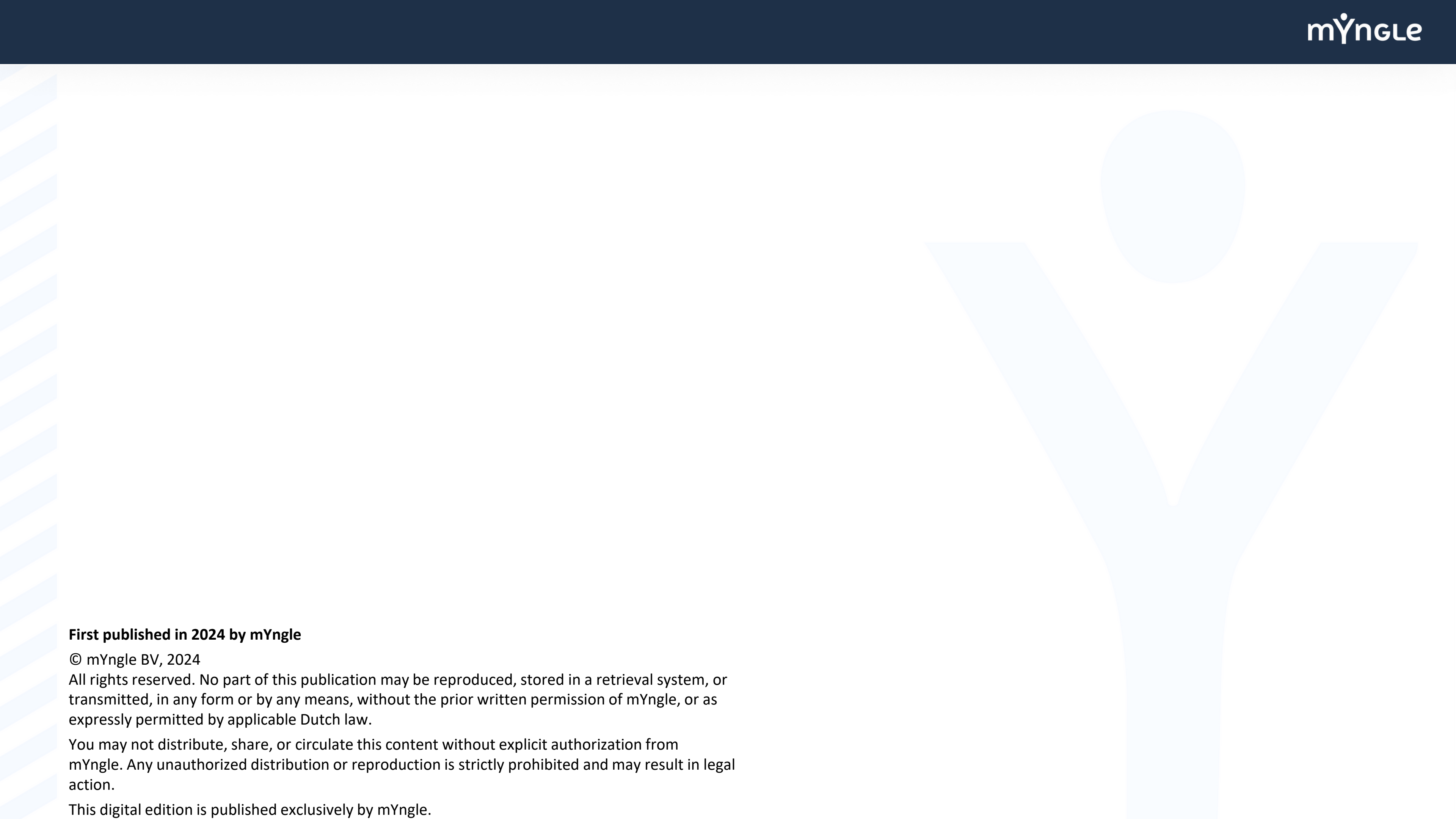


mYngle

Business Pre-Intermediate

Homework - Unit 15: Training



The background features a large, light blue stylized figure of a person with arms raised, set against a light yellow background. On the left side, there are several light blue diagonal stripes.

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1. Read the following text about Company Training Programs and then choose the correct answer for questions (1-7).

Company Training Programs

Company training programs are very important for employees. These programs help workers **develop skills** like communication, teamwork, and problem-solving. When employees join a training **program**, they can **gain knowledge** about their job and **improve their performance**. For example, if an employee wants to learn how to use a new computer program, a training session can help them **master that skill**. It makes them feel more confident in their work.

Training programs also help workers **build experience**. During the training, employees might **work on a project** that teaches them how to solve problems. This practice helps them understand their job better. The more they practice, the easier it becomes to handle work tasks. Workers can also **gain experience** by learning to do their daily tasks in a better way, which helps them **improve their skills** over time.

Managers often make a training **plan** that shows what employees will learn. This plan includes different activities to **develop a skill**, such as working in teams or talking with customers. It helps employees **work on their strengths**. For example, a manager might create a plan to help a sales team **improve relations** with clients. This way, employees know what to focus on during the training.

A good training program can also help employees **master a skill** that is important for the company. For example, learning how to use new software can save time and make work easier. In the end, training programs are useful because they help employees **gain skills**, **build knowledge**, and **improve their work**. When employees get better at their job, it is good for the company too. Everyone benefits from better skills and knowledge.

1. According to the text, what is one benefit of practicing tasks during training programs?
 - a. It helps employees become more confident in their work.
 - b. It makes employees work fewer hours.
 - c. It allows managers to create training plans.
2. Why might a manager create a training plan for their team?
 - a. To tell employees how to finish their work quickly.
 - b. To focus on activities that help employees work on their strengths.
 - c. To give employees more vacation days.
3. What is an example of a skill that employees can **master** through training programs, as mentioned in the text?
 - a. Improving computer software.
 - b. Learning how to solve problems.
 - c. Working on personal hobbies.
4. The text mentions that training programs help employees "improve their work." What does this mean in a business context?
 - a. Employees learn how to entertain clients.
 - b. Employees learn to perform their tasks better, which helps the company.
 - c. Employees get paid more for doing their job.
5. How can gaining experience in daily tasks benefit employees?
 - a. It makes work easier and allows them to handle tasks better over time.
 - b. It lets employees do the same task every day without changes.
 - c. It gives employees extra breaks during their workday.
6. If a sales team **improves relations** with clients, what effect might this have?
 - a. The clients might stop buying products.
 - b. The team might finish their work faster.
 - c. The clients might be happier and continue doing business with the company.
7. Why is it good for both employees and the company when workers **develop skills** through training?
 - a. Employees can take more time off work.
 - b. Employees become better at their job, which helps the company succeed.
 - c. It makes employees work alone more often.

2. Find words/phrases in the text that match these

1. To get better at something over time. _____.
2. To make a plan for learning or improvement. _____.
3. To learn or improve something by doing it many times. _____.
4. To become very good at something, often with practice. _____.
5. To work together in a group to learn or solve problems. _____.
6. To understand new information that helps you do your job better. _____.
7. To do better in your job or improve how you do things. _____.
8. To do an activity or task to practice and become better at it. _____.

3. Rewrite each sentence using the words in parentheses. The meaning of the sentence should stay the same.

1. The company's training program helps employees become better at their tasks. **(improve performance)**

_____.

2. During training, employees practice their skills by solving real problems. **(gain experience)**
- _____.
3. Managers make a training schedule to help workers focus on their strengths. **(work on)**
- _____.
4. Employees learn how to use new software during training sessions. **(master a skill)**
- _____.
5. The training program teaches staff how to communicate better with clients. **(improve relations)**
- _____.
6. Workers take part in training activities to learn new things about their job. **(gain knowledge)**
- _____.
7. The training program helps employees get better at teamwork. **(develop a skill)**
- _____.
8. Managers include different exercises in the training so that employees become more confident. **(build experience)**
- _____.
9. Learning to handle difficult tasks helps employees become experts in what they do. **(master a situation)**
- _____.

1. Read the following quotes and decide if the following statements (1-6) are True or False.

Learning Styles: A Conversation with Dr. Jane Rivers

Journalist: Dr. Rivers, thank you for joining us today. Could you explain how understanding learning styles can help employees?

Dr. Rivers: Absolutely. Understanding one's learning style can really help set goals and make it easier to achieve one's objectives. When employees know whether they learn best by seeing, listening, or doing, they can create a plan that works for them. It also motivates them to learn more effectively.

Journalist: That's interesting! What about people who feel **overwhelmed** when trying to learn new skills?

Dr. Rivers: It's common. Many people feel **anxious** or even **frustrated** when they face new challenges, especially if they haven't found their best learning style yet. I suggest they **take a step back** and assess what works for them. For example, visual learners might use diagrams, while hands-on learners might prefer practical exercises.

Journalist: How does this knowledge improve an employee's career?

Dr. Rivers: Understanding how you learn can definitely **improve one's promotion prospects**. Employers value workers who can adapt quickly. By mastering their learning styles, employees gain a **competitive edge**. Managers can also **give feedback** on how to use these styles to meet job requirements.

Journalist: What happens if someone has a learning experience that feels like a **nightmare**?

Dr. Rivers: It can be **awkward** and discouraging. But if they recognize their discomfort and adjust their learning method, they can turn things around. Learning styles are personal. What feels **alien** or confusing to one person might be easy for another.

Journalist: So, you recommend using learning styles to reduce stress?

Dr. Rivers: Exactly! Setting realistic goals, adjusting strategies, and understanding one's learning style can make the process more enjoyable and productive. This approach helps everyone stay motivated and ready for future challenges.

1. Understanding learning styles helps employees achieve their goals more effectively.
2. Dr. Rivers suggests that people feeling overwhelmed should work even harder without any changes.
3. Recognizing one's learning style can motivate employees to improve their performance.
4. The journalist believes that learning styles have no impact on promotion prospects.
5. Dr. Rivers says that some learning experiences can feel awkward or like a nightmare.
6. Giving feedback is not important in the learning process according to Dr. Rivers.

2. Find words/phrases in the text that match these definitions (1-9).

1. To encourage someone to put in more effort. _____
2. To make one's chances of getting a higher position in the company better. _____
3. To think about your progress and make changes if needed. _____
4. To complete what you set out to do. _____
5. To decide what you want to accomplish in the future. _____
6. To tell someone how they can improve or what they are doing well. _____

3. Choose the best phrase from the list to complete each sentence. Each phrase can be used only once.

- set goals
- achieve objectives
- motivate

- improve promotion prospects
- give feedback
- take a step back

1. To be successful in your career, it's important to _____ so you know what you are working towards.
2. When things feel overwhelming, sometimes it's necessary to _____ and evaluate the situation.
3. Positive comments and suggestions can help _____ employees to do their best work.
4. If you want to _____, it's essential to show your skills and willingness to learn.
5. Managers need to _____ to help employees understand what they can do to improve.
6. Creating a plan helps teams _____ more efficiently by providing a clear direction



Grammar – Modal verbs

We use the second conditional to talk about hypothetical situations, a present that is not real but we imagine.

1. Could

- **Use:** To talk about what is *possible* or *to make polite requests*.
- **Example (possibility):** "We **could** finish the project by Friday if we work together."
- **Example (polite request):** "**Could** you send me the report, please?"

2. Must

- **Use:** To talk about something that is *necessary* or a *strong obligation*.
- **Example:** "You **must** attend the meeting tomorrow."
- Think of "must" as something you *have to do* in a business context.

3. Should

- **Use:** To give *advice* or *suggestions*.
- **Example:** "You **should** reply to the client's email today."
- It's like saying, "It's a good idea to do this."

4. Mustn't

- **Use:** To talk about something that is *not allowed* or *prohibited*.
- **Example:** "You **mustn't** share confidential information with others."
- Think of it as something you *are not allowed* to do in a business setting.

5. Shouldn't

- **Use:** To give advice about *something that is not a good idea*.
- **Example:** "You **shouldn't** ignore customer complaints."
- It's like saying, "It's not a good idea to do this."

1. Choose the correct modal (could, must, should, mustn't, shouldn't) to complete each sentence.

1. You _____ send the invoice to the client today; it's very important. The client already complained.
2. We _____ finish the project by the end of the week to meet the deadline.
3. You _____ share your password with anyone in the office. It's against company policy.
4. If you are unsure about the document, you _____ ask your manager for help.
5. We _____ be late for the meeting. The client is very strict about time.
6. You _____ update your computer software regularly to avoid problems.
7. The new employee _____ work on this project since it's a good learning opportunity.
8. You _____ forget to back up your files before you leave the office.
9. We _____ discuss the new marketing plan at the meeting tomorrow.
10. Employees _____ leave their desks messy; it looks unprofessional.

2. Choose the best option (a, b, or c) to complete each sentence.

1. The printer is broken. You _____ try fixing it yourself, or you _____ call IT for help.
a. could / should
b. must / mustn't
c. should / shouldn't
2. You _____ send an email to confirm the meeting time with the client.
a. mustn't
b. shouldn't
c. should
3. Employees _____ leave their desks untidy at the end of the day.
a. must
b. mustn't
c. shouldn't
4. We _____ hire an intern to help with the extra work during the busy season.
a. should
b. mustn't
c. shouldn't
5. You _____ submit your expense reports by Friday to get reimbursed.
a. could
b. must
c. shouldn't
6. If you don't understand the task, you _____ ask your team leader for clarification.
a. must
b. could
c. shouldn't
7. You _____ speak loudly in the office. It's important to keep a quiet environment.
a. must
b. mustn't
c. shouldn't
8. To stay organized, you _____ make a to-do list at the start of each day.
a. could
b. should
c. mustn't

3. Rewrite each sentence using the word in bold so that it has a similar meaning.
Use could, must, should, shouldn't, or mustn't.

1. It's a **good idea** to contact the client before the meeting.
 - You _____ contact the client before the meeting.
2. It's **against** company rules to use personal devices during work hours.
 - You _____ use personal devices during work hours.
3. You **have the option** to take a break if you are feeling tired.
 - If you are feeling tired, you _____ take a break.
4. It's **necessary** to submit the report by the end of today.
 - You _____ submit the report by the end of today.
5. It's **not a good idea** to ignore customer complaints.
 - You _____ ignore customer complaints.
6. If you don't know how to use the new software, **kindly** ask for help.
 - You _____ ask for help if you don't know how to use the new software.
7. It's **possible** for us to reschedule the meeting for next week.
 - We _____ reschedule the meeting for next week.
8. Keeping a tidy workspace is a **necessary** part of office policy.
 - You _____ keep a tidy workspace as part of office policy.
9. It's **not allowed** to leave confidential documents on your desk.
 - You _____ leave confidential documents on your desk.
10. It's **not a good idea** to wait until the last minute to prepare for the presentation.
 - You _____ wait until the last minute to prepare for the presentation.

1. Read the following conversation and replace the phrases in italics for one of the expressions from the box below.

- Don't you think that
- It makes sense to
- It would be beneficial for us to
- Let's consider
- Let's face it
- Well, to be honest
- I'm sure you'll agree that
- I really think that

Conversation:

Manager: 1. *The truth is* our team's skills need an upgrade if we want to stay ahead of the competition.

Team Member: I understand that, but training programs take up time and cost a lot. How do we manage that?

Manager: 2. *To tell you the truth*, investing in our team's skills now will bring long-term benefits. If we don't invest in training, we might fall behind. 3. *We should take into account* how much more productive we could be with new skills.

Team Member: That makes sense. But do you think everyone will find the training useful?

Manager: Absolutely! 4. *In my opinion* each team member will benefit. 5. *I believe we can agree that* when our team is skilled, we handle projects more efficiently. 6. *It would be useful for us to* have a workforce that is ready for any challenge.

Team Member: You're right, but some team members might not be motivated to join the training. How do we address that?

Manager: That's a valid point. 7. *Wouldn't you agree that* offering rewards for completing the training could boost motivation? For example, we could provide certificates or recognition in our meetings.

Team Member: Yes, that might work. It could motivate more people to join and take it seriously.

Manager: Exactly. Also, 8. *it's reasonable to* train our team on new tools and techniques, especially since our competitors are doing the same. We should not fall behind.

Team Member: I agree. This training plan sounds helpful.

2. Number the sentences from 1 to 8 to form a logical conversation between a manager and a team member about a new training program.

Out-of-Order Dialogue:

- **A.** *I'm sure you'll agree that* improving our team's skills could lead to better project outcomes.
- **B.** *Let's face it,* we are falling behind our competitors because we haven't updated our team's skillset in a while.
- **C.** You're right. But how do we handle the costs and time for training?
- **D.** *Well, to be honest,* if we don't invest in training now, it will cost us even more in the future.
- **E.** *Don't you think that* spending time on training now will save us time in the long run?
- **F.** *Let's consider* how improving our skills can help us take on more complex projects in the future.
- **G.** Yes, I agree. In that case, *it would be beneficial for us to* start planning the training sessions soon.
- **H.** *I really think that* offering incentives for completing training could encourage everyone to participate.

3. Match each statement (1-6) with the best response (a-f), using the bold persuasive phrases as a guide.

Statements:

1. ***Don't you think that*** investing in team training will improve our overall productivity?
2. ***It makes sense to*** start the new training program next month when our workload is lighter.
3. ***It would be beneficial for us to*** review our current skills before starting new projects.
4. ***Let's consider*** the feedback from our clients before changing our strategy.
5. ***I'm sure you'll agree that*** developing new skills can give us a competitive advantage.
6. ***I really think that*** rewarding employees for completing training will motivate them.

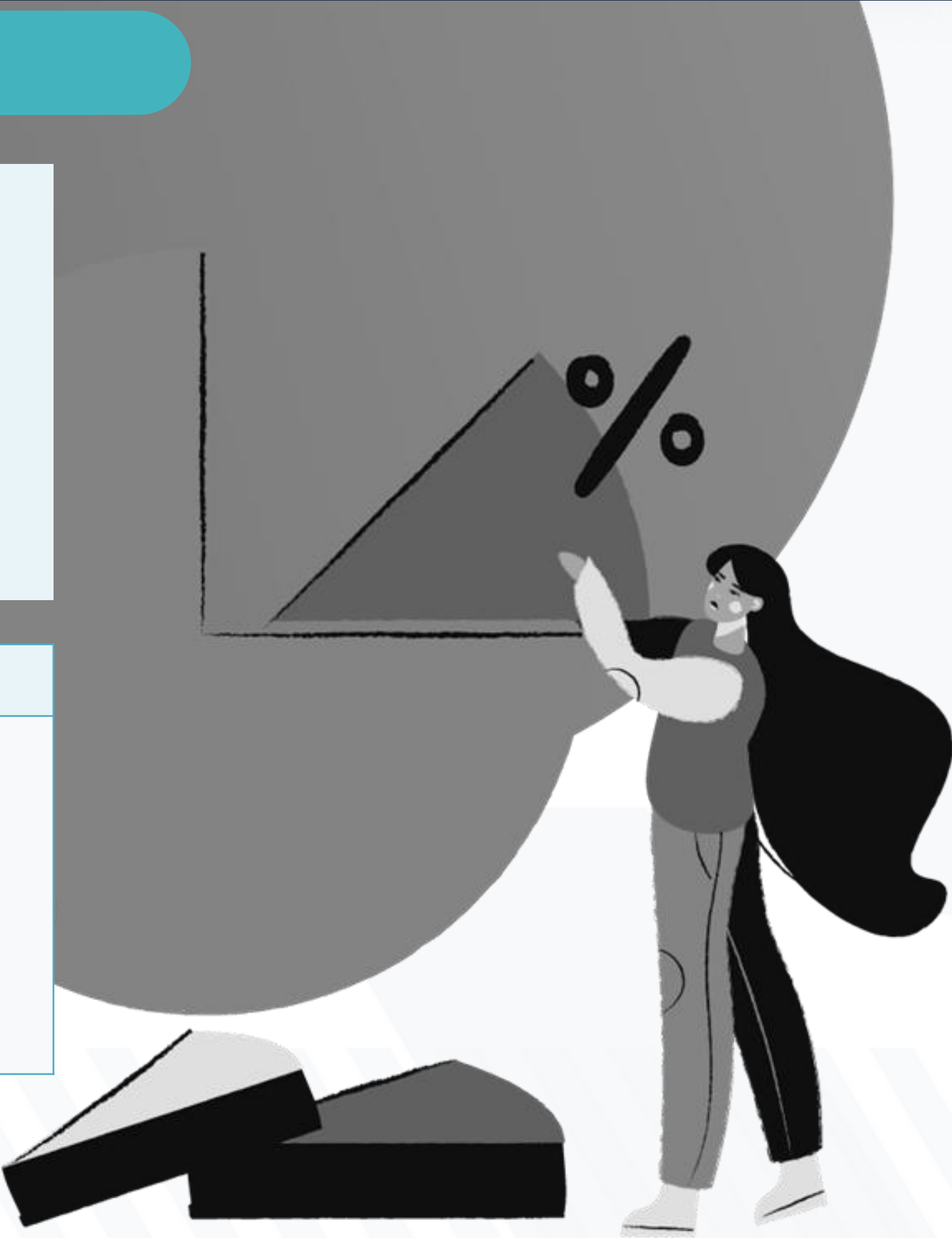
Responses:

- a. That might help us find areas where we can make things better.
- b. Starting the program at a quieter time could make it more effective.
- c. Understanding customer opinions is key to making better choices.
- d. Investing in our team's growth could definitely have a positive impact.
- e. Recognizing achievements might inspire more participation.
- f. Gaining new abilities can give us an edge over our competitors.

1. Put each of the phrases in the correct table.

- Would you like ...?
 - That sounds lovely, thank you.
 - Thanks. That's (very) good of you.
 - What a great idea, thank you.
 - Do you want me to ...?
 - Would you like me to ...?
 - No, thanks, but I'd love ...
 - Thank you for the invitation, but ...
 - Would you like to ...?
- Do you fancy (-ing) ...?
 - Yes, please.
 - Do you feel like ...?
 - Thanks for asking, but ...
 - That would be nice / great.
 - I'd love to, thanks.
 - Shall I ...?
 - That's very kind of you, but ...

Inviting / offering	Accepting	Declining



2. Read the dialogue below and fill in the blanks with the appropriate phrase from the list. Use each phrase only once.

- Would you like me to
- Do you fancy
- Shall I
- Would you like
- Do you want me to
- That sounds lovely, thank you
- Thanks, that's very good of you
- Thank you for the invitation, but

Manager: *Let's face it*, our team's skills need an upgrade if we want to stay ahead of the competition. 1. _____ to join the training session next Tuesday? It's about improving client communication.

Employee: 2. _____ I have an important meeting that day. Could I attend the next session instead?

Manager: Of course! By the way, 3. _____ help you prepare for your meeting? I know it's an important one.

Employee: 4. _____. I could use some extra support with the presentation.

Manager: Not a problem. 5. _____ a coffee break after our morning meeting to go over some details?

Employee: 6. _____. It will be nice to take a quick break and catch up.

Manager: Great! 7. _____ bring the project files to the break room for our discussion?

Employee: 8. _____ prepare an agenda for the meeting? That will help us start the review efficiently.

3. Read the dialogue below and fill in the blanks with the appropriate phrase from the list. Use each phrase only once.

1. **Manager:** The team meeting is starting soon. _____ bring you the updated agenda before it begins?
a. Would you like to
b. Shall I
c. Do you fancy
2. **Employee:** We are planning a team lunch next week. _____ join us at the new café downtown?
a. Would you like to
b. Do you want me to
c. Shall I
3. **Manager:** I'm about to call the client to confirm our meeting. _____ to sit in on the call and take notes?
a. Do you want me to
b. Do you feel like
c. Would you like
4. **Employee:** _____ going over the presentation slides with me later? I'd love your input.
a. Shall I
b. Do you fancy
c. Would you like
5. **Manager:** The budget report is ready. _____ review it now, or should we discuss it later?
a. Shall I
b. Would you like to
c. Do you fancy
6. **Employee:** I'm writing a follow-up email to our clients. _____ review it before I send it out?
a. Would you like me to
b. Shall I
c. Would you like
7. **Manager:** We have a client dinner tomorrow night. _____ to join us for the event?
a. Would you like
b. Shall I
c. Do you want me to
8. **Employee:** _____ for the offer, but I won't be able to attend the meeting today.
a. Shall I
b. Would you like
c. Thank you



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Business Pre-Intermediate

Unit 15: Training

Homework – Answer Key

Exercise 1

1. a. It helps employees become more confident in their work.
2. b. To focus on activities that help employees work on their strengths.
3. b. Learning how to solve problems.
4. b. Employees learn to perform their tasks better, which helps the company.
5. a. It makes work easier and allows them to handle tasks better over time.
6. c. The clients might be happier and continue doing business with the company.
7. b. Employees become better at their job, which helps the company succeed.

Exercise 2

1. To get better at something over time. – improve their performance
2. To make a plan for learning or improvement. – training plan
3. To learn or improve something by doing it many times. – gain experience
4. To become very good at something, often with practice. – master a skill
5. To work together in a group to learn or solve problems. – work on a project
6. To understand new information that helps you do your job better. – gain knowledge
7. To do better in your job or improve how you do things. – develop skills
8. To do an activity or task to practice and become better at it. – work on their strengths

Exercise 3

1. The company's training program helps employees **improve performance**.
2. During training, employees **gain experience** by solving real problems.
3. Managers make a training schedule to help workers **work on** their strengths.
4. Employees **master a skill** by learning how to use new software during training sessions.
5. The training program teaches staff how to **improve relations** with clients.
6. Workers take part in training activities to **gain knowledge** about their job.
7. The training program helps employees **develop a skill** in teamwork.
8. Managers include different exercises in the training to help employees **build experience**.
9. Learning to handle difficult tasks helps employees **master a situation**.

Exercise 1

1. *True – Dr. Rivers explains that knowing your learning style helps to set goals and motivates employees to achieve their objectives.*
2. *False – Dr. Rivers suggests that people should "take a step back" and assess what works best for them instead of pushing forward without changing their approach.*
3. *True – The dialogue mentions that when employees understand their learning styles, it can motivate them to learn more effectively and improve their skills.*
4. *False – The dialogue does not state this. In fact, Dr. Rivers explains that understanding one's learning style can improve promotion prospects by helping employees adapt quickly and perform better at work.*
5. *True – Dr. Rivers mentions that learning experiences can sometimes feel awkward and discouraging, like a nightmare, especially when using an ineffective learning style.*
6. *False – Dr. Rivers highlights the importance of feedback in helping employees use their learning styles to meet job requirements, indicating that giving feedback is indeed an important part of the process.*

Exercise 2

1. motivate
2. improve promotion prospects
3. take a step back
4. achieve objectives
5. set goals
6. give feedback

Exercise 3

1. set goals
2. take a step back
3. motivate
4. improve promotion prospects
5. give feedback
6. achieve objectives

Exercise 1

1. must
2. must
3. mustn't
4. should
5. mustn't

1. should
2. could
3. mustn't
4. should
5. shouldn't

Exercise 2

1. a. could / should
2. c. should
3. c. shouldn't
4. a. should
5. b. must
6. b. could
7. c. shouldn't
8. b. should

Exercise 3

1. should
2. mustn't
3. could
4. must
5. shouldn't
6. should
7. could
8. must
9. mustn't
10. shouldn't

Exercise 1

1. Let's face it
2. well, to be honest
3. Let's consider
4. I really think that
5. I'm sure you'll agree that
6. It would be beneficial for us to...
7. Don't you think that...
8. It makes sense to...

Exercise 2

1. **B** (*Let's face it...*)
2. **C** (*You're right...*)
3. **D** (*Well, to be honest...*)
4. **A** (*I'm sure you'll agree that...*)
5. **E** (*Don't you think that...*)
6. **F** (*Let's consider...*)
7. **H** (*I really think that...*)
8. **G** (*Yes, I agree. It would be beneficial for us to...*)

Exercise 3

1. d
2. b
3. a
4. c
5. f
6. e

Exercise 1

Inviting / offering	Accepting	Declining
• <i>Would you like ...?</i> • <i>Would you like to ...?</i> • <i>Do you fancy (-ing) ...?</i> • <i>Do you feel like ...?</i> • <i>Do you want me to ...?</i> • <i>Would you like me to ...?</i> • <i>Shall I ... ?</i>	• <i>Yes, please.</i> • <i>Thanks. That's (very) good of you.</i> • <i>That would be nice / great.</i> • <i>I'd love to, thanks.</i> • <i>That sounds lovely, thank you.</i> • <i>What a great idea, thank you.</i>	• <i>Thank you for the invitation, but ...</i> • <i>Thanks for asking, but ...</i> • <i>No, thanks, but I'd love ...</i> • <i>That's very kind of you, but ...</i>

Exercise2

1. **Would you like** – Used to invite the employee to join the training session.
2. **Thank you for the invitation, but** – A polite way to decline the invitation.
3. **Would you like me to** – Offering help to prepare for the meeting.
4. **Thanks, that's very good of you** – An appropriate response when accepting the offer of help.
5. **Do you fancy** – Used to casually suggest taking a coffee break.
6. **That sounds lovely, thank you** – Accepting the coffee break invitation.
7. **Shall I** – Used to offer bringing the project files to the break room.
8. **Do you want me to** – The employee offers to prepare an agenda, fitting the context.

Exercise 3

1. **b. Shall I** – This phrase is used for offering help or making suggestions.
2. **a. Would you like to** – A polite way to invite someone.
3. **c. Would you like** – An appropriate phrase to ask if someone prefers to take action.
4. **b. Do you fancy** – A casual way to suggest or ask if someone feels like doing something.
5. **b. Would you like to** – A polite way to check if someone wants to do something now or later.
6. **a. Would you like me to** – Offering assistance in a polite and formal way.
7. **a. Would you like** – Used to invite someone to an event.
8. **c. Thank you** – The standard way to politely decline an offer or invitation.