

UNIT 2 > Life cycle

Lesson 2.1 A circular economy



VIDEO

A 2.1.1 Match the sentence halves to make sentences that paraphrase information in the video. Underline the information in the videoscript on pages 145–146 of the coursebook which has been paraphrased.

- | | |
|--|--|
| 1 Thousands of electronic goods are | a the system plans for the materials used in products to move within, and be used by, a system rather than just being disposed of. |
| 2 Throwing away goods on a regular basis | b producing an increasing number of goods using inexpensive resources which are not expected to increase in price. |
| 3 In a circular economy, | c the goods we buy would always look like they do when we first bring them home. |
| 4 Some manufacturers are looking at | d disposed of every year, creating the largest flow of solid materials to landfills. |
| 5 Traditionally, companies have used a profitable business model that depends on | e keeping products within the system by using them again and making them available to customers. |
| 6 An alternative to extracting valuable elements from old products at recycling plants | f is to produce items that last much longer and do not need replacing. |
| 7 One solution would be to use plastics that fix themselves, meaning that | g a new philosophy of manufacturing can emerge and the environment can be helped through the extension of the product life cycle. |
| 8 By making use of previously unused materials for consumer-owned products, | h helps the economy because it encourages innovation, even if it is bad for the planet. |

Vocabulary

B Decide if these sentences are *true* (T) or *false* (F), referring to the words in bold. Correct the false sentences.

- 1 A **waste stream** occurs when products are reused or salvaged at a recycling plant.
- 2 In a **circular economy**, products feed back into the system.
- 3 When something is **salvaged** it is thrown away.
- 4 **Precious metals** are valuable.
- 5 When we **embrace** a new idea, we are eager to try it out.
- 6 When we do something **from the outset**, it means that we have to do it again.
- 7 A **modular** phone would have parts that can be easily replaced.
- 8 The throw-away economy doesn't usually **drive innovation**.

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Lesson 2.2 Product life cycles

Listening A  2.01, 2.02 Listen to the podcast again. Decide if these sentences are *true* (T) or *false* (F) according to the podcast. Correct the false sentences.

- 1 In the introduction stage of a product, companies work at increasing their market share.
- 2 The product earns the most amount of money during the growth stage.
- 3 In the growth stage new uses for a product need to be found.
- 4 There is more competition in the maturity phase as other companies enter the market.
- 5 In the final stage it may be possible to find a new use or a new market for the product.
- 6 Maja feels that most companies look after the planet even if it means reduced profits.
- 7 Maja feels a start has been made in the market for recyclable goods.
- 8 Klaus emphasises that he must make money for his business to survive.
- 9 Maja does not feel that the current product life cycle itself is sustainable.
- 10 Maja also feels that change needs to come soon.

Grammar B Complete the text with a suitable form of the verbs in the box.

affect by certify concern force incorporate look at reuse take tell

With the increased interest in the environment, manufacturers and their products
 1 _____ more carefully today. From the sourcing
 of materials to the end of the product life cycle, companies are now used to
 2 _____ by governments and NGOs which guidelines to
 follow. In order to 3 _____ products _____ as environmentally-
 friendly, businesses need to consider many aspects, including the sourcing of materials,
 manufacturing and the disposal of waste materials. Many different factors need
 4 _____ into account while extracting minerals from the
 earth. The Industrial Revolution brought about some of the most influential changes
 5 _____ into daily life at the turn of the 18th century. Since
 that time, our lives 6 _____ the production process. Many of
 the concepts we use today are not new; the ancient Greeks were among the first
 7 _____ with rubbish and what to do with it. Even earlier
 civilisations found that items such as tools needed 8 _____,
 as making them took both materials and time. Although today we may not enjoy
 9 _____ to separate our waste carefully and make frequent
 trips to recycling centres, it is certainly necessary if we want to save our planet for future
 generations.

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Lesson 2.3 Communication skills: Reformulating and clarifying

Useful language A Complete sentences a–g with the phrases in bold in sentences 1–7.

- 1 We need to reduce waste in all departments. How much uneaten food does the company canteen **chuck out**?
 - 2 Is it easy to clarify business communication without **dumbing it down** by simply stripping out the jargon.
 - 3 When everyone on the team is **on the same page**, morale is high and work gets done quickly and efficiently.
 - 4 The health and safety manual is written **in layman's terms** to ensure everyone understands it.
 - 5 When you're giving a presentation it's a good idea to surprise your audience with a **hook** that grabs their attention.
 - 6 My manager had asked a question, but I **got the wrong end of the stick** and said something silly in reply. It was very embarrassing.
 - 7 I knew she wasn't giving me her **undivided attention** during our discussion because she was typing something on her laptop.
-
- a Let's make sure we're both _____ before we go into the negotiation with the supplier.
 - b He must have _____. I asked for last week's sales figures and he sent me last month's.
 - c We shouldn't _____ this old computer equipment. Let's donate it to an NGO.
 - d I don't think you can give the meeting your _____ if you keep looking at your mobile.
 - e The title of an article is the main _____ to get readers' attention.
 - f She's good at making a complex technical issue simple for everyone to understand without _____.
 - g Can you explain to me _____ how this new software works?

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Lesson 2.4 Business skills: Effective meetings

Useful language **A** Match the meeting extracts (a–j) with the ten tips from the four-principle model in Exercise 3A on page 25 of the coursebook.

- a Can we start with a quick look at some customer feedback and then move on to solutions? ____
- b I don't want to dominate here so can I ask others to comment first? ____
- c In a nutshell, I don't see any other solutions. ____
- d I know this is complex so we'll take it nice and slow. ____
- e I think the key information is at the top of slide 11. ____
- f I want to give us time to discuss in detail as there are different views on this. ____
- g It's great to have everyone on the line today. ____
- h Let me throw the mic open to any comments people might have. ____
- i This is a situation which affects us all. ____
- j Just by way of background, I've prepared a slide to show how the situation was last year. ____

B Complete the extract of a short meeting about teambuilding with the signposting expressions (a–h) used by the facilitator.

- a You all have a copy of
- b going back to your concerns in the last meeting
- c But before we come to these
- d Can we come back to what we discussed earlier
- e Could we postpone that until
- f I think there are two key points here
- g So, if we can take a look at that
- h let's wrap it up here for today

Facilitator: ¹ ____? I really want to agree our plans for the team event.

Participant 1: Sounds good.

Participant 2: Sure.

Facilitator: I have a few ideas I want to outline. ² ____, I want to just repeat the goal of the exercise. What we need to do is get to know each other, of course, but also start to build more trust, which is really lacking in the team at the moment.

Participant 1: Yes, I agree. There isn't really trust inside the team at the moment.

Facilitator: ³ _____. Firstly, relationships, which we need to work on. And secondly, shared goals. I think we need time in the event to talk about our common purpose.

Participant 2: Yes, that's very important.

Facilitator: ⁴ _____ the slide deck I sent you this morning.
⁵ _____.

Participants: Yes.

Facilitator: Good. So, the deck lays out some statements about the team – why we exist, what we are trying to do, who does what and how we need to cooperate. What do you think?

Participant 2: I like it. Very clear.

Facilitator: Yes, and ⁶ _____, it makes very clear the roles and responsibilities.

Participant 2: Yes, lack of clarity was a major issue.

Participant 1: I like it. It looks good to go.

Facilitator: OK, then ⁷ _____. If we're in broad agreement, we can talk through the details next week.

Participant 1: What about the project budget?

Facilitator: ⁸ _____ next time? I need to run.

Participant 1: No problem.

Facilitator: Excellent. Great talking to you. Speak next week.

**UNIT 2** > **Life cycle****Lesson 2.5** Writing: Minutes of a meeting

Useful language **A** Look at the meeting notes and the phrases in brackets. Use them to write a grammatical sentence appropriate for full minutes.

EXAMPLE Sales forecast Aug +4% yoy. (year on year)

The sales forecast for August has risen by 4 percent year on year.

- 1 GW said v pleased with pos impact of new mktg strategy. (stated / he)

- 2 AH thanked sales team for hard work at S. trade fair. (Seoul)

- 3 Legal not happy about penalty clause bcos cd be \$\$\$ for us if production probs.
(department / has the potential / very expensive)

- 4 Still big quality issues re new elec motor currently under test. (in relation to)

- 5 Suggested reduce marketing spend on FB as target customers no longer use platform.
(Facebook)

- 6 Tell team members IT system down for routine maint. next weekend.
(please remind / will be)

- 7 HR dept has produced prelim job spec for position of Regional Sales Manager – send any
comments or sugg changes to HR Director by 4 Nov. (please)
