objectives, a list of people attending the meeting, who will address each topic, the time and location of the meeting

4) T

5) T

6) F – It usually promotes activity and is quite beneficial.

7) T

8) F - Do not schedule any meeting to last longer than an hour.

9) T

Task 4.

Task 4.1.

Open task

Task 4.2.

Open task

Task 4.3.

Open task

Practice: Team meeting.

Open task

Module 2. Negotiations

Warming-up: Speaking.

Open task

Task 1.

1. I
2. D
3. A
4. C
5. B
6. E
7. G
8. H
9. F

Task 2.

1) The teachers there saw the couple of American parents as an opportunity to organize the Halloween party for their children.

2) BATNA – best alternative to a negotiated agreement.

3) Because the BATNA to the pumpkins was terrible.

4) To offer more money, but it was not the interest underlying her no. To ask how many pumpkins Madame Petite may sell, but it did not meet the interests of negotiator. To ask why would not Madame Petite sell all her pumpkins, but she might not share with her plans.

5) So, negotiator decided to ask directly why she would not like to sell all of the pumpkins. Madame Petite answered, that she would not have any seeds to plant next year. So, the negotiator offered to bring all the seeds back in November.

6) Most of the negotiators often think that the only way to win in negotiation is when the other party loses. But it is more important to understand your interests and to learn about the interests of the other party. You can often reach an agreement in which both parties win.

Task 3.2

1) T

2) F. 74 percent of the Spanish respondents claimed their goal in a negotiation was a contract.

3) T

- 4) F. There are usually two variants: win-win or win-lose.
- 5) T
- 6) F. Both Japanese and German negotiators prefer very formal style of communication.
- 7) F. They are more typical to Japanese, Americans are more direct in their communication.
- 8) T

Task 4.

- 1) I
- 2) G
- 3) A
- 4) C
- 5) J
- 6) D
- 7) E
- 8) F
- 9) H
- 10) B

Practice: Negotiations in teams.

Open task

Module 3. Presentations

Warming-up: Speaking.

Open task

Task 1.

- 1) D
- 2) A
- 3) E
- 4) B
- 5) H
- 6) C
- 7) F
- 8) G

Task 2.

- 1) No. You will lose the attention of your audience before you even reach the bottom of a slide.
- 2) You should check spelling mistakes.
- 3) No, it is not. It is better to avoid too many bullet points.
- 4) It may lead to distraction, confusion, headaches, nausea, vomiting, loss of bladder control.
- 5) No, it doesn't.
- 6) Yes, it can be helpful, but there should not be too much animation in order not to distract the audience.
- 7) Font style may open some details about the personality of presenter.

Task 3.1.

Open task

Task 3.2.

- 1) False. Listeners will be as excited about the topic as you are.
- 2) True.
- 3) False. You should always think about your audience and tailor your topic to the way they think.
- 4) True.
- 5) False. It may be good idea to use personal photographs or explore sources like Flickr for more intimate and relatable imagery.

- 6) False. It is better to stick to short words.
- 7) True.
- 8) False. You have to practice with your presentation because if there are some difficulties, you could still communicate your message.
- 9) True.
- 10) True.

Task 4.1.

Open task

Task 4.2.

Eyes:

- 1) B
- 2) G
- 3) A
- 4) E
- 5) C
- 6) F
- 7) D

Arms:

- 1) D
- 2) G
- 3) I
- 4) B
- 5) A
- 6) H
- 7) J
- 8) E
- 9) C
- 10) F

Task 4.3.

Open task

Practice: Presentations

Open task

Module 4. Debates

Warming-up: Speaking.

Open task.

Main part: Speaking-Listening-Vocabulary activation

Task 1. Task 1.1.

1. F 2. E 3. D 4. C 5. B 6. A

Task 1.2. A.

Open task.

Task 1.2. B.

1. a mile a minute
2. it's like talking to a brick wall
3. off my chest
4. drop me a line
5. on the tip of my tongue
6. I'm all ears
7. in the loop
8. to cut a long story short
9. with a pinch of salt
10. talking in riddles
11. to touch base
12. word-of-mouth

Task 2.1.

Open task to discuss

Task 2.2.

Idea giving – open task.

Task 3. Task 3.2.

1. T 2. T 3. F 4. F 5. F 6. F 7. T 8. F 9. T

Task 4.

Open task

Practice: Strategic planning.

Giving a short presentation.

Module 5. Advertising

Warming-up: Speaking.

Open task.

Main part: Speaking-Listening-Vocabulary activation

Task 1. Task 1.1.

Short, easy to remember, easy to repeat.

Task 1.2.

Open for discussing.

Task 1.3. A.

1. e 2. d 3. c 4. b 5. f 6. a 7. h 8. g

Task 1.3. B.

- banner, poster;
- trade fair;
- cost savings;
- commercials;
- call center;
- promotion, product awareness ;
- an ad;
- luxurious;
- promotion;
- exhibition, layout;
- advertising agency.

Task 1.3. C.

- | | |
|--------------------|------------------|
| 1. brand name | 6. brand equity |
| 2. brand awareness | 7. brand loyalty |
| 3. brand identity | 8. branding |

4. brand image

9. derived brand

5. brand extension

10. off-brand

Task 2.

1. Testimonials, The Bandwagon Effect, Glittering Generalities, Emotional Appeal, Plain Folks Appeal, Scientific Appeal.

2. Emotional Appeal.

3. It appeal aims at attracting masses by using common people to advertise.

4. Testimonials.

5. Scientific Appeal.

Task 3. Task 3.2.

- T
- T
- F
- T
- T

Task 4. Task 4.1.

Open task.

Task 4.2.

Open task.

Task 4.3.

1. e 2. f 3. g 4. a 5. b 6. c 7. h 8. d

Practice.

Task for making a presentation.

REFERENCES

1. Tips for Effective Meeting Management/ [Электронный ресурс]. – Режим доступа: <https://www.scoro.com/blog/tips-for-effective-meeting-management/>
2. Negotiating: The Ways that Culture Can Affect Your Negotiation / [Электронный ресурс]. – Режим доступа: <https://iveybusinessjournal.com/publication/negotiating-the-top-ten-ways-that-culture-can-affect-your-negotiation/#:~:text=Negotiators>
3. How to make a successful presentation: 5 easy steps to perfection / [Электронный ресурс]. – Режим доступа: <https://www.articulatemarketing.com/blog/how-to-make-a-successful-presentation>
4. How to Debate Ideas Productively at Work / [Электронный ресурс]. – Режим доступа: <https://hbr.org/2019/01/how-to-debate-ideas-productively-at-work>
5. Addiction in Advertising: How Advertisers Speak Directly to Addicts / [Электронный ресурс]. – Режим доступа: <https://sacwellness.com/addiction-in-advertising-how-advertisers-speak-directly-to-addicts>
6. Cambridge Dictionary/ [Электронный ресурс]. – Режим доступа: <https://dictionary.cambridge.org/dictionary/>
7. Macmillan Dictionary/ [Электронный ресурс]. – Режим доступа: <https://www.macmillandictionary.com/>