



**BANDIRMA ONYEDİ EYLÖL UNIVERSITY**  
**SCHOOL OF FOREIGN LANGUAGES**  
**2025-2026 SPRING TERM ESP MATERIAL**

**DEPARTMENT OF BUSINESS**

## Weekly Course Outline

Level: A2–B1

Duration: 12 Weeks

<b>Week</b>	<b>Weekly Theme</b>	<b>Language / Skill Focus</b>	<b>Template to Use</b>
<b>Week 17</b>	<b>General Overview: Products and Services in a Business</b>	<b>Defining products and services, making a complaint about a product or service</b>	<b>ESP Template – General definitions and a simulation task</b>
<b>Week 18</b>	<b>Business Meetings</b>	<b>Phrases to start/end a meeting, explaining the meeting agenda</b>	<b>ESP Template – Workplace Communication</b>
<b>Week 19</b>	<b>Consumer Behaviours</b>	<b>Understanding the basic reasons of consumer behaviours with the help of various methods</b>	<b>ESP Template – Reading Comprehension &amp; Small Group Discussion</b>
<b>Week 20</b>	<b>Decision Making in Business</b>	<b>Showing effective contributions to decision-making</b>	<b>ESP Template – A role-play activity &amp; Brainstorming</b>
<b>Week 21</b>	<b>Innovation in Business</b>	<b>Putting forward innovative ideas, making suggestions</b>	<b>ESP Template – Reading Comprehension</b>
<b>Week 22</b>	<b>Intercultural Communication in Business</b>	<b>Showing understanding, being polite and tolerant</b>	<b>ESP Template – Effective Communication &amp; Minimizing Misunderstandings</b>
<b>Week 23</b>	<b>Essential Marketing Trends That Companies Need To Know</b>	<b>Associating marketing trends with some sales strategies</b>	<b>ESP Template - Role-Play &amp; Executive Presentations</b>

<b>Week 24</b>	<b>Business Networking</b>	<b>Small talk at a networking event</b>	<b>ESP Template – Role-play</b>
<b>Week 25</b>	<b>Investments in Varied Businesses</b>	<b>Talking about risks/ profits, investment-related vocabulary</b>	<b>ESP Template – Scenario Cards&amp; Discussion Task</b>
<b>Week 26</b>	<b>Getting promotions in a workplace</b>	<b>Comparing, justifying decisions, persuading</b>	<b>ESP Template –Employee Profile Cards</b>
<b>Week 27</b>	<b>Worldwide Financial Crisis</b>	<b>Presenting solutions for economical problems or decreasing public debt</b>	<b>ESP Template – Reading about Actual Figures</b>
<b>Week 28</b>	<b>Cybercrime in Business Settings</b>	<b>Raising awareness of the importance of cyber security</b>	<b>ESP Template – Situation Cards</b>

# UNIT 1

**Read the text and answer the questions.**

## **PRODUCTS AND SERVICES**

Businesses often offer many products and services to meet their customers' needs and preferences. Products are tangible items like smartphones, clothes, and groceries, which can be purchased by consumers. These items can be touched, seen, and used in everyday life.

Services, on the other hand, are intangible offerings such as haircuts, education, and banking. They provide value through actions or experiences. Companies usually focus on either products or services, but some can provide both.

For example, a hotel offers rooms to stay in, which is a service. It may also sell merchandise like t-shirts and souvenirs, which are products. Understanding the difference between products and services is important for businesses. This helps in marketing and delivering their offerings effectively.

Businesses need to research their target market to know what customers want. They must also consider factors like price, quality, and convenience. Companies aim to provide the best value to attract and retain customers. Adapting to changes in customer preferences and market trends is crucial for success.

Continuous improvement and innovation can help businesses stay competitive. Effective customer service is also key in building a loyal customer base. Customers are likely to return if they are satisfied with the service and products they receive.

1. What is the main difference between products and services?
2. Why is understanding the difference between products and services important for businesses?
3. How do businesses understand what customers want?
4. What factors must businesses consider to provide best value?
5. What can help businesses stay competitive?
6. What is key in building a loyal customer base?
7. What happens if customers are satisfied with the service and products they receive?

## WORD LIST

**tangible:** something that can be physically touched, felt, or measured

Ex. The company made a **tangible** investment by purchasing new equipment.

**intangible offerings:** products or services that cannot be touched or owned in a material way, but still provide value to customers

Ex. Consulting firms focus on **intangible offerings** such as expertise and strategic advice.

**purchase:** the act of buying a product or service in exchange for money or something of value.

Ex. She made a **purchase** online.

**merchandise:** goods or products that are bought and sold

Ex. The store displays its **merchandise** on the front shelves.

**target market:** a specific group of customers that a business aims to reach and serve with its products or services.

Ex. The business adjusted its pricing strategy to better suit its **target market**.

**convenience:** how easily a product or service can be accessed, used, or purchased.

Ex. Online shopping offers great **convenience** for busy customers.

**to retain customers:** to keep existing customers continuing to buy from a business rather than switching to competitors.

Ex. The company introduced loyalty programs to **retain customers** and increase repeat sales.

**market trends:** patterns or tendencies in a market that indicate the general direction in which consumer behavior, demand, or industry developments are moving over time.

Ex. Companies must monitor **market trends** to stay competitive and meet customer needs.

**to stay competitive:** to maintain an advantage or ability to succeed in a market despite competition from other businesses.

Ex. To **stay competitive**, the company lowered prices and improved customer service.

**to build a loyal customer base:** to create a group of customers who consistently choose your products or services over competitors' because they trust and value your brand.

Ex. Brands that focus on quality and customer experience can successfully **build a loyal customer base**.

## SPEAKING ACTIVITY

### Handling a Customer Complaint

**Type:** Simulation

**Scenario:** A customer is unhappy with a product or service.

**Roles:**

- Customer
- Customer service agent

**Task:**

- Explain the problem
- Apologize and show understanding
- Offer a simple solution

**Instructions:**

- Work in pairs.
- Decide who is the customer and who is the customer service agent.
- The customer explains the problem.
- The agent listens, apologizes, and shows understanding.
- The agent offers a simple solution.
- End the conversation politely.

**Target Language:**

- Polite language (*I'm sorry to hear that...*)
- Showing that you understand (*I understand the problem.*)
- Offering help (*I can check that for you or let me check that for you.*)

**WORD LIST**

**problem** – a matter or situation regarded as unwelcome or harmful

- *We have a problem with our recent order.*

**complaint** – a statement that something is wrong or unsatisfactory

- *I want to make a complaint about the product.*

**service** – the action of helping or doing work for someone

- *The customer service was very helpful.*

**product** – an item that is manufactured or refined for sale

- *This product arrived damaged.*

**order** – a request to make, supply, or deliver something

- *I placed an order last week.*

**mistake** – an action or judgment that is misguided or wrong

- *There was a mistake in my bill.*

**solution** – a means of solving a problem or dealing with a difficult situation

- *We are looking for a solution to the issue.*

**refund** – a repayment of money

- *I requested a refund for the defective item.*

**replacement** – the action or process of replacing something

- *The company sent me a replacement product.*

**support** – assistance provided to someone

- *Technical support helped me fix the problem.*

## UNIT 2

### LISTENING

**Video Link:** [https://www.youtube.com/watch?v=Wb6Oc1\\_SdJw](https://www.youtube.com/watch?v=Wb6Oc1_SdJw)

Topic : Participating in Business Meetings

Length : 3:40

Potential Classroom Use:

To develop listening comprehension skills for general understanding, especially if you have to participate in real business meetings but you are not very experienced and therefore not confident enough.

#### **Before you watch:**

1. Why do companies have meetings?
2. Who usually attends business meetings?
3. What information is important before making business decisions?
4. Have you ever taken part in a formal meeting? What happened?

#### **Comprehension Questions:**

**Activity 1: Watch the video and answer the following questions:**

1. What does the company Quartz Power Group do and where is it based?
2. Who are participating in the meeting, their names, and positions?
3. What's the agenda of the meeting? The main reason for the meeting to be called?
4. What have they decided?

**Activity 2: Watch and complete the following statements:**

- Maja thinks that in order to meet the budget this year we have to \_\_\_\_\_
- Anna disagrees because \_\_\_\_\_

- David wants to know \_\_\_\_\_
- Anna suggests \_\_\_\_\_
- Maja suggests \_\_\_\_\_
- Marcus asks David to look for \_\_\_\_\_

**Activity 3: Let's have a closer look at useful phrases they used to participate in meeting discussions.**

1. What phrases did Marcus use to start the meeting and explain the reason for the meeting? \_\_\_\_\_
2. What phrases did he use to encourage the participants to talk? \_\_\_\_\_
3. How does every participant clarify, confirm, explain, etc.? \_\_\_\_\_

**Video 1: Vocabulary List**

Word	Definition	Example
Sales figures	Numbers showing how much a company sells	Our sales figures increased by 10% last year.
Competition	Other companies selling similar products	We face strong competition in the energy market.
Cost-cutting	Actions to reduce company spending	The company introduced cost-cutting measures.
Contracts	Formal business agreements	We signed new contracts with two clients.
Procedures	Official ways of doing tasks	Staff must follow company procedures.
After-sales service	Support given to customers after purchase	Good after-sales service builds loyalty.
Project team	Group working on a specific project	The project team meets every Monday.
External researcher	Outside expert hired to study something	We hired an external researcher to analyse data.
Market position	Company's place compared to competitors	We want to improve our market position.

Word	Definition	Example
Downturn	A decrease or negative change in business	The downturn affected company profits.

### **Video 1: Vocabulary Task**

**Fill in the blanks with the correct word from the list.**

sales figures                      • competition                      • cost-cutting                      • contracts  
    • procedures                      • after-sales service                      • project team  
    • external researcher                      • market position                      • downturn

1. The company is worried about the \_\_\_\_\_ in profits this year.
2. Our \_\_\_\_\_ show a 10% increase this quarter.
3. Strong \_\_\_\_\_ makes it harder to attract customers.
4. Many customers are cancelling their \_\_\_\_\_ early.
5. Management introduced \_\_\_\_\_ to reduce expenses.
6. We need better \_\_\_\_\_ to handle customer complaints.
7. Good \_\_\_\_\_ can improve customer satisfaction.
8. The company created a \_\_\_\_\_ to study the problem.
9. They hired an \_\_\_\_\_ to analyse the market.
10. We want to improve our \_\_\_\_\_ in Europe.

### **SPEAKING**

#### **Team Meeting: Planning a Project**

**Type:** Role-play

**Scenario:** A team is planning a small project for the next month.

**Roles:**

- Team leader
- Two team members

**Task:**

- Decide the project goal
- Share responsibilities
- Set a simple deadline

**Instructions:**

- Work in a group of three.
- Decide who is the team leader and who are the team members.
- Discuss the project for next month.
- Decide the project goal.
- Share the responsibilities.
- Set a simple deadline.
- Try to agree on the final plan

### **Target Language:**

- Making suggestions (*We could.../I think we should ...*)
- Agreeing/disagreeing (*That sounds good / I'm not sure about that*)

### **WORD LIST**

- **project** – a planned piece of work that has a specific purpose
- *We are working on a new marketing project.*
- **goal** – something you want to achieve
- *Our goal is to increase sales this year.*
- **plan** – a detailed proposal for doing or achieving something
- *We need a clear plan before we start.*
- **task** – a piece of work that needs to be done
- *My main task today is to prepare the report.*
- **responsibility** – a duty or obligation to deal with something
- *It is your responsibility to contact the client.*
- **deadline** – a fixed time by which something must be completed
- *The deadline for the project is Friday.*
- **idea** – a thought or suggestion about what to do
- *She had a great idea for the campaign.*
- **schedule** – a plan that lists times and activities
- *The meeting is on tomorrow's schedule.*
- **agree / disagree** – to have the same opinion / to have a different opinion
- *I agree with your suggestion.*

- *I disagree with that approach.*
- **suggestion** – an idea or plan put forward for consideration
- *Thank you for your suggestion.*

## UNIT 3

**Read the text below and do the activities.**

### The Basics of Consumer Behaviour

The study of consumer behaviour examines all aspects of consumers feelings, thoughts and reasons for making particular decisions in purchasing products or services, and also how consumers use and dispose of products. A consumer’s beliefs or practices may be influenced by family and friends, by religious beliefs, by cultural attitudes, by social expectations, by professional standards, by advertising appeals, or by any combination of these factors.

The most obvious application for knowledge of consumer behaviour is marketing strategy; for instance, understanding that a large number of consumers are on low-carbohydrate diets has led to an increasing number of products that are labeled as “Low Carb”.

However, the study of consumer behaviour also has a lot of repercussions on public policy (allowing government agencies to make regulations to protect consumers), social marketing (promoting ideas to encourage people to act in their own best interest, such as wearing seatbelts) and consumer education (teaching consumers to be smart shoppers by buying in bulk to save money or avoiding a product that has been treated with dangerous pesticides).

Marketers may examine consumer behaviour using either primary or secondary research. Primary research is conducted by asking a lot of consumers to answer survey questions, either by mail, internet, telephone, or in person. Mail surveys are useful because they are inexpensive and may ask as many questions as desired. Internet surveys can be cheap to set up, but exposure to a great deal of aggressive advertising has made many consumers resistant to this method.

**Activity 1: Are these statements true (T) or false (F)?**

1. A consumer’s attitude can influence his family and friends to buy a product. ....
2. A big number of “Low Carb” products have been produced for people on diets. ....
3. Buying in bulk is more advantageous for consumers .....
4. Marketers have to answer a lot of questions in surveys .....
5. Consumers prefer internet surveys because they are cheap . ....

**Activity 2: Answer these questions according to the text.**

1. What are the factors that may influence a consumer’s behaviour?  
.....
2. List the fields on which the study of consumer behaviour has repercussions.  
.....

## WORD LIST

**consumer behavior:** the study of why and how people make decisions to buy, use, or dispose of products and services

Ex. Studying consumer behavior helps companies understand why people buy certain products.

**product disposal:** the process by which consumers get rid of a product after they have finished using it

Ex. Many electronics companies encourage proper product disposal by offering recycling programs for old smartphones and laptops.

**product labeling:** information on a product package (e.g., “Low Carb”) that guides consumer choice

Ex. Clear product labeling helped customers identify gluten-free items easily.

**social marketing:** using marketing principles to promote positive social behaviors, like wearing seatbelts

Ex. The city ran a social marketing campaign to reduce littering in public parks.

**public policy / regulations:** government rules designed to protect consumer rights and safety

Ex. Government regulations require warning labels on cigarette packs.

**primary research :** collecting new, firsthand information directly from consumers (e.g., surveys, interviews)

Ex. The company conducted primary research by asking customers to complete surveys.

**secondary research:** using existing information, such as reports or studies, to analyze consumer behavior

Ex. They relied on secondary research from market reports to analyze trends.

**consumer resistance:** reluctance of consumers to participate in certain research methods, often due to overexposure to advertising

Ex. Many people ignore email surveys due to consumer resistance from too much advertising.

**advertising appeals :** messages or strategies used to persuade consumers to buy a product or service.

Ex. The company used emotional advertising appeals to attract parents to their products.

**buying in bulk:** purchasing large quantities of a product at once to save money

Ex. Buying rice in large quantities is an example of buying in bulk to save money.

## **SPEAKING ACTIVITY: WHAT INFLUENCES CONSUMER BEHAVIOUR? (40 MINUTES)**

### **1. Warm-Up Discussion (5 minutes)**

Whole class

Ask students:

- What was the last thing you bought?
- Why did you choose that product?
- Did someone influence your decision?

Write common answers on the board (price, brand, friends, advertising, quality, health, etc.).

### **2. Individual Reflection – “Think” Stage (8 minutes)**

Students answer the following questions in detail (at least 3–4 sentences each):

1. What influences your buying decisions the most? Why?
2. Have you ever bought something because of advertising?
3. Do labels like “Low Fat,” “Eco-Friendly,” or “On Sale” affect you? How?
4. Who influences you more: friends, family, or social media?

Encourage students to give real examples.

### **3. Pair Discussion – “Pair” Stage (12 minutes)**

**Task:**

- Compare your answers.
- Find at least two similarities and two differences.
- Ask follow-up questions.

Provide useful expressions on the board:

- *Why do you think that?*
- *Can you give an example?*
- *That’s interesting because...*
- *I’m similar/different because...*
- *I agree/disagree with you.*

### **4. Partner Switch & Mini-Interview (7 minutes)**

Students change partners.

Each student must:

- Summarize what their first partner said.
- Compare it with the new partner's ideas.

Example:

“My first partner said advertising doesn't affect them, but I think it does because...”

### **5. Small Group Discussion – Ranking Influences (5 minutes)**

Groups of 3–4 students rank these influences from most powerful (1) to least powerful (6):

- Family
- Friends
- Advertising
- Social media
- Price
- Cultural background

They must agree as a group and explain their reasoning.

### **6. Whole-Class Share & Reflection (3 minutes)**

Each group shares:

- Their top influence
- One reason for their choice

Teacher finishes by asking:

- Do we control our buying decisions, or are we influenced more than we think?

## **UNIT 4**

### **LISTENING**

**Video Link:** <https://www.youtube.com/watch?v=Ecd9OhMf73k>

**Topic :** Decision-Making in Business

**Length :** 4:28

**Potential Classroom Use:**

**Show students how to contribute effectively to decision-making in a business context.**

**Before you watch:**

1. Who usually makes important decisions in a company?
2. What kind of decisions are made in business meetings?
3. What problems can happen if decisions are made too quickly?
4. Do you think team decisions are better than individual decisions? Why?

**Comprehension Questions:**

Activity 1: Watch the video and answer the questions.

1. Which two people in Human Resources give updates? What areas of HR are they responsible for?
2. Do you think Paul is an effective team leader? Was the meeting useful, or was there too much talking and not enough decision-making?

**Activity 2: Watch the video again. Complete Paul's notes from the meeting.**

<b>What is the update about?</b>	<b>Are there any issues or difficulties?</b>	<b>Is any action required? If so, what?</b>
<b>Training sessions for call centre staff.</b>	Quite a few staff are not attending the training.	Paul will speak to Anna (in Customer Services) about the problem.
<b>Intranet training</b>		
<b>The schools event with Marketing</b>		
<b>Applications for the post of Finance Assistant</b>		
<b>Person to work on reception to cover Monica</b>		

**Vocabulary List**

<b>Word</b>	<b>Short Definition</b>	<b>Example</b>
Update	New information about progress	Let's start the meeting with an update.

Word	Short Definition	Example
Training session	Organized learning event for staff	I attended a training session on communication.
Absences	Times when employees are not at work	There were many absences last week.
Intranet	Company's internal computer network	You can find the policy on the intranet.
Delay	When something happens later than planned	There was a delay in the project launch.
Budget	Money available for a department/project	We must stay within our budget.
Recruitment	Process of hiring new employees	Recruitment takes time and planning.
Applicant	Person applying for a job	We interviewed three applicants today.
Interview	Formal meeting to assess a candidate	She has an interview tomorrow morning.
Temporary staff	Short-term employee	We hired temporary staff for reception.

### **Vocabulary Task**

**Fill in the blanks with the correct word from the list.**

update                      • training session                      • absences                      • intranet                      • delay  
    • budget                      • recruitment                      • applicant                      • interview                      • temporary staff

- Let's start the meeting with a quick \_\_\_\_\_ on the project.
- The company organized a \_\_\_\_\_ on customer service skills.
- There were many \_\_\_\_\_ during last week's course.
- Employees can find company news on the \_\_\_\_\_.
- The IT problem caused a \_\_\_\_\_ in the launch.
- We must stay within our department \_\_\_\_\_.
- The \_\_\_\_\_ process takes about two months.
- Each \_\_\_\_\_ must send their CV before Friday.

9. She has a job \_\_\_\_\_ tomorrow morning.
10. We hired \_\_\_\_\_ to cover reception this week.

## **SPEAKING**

### **Role-play: Decision Making in Business**

**Duration: 40 minutes**

**Skills: Speaking, expressing opinions, problem-solving, teamwork**

**Group size: 3–4 students**

### **Scenario: The Company Meeting**

**Each group is a company team. Their company must make an important decision.**

#### **Step 1 — Assign Roles**

Students choose or receive roles:

- **CEO / Manager**
- **Marketing Manager**
- **Financial Manager**
- **Product Manager**

#### **Step 2 — Business Problem Cards**

Give each group ONE problem:

#### **Vocabulary Preparation:**

#### **Pre-teach or review useful words:**

**profit** – money gained from business activities after costs are paid

- *The company made a large profit last year.*

**loss** – money lost in a business or financial activity

- *The business reported a significant loss this quarter.*

**customer** – a person who buys goods or services

- *Customer satisfaction is very important to us.*

**product** – something that is made to be sold

- *This product is very popular among young people.*

**price** – the amount of money paid for something

- *The price of the product has increased.*

**risk** – the possibility of loss or danger

- *Starting a new business involves risk.*

**market** – the place or system where goods are bought and sold

- *The company wants to enter a new market.*

**invest** – to put money into something to make a profit

- *They plan to invest in new technology.*

**manager** – a person who controls or directs a business or team

- *The manager held a meeting with the staff.*

**strategy** – a plan designed to achieve a long-term goal

- *Our strategy focuses on customer satisfaction.*

### **Problem 1 — New Product**

Your company wants to launch a new product.

#### **Options:**

- A cheap product for many customers
- An expensive product for luxury customers

#### **Decide:**

- Which product?
- Price?
- Target customer?

### **Problem 2 — Price Decision**

Sales are low.

#### **Options:**

- Lower the price
- Keep the price but improve quality
- Offer discounts

Decide the best strategy.

### **Problem 3 — Expansion Decision**

The company is growing.

#### **Options:**

- Open a new store
- Sell online

- Enter a foreign market

Decide where to invest.

#### **Problem 4 — Crisis Decision**

The company is losing money.

#### **Options:**

- Reduce staff
- Change product
- Increase advertising

Make a survival plan.

#### **Step 3 — Discussion Rules**

Students must discuss and decide:

- Best option
- Reasons
- Risks
- Expected results

They must all speak.

Teacher monitors and supports.

#### **Presentation stage:**

Each group presents their decision (2 minutes each).

#### **They must say:**

- What decision they made
- Why they chose it
- Possible risks
- Expected results

#### **Example structure:**

“We decided to sell online because it is cheaper. The risk is delivery problems, but we think profits will increase.”

#### **Language Support:**

Write useful speaking phrases:

#### **Giving opinions**

- I think we should...
- In my opinion...

### **Agreeing**

- I agree.
- That's a good idea.

### **Disagreeing**

- I'm not sure.
- I see your point, but...

### **Making suggestions**

- Why don't we...?
- Let's try...

## **UNIT 5**

### **READING**

#### **WHAT DOES IT MEAN TO BE INNOVATIVE IN BUSINESS?**

In order for a business to survive in today's world, it is important that we regularly review what we are doing and how we are doing it. By considering new ideas and new ways of doing things, and trying to innovate, we can improve on our products/services, increase sales, reduce costs and make our processes more effective and efficient. Innovation is key to increasing profits.

There are several ways a company can be innovative with their products and services. Today we will look at four of them.

#### **1. Using the latest technology to improve your product/service**

When we think of innovation, we often think of new technologies. While they might be impressive, we should not use new technologies just because they are available. It is important to consider how the technology can improve our product/service and make a difference to our customer. Companies that produce cars, toiletries, household appliances, etc. often have a large R&D department to work on making their products better.

#### **2. Responding to customer demands by changing what is on offer**

By listening to customer feedback, we can get their opinions on how we are doing and find out about what it is that they want. We also need to be aware of changes in customer demands and keep up with the times. When fast-food restaurant McDonald's realised that the market wanted healthier choices, they introduced fruit and salads, while removing the 'super-size' option from their menus.

#### **3. Offering a new product/service to reach new customers**

Your business might be doing well, but there is no growth or development and there is a risk that your competitors might take away some of your customers. Innovation sometimes means developing a new product that targets a different market. Although video games were often played by boys, in 2006, video games giant Nintendo introduced the game console Nintendo Wii, successfully targeting girls and older customers with games like Cooking Mama and Brain Training.

**4. Changing the way you provide a service**

By looking at the changes to the customer's lifestyle and needs, we sometimes realise that there might be better ways to serve them. Customers who do not have a lot of time might prefer to have their food or their shopping delivered to their homes, or they might like to do their banking online rather than in an actual bank.

Not all innovation will bring success to our businesses, but it can give us the opportunity to grow and learn more about what we do and what our customers might want.

**Exercise 1. Fill the gaps with the correct word.**

aware                      innovative                      development                      better                      demands  
    costumers                      convenient                      recent

We need to introduce ..... ideas and ways of doing things so that we can improve and grow. One way of doing this is to look at the most ..... technologies and see how they can make our products or services ..... . Some companies have a research and ..... department that specialises in this. Another way is to be ..... of changes in what our customers want and make sure we offer products or services that meet their ..... . A third way of introducing innovation is to develop new products that can help you target new ..... . You can also change the way your service is offered to make it more ..... for your customers.

**Exercise 2. Are the sentences TRUE or FALSE?**

- 1. We innovate because we want to increase the .....  
 amount of money our businesses make.
- 2. Being innovative is all about using the .....  
 newest technologies in your business.
- 3. Customers often don't know what they want. ....
- 4. McDonald's have not changed their menu since they started. ....
- 5. If you always target the same customers, .....  
 you might lose them to your competitors.
- 6. Nintendo understood that only boys will play computer games. ....

**WORD LIST**

**innovation:** introducing new ideas, methods, or products to improve a business

Ex. Investing in innovation helps businesses stay competitive in a fast-changing market.

**customer feedback:** opinions and responses from customers about products or services

Ex. The company uses customer feedback to improve its mobile app.

**R&D (research and development):** the part of a business that develops or improves its products

Ex. Pharmaceutical firms rely on R&D to develop new medicines.

**profit:** money that is made by a business after all the costs are paid

Ex. The company made a large profit last quarter due to increased sales.

**customer demand :** the desire or need of customers for a product or service

Ex. High customer demand for electric cars has encouraged manufacturers to produce more models.

**target market:** a specific group of customers a business aims to reach with its products or services

Ex. Luxury brands often focus on a high-income target market.

**process efficiency:** making business processes faster, cheaper, or better without losing quality

Ex. Companies strive for process efficiency to reduce costs and increase productivity.

**product/service improvement:** enhancing an existing product or service to make it better for customers

Ex. Continuous service improvement helped the hotel gain excellent reviews.

## **SPEAKING: Innovation in Business**

**Duration:** ~40 minutes

**Skills:** Speaking, creativity, problem-solving, expressing opinions

**Group size:** 3–4 students

### **Objectives:**

By the end of the lesson, students will be able to:

- Talk about innovation in companies
- Describe new ideas and products
- Discuss advantages and risks
- Practice persuasive speaking

### **Warm-Up Discussion:**

Put students in groups and ask:

1. What is innovation?
2. Why is innovation important in business?
3. Can you name innovative companies or products?
4. Is innovation always expensive?

**Elicit answers and write examples on the board (smartphones, online shopping, AI, delivery apps).**

### **Vocabulary Preparation:**

**innovation** – the introduction of new ideas, methods, or products

*Innovation is essential for business growth.*

**invention** – something that has been created for the first time

*The telephone was an important invention.*

**technology** – the use of scientific knowledge for practical purposes

*Technology is changing the way we work.*

**product** – something that is made to be sold

*The company launched a new product last month.*

**service** – work done for customers rather than producing goods

*They provide excellent customer service.*

**improve** – to make something better

*We need to improve our communication skills.*

**design** – to plan or create something for a specific purpose

*She designed a new logo for the company.*

**creative** – having original and imaginative ideas

*The team is looking for creative solutions.*

**market** – the system or area where goods and services are sold

*The company is expanding into the Asian market.*

**competition** – the activity of trying to be more successful than others

*There is strong competition in the technology sector.*

### **Scenario: “Create the Next Big Idea”**

Each group is a company innovation team. They must create or improve a product/service to stay competitive.

### **Step 1 — Assign Roles**

- CEO / Manager
- Marketing Manager
- Product Designer
- Financial Manager

## **Step 2 — Innovation Challenge Cards**

Give each group ONE business situation.

### **Situation 1 — Improve an Existing Product**

Your company sells smartphones.

#### **Problem:**

- Sales are falling.

#### **Create innovation:**

- New feature
- New design
- New service

### **Situation 2 — New Shopping Experience**

You own a clothing store.

#### **Problem:**

- Customers prefer online shopping.

#### **Innovate:**

- New shopping technology
- Customer experience idea
- Delivery/service improvement

### **Situation 3 — Restaurant Innovation**

Your restaurant has fewer customers.

#### **Innovate:**

- Menu
- Ordering system
- Atmosphere
- Delivery options

### **Situation 4 — Eco-Friendly Business**

Customers want sustainable products.

**Innovate:**

- Packaging
- Materials
- Production process

**Group Task Instructions:**

Students must discuss and decide:

- Their innovation idea
- Target customers
- Benefits
- Possible risks/costs

They prepare a short business pitch.

**Presentations: Innovation Pitch**

Each group presents (2 minutes each).

They must explain:

- Their innovation
- Why it is useful
- Why customers will like it
- Why it is better than competitors

**Example:**

“We created a smart fitting room. Customers can try clothes virtually.”

**Final Reflection Discussion:**

Ask the class:

- Which innovation is most creative?
- Which idea is most realistic?
- Is innovation necessary for all businesses?
- Can small companies innovate?

**Language Support:**

**Presenting ideas**

- Our idea is...

- We created...

### **Explaining benefits**

- This will help customers...
- It makes shopping easier...

### **Persuading**

- This is better because...
- It is more efficient...

### **Discussing risks**

- It may be expensive...
- There is a risk that...

## **UNIT 6**

### **LISTENING**

Video Link: <https://www.youtube.com/watch?v=PrdFP8AKqEc>

### **Topic : Cultural communication in a business context**

Length : 5:51

**Potential Classroom Use:** Show students how important cultural awareness is in business and how cultural differences in communication can affect business between people of different nationalities and also within different company cultures.

### **Before you watch:**

1. Why do companies need to understand cultural differences before making decisions?
2. What problems can cultural misunderstandings cause in business?
3. How can cultural differences affect teamwork and communication?
4. Should companies change their behaviour when working in another country? Why?

### **Comprehension Questions**

**Activity 1: Watch the interview with Michael Dickmann. He talks about four areas of cultural difference in business. As you watch, number the areas A-D in the correct order 1-4.**

A. The hamburger approach \_\_\_\_\_

B. Language in business \_\_\_\_\_

C. Power distance \_\_\_\_\_

D. Ethics \_\_\_\_\_

**Activity 2: Watch Part 1 of the video again and answer questions 1-3.**

1. What might a British person mean if they say, 'It's not too bad'?
2. What might a German person think it means?
3. A Nigerian company might describe giving money to get something as Public Relations. What might a western company call it?

**Activity 3: Watch Part 2 of the video again and complete sentences 1-4. Use words you hear in the video.**

1. How polite you are and how \_\_\_\_\_ you are can affect what people think about you.
2. Some people might think that if you are not punctual then you are not \_\_\_\_\_.
3. If you come from a \_\_\_\_\_ power distance culture, then you won't disagree with your boss.
4. If you come from a \_\_\_\_\_ power distance culture like Denmark and you work in a country like Japan, or Nigeria and you speak up against your boss, that is a big problem.

**Activity 4: Watch Part 3 of the video again and answer questions 1-4.**

1. In what way is performance management similar to a hamburger bun?
2. If you make a mistake in the USA, how will your manager comment on your work?
3. Why does the Japanese manager miss out the 'meat'?
4. What does Michael Dickmann suggest the approach of the German manager is?

**Vocabulary List**

<b>Word</b>	<b>Short Definition</b>	<b>Example</b>
<b>cultural differences</b>	ways people from different cultures behave or think differently	Cultural differences can affect teamwork.
<b>misunderstanding</b>	failure to understand something correctly	A misunderstanding caused the problem.
<b>communication style</b>	the way people express ideas and information	His communication style is very direct.
<b>ethics</b>	moral principles about right and wrong in business	The company follows strict ethics.

Word	Short Definition	Example
<b>bribery</b>	giving money/gifts to gain unfair advantage	Bribery is illegal in many countries.
<b>business norms</b>	usual accepted behaviour in business	Punctuality is part of business norms.
<b>power distance</b>	degree of hierarchy between boss and employees	Japan has higher power distance than Denmark.
<b>criticism</b>	saying what is wrong with someone's work	She gave constructive criticism.
<b>performance management</b>	process of evaluating employee work	Performance management includes annual reviews.
<b>feedback approach</b>	method used to give comments on performance	Managers must adapt their feedback approach.

### Vocabulary Task

Fill in the blanks with the correct word from the list.

cultural differences                      • misunderstanding                      • communication style  
 • ethics                      • bribery                      • business norms                      • power distance  
                     • criticism                      • performance management                      • feedback approach

1. International teams must understand \_\_\_\_\_ to work well together.
2. A simple language mistake can cause a serious \_\_\_\_\_.
3. Direct and indirect speaking are different \_\_\_\_\_.
4. Paying officials for favours is called \_\_\_\_\_.
5. Companies must follow strong \_\_\_\_\_ when operating globally.
6. In some countries, questioning your boss depends on \_\_\_\_\_.
7. Regular reviews are part of \_\_\_\_\_ systems.
8. Giving negative \_\_\_\_\_ can be difficult across cultures.
9. Each country has different \_\_\_\_\_ about punctuality and politeness.
10. Managers should adapt their \_\_\_\_\_ to employees' cultures.

### **SPEAKING: Cultural Communication in Business**

Duration: ~40 minutes

Skills: Speaking, intercultural awareness, teamwork, problem-solving

Group size: 3–4 students

### **Warm-Up Discussion:**

Put students in groups and ask:

1. Do people communicate differently in different countries?
2. What are some differences in business culture?
3. Is direct communication always good?
4. Have you ever had a misunderstanding with someone from another culture?

**Students discuss → teacher elicits a few answers.**

### **Vocabulary Preparation**

**culture** – the ideas, customs, and social behavior of a particular group of people

*Understanding local culture is important in international business.*

**communication** – the process of sharing information or ideas

*Good communication helps prevent problems at work.*

**body language** – the use of physical movements to express feelings or ideas

*Body language can show confidence.*

**eye contact** – looking directly into someone's eyes during communication

*Maintaining eye contact shows interest and confidence.*

**formal / informal** – suitable for official or serious situations / relaxed and casual

*The meeting was formal, so everyone dressed professionally.*

*The email was informal and friendly.*

**polite** – showing good manners and respect

*It is important to be polite when speaking to customers.*

**misunderstanding** – a failure to understand something correctly

*There was a misunderstanding about the meeting time.*

**gesture** – a movement of the body or hands to express something

*He made a hand gesture to show agreement.*

**respect** – a feeling of admiration or consideration for someone

*Showing respect is essential in professional communication.*

**tone** – the way someone speaks or writes that shows their attitude or feelings

*Her tone sounded serious during the conversation.*

### **Scenario: “International Business Meeting”**

Each group works for an international company. They are meeting foreign business partners.

But there are cultural communication problems they must solve.

### **Step 1 — Assign Roles**

Students choose roles:

- Local Manager
- International Partner
- HR Manager
- Sales Manager

### **Step 2 — Cultural Problem Cards**

Give each group ONE situation.

#### **Situation 1 — Direct vs Indirect Communication**

The foreign partner speaks very directly:

- Says “This idea is bad.”
- Interrupts others.

Local staff feel uncomfortable.

#### **Discuss:**

- Is this rude or cultural?
- How should you respond?
- How can both sides communicate better?

#### **Situation 2 — Meeting Etiquette**

##### **Problems:**

- One team arrives late.
- One uses first names immediately.
- One checks phone during meeting.

##### **Decide:**

- What is acceptable?
- What is disrespectful?
- Create meeting rules.

#### **Situation 3 — Email Communication**

An international partner writes very short emails:

“Send report today.”

Local staff think it is impolite.

**Task:**

- Is it rude or just cultural style?
- How should staff reply?
- Rewrite the email politely.

**Situation 4 — Body Language Misunderstanding**

Problems:

- One avoids eye contact.
- One stands very close.
- One never smiles.

**Task:**

- What do these behaviors mean?
- How can misunderstandings be avoided?

**Discussion Task**

Students must discuss:

- The problem
- Cultural reasons
- Feelings of each side
- Solutions

They prepare a short role play showing the solution.

**Role Play Presentations**

Each group performs (2 minutes each).

They must show:

- The misunderstanding
- The discussion
- The solution

**Encourage simple acting — tone, gestures, body language.**

**Final Reflection:**

Whole-class discussion:

Ask:

- Which situation was most difficult?
- Are cultural differences problems or opportunities?
- What is most important in intercultural business communication?

### **Language Support:**

#### **Giving opinions**

- I think this is cultural.
- In my country...

#### **Showing understanding**

- I understand your point.
- That makes sense.

#### **Being polite**

- Could you please...?
- Would you mind...?

#### **Solving problems**

- Maybe we should...
- Let's find a compromise.

## **UNIT 7**

### **READING**

#### **Five Essential Marketing Trends**

What are the five essential marketing trends that your company needs to know about to move with the times?

The marketing world moves fast. Technology has changed the way we live and the way we promote and sell products. In the last ten years, increasing use of social media, online shopping and platforms like YouTube and Netflix have allowed companies to connect with customers in new ways. The number of people who go online every day is still increasing, and the marketing trends you need to know about right now are digital.

Here are five essential marketing trends that companies must take note of in order to move with the times.

#### **1. Shopping on social media**

Forbes reports that 72 per cent of Instagram users have bought something when using the app and 70 per cent of Pinterest users use the platform to find new and interesting products. Companies can now create posts that allow users to shop directly on social media instead of companies' own websites. This allows retailers to reach their customers more quickly and easily.

## 2. Focus on customer experience

When a customer comes to your company, you want to make it as easy as possible for them to find what they need and buy your products. PricewaterhouseCoopers reports that 73 per cent of people say that customer experience is an important factor when making a buying decision. And when they say 'customer experience', they most value efficiency, friendly and knowledgeable customer service and easy payment options. Companies that can provide a good customer experience keep their customers and attract new ones.

## 3. Personalisation

There are so many marketing messages around us every day that people are very good at ignoring them, especially ones about products they're not interested in. So, in order to target the right kind of customer and connect with them, companies are personalising their marketing content. This is made possible by the data that people generate through their internet searches, online shopping habits and social media use. Online product recommendations, adverts and even the design of the marketing message itself is adapted to the interests and preferences of individual consumers.

According to a report, although 86 per cent of people were concerned about privacy issues, 90 per cent were happy to share data about their behaviour if it meant an easier and cheaper shopping experience. In the same survey, 72 per cent of consumers said they would only engage with marketing messages that are personalised according to their interests.

## 4. Video content

According to Forbes, 91 per cent of consumers say they prefer watching interactive and visual content to reading a traditional piece of information about a product. And consumers are 85 per cent more likely to buy your product after watching a video about it.

If an advertisement is interesting, amusing or unique, people will search for it online and share it with their friends. Live videos on social media platforms like Facebook and Instagram are also known to attract large audiences and get people interacting with companies in the comments, where they can give feedback and ask questions about the products.

## 5. SEO

SEO stands for Search Engine Optimisation – the strategies companies use to get themselves high up in the results lists of search engines like Google, Bing, Yahoo and others. As the internet plays an increasingly central role in marketing and selling, it is vital for your company to appear in the search results when someone does a related search. For example, if you sell coffee machines, you want your website to appear when someone searches for the best coffee machines or even ways of making coffee.

There is no doubt that the trend of digital marketing and an increased focus on individual customers is set to continue. Companies hoping to gain a larger market share should constantly update their marketing strategies to get ahead of the game.

### Exercise 1. Are the statements TRUE or FALSE?

1. Television and newspaper advertisements are .....  
still the best ways to promote products.

2. These days, people use social media more, .....  
shop online more and choose the videos they want to watch.
3. Nearly three-quarters of Instagram users .....  
have shopped on the app.
4. Most people say that if they like a product, .....  
the buying experience doesn't matter.
5. Most people will agree to share their data .....  
in exchange for a better shopping experience.
6. Videos are a great way for companies to give information .....  
about their products and to interact with their customers.
7. SEO is about making sure people see your product or .....  
company when they do internet searches.
8. If your company is already using digital marketing, .....  
it doesn't need to change.

**Exercise 2. Write the correct marketing trend next to each strategy.**

1. Advertisements using people's names to get their attention  
.....
2. A video about how to use your product .....
3. Making it possible for people to buy your product on Facebook  
.....
4. Making sure your website contains keywords that people will search for  
.....
5. Customers being able to chat online with a friendly voice from the company to find out  
more about the product .....
6. Showing clips of models walking around wearing the clothes you're selling  
.....
7. Making recommendations to customers based on their interests .....
8. Making sure that your website is easy to use and customers can find what they want easily  
.....

**WORD LIST**

**marketing trend:** general change or pattern in customer behaviour, preferences, or the market over time

Ex. Personalized emails are a major marketing trend this year.

**move with the times** : to change your ideas, attitudes, or behavior so they stay modern and suitable for current conditions.

Ex. Companies need to move with the times to stay competitive.

**Forbes**: a global business and finance magazine and media company that reports on topics like business, money, technology, entrepreneurship, and leadership

Ex. According to Forbes, the company is one of the fastest-growing startups in the world.

**retailer**: a business that sells goods directly to consumers, usually in small quantities

Ex. Supermarkets are common retailers for food and household items.

**privacy issues**: problems or concerns related to how personal information is collected, stored, used, or shared by businesses or organizations

Ex. Consumers are increasingly concerned about privacy issues when using online services.

**SEO (Search Engine Optimisation)**: the strategies companies use to get themselves high up in the results lists of search engines like Google, Bing, Yahoo and others.

Ex. Good SEO practices help a business appear higher in Google search results.

**digital marketing**: promotion of products or services using online and digital channels

Ex. Email campaigns and online ads are common tools in digital marketing.

**to gain market share**: to increase the percentage of total sales in a market that a business controls, usually by attracting new customers or taking customers from competitors

Ex. Offering better customer service helped the brand gain market share in the electronics industry.

## **Speaking Activity: Analyzing Modern Marketing Trends**

### **1. Warm-Up Discussion (5 minutes)**

Whole class discussion:

- Which marketing trends do you see in your country right now?
- Have you personally bought anything because of social media, video, or personalized marketing?
- Why is it important for companies to focus on SEO or customer experience?

### **Key Vocabulary for Students:**

- **ROI (Return on Investment)**: a business metric that measures the profit or benefit gained from an investment relative to its cost.

**Ex.** Our new social media campaign generated a high ROI, with sales increasing by 20% in one month.

- **engagement metrics**: measures of audience interaction (likes, shares, comments)

**Ex.** We track engagement metrics like likes, shares, and comments to see how well our content resonates with the audience.

- **conversion rate:** percentage of people who take a desired action

**Ex.** The website redesign improved the conversion rate from 3% to 6%, meaning more visitors became paying customers.

- **target market:** the specific group of consumers a company wants to reach

**Ex.** Our target market for the premium product line is young professionals aged 25–35 who value sustainability.

- **customer journey:** the full experience a customer has with a brand

**Ex.** Mapping the customer journey helped us understand where potential buyers drop off and how to improve the shopping experience.

- **personalization:** tailoring products, services, or messages to individual customers

**Ex.** Personalization in email marketing increased engagement because customers received offers based on their past purchases.

- **content strategy:** planning, creating, and managing marketing content

**Ex.** A strong content strategy ensures that our videos, blogs, and social posts are aligned with our brand message and marketing goals.

## **2. Group Assignment – Trend Analysis (10 minutes)**

**Divide students into 5 groups, assign one trend per group:**

1. Shopping on Social Media
2. Focus on Customer Experience
3. Personalization
4. Video Content
5. SEO

**Tasks for Each Group:**

- Identify the target audience
- List the main advantages for a company
- Discuss risks or challenges
- Suggest how ROI or effectiveness can be measured
- Decide if this is a short-term tactic or long-term strategy

**Example prompts for discussion:**

- *How does this trend influence sales or brand awareness?*
- *Which industries benefit the most?*

- *What could go wrong if a company implements this trend poorly?*

### **3. Role-Play – Marketing Strategy Meeting (15 minutes)**

#### **Scenario:**

You are the marketing team of a company launching a new product. You have a limited budget and must choose one marketing trend to invest in.

#### **Tasks:**

1. Decide which trend to prioritize.
2. Justify your choice strategically and financially.
3. Define the target market.
4. Predict expected outcomes (sales, engagement, ROI).
5. Prepare a 2-minute executive pitch to the board.

#### **Useful expressions:**

- *From a strategic perspective...*
- *Our main objective is...*
- *This trend will increase...*
- *The main risk involves...*
- *Expected ROI could be...*

### **4. Executive Presentations (7 minutes)**

- Each group presents their strategy (2 minutes).
- Other groups ask one challenging question: e.g., about cost, risk, or audience targeting.

### **5. Class Debrief & Reflection (3 minutes)**

#### **Discuss:**

- Which trend seems most valuable for businesses today?
- Which trend has the highest financial or reputational risk?
- Should companies invest in all trends or focus on a few strategically?

## **UNIT 8**

### **LISTENING**

**Video Link:**

<https://www.youtube.com/watch?v=FK7THFSVJVk&list=PLRiDRoqjHVWi4N9740LM I7P1Kqic U-UT>

**Topic : Business Networking**

Length : 4:57

Potential Classroom Use:

Make students aware of the importance of networking events in business.

**Before you watch:**

1. Why do companies decide to attend business events or exhibitions?
2. How can networking influence business decisions?
3. Should small businesses invest in networking events? Why / Why not?
4. What makes an event successful for a business?

**Comprehension Questions****Activity 1: Watch the video and answer the questions.**

1. When did Network Central Limited start, and where was it founded?
2. Why do businesses attend Network Central events?
3. How does speed networking work at Network Central events?
4. Would you attend an event such as the exhibition in Plymouth?

**Activity 2: Read the notes. Work with a partner. Discuss what might go in each gap - a number? a noun, verb or adjective? Watch the video again and complete the notes.**

Network Central Limited:

- Usually works with 1 \_\_\_\_\_ businesses that work from 2 \_\_\_\_\_ as well as medium companies of up to 3 \_\_\_\_\_.
- Holds large events e.g. the event in Plymouth University was attended by 4 \_\_\_\_\_.
- Believes in ‘coopertition’, which is 5 \_\_\_\_\_ and 6 \_\_\_\_\_ together.
- Events are organized around the Ikea principle, which means people cannot 7 \_\_\_\_\_.
- 8 \_\_\_\_\_ speakers at the events mean that people have the chance to learn something.
- Speed 9 \_\_\_\_\_ allows people to meet others one to one. Each meeting lasts 10 \_\_\_\_\_.
- An example of a success story is ‘Fruity Bouquets’ who sold 11 \_\_\_\_\_ worth of produce at an event and then another 12 \_\_\_\_\_ after.

## Vocabulary List

Word	Short Definition	Example
<b>exhibition</b>	large business event where companies present services/products	We attended an exhibition in London.
<b>networking</b>	building professional relationships	Networking helps you find new clients.
<b>enterprise</b>	a business or company	The enterprise is growing quickly.
<b>target market</b>	group of customers a company wants to reach	Students are our target market.
<b>professional speaker</b>	expert who gives business presentations	A professional speaker opened the event.
<b>collaboration</b>	working together with others	Collaboration improves innovation.
<b>coopetition</b>	cooperation between competitors	Coopetition can benefit both companies.
<b>exhibitor</b>	company presenting at an event	Each exhibitor had a display stand.
<b>follow-up</b>	contact after a business meeting/event	I sent a follow-up email yesterday.
<b>partnership</b>	business relationship between organizations	They formed a long-term partnership.

## Vocabulary Task

**Fill in the blanks with the correct word from the list.**

exhibition                      • networking                      • enterprise                      • target market  
• professional speaker                      • collaboration                      • coopetition  
• exhibitor                      • follow-up                      • partnership

1. The company attended an \_\_\_\_\_ to promote its services.
2. Small and medium \_\_\_\_\_ often use events to grow.
3. Meeting new contacts is the main goal of \_\_\_\_\_.
4. We invited a \_\_\_\_\_ to talk about leadership.
5. Our \_\_\_\_\_ includes local retail businesses.

6. Working in \_\_\_\_\_ with competitors can benefit everyone.
7. Each \_\_\_\_\_ had a stand at the event.
8. Sending a \_\_\_\_\_ email is important after meetings.
9. The two firms formed a long-term \_\_\_\_\_.
10. \_\_\_\_\_ helps companies share knowledge and resources.

## **SPEAKING: Small Talk at a Networking Event**

**Type: Simulation**

**Scenario: Professionals meet at a business event.**

**Task:**

- Introduce yourself
- Ask about the other person's job
- End the conversation politely

**Instructions:**

- Work in pairs.
- Imagine you are at a business event.
- Introduce yourself.
- Ask about the other person's job.
- Respond and show interest.
- End the conversation politely.

## **WORD LIST**

**company** – an organization that sells goods or services

*She works for an international company.*

**job** – the work that a person does to earn money

*He found a new job in marketing.*

**position** – a specific role or rank in a company

*She applied for a managerial position.*

**industry** – a type of business activity

*He has experience in the technology industry.*

**experience** – knowledge or skill gained over time

*She has five years of experience in sales.*

**project** – a planned piece of work with a specific purpose

*The team completed the project on time.*

**contact** – communication with someone; a person you know professionally

*I will contact you next week.*

*She is a useful business contact.*

**business** – the activity of buying and selling goods or services

*He started his own business last year.*

**event** – an organized occasion such as a meeting or conference

*The company is hosting a networking event.*

**career** – the professional path of a person's working life

*She wants to build a successful career in finance.*

**Target Language:**

- **Asking questions** (*What do you do?/ Where do you work?*)
- **Polite endings** (*Nice talking to you*)

## UNIT 9

### READING

**Read the passage and answer the following questions.**

#### INVESTING

Stocks, bonds, and other investments are ultra-useful financial tools that allow investors (or anyone who's willing to make educated, cash-backed financial decisions) to increase their worth and become part of today's fast-moving business landscape.

Stocks are pieces of ownership of publically traded companies that clients purchase with the hopes of turning a profit, and (ideally) after conducting much research as to a company's revenues, business model, and more. Stocks are purchased through the stock exchange, and specifically, through a stockbroker, brokerage firm, or licensed trading website.

Shares of a company are always being bought and sold by individuals, and accordingly, there's never any delay in processing a transaction. A company's stock price will conceivably rise following positive reports and profit data, and as a result, individuals who purchased a stock at a lower price will benefit from this price increase (as the shares they bought will each be worth more). Some stocks also pay dividends, or small, scheduled payments, to clients.

Bonds are essentially pieces of debt purchased by clients in exchange for interest. Government bonds can be bought for set prices, and after they've matured, investors can claim more money than they input initially; their benefit is obvious, and for the government, the perk of having liquid cash is significant. Corporate (company-issued) and municipal (state or local-government-issued) bonds similarly provide short-term cash for the issuers and long-term

boosts for investors. As was indicated, however, many bonds cannot be freely backed out of (as stocks can), and investors who sell before maturation will be subjected to penalties of varying severity.

Investing smartly in stocks and bonds is a great way to increase one's worth, plan for retirement, and play an active role in the financial landscape.

### **1. Where are stocks bought and sold?**

- A) Through companies
- B) Over the phone, through a 24/7 hotline
- C) From company employees, managers or members of the Board of Directors
- D) Through stock exchanges, with the assistance of a licensed stockbroker, brokerage firm, and/or brokerage website

### **2. What is a bond?**

- A) Essentially the same thing as a stock
- B) A piece of debt purchased and compensated for through interest paid to purchasers
- C) A publicly traded piece of a company
- D) A short-term investment

### **3. How large are dividends, typically?**

- A) 55% of total investment
- B) 75% of total investment
- C) 95% of total investment
- D) It depends, but usually a very small percentage of total investment

### **4. What is one key benefit of purchasing a bond?**

- A) Not having to worry about a company's performance, in relation to being paid
- B) Being free to sell as is personally convenient, with no penalty
- C) Making a substantial amount of money in as little as a few days
- D) Being able to show-off to friends and family members

### **5. Why is it a good idea to invest in stocks and bonds?**

- A) Doing so wisely will increase one's worth
- B) Doing so may help expedite one's retirement savings status
- C) Doing so allows one to be an active member of the financial sphere

D) All of the above

## WORD LIST

**investments:** money put into something to earn a profit in the future.

Ex. Many companies are increasing their investments in technology to stay competitive.

**cash-backed:** supported or covered by real money (cash).

Ex. The company offers cash-backed guarantees to reduce financial risk for investors.

**business landscape:** the overall business environment, including competitors, markets, and trends.

Ex. The digital revolution has completely changed the business landscape in recent years.

**turning a profit:** making more money than you spend; becoming profitable.

Ex. The startup struggled at first, but it is now turning a profit after two years.

**stock exchange:** a market where shares of companies are bought and sold.

Ex. The company plans to list its shares on the local stock exchange next year.

**stockbroker:** a person who buys and sells shares for clients.

Ex. A stockbroker can help investors decide which shares to buy or sell.

**brokerage firm:** a company that provides trading services for stocks, bonds, etc.

Ex. She works for a brokerage firm that specializes in international markets.

**shares:** small units of ownership in a company.

Ex. He bought 100 shares in the company when the price was low.

**dividends:** money paid to shareholders from a company's profits.

Ex. Shareholders receive dividends at the end of each financial year.

**bonds:** loans given to companies or governments, paid back with interest.

Ex. Many investors choose bonds because they are considered safer than shares.

**set price:** a fixed price that does not change.

Ex. The product is sold at a set price, so discounts are not allowed.

**liquid cash:** money that is immediately available to use.

Ex. Businesses need enough liquid cash to cover daily expenses.

**municipal:** related to a city or local government.

Ex. The government issued municipal bonds to fund new public projects.

**maturation (*financial context*):** the time when an investment or bond becomes due for payment.

Ex. The bond reaches maturation after ten years, when the investor gets the full amount back.

### **SPEAKING ACTIVITY: INVESTING IN BUSINESS**

Duration: ~40 minutes

Skills: Speaking, decision-making, expressing opinions, persuasion

Group size: 3–4 students

#### **Objectives:**

By the end of the lesson, students will be able to:

- Talk about business investments
- Discuss risks and profits
- Give reasons for financial decisions
- Practice persuasive speaking

#### **Warm-Up Discussion:**

Put students in groups and ask:

1. What does “investing” mean?
2. Why do people invest in businesses?
3. Is investing risky?
4. Would you prefer to invest or save money? Why?

**Elicit ideas and write key words on the board (profit, risk, growth, loss).**

#### **Vocabulary Preparation:**

- **invest / investment** – to put money into something to make a profit / the act of putting money into something for profit
- *They plan to invest in renewable energy.*
- *It was a smart investment.*
- **profit** – money gained after all costs are paid
- *The company made a high profit this year.*
- **loss** – money that is lost in a business activity
- *The company suffered a financial loss.*
- **risk** – the possibility of losing money or failing
- *Every investment involves some risk.*
- **return** – the profit gained from an investment
- *They expect a good return on their investment.*
- **budget** – a plan for how money will be spent

- *We need to prepare a budget for the project.*
- **startup** – a new business, usually in its early stages
- *She founded a tech startup last year.*
- **shares** – units of ownership in a company
- *He bought shares in the company.*
- **business plan** – a detailed plan describing a business and its goals
- *The investors asked to see the business plan.*
- **capital** – money used to start or run a business
- *The company needs more capital to expand.*

### **Scenario: “Choose Where to Invest”**

Each group is a team of investors. They have money to invest but must choose the best business.

#### **Step 1 — Assign Roles**

Students choose roles:

- Lead Investor
- Financial Analyst
- Marketing Expert
- Risk Manager

#### **Step 2 — Business Investment Cards**

**Give each group the same 3 options:**

---

##### **Business 1 — Tech Startup**

- New mobile app
- Young creative team
- High growth potential
- High risk

##### **Business 2 — Restaurant Chain**

- Already successful locally
- Wants to expand
- Medium risk

- Stable profit

### **Business 3 — Eco Product Company**

- Sustainable products
- Growing market
- Needs large investment
- Profit may take time

### **Step 3 — Discussion Task**

Groups must decide:

- Where to invest
- How much money to invest
- Reasons for their choice
- Possible risks
- Expected returns

**Encourage use of target vocabulary.**

### **Role Play Extension: Investor Pitch**

Optional extension:

One student represents each business and pitches to investors.

Investors ask:

- Why should we invest?
- What is the profit forecast?
- What are the risks?
- How long before returns?

### **Presentations: Investment Decision**

Each group presents:

- Which business they chose
- Why they invested
- Risks and benefits

Example:

**“We invested in the tech startup because it has high growth potential.”**

**Final Reflection Discussion:**

Ask the class:

- Which investment is safest?
- Which is most profitable?
- Is high risk always bad?
- Would you invest your own money?

### **Language Support:**

#### **Giving opinions**

- I think we should invest in...
- In my opinion...

#### **Talking about risk**

- It is risky because...
- There is a chance of loss...

#### **Talking about profit**

- We expect high returns...
- It could be very profitable...

#### **Persuading**

- This is a great opportunity...
- The market is growing...

## **UNIT 10**

### **LISTENING**

**Video Link:** <https://www.youtube.com/watch?v=n8aA3DfiVuE>

**Topic :** “Unspoken rules” for getting promoted

Length : 5:56

Potential Classroom Use:

Help students understand the concept of “unspoken rules” in the workplace, recognize how hidden expectations affect career progress, and identify practical strategies that help employees become more visible and effective at work.

#### **Before you watch:**

1. What does it mean to “get promoted” at work?
2. Do you think hard work alone is enough to build a successful career? Why / Why not?

3. Have you ever heard of “unspoken rules” in school or the workplace? Give examples.
4. What can new employees do to make a good impression?

**Comprehension Questions:**

**Activity 1: Answer the questions using information from the video.**

1. Who is Gorick Ng, and what does he do?
2. What does Gorick mean by “unspoken rules” in the workplace?
3. Why did Gorick feel like an outsider when he first entered the workforce?
4. How can understanding hidden expectations help people build a better career?

**Activity 2: Complete the sentences with the correct word or phrase from the video.**

1. Gorick Ng grew up as the son of a \_\_\_\_\_ mother.
2. He learned that hard work alone is not enough to get \_\_\_\_\_.
3. Unspoken rules are expectations that are not written in your \_\_\_\_\_.
4. Gorick realized he was being useful but not \_\_\_\_\_.
5. Insiders often learn unspoken rules from family members or \_\_\_\_\_.
6. Outsiders often have to learn workplace expectations through \_\_\_\_\_.
7. People who take ownership of tasks clarify four key questions: Why, What, How, and \_\_\_\_\_.

**Activity 3: Decide if the statements are true or false. Correct the false ones.**

1. Gorick Ng believed from the beginning that relationships were more important than hard work. \_\_\_\_\_
2. High performers always know they are following unspoken rules. \_\_\_\_\_
3. Some employees quit their jobs before they have a chance to show their abilities. \_\_\_\_\_
4. Gorick says the workplace is a completely fair environment for everyone. \_\_\_\_\_
5. Asking questions about a task can help you do the job better and on time. \_\_\_\_\_
6. Being an outsider means you have nothing valuable to offer at work. \_\_\_\_\_

**Vocabulary List**

Word	Definition	Example
promotion	moving to a higher job position	She got a promotion last year.

Word	Definition	Example
<b>manager</b>	the person who leads a team	My manager is very supportive.
<b>colleague</b>	a person you work with	I had lunch with a colleague.
<b>responsibility</b>	a task you must do in your job	Managing emails is my responsibility.
<b>deadline</b>	the date/time work must finish	The deadline is Friday.
<b>meeting</b>	a work discussion with others	We have a meeting at 10 a.m.
<b>task</b>	a piece of work you need to do	I completed the task quickly.
<b>feedback</b>	advice or comments about your work	My boss gave me positive feedback.
<b>opportunity</b>	a chance to grow or succeed	This job is a great opportunity.
<b>workplace</b>	the place where you work	Our workplace is very modern.

### **Vocabulary Task:**

**Fill in the blanks with the correct word from the list.**

promotion                      • manager                      • colleague                      • responsibility                      • deadline  
    • meeting                      • task                      • feedback                      • opportunity                      • workplace

1. She was happy when she got a \_\_\_\_\_ after two years in the company.
2. My \_\_\_\_\_ gave me advice on how to improve my report.
3. I have an important \_\_\_\_\_ with my team this afternoon.
4. Finishing projects on time before the \_\_\_\_\_ is very important.
5. This new project is a great \_\_\_\_\_ to learn new skills.
6. My \_\_\_\_\_ helped me understand the company culture.
7. It is your \_\_\_\_\_ to send the email to the client.
8. I received positive \_\_\_\_\_ about my presentation.
9. Our \_\_\_\_\_ is modern and comfortable.
10. Please complete this \_\_\_\_\_ by the end of the day.

### **SPEAKING ACTIVITY: GETTING PROMOTED**

Duration: ~40 minutes

Skills: Speaking, workplace communication, expressing opinions, role play

Group size: 3–4 students

#### **Objectives:**

By the end of the lesson, students will be able to:

- Talk about promotions and career growth

- Describe skills and achievements
- Discuss workplace decisions
- Practice job-related role plays

### **Warm-Up Discussion**

Put students in groups and ask:

1. What does “getting promoted” mean?
2. Why do people want promotions?
3. What qualities should a promoted employee have?
4. Is promotion always positive?

### **Vocabulary Preparation:**

**promotion** – a move to a higher position or rank in a company  
She received a promotion after two years.

**salary raise** – an increase in the amount of money you earn  
He asked for a salary raise after completing the project successfully.

**responsibility** – a duty or task that you are required to manage  
With the new role comes more responsibility.

**position** – a specific job or role in an organization  
She applied for a senior position in the company.

**experience** – knowledge or skill gained through work or practice  
He has extensive experience in project management.

**skills** – abilities developed through training or practice  
Good communication skills are essential for this job.

**performance** – how well someone does their job  
Her performance has improved significantly this year.

**manager** – a person responsible for leading or controlling a team or organization  
The manager praised the team for their hard work.

**leadership** – the ability to guide or influence others  
Strong leadership is important in challenging situations.

**career** – the long-term professional path of a person  
She is planning her career in international business.

### **Scenario: “Company Promotion Meeting”**

Each group is a company management team. They must decide which employee should get promoted.

### **Step 1 — Assign Roles**

- General Manager
- HR Manager
- Department Manager
- Team Leader

### **Step 2 — Employee Profile Cards**

Give each group the same 3 candidates:

#### **Candidate A — Experienced Worker**

- 10 years in the company
- Very reliable
- Average communication skills
- Not very creative

#### **Candidate B — Young Talent**

- 2 years in the company
- Very creative and energetic
- Good tech skills
- Little management experience

#### **Candidate C — Team Player**

- 5 years in the company
- Excellent teamwork
- Popular with colleagues
- Sometimes misses deadlines

### **Step 3 — Discussion Task**

Groups must decide:

- Who gets promoted
- Reasons for their choice
- Risks of promoting them
- Training/support needed

### **Role Play Extension: Promotion Interview**

One student becomes the candidate.

Managers ask questions:

- Why do you deserve a promotion?
- What are your strengths?
- How will you lead a team?
- How do you handle stress?

### **Presentations: Promotion Decision**

Each group presents:

- Who they promoted
- Why they chose this person
- Why they rejected others

### **Example:**

“We promoted Candidate B because she is innovative and has leadership potential.”

### **Language Support:**

#### **Giving opinions**

- I believe...
- In my opinion,

#### **Comparing candidates**

- He is more experienced than...
- She is better at...

#### **Agreeing**

- I agree with you.
- That's true.

#### **Disagreeing politely**

- I'm not sure about that.
- I see your point, but...

#### **Justifying decisions**

- We chose him because...
- The main reason is...

# UNIT 11

## READING

After reading the text, match the subjects on the left with the information on the right by writing only the number in the blank.

### NATIONS STRUGGLE UNDER MOUNTAIN OF DEBT

Global government debt has hit an eye-watering \$71 trillion. Never before have so many countries owed so much.

"This is unprecedented territory," declares IMF Chief Economist Patricia Morton. Her latest analysis shows debt-to-GDP ratios breaking records across both developed and emerging economies. Japan tops the list at 264% of GDP, while Italy's debt burden has surged past 140%.

The pandemic changed everything. Emergency spending drove borrowing to astronomical levels - and now the bills are coming due. Rising interest rates mean governments are spending more than ever just servicing their debts. Last year alone, the UK government spent \$68 billion on interest payments - enough to build 200 hospitals.

But some economists see hope. "We're not in a 1980s-style debt crisis," argues Dr. Wei Chen from the World Bank. "Most major economies can still borrow at manageable rates. It's about smart management now, not panic."

Emerging markets face tougher challenges. Sri Lanka's recent default sent shockwaves through developing nations. With the US dollar strengthening, countries that borrowed heavily in foreign currencies are feeling intense pressure. Brazil's finance minister Marco Santos calls it "a perfect storm of rising rates and currency pressure."

China presents a unique puzzle. While official government debt appears moderate at 77% of GDP, hidden local government borrowing could push the real figure far higher. "Nobody knows the true scale of Chinese debt," admits former US Treasury adviser James Morton. "That's what keeps financial markets nervous."

Greece, meanwhile, has emerged as an unlikely success story. After its near-collapse in 2012, strict reforms and debt restructuring have steadied the ship. "We've learned the hard way that debt sustainability matters," says Greek Finance Minister Andreas Papadopoulos. Yet even Greece's debt still hovers at 160% of GDP.

Will this mountain of global debt trigger another financial crisis? The OECD urges calm but caution. "Today's debt levels are sustainable if growth continues," their latest report states. "But countries need clear plans to reduce borrowing over time." With geopolitical tensions rising and climate change demanding massive investment, that balance won't be easy to strike.

- |                            |   |
|----------------------------|---|
| 1. Japanese economy        | a. Legacy of global debt surge .....        |
| 2. Greek financial journey | b. Impact beyond its borders .....          |
| 3. Chinese financial data  | c. Cautious but not pessimistic .....       |
| 4. Sri Lankan default      | d. Growing cost of government borrowing ... |
| 5. Pandemic spending       | e. World's heaviest debt burden .....       |
| 6. Interest rate rises     | f. From crisis to partial recovery .....    |

7. World Bank's perspective

g. Causes market uncertainty .....

8. OECD's outlook

h. Manageability over panic .....

## WORD LIST

**mountain of debt:** a very large amount of money that a company or country owes.

Ex. The company was struggling under a mountain of debt after years of poor financial decisions.

**eye-watering:** so large or expensive that it is shocking or surprising.

Ex. The project required an eye-watering amount of investment that surprised many analysts.

**unprecedented:** something that has never happened before.

Ex. The economy faced unprecedented challenges during the global financial crisis.

**IMF (*International Monetary Fund*):** an international organization that provides financial support and advice to countries in economic trouble.

Ex. The government requested financial support from the IMF to stabilize the economy.

**GDP (*Gross Domestic Product*):** the total value of all goods and services produced in a country in one year.

Ex. Tourism plays a major role in the country's GDP.

**debt burden:** the pressure or difficulty caused by having to repay a large amount of debt.

Ex. Rising interest rates increased the country's debt burden significantly.

**to come due:** to reach the time when a payment must be made.

Ex. Several large loans will come due at the end of the year.

**to service debts:** to make regular payments on loans, including interest and principal.

Ex. The company borrowed money to service its debts and avoid default.

**default:** the failure to repay a loan or meet financial obligations.

Ex. Without emergency funding, the country risked default on its international loans.

**currency pressure:** economic or political forces that cause a country's currency to weaken.

Ex. Political uncertainty put heavy currency pressure on the national economy.

**to push the real figure:** to increase or adjust reported numbers to reflect what is believed to be the true amount.

Ex. Some critics argue that the government tried to push the real figure higher than official estimates.

**to steady the ship:** to regain control of a difficult situation and prevent further problems.

Ex. New economic reforms were introduced to steady the ship after months of instability.

**to be easy to strike:** to be vulnerable or easily affected, especially during a crisis.

Ex. Smaller companies tend to be easy to strike during economic downturns.

## SPEAKING (ROLE-PLAY) ACTIVITY: SAVING THE NATION'S FINANCES

### Objective

Participants will debate, negotiate, and decide which policies a country should adopt to reduce public debt while balancing economic growth, social stability, and political realities.

**Time:** 40 minutes

**Group Size:** 8–25 participants (scales well)

**Scenario:** The country of **Novaria** is facing a serious debt problem.

**Background facts (given to all participants):**

- Public debt = 95% of GDP and rising
- Budget deficit = 6% of GDP
- Economic growth is slow (1%)
- Unemployment is moderate but rising
- Elections are in 18 months
- International investors are watching closely

The government must agree on a **5-year debt-reduction strategy** or risk a loss of investor confidence and higher borrowing costs.

**Vocabulary Preparation:**

**debt** – money that a country, person, or organization owes

- *Novaria's public debt is 95% of GDP.*

**budget** – a plan for how money will be spent and received

- *The government prepared a new budget to reduce the deficit.*

**deficit** – when expenses are higher than income

- *The country has a budget deficit of 6% of GDP.*

**GDP (Gross Domestic Product)** – the total value of goods and services produced in a country

- *Economic growth is measured by GDP.*

**unemployment** – the number of people without a job

- *Unemployment is rising in Novaria.*

**election** – the process of voting to choose leaders

- *The next elections are in 18 months.*

**investor** – a person or organization that puts money into a business or country

- *International investors are watching Novaria closely.*

**interest rate** – the cost of borrowing money

- *Rising interest rates make debt more expensive.*

**inflation** – when prices increase and money loses value

- *The central bank worries about high inflation.*

**austerity** – policies to reduce government spending

- *Some ministers suggest austerity to reduce debt.*

**social spending** – money the government spends on healthcare, pensions, and welfare

- *The Minister of Social Affairs defends social spending.*

**infrastructure** – basic facilities and systems like roads, electricity, and schools

- *Investing in infrastructure can help economic growth.*

**capital flight** – when investors take their money out of a country

- *The business leader warns about capital flight if policies are unstable.*

**negotiation** – discussion to reach an agreement

- *Participants will negotiate the 5-year debt strategy.*

**debate** – a discussion with opposing viewpoints

- *The Prime Minister will lead a debate on economic policy.*

## **Roles**

Assign one role per participant (or pairs for large groups).

### **1. Prime Minister (Facilitator)**

- Must lead discussions and reach a final policy decision
- Wants debt reduction *without* social unrest
- Faces political pressure from all sides

### **2. Finance Minister**

- Prioritizes deficit reduction and credibility
- Supports spending cuts, tax reform, and fiscal rules
- Concerned about rising interest costs

### **3. Central Bank Governor**

- Focuses on inflation, interest rates, and financial stability
- Cautious about using inflation to reduce debt
- Warns against policies that scare investors

### **4. Minister of Social Affairs**

- Defends healthcare, pensions, and welfare spending

- Warns against cuts that increase poverty or inequality
- Advocates gradual reform

### **5. Minister of Economy / Growth**

- Pushes for investment in infrastructure, education, and innovation
- Argues growth is the best way to lower debt-to-GDP
- Resists aggressive austerity

### **6. Opposition Leader**

- Criticizes government proposals
- Highlights political risks and voter reaction
- May support or block reforms strategically

### **7. Business Leader / Investor Representative**

- Wants stable taxes and predictable policy
- Threatens capital flight if confidence drops
- Supports structural reforms and transparency

### **8. Labor Union Leader / Citizen Representative**

- Defends jobs, wages, and public services
- Opposes cuts to pensions and public employment
- Can organize protests if ignored

## **Target Language**

### **1. Expressing Opinions**

- *I think we should...*
- *In my opinion, the best solution is...*

### **2. Agreeing / Disagreeing**

- *I agree with you because...*
- *I completely agree, but we must also consider...*
- *I see your point, but I disagree.*
- *I'm afraid I cannot agree with that approach.*

### **3. Giving Suggestions / Proposals**

- *I suggest ....*
- *We could ....*

- *One possible solution is to .....*
- *Perhaps we should .....*

#### **4. Asking for Clarification / Opinion**

- *Could you explain why that policy would work?*
- *What do you think about .....*?

#### **5. Negotiating / Compromising**

- *If we do X, can we also consider Y?*
- *I'm willing to support your plan if...*

#### **6. Warning / Highlighting Risks**

- *This approach could .....*
- *There is a risk of .....*
- *Raising taxes too much might .....*

#### **7. Summarizing / Concluding**

- *To summarize, we propose three key policies...*
- *In conclusion, .....*
- *Our final strategy should include .....*

## **UNIT 12**

### **LISTENING**

#### **Video Link:**

<https://www.youtube.com/watch?v=b3ucozSintk&list=PLnQTbe0lARuu-VMu5TI0MIykQU4Z7gbEL&index=9>

#### **Topic : Cybercrime in a business context**

Length : 4:33

#### **Potential Classroom Use:**

Teach students about cybercrime in business and make them aware of the importance of cyber security.

#### **Before you watch:**

1. What risks do companies face if they ignore cybercrime?
2. What information should companies protect first?
3. How can cyber attacks affect business reputation?
4. What devices should companies protect besides computers?

5. Is employee training important for cybersecurity? Why?

### **Comprehension Questions**

**Activity 1: You are going to watch an interview about cybercrime with Fraser Howard, from the Internet security firm Sophos. Before you watch, replace the words in bold in sentences 1–8 with the words from the list.**

*installs · tricks · browses · secure · steals · redirects · adapts · gets into*

1. We need to protect our home networks, mobile phones and tablets. \_\_\_\_\_
2. The hacker fools you into paying them money. \_\_\_\_\_
3. Malware infects your computer. \_\_\_\_\_
4. It happens when a user looks at the Web. \_\_\_\_\_
5. Without you knowing, the website sends your browser to another server. \_\_\_\_\_
6. To respond to the changes in cybercrime, Internet security continually changes its approach. \_\_\_\_\_
7. The site loads the malware onto your computer. \_\_\_\_\_
8. The hacker illegally takes the data in order to profit financially. \_\_\_\_\_

**Activity 2: Watch the interview with Fraser Howard. As you watch, number the scenes from the video A–E in the correct order 1–5.**

- A. An application called “Security Shield” \_\_\_\_
- B. A man on a bench using his mobile phone \_\_\_\_
- C. Maps showing where a computer virus came from \_\_\_\_
- D. Finger scrolling up and down on a tablet \_\_1\_\_
- E. Outside the company headquarters of Sophos \_\_\_\_

**Activity 3: Watch Part 1 of the video again. Match 1–3 to a–c to make sentences.**

1. Cybercrime \_\_\_\_
  2. Internet security \_\_\_\_
  3. Criminals \_\_\_\_
- a. are targeting users, targeting businesses, looking to steal data in order to profit financially from Internet attacks.
  - b. is basically the steps taken to protect yourself from online attacks.
  - c. is fundamentally crime but specifically using computers or the Internet to deliver the attack.

**Activity 4: Watch Part 2 of the video again. In this part Fraser gives an example of cybercrime. Number the stages A–F in the correct order 1–6.**

- A. They pay money for problems which don't exist. \_\_\_\_
- B. A person is browsing the Web. \_\_1\_\_
- C. They come across a page which has been hacked. \_\_\_\_
- D. 'Security Shield' is installed. \_\_\_\_
- E. It says they have lots of problems. \_\_\_\_
- F. They are redirected somewhere 'bad' and 'bad stuff' happens. \_\_\_\_

**Activity 5: Watch Part 3 of the video again. Write the four locations.**

1. Where is the person browsing?
2. Where is the server for the first site?
3. Where do the hackers redirect the browser to?
4. Which server does the browser go to in the end?

**Activity 6: Watch Part 4 of the video again. Which sentence summarizes Fraser's answer?**

- A. The criminals are more interested in your mobile phone.
- B. The criminals are trying to hack your network of devices.
- C. The criminals are trying to hack the Internet security companies.

**Vocabulary List**

Word	Short Definition	Example
cybercrime	crime done using computers or the internet	Cybercrime is increasing worldwide.
internet security	protection against online attacks	Internet security is important for businesses.
data theft	stealing digital information	The company suffered data theft last year.
malware	harmful software that damages systems	Malware can destroy files.
hacker	person who illegally accesses systems	A hacker tried to access our system.
infection (computer)	when malware enters a device	The infection spread across the network.
server	computer that stores websites/data	The website is hosted on a secure server.

Word	Short Definition	Example
<b>network</b>	connected computers/devices	Our office network is password protected.
<b>mobile device</b>	portable tech (phone, tablet)	Employees use mobile devices for work.
<b>security solution</b>	tool/system that protects data	We installed a new security solution.

### Vocabulary Task

Fill in the blanks with the correct word from the list.

cybercrime                      • internet security                      • data theft                      • malware  
    • hacker                                      • infection                              • server                              • network  
    • mobile device                              • security solution

1. Companies invest in \_\_\_\_\_ to protect their systems.
2. \_\_\_\_\_ is increasing as more business is done online.
3. A \_\_\_\_\_ may try to steal company information.
4. The virus caused an \_\_\_\_\_ on several computers.
5. The website is stored on a remote \_\_\_\_\_.
6. Businesses worry about \_\_\_\_\_ of customer information.
7. This software is a \_\_\_\_\_ designed to block attacks.
8. \_\_\_\_\_ can damage files and slow computers.
9. Employees must secure every \_\_\_\_\_ they use for work.
10. The company upgraded its IT \_\_\_\_\_ to improve protection.

### **SPEAKING ACTIVITY: CYBERCRIME IN BUSINESS**

**Duration:** ~40 minutes

**Skills:** Speaking, problem-solving, expressing opinions, teamwork

**Group size:** 3–4 students

**Objectives:**

By the end of this activity, students will be able to:

- Talk about cybercrime risks in business
- Describe problems and consequences

- Suggest security solutions
- Use business + technology vocabulary

### **Warm-Up Discussion:**

Put students in groups and ask

1. Why are businesses targets of cybercrime?
2. What information do companies store online?
3. Have you ever received a suspicious email or message?

**Teacher elicits ideas and writes key words on the board.**

### **Vocabulary Preparation:**

**hacker** – a person who gains unauthorized access to computer systems  
A hacker tried to access the company’s database.

**password** – a secret word or code used to enter a system  
You should change your password regularly.

**data** – information stored or processed by a computer  
The company protects customer data carefully.

**security** – protection against danger or unauthorized access  
Online security is very important for businesses.

**virus** – a harmful program that damages computers or data  
The virus deleted important files from the system.

**scam** – a dishonest scheme to trick people into giving money or information  
He lost money in an online scam.

**phishing** – an attempt to get personal information by pretending to be a trusted source  
She received a phishing email asking for her bank details.

**online payment** – a payment made through the internet  
Many customers prefer online payment methods.

**personal information** – private details about a person, such as address or ID number  
Never share your personal information with strangers online.

**firewall** – a system that protects a computer network from unauthorized access  
The company installed a firewall to improve network security.

**Scenario: “Emergency Company Meeting”**

Each group is a company team. Their business has a cybercrime problem. They must discuss what happened and decide what to do.

### **Step 1 — Assign Roles**

- CEO / Manager
- IT Security Manager
- Finance Manager
- Customer Service Manager

### **Step 2 — Cybercrime Problem Cards**

**Give each group ONE situation.**

#### **Situation 1 — Data Breach**

Hackers stole customer data:

- Names
- Emails
- Credit card information

#### **Discuss:**

- How serious is the problem?
- What should the company do now?
- Should customers be informed?

#### **Situation 2 — Phishing Attack**

Employees received fake emails:

- One employee clicked a link
- Company system is infected

#### **Discuss:**

- Who is responsible?
- How can damage be stopped?
- How can staff be trained?

#### **Situation 3 — Ransomware Attack**

Hackers locked company files.

They demand money to unlock them.

#### **Discuss:**

- Should the company pay?
- What are the risks?
- What are alternative solutions?

#### **Situation 4 — Online Payment Fraud**

Customers report:

- Payments taken twice
- Fake website copies your company site

#### **Discuss:**

- How to protect customers?
- How to fix company reputation?
- What security changes are needed?

#### **Group Task Instructions:**

Students must discuss and decide:

- What happened
- Causes of the cybercrime
- Immediate action
- Long-term prevention

They prepare a short crisis report.

#### **Presentations: Crisis Report:**

Each group presents (2 minutes each).

They explain:

- The cybercrime problem
- Company response
- Future prevention plan

#### **Example:**

“We had a phishing attack. We will train staff and improve email security.”

#### **Final Reflection Discussion:**

Ask the class:

- Which cybercrime is most dangerous?
- Can small businesses be targets?

- Is online business safe today?
- What is the best protection method?

### **Language Support:**

#### **Describing problems**

- We have a serious issue...
- Our system was attacked...

#### **Giving opinions**

- I think we should...
- In my view...

#### **Making suggestions**

- We need to improve...
- Let's invest in...

#### **Talking about consequences**

- This could cause...
- Customers may lose trust...