Teacher's Resource Book

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C1

Business Partner

Contents

Overview

Business Partner is a flexible course designed for a variety of learners. It is suitable for students with mixed abilities, requirements and interests and for varied class sizes where the common requirement is to learn professional English language and develop key skills for the workplace.

When talking to learners, their reasons for studying business English almost always relate to their employability. Many tertiary students want to maximise their chances of finding a job in an international environment, while in-work professionals want to communicate more effectively in their workplace and improve their future career prospects. Other learners may simply need to study and pass a business English exam in order to complete their overall degree.

In all three cases, teachers need to be able to engage and motivate by providing learning materials which:

- are interesting and relevant to their life experiences.
- match their learning needs and priorities.
- are appropriate for the amount of study time available.

Business Partner has been designed to enable teachers to meet these needs without spending many hours researching their own materials. The content and structure of the course is based on three key concepts: **employability**, **flexibility** and **learner engagement**.

Course aims and key concepts

Employability

Balance between language and business skills training

In order to achieve their employability goals, learners need to improve their knowledge of English language as it is used in the workplace and also develop key skills for the international workplace. *Business Partner* provides this balance.

In addition to building their vocabulary and grammar and developing their writing skills, *Business Partner* trains students in Communication and Business skills. Language being only one aspect of successful communication, students also require an understanding of different business situations and an awareness of different communication styles, especially when working across cultures.

- 'Communication skills' (Lesson 3) provides the soft skills needed in order to work effectively with people whose personality and culture may be different from your own. This includes pitching your ideas, handling performance reviews and networking skills.
- 'Business skills' (Lesson 4) provides the practical skills needed in different business situations, such as taking part in meetings, presentations and negotiations.

Flexibility

The modular approach means that *Business Partner* can be adapted to suit a variety of teaching requirements, from extensive lessons to intensive short courses. In addition to the Coursebook, a wide variety of additional optional activities and resources are provided which can be used to focus on, and extend, material which is most useful to learners' needs.

Extra activities and extra grammar points

You can extend your lessons or focus in more depth on certain areas by using the large bank of extra activities in MyEnglishLab (clearly signposted for you throughout the Coursebook). These include extra vocabulary and grammar practice exercises for use in class, as well as activities which draw attention to useful language in reading texts.

T Teacher's resources: extra activities

These are PDFs in MyEnglishLab that you can download and print or display on-screen.

T Teacher's resources: alternative video and activities

Alternative videos with worksheets are available for some units and are clearly signposted. You can use these in the classroom as an alternative approach to the topic in Lesson 1, depending on your students' needs.

L The summary contains examples of how to order information in sentences. Go to MyEnglishLab for optional grammar work.

Business Partner offers a flexible approach to grammar depending on whether you want to devote a significant amount of time to a grammar topic, or focus on consolidation only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2.

In addition, the Writing section (Lesson 5) includes a link to an optional second grammar point in MyEnglishLab, where students can watch short video presentations of the grammar points and do interactive activities.

Teacher's Resource Bank: Photocopiables, Writing bank, Reading bank and Useful language bank

You can use these resources as and when needed with your classes:

- the Photocopiables further activate and practise vocabulary from Lesson 1 and grammar from Lesson 2.
- the Reading bank for each unit gives students more reading practice and can be also used for self-study. The activity types reflect those found in a range of business English exams.
- the Writing bank provides supplementary models of professional communication.
- the Useful language bank extends useful phrases for a range of business situations.

Learner engagement

Video content: We all use video more and more to communicate and to find out about the world and we have put video at the heart of *Business Partner*. There are two videos in every unit with comprehension and language activities:

- an authentic video package in Lesson 1, based on real-life video clips and interviews suitable for your learners' level of English.
- a dramatised communication skills training video in Lesson 3 which follows characters in an international team as they deal with different professional challenges.

Authentic content: Working with authentic content really helps to engage learners, and teachers can spend many hours searching for suitable material online. *Business Partner* has therefore been built around authentic videos and articles from leading media organisations such as the *Financial Times* and news channels. These offer a wealth of international business information as well as real examples of British, U.S. and non-native-speaker English.

Relevance for learners without work experience: Using business English teaching materials with learners who have little or no work experience can be particularly challenging. *Business Partner* has been carefully designed to work with these students as well as with in-work professionals. In the case of collaborative speaking tasks and roleplays, the situation used will either be:

- one that we can all relate to as customers and consumers; OR
- a choice of situations will be offered including a mix of professional and everyday situations.

Both will allow learners to practise the skill and language presented in the lesson, but in a context that is most relevant to them.

Business workshops: Learners have the opportunity to consolidate and activate the language and skills from the units in eight business workshops at the end of the book. These provide interesting and engaging scenarios where students simulate real-life professional situations such as roleplaying meetings, negotiations or presentations.

Approach to language and skills

Business Partner offers fully integrated skills, including the essential critical-thinking and higher-order thinking skills, which are built into the activities.

Vocabulary and video The main topic vocabulary set is presented and practised in Lesson 1 of each unit, building on vocabulary from the authentic video. Teachers are given lots of opportunities to use the vocabulary in discussions and group tasks, and to tailor the tasks to their classroom situations.

Useful language (such as techniques for engaging an audience, expressions for trust-building, phrases for workplace mediation) supports learners' capability to operate in real workplace situations in English. Two useful language sets are presented and practised in every unit, in Lessons 4 and 5. You will be able to teach the language in group speaking and writing tasks. There is a Useful language bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab so that they can quickly refer to useful language support when preparing for a business situation, such as a meeting, presentation or interview.

Listening and video The course offers a wide variety of listening activities (based on both video and audio recordings) to help students develop their comprehension skills and to hear target language in context. All of the video and audio material is available in MyEnglishLab and includes a range of British, U.S. and non-native-speaker English. Lessons 1 and 3 are based on video (as described above). In four of the eight units, Lesson 2 is based on audio. In all units, you also work with a significant number of audio recordings in Lesson 4 and the Business workshop.

Grammar The approach to grammar is flexible depending on whether you want to devote a significant amount of time to grammar or to focus on the consolidation of grammar only when you need to. There is one main grammar point in each unit, presented and practised in Lesson 2. There is a link from Lesson 5 to an optional second grammar point in MyEnglishLab – with short video presentations and interactive practice. Both grammar points are supported by the Grammar reference section at the back of the Coursebook (p.118). This provides a summary of meaning and form, with notes on usage or exceptions, and business English examples.

Reading *Business Partner* offers a wealth of authentic texts and articles from a variety of sources, particularly the *Financial Times*. Every unit has a main reading text with comprehension tasks. This appears either in Lesson 2 or in the Business workshop. There is a Reading bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which has a longer reading text for every unit with comprehension activities.

Speaking Collaborative speaking tasks appear in Lessons 1, 3, 4 and the Business workshop in every unit. These tasks encourage students to use the target language and, where relevant, the target skill of the lesson. There are lots of opportunities to personalise these tasks to suit your own classroom situation.

Writing *Business Partner* offers multiple opportunities to practise writing. Lesson 5 in every unit provides a model text and practice in a business writing skill. The course covers a wide range of genres such as reports, minutes, advertising copy, self-assessment, all for many different purposes. There are also short writing tasks in Lesson 2 which provide controlled practice of the target grammar. There is a Writing bank at the back of this Teacher's Resource Book which students can also find in MyEnglishLab and which provides models of different types of business writing and useful phrases appropriate to their level of English.

Spoken English The Spoken English section at the back of the Coursebook offers additional comprehension practice of spontaneous conversation including a variety of accents. Exercises also focus on specific aspects of spoken English, e.g. attentive listening, vague language and discourse markers.

Approach to Communication skills

A key aspect of *Business Partner* is the innovative video-based communication skills training programme.

The aims of the Communications skills lessons are to introduce students to the skills needed to interact successfully in international teams with people who may have different communication styles from them due to culture or personality. Those skills include pitching ideas, handling performance reviews and networking.

These lessons are based on videos that provide realistic examples of work situations. This is particularly important for pre-work learners who may not have direct experience of the particular situations they are about to see. In each lesson, students are given a work situation with a potential problem to analyse and then engage in a meeting to deal with the situation. They then reflect on their meeting and compare it to a possible solution to the problem in the video. This gives students the opportunity to engage in critical viewing of each video and gain awareness of the impact of different communication styles.

Approach to testing and assessment

Business Partner provides a balance of formative and summative assessment. Both types of assessment are important for teachers and learners and have different objectives. Regular review and on-going assessment allow students to evaluate their own progress and encourage them to persevere in their studies. Formal testing offers a more precise value on the progress made in their knowledge and proficiency.

Formative assessment: Each Coursebook lesson is framed by a clear lesson outcome which summarises the learning deliverable. The lesson ends with a self-assessment section which encourages students to reflect on their progress in relation to the lesson outcome and to think about future learning needs. More detailed self-assessment tasks and suggestions for further practice are available in MyEnglishLab. (See also the section on the Global Scale of English and the Learning Objectives for Professional English on page 6.)

The Coursebook also contains one review page per unit at the back of the book to recycle and revise the key vocabulary, grammar and functional language presented in the unit; these are structured to reflect the modularity of the course.

Summative assessment: Unit tests are provided and activities are clearly labelled to show which section of the unit they are testing to reflect the modular structure of the course. The tests are available in PDF and Word formats so that you can adapt them to suit your purposes. They are also available as interactive tests that you can allocate to your students if you wish to do so.

These Unit tests are based on task types from the major business English exams. There is also an additional LCCI writing task for professional English for every unit. This approach familiarises learners with the format of the exams and gives them practice in the skills needed to pass the exams.

MyEnglishLab also contains extra professional English practice activities. The content and level of the tasks match the Coursebook so they can also be used as additional revision material.

The Global Scale of English

The Global Scale of English (GSE) is a standardised, granular scale from 10 to 90 which measures English language proficiency. The GSE Learning Objectives for Professional English are aligned with the Common European Framework of Reference (CEFR). Unlike the CEFR, which describes proficiency in terms of broad levels, the Global Scale of English identifies what a learner can do at each point on a more granular scale – and within a CEFR level. The scale is designed to motivate learners by demonstrating incremental progress in their language ability. The Global Scale of English forms the backbone for Pearson English course material and assessment.

GSE	10	20	30	40	50	60	70	80	90
CEFR		<A1	A1	A2$^+$	B1$^+$		B2$^+$	C1	C2

Learn more about the Global Scale of English at english.com/gse

Business Partner has been written based on these Learning Objectives, which ensure appropriate scaffolding and measurable progress. Each Lesson outcome in each lesson in the Coursebook encapsulates a number of specific Learning Objectives which are listed in this Teacher's Resource Book in the Teacher's notes. These Learning Objectives are also listed in the self-assessment sheets available to students in MyEnglishLab. (See also Formative assessment above in Approach to testing and assessment.) The GSE Learning Objectives for the whole coursebook are listed in the GSE Mapping Booklets, which are available for download from https://www.pearson.com/english/catalogue/business-english/businesspartner/levels.html.

Course structure

Business Partner is an eight-level course based on the Global Scale of English (GSE) and representing the CEFR levels: A1, A2, A2+, B1, B1+, B2, B2+, C1.

	For the teacher	For the student
print		Coursebook with Digital Resources Workbook
blended	Teacher's Resource Book with MyEnglishLab	Coursebook with MyEnglishLab (=interactive workbook practice)
digital	Pearson English Portal	Coursebook ebook

Business Partner is a fully hybrid course with two digital dimensions that students and teachers can choose from. MyEnglishLab is the digital component that is integrated with the book content.

Access to MyEnglishLab is given through a code printed on the inside front cover of this book. As a teacher, you have access to both versions of MyEnglishLab and to additional content in the Teacher's Resource folder.

Depending on the version that students are using, they will have access to one of the following:
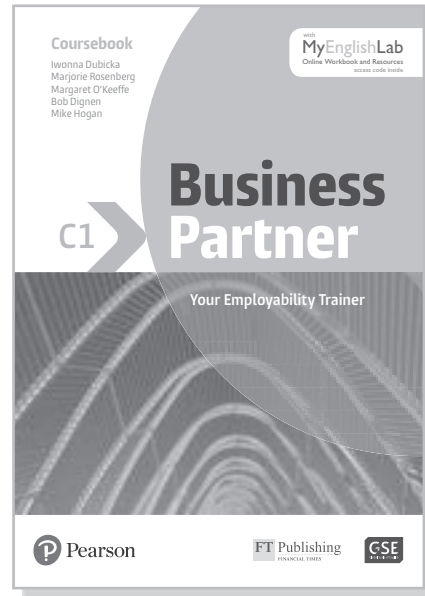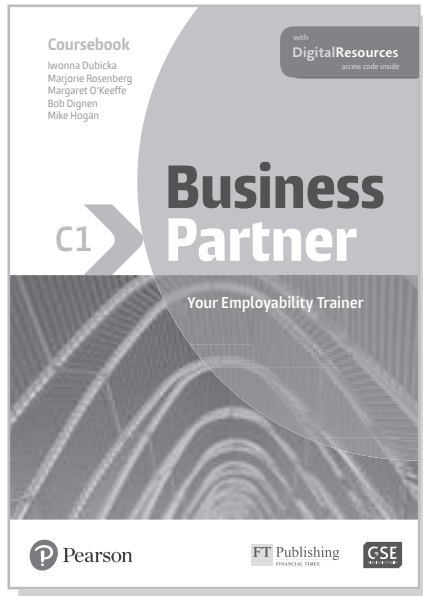
Digital Resources includes downloadable coursebook resources, all video clips, all audio files, Lesson 3 additional interactive video activities, Lesson 5 interactive grammar presentation and practice, Reading bank, Useful language bank, Writing bank, and My Self-assessment.

MyEnglishLab includes all of the **Digital Resources** plus the full functionality and content of the self-study interactive workbook with automatic gradebook. Teachers can also create a group or class in their own MyEnglishLab and assign workbook activities as homework.

Components for the learner
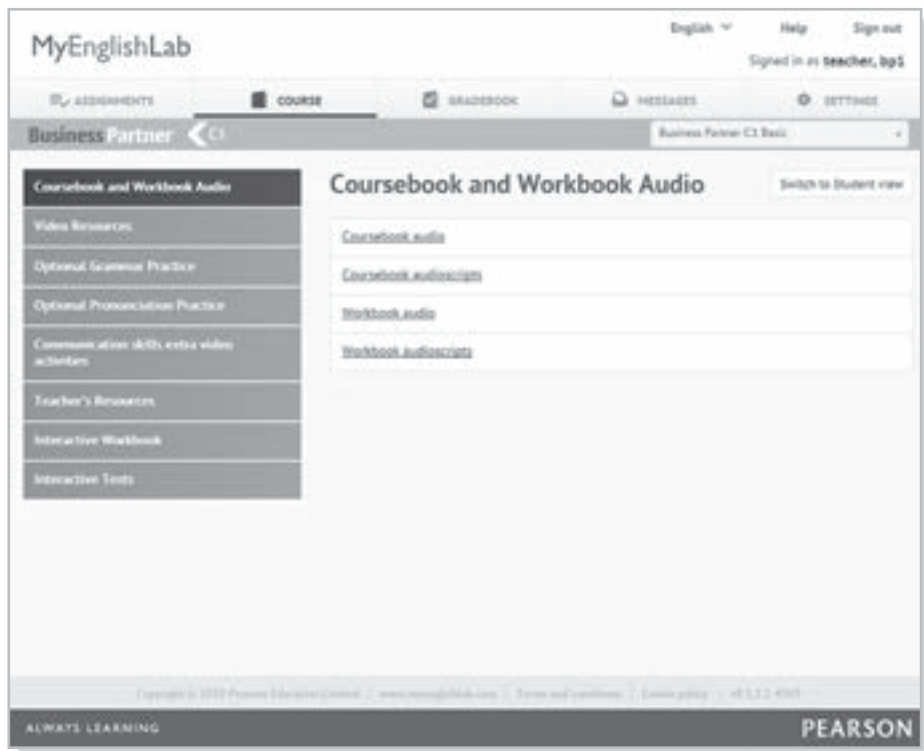
Coursebook
(with access code for MyEnglishLab)

- Eight units, each containing five lessons (see page 10 for unit overview)
- Eight Business workshop lessons relating to each of the eight units
- A one-page Review per unit to revise key language and grammar
- A Spoken English section focusing on colloquial spontaneous speech
- A Grammar reference with detailed explanations and examples
- Videoscripts and audioscripts
- A glossary of key business vocabulary from the book

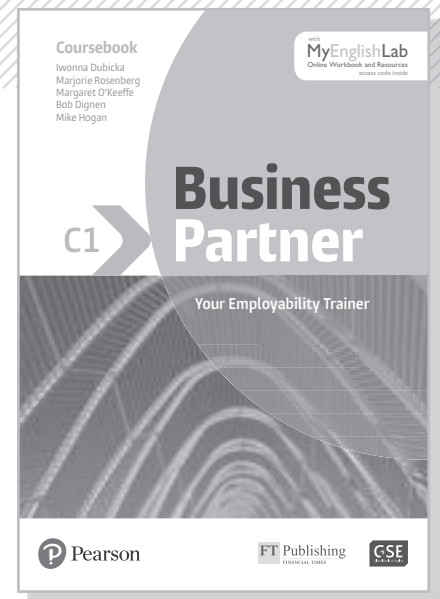Coursebook video and audio material is available on MyEnglishLab for all students, regardless of which edition of the Coursebook they are using.
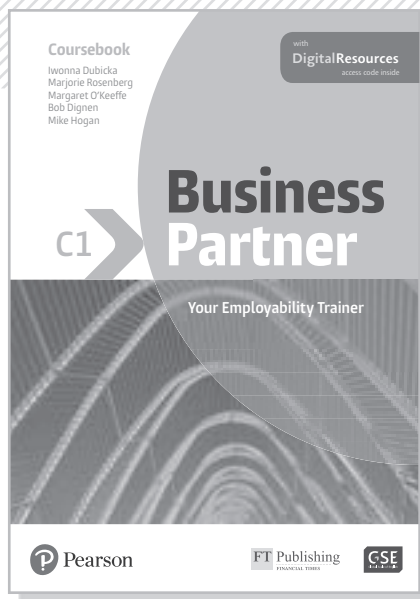
MyEnglishLab digital component
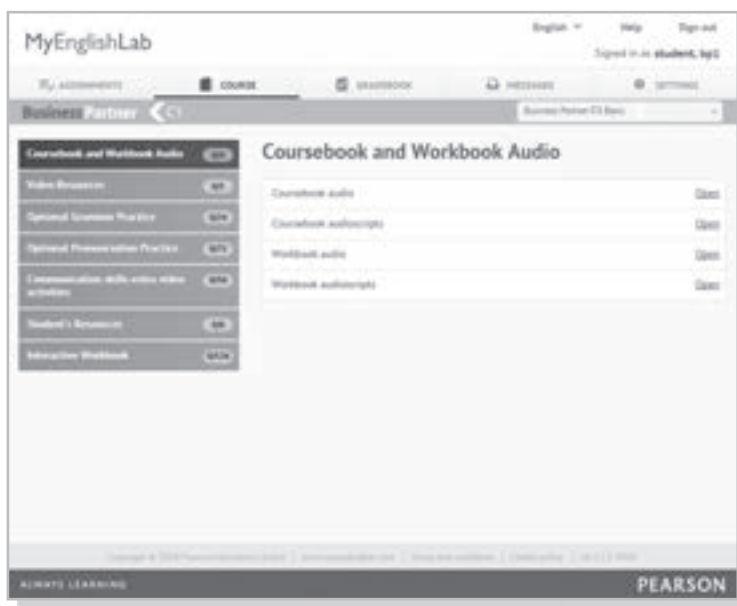
Accessed using the code printed on the inside cover of the Coursebook. Depending on the version of the course that you are using, learners will have access to one of the following options:

Digital resources powered by MyEnglishLab
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities
- Lesson 5 interactive grammar presentation and practice
- Reading bank
- Writing bank
- Useful language bank
- Extra professional English practice
- My Self-assessment
- Workbook audio files and scripts

Full content of MyEnglishLab
- All of the above
- Interactive self-study Workbook with automatic feedback and gradebook

Workbook

- Additional self-study practice activities, reflecting the structure of the Coursebook. Activities cover vocabulary, grammar, useful language, reading, listening and writing.
- Additional self-study practice activities for points presented in the Spoken English section
- Answer key
- Audioscripts

Workbook audio material is available on MyEnglishLab.

Teacher's Resource Book (with access code for MyEnglishLab)

- Teaching notes for every lesson including warm-ups, background /culture notes and answer keys
- Business brief for every unit with background information on the unit topic and explanations of key terminology; it gives teachers an insight into contemporary business practices even if they have not worked in these particular environments

- Photocopiable activities – two per unit with teaching notes and answer keys
- Reading bank – an extended reading text for every unit with comprehension activities (+ answer keys)
- Writing bank – models of different types of business writing with useful phrases
- Useful language bank – useful phrases for different business situations, e.g. presentations, meetings and negotiations

MyEnglishLab digital component

Accessed using the code printed on the inside cover of the Teacher's Resource Book.

Coursebook resources
- Video clips and scripts
- Audio files and scripts
- Extra Coursebook activities (PDFs)
- Lesson 3 extra interactive video activities for self-study
- Lesson 5 interactive grammar presentation and practice for self-study
- Extra professional English practice
- My Self-assessment: a document that students can use to record their progress and keep in their portfolio

Workbook resources
- Self-study interactive version of the Workbook with automatic feedback and gradebook
- Teachers can assign Workbook activities as homework
- Workbook audio files and audioscripts

Teacher's Book resources
- Alternative video (Units 1, 2, 3 and 6) and extra activities
- Photocopiable activities + teaching notes and answer keys
- Reading bank + answer keys
- Writing bank
- Functional language bank

Tests
- Unit tests (PDFs and Word), including exam task types
- Interactive Unit tests, with automatic gradebook
- Tests audio files
- Tests answer keys

Pearson English Portal

- Digital version of the Teacher's Resource Book
- Digital version of the Coursebook with classroom tools for use on an interactive whiteboard
- All resources (see page 17).
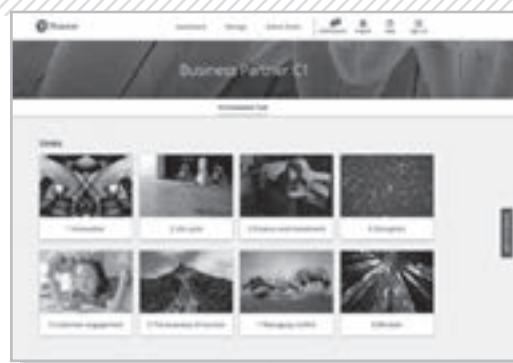
Unit overview page ❯

① ❯ A well-known or provocative quote related to the unit topic is provided as a talking point.
There are suggestions for how to use the quote in the Teacher's Resource Book notes for each unit.

② ❯ The unit overview summarises the contents of each lesson as well as the lesson outcomes.

③ ❯ There are also references to content at the back of the book, which supplements the main unit.

Innovation 1 ❯

① ❯ *'More value is created through innovation than through invention.'*
Hugh Molotsi, U.S. innovator, entrepreneur and author

② ❯ **Unit overview**

1.1 ❯	**An innovative approach** **Lesson outcome:** Learners can use vocabulary related to innovation.	**Video:** Innovation Director, Haiyan Zhang **Vocabulary:** Innovation **Project:** The impact of technology
1.2 ❯	**How innovators think** **Lesson outcome:** Learners can correctly use or omit articles where necessary.	**Reading:** Understanding what makes inventors tick **Grammar:** Articles: *a/an*, *the*, no article **Writing:** An intranet post on creativity
1.3 ❯	**Communication skills:** Pitching your ideas **Lesson outcome:** Learners can use persuasive techniques to effectively pitch their ideas.	**Preparation:** Pitching an idea for a magazine section **Roleplay:** A pitch **Video:** Pitching your ideas
1.4 ❯	**Business skills:** Engaging presentations **Lesson outcome:** Learners can use a range of strategies and expressions for making high-impact openings and conclusions to presentations.	**Listening:** Presentation by a senior sales director **Useful language:** Phrases for presenting **Task:** Opening and closing a presentation
1.5 ❯	**Writing:** Investment research **Lesson outcome:** Learners can write a research report that analyses a business opportunity, and can use topic sentences and cohesion to structure paragraphs.	**Model text:** Research report **Useful language:** Topic sentences and cohesion **Grammar:** Substitution of nouns and noun phrases **Task:** Write a research report based on a SWOT analysis

❯ 7 ❮

Lesson 1 ➤

The aims of this lesson are to:

- engage students with the unit topic through a video.
- present and practise topic business vocabulary, drawing from the video.
- activate the language students have learnt in a group project at the end of the lesson.

1.1 ➤ An innovative approach

(1) Lesson outcome   Learners can use vocabulary related to innovation.

(2) Lead-in   **1 Discuss these questions.**
1 Who is responsible for innovation in your organisation or an organisation you know?
2 What kind of technological innovations have you heard about recently?
3 What innovations could help people who are elderly, sick, disabled or disadvantaged?

(3) BBC VIDEO   **2** ▶ 1.1.1 **Watch the video featuring Haiyan Zhang, Innovation Director at Microsoft Research, and answer the questions.**
1 Where is Haiyan based in her current job?
2 What is her first top tip for getting a job in technology?
3 What does she recommend doing when you're not sure how to go faced with a new challenge?

3 Are these sentences *true* **(T) or** *false* **(F)? Watch the video again to check your answers.**
1 Haiyan gets her best ideas when she's hanging out with her work colleagues.
2 She's interested in innovations that make a difference in people's lives.
3 She's worked as a teacher, a software engineer and a consultant.
4 When she refers to her 'old XT', she means the video game she used to play as a child.
5 Project Fizzyo is a gadget that enables people with cystic fibrosis to control a TV using their breathing.
6 The Emma Watch has been designed to help a person with the symptoms of Parkinson's disease.
7 One of Haiyan's tips is to find people with similar interests who you can talk to and come up with ideas together.
8 Haiyan's ambition is for her and her team to help a million people in the world.
9 As a woman, Haiyan found it difficult to get into technology, but met people who helped her.
10 Her advice to women is, even if you're unsure what to say in a meeting, it's best to speak up.

(4) T Teacher's resources: extra activities

(5) T Teacher's resources: alternative video and extra activities

4 Work in pairs or small groups. Discuss these questions.
1 How did Haiyan overcome the problem of being one of only a few women studying computer science and breaking the glass ceiling?
2 How easy is it for women to get into technology in your country/region?

(6) Vocabulary   **Innovation**

5A Match the words and phrases in the box with the definitions.

code   gadget
high-tech   innovator
insight   prototype
researcher   unorthodox
well thought out

1 someone who introduces changes and new ideas
2 write computer programs
3 planned and organised carefully
4 a sudden, clear understanding of something or part of something, especially a complicated situation or idea
5 the first form of a new design, or a model used to test the design before production
6 a small, useful and cleverly designed machine or tool
7 different from what is usual or accepted by most people
8 someone who studies a subject in detail in order to discover new facts or test new ideas
9 using the most modern machines and methods in industry or business

B Look at the verbs and adjectives. Which one(s) collocate(s) with: *problem*, *solution*, **both** *problem* **and** *solution*?

address   digital   face   out of date   overcome   tackle   unorthodox   well thought out

C What word, derived from *innovation* **collocates with all the words in the box?**

approach   idea   product   solution   technology   thinking

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6 Match 1–9 with a–i to complete the phrasal and prepositional verbs related to innovation. Then answer the questions with a partner.
1 Can you think of a time when you **got**
2 When was the last time you **tried**
3 What kind of gadgets do some people like **tinkering**
4 What do you do when you're not sure how to **go**
5 What kind of software do you need to **read**
6 If you didn't copyright a great idea, what would happen once it **caught**
7 How did you first **get**
8 Can you think of a brilliant idea that you wouldn't have **dreamt**
9 What's the best way for innovators to **come**

a **up with** practical solutions to real life problems?
b **into** computers or computer games when you were a child?
c **on**? Has anyone ever copied one of your ideas?
d **about** trying to solve a problem? Who do you ask first for help?
e **up** in a million years, but wish you had?
f **with**? Electrical goods, phones, domestic appliances, etc.?
g **up on** at your place of work or study?
h **out** a prototype to see if an idea actually worked?
i **round** a tricky problem? How did you or your team solve it?

7 Choose the correct option in italics to complete the statements. Then discuss the statements with your partner.
1 If I *come up with / read up on* something challenging, I *get into it / catch on* more.
2 If senior management lead by example, it's more likely that *innovator / innovative* thinking will be present at every level of a company.
3 There's always a gap between an innovative *prototype / approach* and everyday business. People get frustrated if they can't deliver tangible results every day.
4 Their manufacturing methods are hopelessly *unorthodox / out of date*.
5 *Researchers / Innovations* are only as good as the problem they *tinker with / overcome*.

T Teacher's resources: extra activities

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(7)

PROJECT: The impact of technology

8A Work in pairs. How could you make an impact on these people's lives using innovative technology?

a child with a medical condition
people with mobility issues   the homeless
someone you know with a disability
an elderly person living alone

B Choose one of your ideas from Exercise 8A and discuss the questions to check if it is a genuine innovation.
- How is it innovative? Is it faster or better than existing products/services?
- Is it cheaper than existing products/services? Is it accessible to everyone?

C Share your innovation idea with the class, and explain how it will benefit your local community. As you listen to others, ask the questions.
- How will the innovation help a specific person or group in the community?
- Will other people be able to benefit from the innovation? How easy will it be to produce?

D As a class, rate the different innovations that you heard about.

(8) Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

➤ 8 ◀   ➤ 9 ◀

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(1) The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.

(2) Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.

(3) Lesson 1 is based on an authentic video of about 4 minutes with comprehension activities.

(4) **T** Teacher's resources: extra activities   Extra activities are clearly signposted. These are PDFs available in MyEnglishLab and Pearson English Portal to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.

(5) **T** Teacher's resources: alternative video and extra activities   In Units 1, 2, 3 and 6, there are Alternative videos and worksheets, which you can use as an alternative to the ones in the unit or in addition to them. The alternative videos and alternative video worksheets are available for download in MyEnglishLab and Pearson English Portal.

(6) The main unit vocabulary set is presented and practised in Lesson 1, building on vocabulary in the video. Extra activities for the video are available in MyEnglishLab and Pearson English Portal.

(7) The Project at the end of Lesson 1 is a collaborative group task with a strong emphasis on communication and fluency building. It can be done in class or in more depth in and out of class.

(8) Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

Lesson 2 › Reading or Listening

The aims of this lesson are to:

- provide students with meaningful reading or listening skills practice based on engaging, relevant and up-to-date content.
- present and practise the unit grammar point, drawing on examples from the reading text or audio recording.
- encourage students to activate the grammar point they have practised through communicative speaking or writing activities.

1.2 How innovators think

1 Lesson outcome Learners can correctly use or omit articles where necessary.

2 Lead-in 1 Work in small groups. Discuss these questions.
1 What is a 'Eureka!' moment? Can you think of examples from history?
3 2 When you need to be creative or think of a solution, what do you do?

Reading 2 Read the article and tick the ideas that are expressed in it.
1 There are two types of creative thinking: divergent thinking and cognitive flexibility, which help us to reorganise our ideas and make connections.
2 Creative people can be annoying at work, as they often need time to think over an idea.
3 According to Dr Carson, when we are creative, our cognitive filters relax temporarily and allow ideas that are in the back of our mind to come forward.
4 Gary Klein says that businesses should always encourage uncertainty and risk-taking at work.

FT

Understanding what makes inventors tick

4 Technology and industry are increasingly reliant on innovation and are eager to support creative individuals. This can be frustrating when the process of innovation goes against the grain of businesses that demand productivity and efficiency.

Two qualities that define creativity are divergent thinking — thinking beyond normal boundaries — and cognitive flexibility, the capacity to restructure ideas and see connections. While most of us look for conventional answers, people with these qualities risk going beyond what is familiar. Understanding their unique ways of thinking is essential to getting the best out of them. Science has found links between highly creative, healthy people and individuals with schizophrenia and bipolar disorder.

Dr Shelley Carson, a lecturer in psychology at Harvard University, says creativity and schizotypal personality features often go hand in hand because of cognitive disinhibition.

'They lack [cognitive] filters which the rest of us have for social appropriateness. Cognitive disinhibition is also likely at the heart of what we think of as the "aha!" experience. During moments of insight, cognitive filters relax momentarily and allow ideas that are on the brain's back burners to leap forward into conscious awareness.'

Her ideas are supported by research at the Karolinska Institute in Sweden, which has shown that the dopamine system in the brains of healthy, highly creative people is similar to that of people with schizophrenia.

Dopamine receptor genes are linked to divergent thinking, inherent in creativity and also associated with psychotic thoughts. Both groups have fewer D2-type dopamine receptors in the thalamus, the brain's filtering system. This enables a flow of information from the thalamus to the frontal lobes, where thoughts become constructive.

Dr Carson says novel ideas result from a combination of high IQ, a capacity to hold many ideas in mind, and cognitive flexibility.

Gary Klein, a psychologist, believes companies have much to learn in facilitating creativity. If businesses are to encourage innovation, they need to tolerate a degree of uncertainty. Managers should ask: 'What are we doing that's getting in the way of innovation?'

Strictly adhering to a plan restricts the creative process. Klein says: 'If you want to kill a creative idea, have an organisation that's very hierarchical. It only takes one person in the chain to kill an idea.'

Great minds: Michelangelo

3 Read the article again and choose the correct option.
1 It's important for employers to understand how creative individuals think in order to
a optimise their contribution in the workplace.
b turn their brilliant ideas into maximum profits.
2 Having a certain degree of cognitive disinhibition in social situations is common in
a highly creative types and individuals with certain mental disorders.
b people who are less able to block out extraneous information.
3 This cognitive disinhibition is probably key during a moment of insight, or when we
a fall over accidently and hit our head.
b suddenly have an innovative idea.

› 10 ‹

1.2 ›| How innovators think

4 Dopamine receptor genes are associated with creative thinking, but they are also linked to
a the brain having disturbing, psychotic thoughts.
b the frontal lobes of the brain, where our thoughts become useful.
5 Dr Carson says original ideas result from being highly intelligent, being able to
a keep different ideas in your head, and being mentally flexible.
b think of great ideas, and being aware of your thought processes.
6 Psychologist Gary Klein says managers should
a not get in the way of innovative people, but try to stick to company plans.
b encourage innovation by putting up with a certain level of uncertainty.

5 4 Work in pairs or small groups. Discuss these questions.
1 Give examples of when you have been at your most creative.
2 Why is it important for industry to support creative individuals?
3 Do you agree that the more hierarchical an organisation is, the less creative it is?

T Teacher's resources: extra activities

→ page 112 Spoken English **6**

7 Grammar Articles: *a/an*, *the*, no article

5 Look at the article in Exercise 2 again and find examples that match these rules.
1 We use *a/an* with singular countable nouns.
2 We use *a/an* when talking about people's jobs.
3 We don't use *a/an* with plural nouns or uncountable or abstract nouns.
4 We use *the* when we know which thing we are talking about because it is unique.
5 We use *the* when we have referred to something before.
6 We don't usually use articles before names of people, places and most countries.
7 We use *the* with superlative forms.

8 → page 116 See Grammar reference: Articles: *a/an*, *the*, no article

6 Look at each underlined noun in the article in Exercise 2. Are the words countable or uncountable or both?

7 Complete the follow-up to the article with *a/an*, *the* or no article (Ø).

¹_____ highly creative people both intrigue and irritate us. We admire ²_____ minds of people such as ³_____ Steve Jobs and Michelangelo, marvel at their achievements, but may get tired of their personalities, which can be egotistical and moody. ⁴_____ creative people can be enthused about ⁵_____ project, only to lose interest as their attention shifts elsewhere. They need time to think about ⁶_____ idea, which makes them appear to be doing very little. In their own time zone, they are often late or forget ⁷_____ meetings, to ⁸_____ annoyance of managers.

T Teacher's resources: extra activities

9 Writing 8A Your CEO recently attended a creativity and innovation course. She has written to you and other managers in your organisation. Read the extract from her email.

I would love to learn more about your creative abilities! Could you please share posts explaining what you understand to be creativity in the workplace and describing a time when you had to be creative?

B Write a response of 150–180 words as a post on the company's intranet. When you have finished, check your post for correct use of articles.

10 Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

› 11 ‹

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1 › The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.

2 › Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.

3 › Questions in the lesson provide an opportunity for personalisation.

4 › The reading text is an article from the *Financial Times*. The text focuses on a particular aspect of the unit topic which has an interesting angle and contains examples of the grammar point presented. It is followed by comprehension activities and grammar practice.

5 › **T** Teacher's resources: extra activities Extra activities are clearly signposted. These are PDFs available in MyEnglishLab and Pearson English Portal to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.

6 › The Spoken English section is signposted in the relevant lessons. There is one Spoken English section per unit at the back of the Coursebook, with more practice in the Workbook. This section focuses on spontaneous colloquial spoken English.

7 › There is one grammar point in each unit, presented in Lesson 2. In general a guided discovery (inductive) approach has been taken to the presentation of grammar. The grammar is presented with reference to the examples in the reading (or listening) text, followed by controlled practice.

8 › The Grammar reference section at the back of the book offers detailed explanation and examples of the grammar point covered in the unit.

9 › Discussion questions and communicative practice of vocabulary and grammar is provided in the final Speaking or Writing section of this lesson.

10 › Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

Lesson 3 ▶ Communication skills

The aims of this lesson are to:

- introduce students to the skills needed to interact successfully in international teams.
- encourage students to critically assess their communication style by comparing themselves to others and against a model in the video.
- give students the opportunity to practise longer and more complex speaking in realistic work scenarios.

1.3 ▶ COMMUNICATION SKILLS
Pitching your ideas

① Lesson outcome Learners can use persuasive techniques to effectively pitch their ideas.

② Lead-in 1A Read the definition and look at the photo. What is the person standing doing?

> **pitch** try to persuade someone to do business with you, buy something, etc.

B Do you ever have to pitch ideas to people where you work or study? Who to? What about?

C Read some persuasive techniques for pitching. In what other ways can a speaker be persuasive?
- use confident body language (e.g. posture, eye contact with audience, hand gestures, facial expressions)
- have a good speaking voice (e.g. sound enthusiastic, vary your pace)
- demonstrate knowledge/expertise

③ Preparation **Pitching an idea for a magazine section**

2 *Lifestyle* is an online magazine. Look at the profile of its readership. Would you fit the target audience?

THE *LIFESTYLE* READER

Gender ratio: 48% | 52%

Demographic profile: 78% ABC1*

Age range:
15–24	25–34	35–44	45–54	55–64	65+
10%	48%	26%	12%	3%	1%

Readers by generation / Readers' survey into areas of interest

ABC1 is a UK demographic classification referring to the middle classes.

12

3 Read the email from James Campbell, *Lifestyle*'s Editor-in-Chief, and one journalist's idea. Would it make a good section for the magazine? Why / Why not?

From: James Campbell
Subject: Ideas wanted

Can you all come to our next editorial meeting with ideas for a new section? Keep it brief! I'd like each pitch to be no more than two minutes. Please come with a short description of the concept. Say why this section should be in the magazine and why it will appeal to our target audience.

Idea for a regular section
- short, snappy product reviews of the latest cool gadgets and personal technology
- visually attractive, high-quality images of products
- vary the theme of the section, e.g. top gadgets for under £50, top gadgets for travel, etc.
- include a 'buy it' button and make a commission on sales.

④ Roleplay 4A Imagine you need to pitch the idea in Exercise 3 to James Campbell. Prepare a two-minute pitch. Include the points mentioned in James's email. Think of a title for your section.

B Work in pairs or small groups and take turns to make your pitch.

C In your pairs or groups, discuss these questions.
1 What did you struggle with most when making your pitch?   2 What did you do best?

⑤ VIDEO 5A ▶ 1.3.1 Watch Yvonne Williams, a *Lifestyle* magazine journalist, making her pitch at an editorial meeting. Answer the questions.
1 How effective was Yvonne's pitch?
2 Was Yvonne's body language confident? See the examples in Exercise 1C.
3 Did she have a good speaking voice? See the examples in Exercise 1C.
4 How did she make the editors feel part of the process?
5 What techniques would you use from this pitch? Why?

B How appropriate would Yvonne's approach be where you work or study?

⑥ 6 Match the words and phrases in bold from the video (1–7) with the definitions (a–g).
1 Short, snappy product reviews written in a fun, **upbeat** style …
2 … with an image or video of each product, all very visually **appealing**.
3 … or best **gizmos** for the home …
4 You know, something to win over the less **tech-savvy**.
5 We can ditch the **jargon** for straightforward, easy-to-understand language.
6 … the really great thing about this section is we can **monetise** it.
7 … these are **unbiased**, trustworthy reviews.

a attractive or interesting
b words and phrases used by people in the same profession that are difficult for other people to understand
c cheerful and making you feel that good things will happen
d make money from people who visit a website, for example by encouraging them to buy things
e fair, independent and not influenced by others
f having practical knowledge and ability about technology
g small pieces of equipment (synonym *gadgets*)

⑦ T ▶ Teacher's resources: extra activities

⑧ Reflection 7A Write your conclusions from this lesson in the table. Look again at Exercise 1C to help you if necessary.

	Pros	Cons
My approach to the pitch		
Approach used in the video		

B Compare your reflections in pairs or small groups.

⑨ Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

13

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① The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.

② Every lesson begins with a Lead-in activity to engage learners with the lesson topic.

③ In the Preparation section, students analyse information and prepare for a roleplay of a scenario where they have to use their soft skills.

④ In the Roleplay, students act out the scenario and reflect on their performance, before watching a video showing one possible way of communicating in a given situation.

⑤ Students watch the video and analyse how people behaved and communicated in the situation.

⑥ Each lesson includes a vocabulary activity, focusing on the words from the video.

⑦ **T ▶ Teacher's resources: extra activities** Extra activities are clearly signposted. These are PDFs available in MyEnglishLab and Pearson English Portal to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.

⑧ In the final Reflection section, students compare their approach to the problem in the Roleplay with the approach of the people in the video.

⑨ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

Lesson 4 ❯ Business skills

The aims of this lesson are to:

- give students exposure to a functional business skill or sub-skill based on a listening activity, encouraging them to notice successful techniques.
- present and practise relevant useful language drawing on examples from the listening.
- encourage students to activate the skill and language they have practised by collaborating on a group task.

1.4 ❯ BUSINESS SKILLS
Engaging presentations

① Lesson outcome — Learners can use a range of strategies and expressions for making high-impact openings and conclusions to presentations.

② Lead-in

1A What types of presentations have you delivered in the past? How easy did you find it to engage your audiences? Why was that?

B What can presenters do to make the information they communicate as engaging and memorable as possible?

2A Read the short article on the psychology of learning on page 124 and answer the questions.
1 What is the Primacy and Recency effect?
2 How can it be applied to different work environments?
3 How can understanding the effect help us to present in a more engaging way?

B The article suggests that presenters can learn a range of techniques to open and close presentations engagingly. Based on your experience, which techniques do you think are effective?

③ Listening

3 🔊 1.01 Listen to the opening of a presentation by a senior sales director of a multinational electronics retailer. He is presenting to his store directors at a management meeting.
1 What is unusual about the way the director begins his presentation?
2 What did customer feedback suggest the in-store staff should do? Why?
3 What is the purpose of the rest of the presentation?

4 🔊 1.02 Listen to the close of the presentation.
1 What action plan has been agreed? 2 What is the main measure of success?

5 With a partner, discuss what you personally liked and did not like about the opening and close of the presentation, and why. Overall, how effective do you think the presentation was?

④ Useful language

6A Complete the gaps in the table (1–10) with the recording extracts (a–j).
a Before I show you, what do you think it will be?
b So how will we build a new culture?
c Today, I want to do something a little bit different and begin my presentation with some feedback.
d I'm convinced that you can succeed in delivering store success.
e The issue is not about trying harder but more about thinking differently.
f It's really amazing feedback.
g We all want to build an amazing culture.
h We really have to transition the culture more to our customers' needs.
i Let me read out this customer feedback for you; it's great.
j Have a quick chat to the person next to you. I give you thirty seconds.

General techniques for engaging an audience	
Departing from convention	1 ___ Let me close by asking an unusual question. What was the main topic today?
Challenging assumptions	The problem is not the customer. The problem is us. 2 ___
Creating a sense of urgency	If we don't act quickly, we won't have any customers. 3 ___
Building rapport	I believe we share a common ambition. 4 ___
Awakening curiosity with questions	What's the most common customer complaint in business today? 5 ___
Getting the audience to talk to one another	Can you discuss these two questions with your neighbour for three minutes? 6 ___
Communicating optimism and confidence	There's little doubt in my mind that we will succeed. 7 ___
Quoting interesting data	Have a look at these statistics published last month in a leading magazine. 8 ___
Using rhetorical questions	So how do we find out what they need? 9 ___
Using powerful vocabulary	In fact, that's totally wrong. It's an incredible achievement. 10 ___

B In pairs, discuss these questions about the Useful language table.
1 Which general techniques do you think are effective and easy to use? Why?
2 What are the advantages and disadvantages of getting audience members to talk to one another during a presentation?
3 When can rhetorical questions be particularly effective?
4 In which contexts might more neutral language engage an audience more effectively than powerful vocabulary?

⑤ **T** ❯ Teacher's resources: extra activities

⑥ **❯ TASK**

7A Read the professional context on page 124.

B Work in pairs. Plan the opening (3 mins) and close (2 mins) of your presentation using the techniques and language in this lesson. Include the following information:

Opening
Your name and position in the company
The objective of the presentation
The content of the main presentation
The timing of the presentation

Close
A summary of the main objective
Opportunities for further information
Your contact details
Thanks

C When you are ready, practise your opening and close with your partner until you feel confident. Then form groups and present to others. When you have finished, give feedback on: the overall clarity and impact of the presentation, which techniques studied in the lesson were used and how effective the techniques were in engaging the audience with the key messages.

⑦ Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

❯ 14 ❮   ❯ 15

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① ❯ The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.

② ❯ Every lesson begins with a short Lead-in activity to engage learners with the lesson topic.

③ ❯ An original listening introduces a business skill, related key techniques and key useful language.

④ ❯ The Useful language section focuses on the functional language from the listening.

⑤ ❯ **T** ❯ Teacher's resources: extra activities   Extra activities are clearly signposted. These are PDFs available in MyEnglishLab and Pearson English Portal to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.

⑥ ❯ The final activity is a significant collaborative group task to practise the target business skill and provide an opportunity to use the functional language presented. A scenario or several scenario options are provided to help with mixed classes and often include an opportunity for personalisation.

⑦ ❯ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

Lesson 5 ❯ Writing

The aims of this lesson are to present and practise:

- a specific genre of business writing.
- relevant useful language.

1.5 ❯ WRITING
Investment research   ◀ ▪ ▪ ▪ ▪ ▫ ▶

① Lesson outcome — Learners can write a research report that analyses a business opportunity, and can use topic sentences and cohesion to structure paragraphs.

② Lead-in

1 Read the research report on page 136. Decide if these statements are *true* (T) or *false* (F).

1 The writer is a researcher for a venture capital company. The reader will be a senior manager who makes the investment decisions.

2 In the main part of the report, the structure is:
paragraph 4 – strengths;
paragraph 5 – weaknesses;
paragraph 6 – opportunities and threats.

3 The SWOT analysis is like a summary of the whole report.

2 Work in small groups. Write two follow-up questions you want to ask the academics or the web development company about the project discussed in the report.

③ Useful language

3 Discuss these questions, referring to the report on page 136 and the Useful language box.

1 **Vocabulary** Do you know the meaning of the items in the Vocabulary box?

2 **Topic sentences** Look at the first sentence in each of the seven paragraphs in the report. Is it always a topic sentence as defined in the box?

3 **Cohesion: linking words** In paragraphs 4–6 of the report, find:
a linking words used to make a list
b a linking phrase for contrast
c a conjunction that is a synonym for *although*

4 **Cohesion: avoiding and using repetition** In the report:
a Find repetition of nouns used earlier, because using the pronoun *they* could be confusing. (para 1)
b Find a synonym that avoids repeating a word already used twice. (para 1)
c What does the word *this* refer to? (para 2)
d What does the word *this* refer to? (para 3)
e What does the word *ones* refer to? (para 4)
f Find a noun used right at the beginning of the paragraph that is repeated later, just for clarity. It is not needed grammatically the second time. (para 4)
g Find a place where a verb is changed into a noun to avoid repetition. (para 5)
h What does the word *here* refer to? (para 6)

Vocabulary
barrier to entry   have a track record   hook somebody
leverage something   risk/reward   scalable
showcase a concept   UX (= user experience)

Topic sentences
Most paragraphs begin with a topic sentence that introduces and summarises one main idea. Other sentences provide more detail. However, some paragraphs have a different internal structure, for example a contrast between two ideas.

Cohesion: linking words
giving a supporting point: *in addition, furthermore*; cause: *because, due to*; result: *so, therefore*; contrast: *whereas, while, on the other hand*; concession: *but, however*; purpose: *so, so that, to, in order to*; time: *when, before, after, during*

Cohesion: avoiding repetition
Use a synonym: *figure/percentage, problem/issue, global/worldwide*
Use a pronoun to refer back: *it, they, this, these*
Use a determiner to avoid repeating a word or to omit words: *many, some, none, each, both, either, one*
Change a verb into a noun (or vice versa): *we discussed … / the discussion was …*

Cohesion: using repetition
Use the same noun again if it helps clarity.
A pronoun like *it* that refers back is potentially confusing if it can refer to two different things.

4 Read the report on page 136 again. Underline any vocabulary or phrases that you would find useful in writing a research report on a start-up company.

④ T ❯ Teacher's resources: extra activities

⑤ L ❯ The report contains examples of substitution of nouns and noun phrases. Go to MyEnglishLab for optional grammar work.

⑥ ❯ page 116 See Grammar reference: Substitution of nouns and noun phrases **⑦**

5A Work in pairs. Turn to page 136 and study the SWOT analysis and notes. Check that you understand everything. Can you add a few details of your own? ❯TASK

B You are the person in the venture capital company who prepared the SWOT analysis and notes. Write the full report in around 400 words.

C Exchange reports with your partner. Do they have a similar structure? Did you both include a good range of language from Exercise 3? Did your partner add any extra information?

⑧ Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

❯ 16 ◀

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① ❯ The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.

② ❯ Every lesson begins with a Lead-in in which students analyse a model text in the Additional material for writing at the back of the book.

③ ❯ The Useful language section focuses on the vocabulary and linguistic devices typically used in the genre.

④ ❯ **T** Teacher's resources: extra activities   Extra activities are clearly signposted. These are PDFs available in MyEnglishLab and Pearson English Portal to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.

⑤ ❯ **L** The blog post contains examples of the Past Perfect Continuous. Go to MyEnglishLab for optional grammar work.

There is an optional second grammar point signposted in every Lesson 5. Examples of the target language are included in the writing model and students can watch a video and do additional practice activities on MyEnglishLab.

⑥ ❯ The Grammar reference section includes explanations and further examples of the structures presented in the writing model.

⑦ ❯ The final activity is a Writing task, which elicits the useful language presented in the lesson.

⑧ ❯ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

Business workshops ⟩

The aims of this lesson are to:

- stimulate a real-life professional situation or challenge which is related to the theme of the unit.
- provide multiple opportunities for free, communicative practice of the language presented in the unit.

BUSINESS WORKSHOP 1 ⟩ **Innovative thinking**

① Lesson outcome — Learners can understand the importance of innovation, the consequences of failing to innovate and critically analyse different types of innovation.

② Background **1** Read the background and answer the questions with a partner.
1 What type of business is Attollus?
2 What reputation does the company have?
3 What problems are the company facing?
4 What are they doing to solve the problems?

BACKGROUND

Attollus has been producing passenger lifts for the past forty years and has been successfully challenging its big-player global competitors in niche markets, such as hospitals and airports. The company is known for its safety record, precision engineering and high quality of service and support.

The company launched a new lift model three years ago, and it has been doing very well. The company has been heavily focused on sales and increasing market share. However, this has led to a lack of focus on innovation. Company growth has slowed down this year, and both revenue and profits are falling.

In order to address these problems, the Head of Strategy is sending some of the team to an innovation conference so they can learn some techniques on how to approach innovation within the business and come back with some new ideas on how to take a more innovative approach to product design.

£££   x = new product models

revenue

6 years ago   3 years ago   now

Product innovation ③ **2** ◄)) BW 1.01 **Work in pairs. Think of some successful examples of innovation. What are the implications or consequences for businesses that don't innovate? Listen to the first part of a conference presentation and compare your ideas with what the speaker, Daniela Alegre, says.**

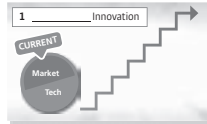**3** ◄)) BW 1.02 **Listen to the next part of the presentation and answer the questions.**
1 When companies bring out new models of existing products, which innovation type is this known as?
2 How did digital camera manufacturers innovate into the children's toy market?
3 How have online streaming services affected film and TV?
4 What is 'radical innovation'?

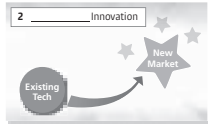**4A** Label the presentation slides with the words in the box. Compare your answers with a partner.
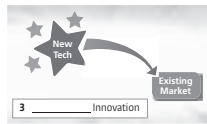
Disruptive   Incremental
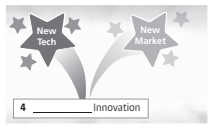Radical   Structural

1 _____ Innovation   CURRENT   Market Tech
2 _____ Innovation   Existing Tech   New Market
3 _____ Innovation   New Tech   Existing Market
4 _____ Innovation   New Tech   New Market

B Match the examples of innovation (a–d) with the types of innovation (1–4) in Exercise 4A.
a GPS tracker producers entered the wristwatch market by adding this technology to digital watches.
b Every three to four years, most car manufacturers release a new version of an existing model with some new features.
c Over the past twenty years, online retail has completely changed the way we shop, and with drone delivery options and next-day delivery, many high-street retailers have disappeared.
d A new company has made a technological breakthrough by creating environmentally friendly, reusable coffee cups from coffee grounds, and they've created a completely new market in the process.

④ T Teacher's resources: extra activities

5 ◄)) BW 1.03 **Listen to the team from Attollus discussing the presentation. Do they agree about the type of innovation the company needs? What do you think they should do?**

Ideas for innovation **6A** **Work in four groups. Read the information about an idea for the next big innovation at Attollus. Is it** *Incremental*, *Structural*, *Disruptive* **or** *Radical*? **What pros and cons can you see for the idea?**
Group A: Read the information below.
Group B: Read the information on page 124.
Group C: Read the information on page 134.
Group D: Read the information on page 132.

Group A

Develop face recognition software to recognise workers as they enter the building. They will receive an instant message on their mobile phone or at the company turnstile telling them which lift to go to, so they can get to their desired floor most efficiently. This new technology would better enable Attollus to address security concerns in hospitals and airports, while also putting pressure on competitors in our market.
Cost of development: approx. £500k
Timeline: ready to launch in six months
Business impact: It could increase revenue by 10% year-on-year over the following three years. It would also enable us to expand market share and boost our reputation for innovation.

T Teacher's resources: extra activities

B Review everything you know about Attollus and innovation types and prepare to present the idea you read about.

⑤ TASK Create a set of recommendations

7A **Work in different groups with at least one person from groups A–D in Exercise 6. You are the product design team at Attollus. Follow these steps.**
- Take it in turns to present the idea you read about.
- Listen carefully to your colleagues' presentations.
- Discuss the pros and cons of each of the four ideas.
- Decide which option you think the company should adopt, and agree on what the next best option is (i.e. a 'Plan B').
B As a team, explain your choice and reasoning to another group.

8 Write an email of 200–300 words to Nina, the Head of Strategy at Attollus. Explain your choice for the next innovation.

⑥ Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice!) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

⟩ 88 ⟨   ⟩ 89 ⟨

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① The lesson outcome defines a clear learning outcome for every lesson. Each lesson outcome encapsulates a number of specific Learning Objectives for Professional English which are listed in this Teacher's Resource Book in the Teaching notes.

② The workshop begins by providing some background information on the company and the situation or challenge the scenario focuses on.

③ In units where Lesson 2 contains a reading text, the Business workshop contains a significant listening section, as in Business workshop 1 here. Where Lesson 2 contains a listening, the Business workshop contains a reading text.

④ **T** ⟩ Teacher's resources: extra activities   Extra activities are clearly signposted. These are PDFs available in MyEnglishLab and Pearson English Portal to display on-screen or print. They can be used to extend a lesson or to focus in more depth on a particular section.

⑤ The final activity is a practical, collaborative task which addresses the challenge set out in the background section. It focuses on speaking, but usually also includes an element of writing.

⑥ Every lesson ends with a short Self-assessment section which encourages learners to think about the progress they have made in relation to the lesson outcome.

Extra material ⟫

Content	For the teacher Available on MyEnglishLab and Pearson English Portal	For the learner Available on MyEnglishLab	Notes
Extra Coursebook activities with answer key	✓	✗	
Photocopiables with teaching notes and answer keys	✓	✗	The Photocopiables further activate and practise vocabulary from Lesson 1 and grammar from Lesson 2.
Reading bank	✓	✓	The Reading bank for each unit gives students more reading practice and can be also used for self-study.
Writing bank	✓	✓	The Writing bank provides supplementary models of professional communication.
Useful language bank	✓	✓	The Useful language bank extends useful phrases for a range of business situations.
Lesson 3 interactive activities	✓	✓	Self-study interactive activities practising the functional language from Lesson 3 videos.
Lesson 5 optional grammar work	✓	✓	Self-study interactive activities practising the grammar points from Lesson 5.
Alternative Lesson 1 lessons	✓	✗	Available for Units 1, 2, 3 and 6.
Extra reading lessons	✓	✗	Available for Units 4, 5, 7 and 8.
Tests – in PDF format	✓	✗	Eight Unit tests consisting of a Language section (testing grammar, vocabulary, and functional language) and a Skills section (testing reading, listening, and writing) and eight LCCI for writing tests.
– in Word	✓	✗	
– interactive tasks	✓	✓	Tests tasks are only visible to students if assigned by the teacher.
Self-assessment	✓	✓	

1 ▶ Innovation

Unit overview

	CLASSWORK	FURTHER WORK
1.1 ▶ **An innovative approach**	**Lead-in** Students discuss innovation in business. **Video** Students watch a video of an Innovation Director talking about her job. **Vocabulary** Students look at vocabulary related to innovation. **Project** Students discuss the impact of innovative technology on a community.	**MyEnglishLab:** Teacher's resources: extra activities; Reading bank **Teacher's book:** Resource bank Photocopiable 1.1 p.142 **Workbook:** p.4
1.2 ▶ **How innovators think**	**Lead-in** Students talk about creativity. **Reading** Students read an article about creative thinking. **Grammar** Students study and practise the definite, indefinite and zero article. **Writing** Students practise using articles by writing an intranet post.	**MyEnglishLab:** Teacher's resources: extra activities **Grammar reference:** p.116 Articles: *a/an, the,* no article **Spoken English:** p.112 **Teacher's book:** Resource bank Photocopiable 1.2 p.143 **Workbook:** pp.5–7
1.3 ▶ **Communication skills:** Pitching your ideas	**Lead-in** Students are introduced to the concept of, and some persuasive techniques for, pitching. **Roleplay** Students make a business pitch. **Video** Students watch a video of a business pitch. **Reflection** Students reflect on the conclusions from the video and their own approach to the pitch.	**MyEnglishLab:** Teacher's resources: extra activities; Interactive video activities
1.4 ▶ **Business skills:** Engaging presentations	**Lead-in** Students talk about engaging presentations and read an article on the psychology of learning. **Listening** Students listen to the opening and close of a presentation. **Useful language** Students look at techniques and useful phrases for high-impact openings and conclusions to presentations. **Task** Students plan and deliver the opening and close of a presentation.	**MyEnglishLab:** Teacher's resources: extra activities; Useful language bank
1.5 ▶ **Writing:** Investment research	**Lead-in** Students read and discuss the main content and structure of a research report. **Useful language** Students look at useful vocabulary for research reports and how to use topic sentences and cohesion to structure paragraphs in a research report. **Task** Students write a research report.	**MyEnglishLab:** Teacher's resources: extra activities; Writing bank; Interactive grammar practice **Grammar reference:** p.116 Substitution of nouns and noun phrases **Workbook:** p.8
Business workshop 1 ▶ Innovative thinking	**Listening** Students listen to a presentation on product innovation. **Reading** Students read about and discuss different ideas for innovation within an organisation. **Task** Students discuss and decide on the best innovation idea for an organisation and write an email explaining their choice.	**MyEnglishLab:** Teacher's resources: extra activities

Business brief

The main aim of this unit is to introduce students to the subject of **innovation** and **creative thinking** and the importance of finding ways to foster creativity in business in order to improve and grow. Innovation is key to the development of more effective processes, products and ideas through identifying solutions that meet new needs, unarticulated needs, or perhaps meet existing market needs in different ways. Innovative employees help a company become more **responsive**, assisting it to **diversify** and increase productivity by creating and executing new processes which in turn may increase competitive advantage and provide meaningful differentiation. Creative thinkers act as a catalyst that can make a business grow and help it adapt successfully to the marketplace.

Companies need to innovate constantly to keep up with the competition. Organisations which proactively identify and act on opportunities for change in the volatile business environment will not only survive but also flourish, even in the toughest economic conditions. Using innovation as a technological and strategic tool enables companies to develop more effective ways to achieve their key outcomes. The companies that take the biggest risks and most frequently identify new opportunities are seen as true innovators and leaders by their customers and peers. Responding to external challenges, by developing human as well as technological resources to do things differently, helps businesses respond appropriately to industry disruptors to **transform** productivity and increase market share and profitability.

To facilitate creative thinking among their employees and encourage innovation, companies need to be able to tolerate some degree of uncertainty. The internal structure of the organisation is key to this process: excessively hierarchical companies generally don't have the flexibility to really foster innovation. The most innovative organisations have more fluid set-ups, allowing staff to interact and form and reform teams according to business needs. They reward their employees for thinking experimentally, even if proposed projects don't turn out as planned. They are open to risk and tolerant of ambiguity and know that failing can actually help avoid catastrophic errors. However, it's also important to remember that in business, creativity is never fostered for its own sake, but is always contextualised within a structure that monitors and manages the development of ideas to ensure they're firmly anchored in market requirements and address specific objectives.

Creative people seek novel solutions and new associations. Many of their ideas will never come to fruition, so creative thinkers need to become hardened to disappointment and failure. Understanding their unique ways of thinking is essential to getting the best out of them and giving them space for **blue-sky thinking** – essentially playing with new ideas – is key to successful innovation. The two main qualities that define creativity are **divergent thinking** – thinking outside normal boundaries – and **cognitive flexibility**, the capacity to restructure ideas and see connections between things. Allowing employees time to dream, hypothesise and tinker with ideas frees them up to **think outside the box**, and look at problems and situations from new angles. Similarly, allowing them to work flexibly, forming new teams or working across departments, lets them find like-minded people they can talk to and share interests with and encourages them to brainstorm ideas to create even better ones. Creating prototypes, whether or not these are likely to develop into finished products, also encourages them to try out ideas quickly and identify their pros and cons in the early stages to verify whether they're worth pursuing.

Creative thinking and your students

All students will probably have participated in some sort of brainstorming sessions to encourage blue-sky thinking during their studies. In-work students may also have participated in other simple team-based activities to generate new ideas, such as contributing to a think tank or making a mind map. Some may even have helped develop prototypes or test cases within their organisations. All students should be able to think of examples from their own personal experience of environments which have helped or hindered them in thinking more creatively. They'll also have some knowledge of people from the wider world of business who have been great innovators and creative thinkers in their fields, such as Steve Jobs or James Dyson.

Unit lead-in

Refer students to the unit title and check they understand the meaning of *innovation*. Then look at the quote with the class. Check understanding of *invention* and before discussing the quote, elicit or explain the main difference between *invention* and *innovation* in business: invention is the 'creation' of a new product, service or process for the first time. *Innovation* happens when someone improves, further develops or adds to something that has already been invented in order to make it more profitable, better-suited to a market, etc. In short, invention creates something new and original; innovation turns an existing invention into something which 'sells'. If there is time, let students discuss the quote in pairs or small groups first, then elicit a few ideas around the class.

1.1 ❯ An innovative approach

GSE learning objectives

- Can extract specific details from a TV programme on a work-related topic.
- Can follow a work-related discussion between fluent speakers.
- Can compare the advantages and disadvantages of possible approaches and solutions to an issue or problem.
- Can compare and evaluate different ideas using a range of linguistic devices.
- Can contribute to a group discussion using linguistically complex language.

Warm-up

Refer students to the lesson title, *An innovative approach* and elicit or give a brief definition of it: an approach (way of doing something) which is new, different and better than those that existed before. Ask the class what they would consider *innovative* in their place of work/study. Elicit a few ideas around the class, then move on to the Lead-in questions.

Lead-in

Students discuss innovation in business.

1 Discuss the questions as a class, helping students with any vocabulary they may need. For question 2, you may need to prompt students with ideas and/or teach some relevant vocabulary, e.g. *artificial intelligence*, *augmented reality*, *blockchain* (a system in which a record of transactions made in Bitcoin or another cryptocurrency is maintained across several computers that are linked in a peer-to-peer network), *computing*, *foldable screen*, *hologram*, *incubator* (an organisation which helps new businesses to develop by giving them office space, services and equipment and providing them with business and technical advice), *virtual reality* (*VR*), *headset*.

Video

Students watch a video of an Innovation Director talking about her job.

2 ▶ 1.1.1 Explain the activity and before students watch, elicit or explain what an Innovation Director does (their responsibilities focus mainly on the development of new products and services; they oversee the identification, development and production of new products and services for an organisation). Give students time to read the questions, then play the video and check answers with the class.

> **1** Cambridge, UK
> **2** play with technology (get into coding, tinker with electronics, get your hands dirty)
> **3** really understand the problems ('gain insight') and try out ideas early on ('create prototypes')

3 ▶ 1.1.1 Before students watch again, you may wish to provide definitions for the medical conditions mentioned in the video: *sight-impaired* (used to describe someone who cannot see well); *cystic fibrosis* (a serious medical condition, especially affecting children, in which breathing and digesting food is very difficult); *Parkinson*('s) (*disease*) (a serious illness in which your muscles become very weak and your arms and legs shake). Give students time to read the statements before they watch, then play the video. Alternatively, if you think students may remember some of the information from the first viewing, you could ask them to answer as many of the questions as they can before watching again, then play the video again for them to check/complete their answers. In stronger classes, you could also ask students to correct the false statements.

> **1** T
> **2** T
> **3** F (She was a programmer/software engineer and then became an innovation consultant.)
> **4** F (She is referring to the PC/computer she had.)
> **5** F (Project Fizzyo is a gadget that enables people with cystic fibrosis to control a video game.)
> **6** T
> **7** T
> **8** F (Haiyan says it doesn't matter whether she's helping one person or a million people.)
> **9** F (She found it challenging being one of a few women studying computer science but it was being passionate and demonstrating that passion that helped her, not people.)
> **10** T

4 Put students in pairs or small groups, explain the activity and check understanding of (*breaking the*) *glass ceiling*. Give them time to discuss the questions in their pairs/groups, then get feedback from the class.

Extra activities 1.1

A This activity provides students with extra listening practice. Explain the task and give students time to look at the gapped sentences and options before they watch. Play the video, twice if necessary, then check answers with the class.

> **1** b **2** a **3** b **4** a **5** c **6** c **7** a **8** b **9** a **10** c

B Explain the activity and give students time to read the extract before they watch the video again. Point out that they need to use between two and four words in each gap. Play the video, then check answers with the class writing (or inviting students to write) the answers on the board, so they can check their spelling.

> **1** three top tips **2** with electronics **3** hands dirty
> **4** can talk with **5** brainstorm together
> **6** bigger, better ideas **7** solve in your community
> **8** make a difference

Alternative video worksheet: Open innovation

1 Put students in pairs and give them 2–3 minutes to discuss the questions, then elicit ideas around the class. Alternatively, if time is short, discuss the questions as a class.

> **1–2** Students' own answers
> **3** Suggested answer: NASA is well-known for scientific discoveries and space exploration.

2 ▶ ALT1.1.1 Tell students that they are going to watch a video about innovations and go through the instructions with them. Give them time to read the statements, then play the first part of the video (0:00–1:38). Check answers with the class.

> **1** F (*Postmates is a U.S. company that delivers food using robots*.)
> **2** T
> **3** F (*The delivery robots use sensors and cameras to move along pavements and avoid obstacles*.)
> **4** T

3 ▶ ALT1.1.1 Explain the activity and give students time to read the sentences before they watch. Answer any vocabulary queries they may have, then play the rest of the video (1:39–5:08). If necessary, let students watch a second time to check/complete their answers before class feedback.

> **1** MG **2** JL **3** NH **4** SR **5** MP

4–6 These activities look at useful vocabulary from the video. Exercises 4 and 5 can be done with the whole class, checking answers and clarifying meanings as you go. For Exercise 6, ask students to work individually and get them to compare answers in pairs before checking with the class.

> **4 1** blue-sky thinking **2** innovation economy **3** open innovation **4** cutting-edge products **5** adjacent industry **6** consumer demand **7** research staff
> **5 1** d **2** e **3** a **4** g **5** h **6** b **7** c **8** f
> **6 1** innovation economy **2** blue-sky thinking **3** staying ahead **4** consumer demand **5** look beyond, tap into **6** rest on our laurels **7** blind to

7 Put students in pairs or small groups to discuss the questions, then broaden this into a class discussion. Encourage students to elaborate.

8 Depending on the time available, this writing task can be done in class or set as homework. If students write their proposals as homework, step C can be done in the next lesson. Explain the writing task and go through steps A and B with the class. Point out to students that using sub-headings will help them organise their proposal (and their ideas) clearly. In weaker classes, you could let students plan their proposal in pairs. Point out the word limit and set a time limit before students begin. For step C, prompt students with a few questions to think about while comparing their work: Did they have similar ideas? Did they use similar language? Are the proposals organised in a similar way, using (similar) sub-headings? What would they change in their own proposal after reading their partner's?

> **Model answer**
> **Proposal**
> <u>Background</u>
> We have only one gym at our university campus. The staff are friendly and the quality of the classes is excellent, but there are also negatives as the swimming pool and the changing rooms are very crowded at peak times. The fact that the gym offers a flat membership rate means peak times are always busy. I believe we need to review membership rates. Firstly, we should offer a discount for members who use the facilities at non-peak times. Secondly, we could offer a family membership rate at the weekend to attract more members of the public. Thirdly, we should install cutting-edge technology to avoid non-members entering the gym.
> <u>Business case for reviewing gym membership rates</u>
> There are positives and negatives in offering a flat membership rate. One advantage is that all members can use the gym at any time. However, there are serious issues with overcrowding at peak times and consumer demand fluctuates greatly, for example, during the holidays, when most students are away, members leave and the gym is underused. Furthermore, non-members sometimes enter illegally, with the help of their friends. There is also a lack of technology at reception and in the changing rooms, compared to other private gyms in the area. As a result, the gym is losing money throughout the year.
> In summary, I believe that the university gym needs to be the subject of a management review, offer more attractive rates and incorporate technology to stay ahead of the competition.
> <u>Recommendations</u>
> I therefore recommend that we offer three types of membership: a discounted rate for non-peak times (mornings), a higher rate for peak times and a family rate to attract members during the summer and the spring break. In addition, I strongly recommend that we install facial recognition at turnstiles when members enter to avoid non-members using the facilities. There could be sensors and cameras installed in the pool area to detect swimmers who are in trouble. There could also be electronic lockers installed in the changing rooms to avoid theft. Finally, we should consider dividing some of the swimming lanes early in the morning so that swimming is more attractive to older members and families.

Vocabulary: Innovation

Students look at vocabulary related to innovation.

5A Students could do this individually or in pairs. Check that they understand the meaning of *complicated* and *accepted* in the definitions before they begin. Check answers with the class, clarifying the meanings of the words and phrases in the box as necessary.

> **1** innovator **2** code **3** well thought out **4** insight
> **5** prototype **6** gadget **7** unorthodox **8** researcher
> **9** high-tech

5B Depending on the strength of your class, you might like to go through the words in the box with students before they attempt the exercise or let them use their dictionaries, then clarify meanings during feedback. If time is short, you could also do this as a whole-class activity, checking answers and clarifying meanings as you go. Encourage students to record the collocations in their vocabulary notebooks.

> The verbs *address*, *face*, *overcome* and *tackle* collocate with *problem*.
> The adjectives *out of date*, *unorthodox* and *well thought out* collocate with *solution*.
> We can say *a digital problem/solution*.

5C Check that students understand the meanings of the words in the box, then elicit the answer. Again, encourage them to record the collocations in their notebooks.

> innovative (adj.)

6 Explain the task and get students to match the sentence halves individually or in pairs, depending on the level of your class and the time available. Check answers with the class, clarifying meanings as necessary. After class feedback, give students 3–4 minutes to discuss the questions in pairs, then invite different students to share their answers with the class.

> **1** i **2** h **3** f **4** d **5** g **6** c **7** b **8** e **9** a

7 This activity practises vocabulary from Exercises 5–6, so students could do it individually. Get them to compare answers in pairs before class feedback.

> **1** read up on, get into it **2** innovative **3** approach
> **4** out of date **5** Innovations, overcome

Extra activities 1.1

C–D These activities practise key vocabulary from the lesson. They are consolidation exercises, so you may prefer students to complete them individually and then compare answers in pairs before class feedback.

> **C 1** came **2** high-tech **3** overcome, gadgets, tackle **4** innovation, researchers **5** unorthodox, innovative, insight, innovator
> **D 1** dreamt up, digital **2** innovative, well thought out **3** coding, technology

Project: The impact of technology

Students discuss the impact of innovative technology on a community.

8A Put students in pairs, explain the task and check that they understand the words and phrases in the box. You could offer some ideas and suggestions to get them started, e.g. high-tech prosthetics, Google Maps™ for the visually impaired, sensors in the home to monitor movements of elderly or disabled people living alone. It might also help if you told an anecdote describing a specific problem or challenge that a friend, relative or colleague has and asked for ideas, e.g. *My friend has mobility issues and going to work every day on public transport is a nightmare because …* Alternatively, if time is short, you could focus on a specific problem known to students, to reduce the time spent on brainstorming ideas.

8B Give pairs time to choose their best idea and research or discuss similar existing products/innovations. It does not matter if the innovation already exists; they may want to improve on it, make it more accessible, offer it to a different target market, reduce production costs, etc. In stronger classes, you could also ask students to think about possible negative effects of the innovation, e.g. it may have high production costs; it might break easily and be difficult to repair or replace parts; it may be limited in that it is a solution for a single person; the device might be harmful to the environment or have a high carbon footprint.

8C Before students share their ideas with the class, give them some time to discuss the questions here in their pairs and think about a) how they are going to present their idea, b) questions they may be asked about their idea and how they could answer them and c) questions they might ask while listening to other pairs' ideas. When they are ready, they could present their ideas directly to the entire class or you could get them to mingle instead.

8D In this final step, students rate the different innovations. You could list the innovations on the board and ask students to score them from 1 to 5, with 5 being the highest score. Encourage them to give reasons for their answers and remind them to consider the questions in Exercises 8B and 8C as they rate each innovation. It might be helpful to write some key words/phrases on the board following up on these questions, e.g. *innovative? easy to use? accessible? cheap to produce? high social impact?*

MyEnglishLab: Teacher's Resources: extra activities; Reading bank
Teacher's book: Resource bank Photocopiable 1.1 p.142
Workbook: p.4

1.2 ❯ How innovators think

GSE learning objectives

- Can get the gist of specialised articles and technical texts outside their field.
- Can understand definitions of technical terms presented in a linguistically complex academic text.
- Can check and correct spelling, punctuation and grammar mistakes in long written texts.
- Can describe reactions to different work-related scenarios in detail.

Warm-up

Ask the class these questions, eliciting answers from different students: *Do you consider yourself a creative person? Why/Why not? Can you think of different ways in which a person can be creative? Do you think creativity comes with time and work or are we born with creative talent? In which professional field do you think people are more creative? (e.g. science?) Why?*

Lead-in

Students talk about creativity.

1 Put students in small groups and give them 3–4 minutes to discuss the questions. For question 1, you could briefly explain the meaning of *eureka* before they begin or let them use their dictionaries instead and then clarify as necessary during class feedback, sharing the information in the Note below. At the end of the activity, invite students from different groups to share their answers with the class.

Note

A 'Eureka!' /jʊˈriːkə/ moment is when you suddenly have an innovative idea or solve a difficult problem. It comes from the story about Archimedes (the mathematician of ancient Greece) who shouted, 'Eureka! Eureka!' ('I have found (it)!') after he had stepped into a bath and noticed that the water level rose. At this moment he realised that the volume of water displaced must be equal to the volume of the part of his body he had submerged. This has helped our understanding of the formula for density in physics.

Reading

Students read an article about creative thinking.

2 Tell students that they are going to read an article about creative thinking, refer them to the title of the article and teach or elicit the meaning of *make someone tick*. Explain the task, give students a minute to read ideas 1–4 and check that they understand *cognitive* and *filter* (in this context, a mechanism for selecting or removing a particular type of information). The terms *divergent thinking* and *cognitive flexibility* are explained in the text, so if students ask about them, reassure them that they will understand their meaning when they read the article. Before they begin, reassure them that they do not need to worry about unknown words at this stage; they should focus on understanding the main ideas in order to decide which of the options (1–4) are expressed in the text. Allow plenty of time for students to read the text and complete the task and encourage them to underline the parts of the text that help them decide which of the ideas are expressed in it. Check answers with the class.

Students should tick ideas 1 and 3:
1 *Two qualities that define creativity are divergent thinking – thinking beyond normal boundaries – and cognitive flexibility, which is the capacity to restructure ideas and see connections.* (para 2)
2 Not mentioned in the article.

3 *… During moments of insight, cognitive filters relax momentarily and allow ideas that are on the brain's back burners to leap forward into conscious awareness.* (para 4)
4 Not mentioned in the article; it says: *If businesses are to encourage* innovation, *they need to tolerate* a degree of uncertainty. (para 8)

3 Give students 2 minutes to read the questions and options and ask you about any they do not understand. Get them to complete the task individually and then to compare answers in pairs before class feedback. Again, encourage them to underline the parts of the text that give them the answers.

1 a **2** a **3** b **4** a **5** a **6** b

4 Put students in pairs or small groups and go through the questions with them. Give them 3–4 minutes to discuss in their pairs/groups, then elicit answers around the class.

Extra activities 1.2

A This activity provides students with extra reading practice. Let students complete the exercise individually and get them to compare answers in pairs before class feedback. Check answers with the class, clarifying the meanings of the words in the boxes as necessary.

1 industry, creative individuals
2 Scientific research, bipolar disorder
3 psychologist, cognitive disinhibition
4 receptors, brain's
5 frontal lobes, thoughts
6 high IQ, attention
7 creativity, workplace
8 creative idea, organisation

B This activity looks at useful vocabulary from the reading text. Get students to complete it individually or, in weaker classes, in pairs, using their dictionaries if necessary. Check answers with the class, clarifying meanings as necessary. If time is short, you could also do this as a whole-class activity, checking answers and clarifying meanings as you go.

1 … creativity and schizotypal personality features often go hand in hand …
2 Understanding their unique ways of thinking is essential to getting the best out of them.
3 What are we doing that's getting in the way of innovation?
4 This can be frustrating when the process of innovation goes against the grain of businesses that demand productivity and efficiency.

❯ **Spoken English**
p.112: We need a chain of command

1 ◀ᯰSE1   Explain to students that they are going to hear people discussing question 3 from Exercise 4 and refer them to the question. Remind them of the meaning of *hierarchical* – elicit a brief explanation – then explain that students should make notes in answer to questions 1–5 while listening. Give them a minute to look at the questions so they know what to listen for, then play the recording, twice if necessary. Check answers with the class.

> **1** The people at the top are less creative (and have less of an idea what their organisation needs).
> **2** The CEOs of some of the biggest tech firms have had very creative ideas (that have changed the world).
> **3** Creative ideas need to reach senior people within the company before they are approved and implemented and they are often filtered out on the way up.
> **4** Smaller companies tend to be more creative in the earlier stages of development. Larger companies tend to take fewer risks.
> **5** Putting certain content out on social media (that can generate interest and influence stocks and market share) / Offering a range of products.

Expressing opinions

2 ◀ᯰSE1   Explain the activity and give students time to quickly read through the extracts before they listen. Play the recording again, then check answers with the class, clarifying meanings as necessary. Note that in weaker classes, students may need to listen twice or you may need to pause the recording for them to complete their answers.

> **2** I do think
> **3** dare I say it
> **4** I'm not too sure about that
> **5** I'm not sure if I necessarily agree
> **6** Can I just say
> **7** maybe I'll qualify what I say
> **8** And isn't it also the case
> **9** what about
> **10** I'm not saying
> **11** I'm just saying

3 Tell students that the phrases they wrote in Exercise 2 have two functions. Explain the activity and write the functions on the board: *Expressing an opinion* and *Disagreeing politely*. Give students time to complete the exercise, individually or in pairs, then check answers with the class. Encourage students to record the phrases in their notebooks.

> **a** 1, 2, 3, 6, 7, 8, 9, 10, 11
> **b** 4, 5
> The phrases *dare I say it*, *maybe I'll qualify what I say* and *I'm not saying … I'm just saying …* are phrases that might be used when a speaker expects someone to disagree with their ideas.

Grammar

Students study and practise the definite, indefinite and zero article.

5 Before students do the exercise, write this sentence from the text on the board: *Strictly adhering to a plan restricts the creative process*. Underline *a* and *the* and ask students what type of words they are (articles). Explain that they will be looking at how to use articles, refer them to the Grammar reference on page 116 and go through it with them, clarifying any points as necessary. Then get them to complete the exercise individually and compare answers in pairs before checking with the class.

> **Possible answers**
> **1** If you want to kill <u>a</u> creative idea; have <u>an</u> organisation …
> **2** Dr Shelley Carson, <u>a</u> lecturer in psychology; Gary Klein, <u>a</u> cognitive psychologist
> **3** Ø creative individuals, Ø Technology and Ø industry are increasingly reliant on Ø innovation; Ø awareness; Ø research; a degree of Ø uncertainty
> **4** at <u>the</u> heart of … <u>the</u> brain's … <u>the</u> thalamus to <u>the</u> frontal lobes
> **5** in <u>the</u> chain (referring to the idea of a hierarchical organisation)
> **6** Ø Dr (Shelley) Carson; Ø Harvard University; Ø Sweden
> **7** getting <u>the</u> best

6 Go through the instructions with students and elicit a brief definition and examples of *countable* and *uncountable nouns*. Then do the exercise with the whole class, checking answers as you go. To extend the activity, you could ask students to write one example sentence for each of the highlighted nouns; they could do this in class or as homework.

> *technology:* both; uncountable use in text; countable example: *We can assume that amazing new technologies will emerge to enable steep cuts in greenhouse gas emissions.*
> *businesses:* both; countable use in text; uncountable example: *We've been working with them for years; they are great people to do business with.*
> *thinking:* uncountable
> *people:* countable (*person* = singular). *People* is the usual plural. However, we can also say *peoples* to mean 'national or ethnic groups', as in *the peoples of Europe*, although this is a formal use of the word.
> *disinhibition:* uncountable (Note that *inhibition* can be both countable and uncountable, e.g. *She had no inhibitions about saying what she felt. I was amazed at his lack of inhibition about speaking in public.*)
> *awareness:* uncountable
> *research:* uncountable
> *thoughts:* both; countable use in text; uncountable example: *I've been giving your proposal a lot of thought.*
> *flexibility:* uncountable
> *psychologist:* countable

7 Get students to complete the exercise individually and remind them that they can refer to page 116 if they need help. Check answers with the class.

> **1** Ø **2** the **3** Ø **4** Ø **5** a **6** an **7** Ø **8** the

Extra activities 1.2

C This activity gives further practice of the definite, indefinite and zero articles. It is a consolidation exercise, so it would be better for students to do it individually. Before they begin, explain that this is the last part of the article they read on page 10 of their Coursebook and encourage them to read it quickly before attempting the exercise. If there is time, get them to compare answers in pairs before class feedback.

1 Ø **2** Ø **3** Ø **4** Ø **5** the **6** Ø **7** the / Ø **8** Ø
9 the / a **10** the **11** an / Ø **12** the **13** a

Writing

Students practise using articles by writing an intranet post.

8A–B Explain the scenario: students are managers at their organisation and have just received an email from their CEO, who has recently attended a training course on creativity and innovation and would like to know more about what her managers understand to be creativity in the workplace. Give students a minute to read the email, then explain the writing task. Point out the word limit and if necessary, explain what a company intranet is (a private network for exchanging information within an organisation, accessible only to the organisation's staff). Set a time limit for the writing task and tell students they should check their post for correct use of articles; again remind them that they can refer to the Grammar reference on page 116 if they need help. While students are writing, monitor and help as necessary.

Model answer

<u>What is creativity?</u>

Most people associate creativity with artistic tasks such as writing **a** novel, painting or composing music. While these are creative activities, not all creative thinkers are artists. Certain jobs involve artistic creativity, such as writing advertising copy or designing **a** logo. Many jobs in business and science also require creative thinking.

Some people think of science and engineering as **the** opposite of creativity. However, **the** field of STEM (Science, Technology, Engineering and Maths) is highly creative. Writing **an** innovative computer program or designing **a** video game, for instance, requires **a** lot of creativity.

I am often creative at work. I'm particularly good at problem-solving and last year, when I was working in **the** engineering division, I redesigned machinery on **an** assembly line to improve productivity. That saved our company **a** lot of money.

Creativity simply means being able to come up with something new. Therefore, creative thinking is **the** ability to consider something differently. This could be what we do with **a** set of new data, **a** conflict between employees, or **a** group project.

MyEnglishLab: Teacher's Resources: extra activities
Grammar reference: Articles: *a/an*, *the*, no article p.116
Spoken English: p.112
Teacher's book: Resource bank Photocopiable 1.2 p.143
Workbook: pp.5–7

1.3 ❯ Communication skills
Pitching your ideas

GSE learning objectives

- Can use persuasive language to convince others to agree with their recommended course of action during a discussion.
- Can make a clear strong argument during a formal discussion.
- Can critically evaluate the effectiveness and appropriateness of a presentation.
- Can compare and evaluate different ideas using a range of linguistic devices.

Warm-up

Ask students to think of a time in their life when they had to persuade someone to do (or not do) something or accept an idea, which they are comfortable sharing with the class. Put them in pairs or small groups to tell each other about their experiences, then invite brief feedback from the class. How easy/difficult was it to persuade that person? What did they do in order to be more persuasive? Invite students from different pairs/groups to share their experiences with the class.

Lead-in

Students are introduced to the concept of, and some persuasive techniques for, pitching.

1A Do this as a quick whole-class activity. Go through the definition with the class and check that students are familiar with the concept of 'a pitch' and 'pitching'. You may also wish to teach these related words and common collocations: *pitch* (n.) (the things someone says to persuade people to buy something, do something or accept an idea); ***make** a pitch **for** something*; *pitch (an idea) **to** someone*; *pitch **for** a contract*, *business*, etc.; *business pitch* (a presentation by one or more people to an investor or group of investors; it can also be an email, letter or even an impromptu conversation); *elevator pitch* (a short description of an idea, product or company that explains the concept in such a way that any listener can understand it in a short period of time). Ask for a brief description of the photo, then elicit the answer.

The person is pitching a (business) idea to a group of people.

1B Depending on the size of your class and the time available, you could ask students to discuss the question in pairs or small groups first, then invite different students to share their experiences with the class. Alternatively, if time is short, discuss the question with the whole class. Note that the answers can include many formal and informal examples of pitching (e.g. pitching an idea to your manager to get funding for projects in your department or pitching an idea for a holiday to your family). To get students started, you could give one or two examples of your own.

1C Go through the instructions and techniques for pitching with students, then give them 3–4 minutes to brainstorm ideas; they could do this individually or in pairs. Encourage them to make notes. When they are ready, elicit and discuss their ideas and encourage them to give reasons: why do they think these techniques would be effective? Point out that a pitch is essentially a performance and getting a 'yes' can come down to how well you 'perform' as well as how good the idea may be. You may also wish to tell students that, according to research, 'the catcher' (a manager, an investor, etc.) will be more open to a pitcher's idea if they are made to feel that they are participating in the idea's development.

> **Possible answers**
> - Be friendly and likeable.
> - Show passion and enthusiasm.
> - Listen actively to your audience.
> - Encourage the audience to participate in the idea's development.
> - Be fun and entertaining.
> - Use interesting visuals.

Preparation: Pitching an idea for a magazine section

Students read and think about the scenario for a roleplay.

2 Go through the instructions with students and check that they understand *readership* and *target audience*. Give them a minute to look at the reader profile and ask you about anything they do not understand, then ask them to think about the question. If there is time, get them to discuss their answers in pairs or small groups first, then get brief feedback from the class. Encourage students to give reasons for their answers.

3 Explain to students that *Lifestyle* is looking for ideas for a new section and go through the instructions with them. Give them time to read the email and notes and decide whether the journalist's idea would make a good section for the magazine. Remind them to think about the reader profile they read in Exercise 2 and to give reasons for their answers. If there is time, get them to share their ideas and reasons with a partner first and then with the class.

Roleplay

Students make a business pitch.

4A Explain that students are now going to pitch the idea from Exercise 3 to *Lifestyle*'s Editor-in-Chief. Point out that they need to bear in mind all the points in his email; you could list these on the board for students to refer to during the activity:

- *no more than 2 minutes*
- *short description of concept*
- *why include in magazine?*
- *why appropriate for target audience?*

Also, remind students to use some of the techniques they discussed in Exercise 1C and to think about how they can make their pitch more persuasive. Allow plenty of time for them to prepare for the roleplay, while you monitor and provide help as necessary.

4B Put students in pairs or small groups and ask them to take turns to make their pitches. While listening, they should make brief notes to give their partner(s) feedback afterwards.

Ask them to think about what they think the pitcher did well each time and what could be improved. Remind them of the time limit and either stop them after every 2 minutes and ask the next student to take a turn, or ask the other student(s) in each pair/group to keep time. During the activity, monitor and note down any points to highlight during feedback, but do not interrupt students' pitches.

4C Students should do this in the same pairs or groups as for Exercise 4B. Look at the questions with them and give them plenty of time to discuss them. They should also share any points they noted while listening to their partners' pitches. Finally, go over any points you noted while monitoring.

Video

Students watch a video of a business pitch.

5A ▶ 1.3.1 Explain to students that they are now going to watch a journalist at *Lifestyle* pitching the idea from Exercise 3 at an editorial meeting. Explain the activity and go through the questions with students before they watch. For questions 2 and 3, refer students back to the examples in Exercise 1C. Encourage them to make notes in answer to the questions while watching and play the video. You could get students to compare answers in pairs before discussing them with the class.

> **1** Students' own answers, but in general, it is a very successful pitch; the speaker is well-prepared and convincing.
> **2** Yes, she has an upright, open posture, makes eye contact around the table, smiles and looks enthusiastic, uses hand gestures to emphasise what she says.
> **3** Yes, she speaks clearly, sounds enthusiastic and pauses for effect as necessary.
> **4** By getting them to contribute ideas and responding positively to these ideas. By becoming involved, the editors have a sense of ownership of the idea and get excited about it.
> **5** Students' own answers.

5B Put students in pairs or small groups to discuss the question, then broaden this into a class discussion. Encourage students to elaborate.

6 Students could do this individually or in pairs, depending on the time available. You could encourage them to refer to the videoscript on page 145 and read the text 'around' the words in bold, to help them work out their meanings. Check answers with the class, clarifying meanings as necessary.

> **1** c **2** a **3** g **4** f **5** b **6** d **7** e

> **Extra activities 1.3**
>
> **A** This activity gives further practice of the vocabulary students looked at in Exercise 6. Ask them to complete it individually and remind them that they can refer to the definitions in Exercise 6 if they need help. Check answers with the class.
>
> > **1** jargon **2** appealing **3** gizmo **4** monetise
> > **5** upbeat **6** unbiased **7** tech-savvy

Reflection

Students reflect on the conclusions from the video and their own approach to the pitch.

7A Allow students to work individually first so that they can reflect on their own approach. Remind them to think about the ideas in Exercise 1C and their answers to Exercise 5A and encourage them to make notes in the table. To help them, you could discuss the pros and cons of the approach used in the video with the whole class.

Approach used in the video

Pros: encourages audience to participate in the development of the idea; shows enthusiasm; demonstrates knowledge by explaining interest in tech gadgets

Cons: some audiences might not expect to participate and be reluctant to do so; audience interaction can take more time

7B Put students in pairs or small groups to compare their reflections, then get brief feedback from the class.

MyEnglishLab: Teacher's Resources: extra activities; Interactive video activities

1.4 > Business skills
Engaging presentations

GSE learning objectives

- Can recognise rhetorical questions in a linguistically complex presentation or lecture.
- Can make an effective introduction and opening to a presentation.
- Can make an effective summary and conclusion to a presentation.
- Can compare and evaluate different ideas using a range of linguistic devices.

Warm-up

Ask students to think about an engaging presentation they have attended at their place of work or study. Ask them to share with the class what they think made that presentation engaging. What do they think helped capture and hold the audience's attention? If there is time, you could let students discuss in pairs or small groups first, then share their experiences with the class.

Lead-in

Students talk about engaging presentations and read an article on the psychology of learning.

1A–B If time is short, briefly discuss the questions with the whole class, nominating a few different students to answer. Alternatively, let students discuss in pairs or small groups first, then get feedback from the class.

1B Possible answers

- use of highly relevant/interesting information/content
- dynamic delivery with use of an enthusiastic voice and good body language
- use of language which is not too complicated to understand
- integration of graphics and visuals which are appealing and communicative
- stories and/or humorous anecdotes

2A Explain the task, give students a minute to read the questions and teach or elicit the meanings of *primacy* and *recency*. Then refer students to the article on page 124 and give them time to read it and answer the questions. Get them to compare answers in pairs before checking with the class.

1 The Primacy and Recency effect indicates that we tend to recall information presented to us from the beginning and end of a presentation.
2 (Refer to the bullet point list in the article.)
3 There is a need to focus on making the opening and close of a presentation highly effective so that they are as memorable as possible and memorable for the right reasons.

2B Discuss the question with the whole class, inviting different students to contribute. Make sure they give reasons for their answers: why do they think these techniques would be effective? How could they help make the information more memorable? List the techniques students mention on the board.

Possible answers

- Quote a (famous) person or statistics.
- Tell a story of success or failure.
- Ask the audience a challenging question.
- Test the audience's knowledge with a quiz.

Listening

Students listen to the opening and close of a presentation.

3 ◀) 1.01   Play the recording and ask students to make notes in answer to the questions. In weaker classes, students may need to listen again to check/complete their answers. After checking answers with the class, you could play the recording again and ask students to note which techniques for opening a presentation discussed in Exercise 2B the speaker used.

1 He starts by discussing some customer feedback and suggesting how to think differently about customers.
2 Ask questions in order to determine the needs of the customer before suggesting solutions.
3 How to shift from a 'telling' culture to an 'asking' culture, a service culture.

4 ◀) 1.02   Explain the task and play the recording, twice if necessary, then check answers with the class. You could then ask students to listen again and note which techniques for closing a presentation discussed in Exercise 2B the speaker used.

1 a two-month process including training for everyone and a new electronic feedback process in stores
2 increased sales of over five percent

5 Put students in pairs and, if necessary, let them listen to both recordings again and make notes before they discuss the questions. Give them 2–3 minutes to exchange ideas in their pairs, then get feedback from the class.

Useful language

Students look at techniques and useful phrases for high-impact openings and conclusions to presentations.

6A Before students complete the exercise, go through the headings and sentences in the table with them and check that they understand each one. Then get them to complete the exercise individually and check answers with the class, clarifying meanings as necessary. In weaker classes or if time is short, you could also do this as a whole-class activity, eliciting the correct category for each phrase as you go.

> **1** c **2** e **3** h **4** g **5** a **6** j **7** d **8** i **9** b **10** f

6B Go through the questions with students, then put them in pairs and give them 3–5 minutes to discuss. Alternatively, if time is short, you could discuss the questions with the whole class, inviting different students to contribute. During feedback, feed in information from the answer key below as appropriate. When discussing question 3, you may wish to tell students that a three-step structure is often used for rhetorical questions: the speaker asks a question, then comments briefly before moving on to explore solutions to the problem, e.g.

Question: *So how will we build a new culture?*

Comment: *That's the key question. And I think there's a simple answer.*

Solution: *What we need to do is listen to the customer more often.*

> **Possible answers**
>
> **1** Different speakers will find different techniques more difficult or easier depending on their own communication style and preferences. It is important to use techniques that you are comfortable with and feel natural. At the same time, it is important to stretch your skills and learn new techniques.
> **2** Audiences often like to 'participate' in a presentation, either by asking questions or talking to one another, which also helps people to build networks. However, it is important to understand the audience's expectations; many might consider this approach ineffective as they believe presenters should present and not facilitate discussion.
> **3** Rhetorical questions can allow interesting and relevant questions which are in the minds of the audience to be asked and to link the 'answers' presented to real concerns, helping audiences to feel engaged. Asking questions also breaks the usual flow of a presentation and avoids 'talking at' an audience for extended periods.
> **4** Some people may feel that using powerful language overdramatises situations and that it lacks professionalism and balance.

> ### Extra activities 1.4
>
> **A** This activity looks at a 'three-part formula' for making presentations more engaging. Ask students to look at the table and remind them that rhetorical questions can be particularly effective in opening and closing presentations. Draw their attention to the three headings and explain that it is a good idea to follow rhetorical questions with a comment and then a solution/answer statement. Do the first item as an example with the class to illustrate the 'three-part formula', then ask students to complete the rest of the exercise individually. Check answers with the class.
>
> > **1** f, iv **2** c, i **3** d, vi **4** a, v **5** e, iii **6** b, ii
>
> **B** This activity looks at another three-part strategy for making presentations more engaging: using an opening statement, followed by three repetition statements and then a closing demand. Go through the instructions and example with the class, then ask students to complete the exercise individually. If there is time, get them to compare answers in pairs before class feedback.
>
> > **1** b, vi **2** f, i **3** e, ii **4** d, iii **5** a, v **6** c, iv

Task

Students plan and deliver the opening and close of a presentation.

7A Refer students to page 124 and give them time to read the professional context and ask you about anything they do not understand. You might like to ask a few check questions, e.g. *What type of organisation is DAPRA?* (a German coffee machine manufacturer) *What are its main values?* (team, freedom, entrepreneurialism) *What does it say it can offer young people?* (quick training and [international] career development) *What is DAPRA's 3:3 programme?* (a graduate programme offering working locations in three continents in three years) *What challenges is it experiencing at the moment?* (in recruiting young international talent to the organisation). Make sure students are clear about their audience – international students – and the main objective of the presentation: to *inspire* and *engage* people to consider DAPRA as a future employer.

7B Put students in pairs and explain that they are going to plan the opening and close of the presentation. Go through the list of points to include with them and point out the time limit for each part. Encourage them to make notes for each point and remind them to think about the different techniques they looked at in the lesson. During the activity, monitor and help students as necessary.

7C Do this part in three stages. First, get students to practise their opening and close in their pairs until they feel confident. Remind them to refer to their notes from the previous stage and to use phrases from Exercise 6A. When they are ready, put them in groups and get them to take turns to give their presentations to their group. Remind them of the time limit for each part and make sure both students in each pair have a chance to present, e.g. Student A could present the opening, then Student B the close. Explain that while listening, the rest of the group (the 'audience') should make notes about

a) the clarity and impact of the presentation, b) the techniques used to engage the audience and c) the effectiveness of these techniques: did the presenters manage to make their opening and close engaging? You may also wish to suggest that each group appoints a student as a timekeeper. Finally, when all pairs have given their presentations, the 'audience' should give feedback on points a–c above.

During the activity, monitor and note down points to highlight during feedback, but do not interrupt the presentations or feedback sessions. When they have finished, you could invite different students to share their experiences with the class: which techniques do they think were effective? Which were easy to use? Did students use phrases from Exercise 6A? If yes, were they helpful? What do they think went well? What would they do differently next time? Finally, highlight any points you noted while monitoring.

MyEnglishLab: Teacher's Resources: extra activities; Useful language bank

1.5 ❯ Writing

Investment research

GSE learning objectives

- Can write a detailed structured report on work-related topics.
- Can structure longer complex texts using a range of cohesive devices.
- Can write about complex subjects, underlining the key issues and in a style appropriate to the intended reader.
- Can write a strong topic sentence within a clear paragraph.
- Can correct structural errors in someone else's written report.

Warm-up

Discuss these questions with the class: *Have you ever read/ written an investment research report? Who was it for and what was it about? How important is it for companies to have such reports prepared before deciding for or against an investment?*

Lead-in

Students read and discuss the main content and structure of a research report.

1 Explain the task and give students time to read the statements before they look at the report. Check that they understand what a venture capital company is (a company which looks for start-up businesses to invest in) and elicit or give a brief explanation of *SWOT analysis* (a strategic planning technique used to identify an organisation's *Strengths*, *Weaknesses*, *Opportunities* and *Threats*). Refer students to page 136 and give them time to read the report and complete the task, then check and discuss the answers with the class. During feedback, highlight the structure of the whole report; you could put it on the board for students to refer to later: *Background → SWOT analysis → Report (strengths, weaknesses, opportunities and threats) → Recommendation*.

1 T **2** T **3** T

2 Put students in small groups and give them 2–3 minutes to write their follow-up questions, then elicit ideas around the class. As an extension, you could ask two students to come to the front of the class and take on the role of representatives of the web development company. Have a short Q&A, with the class asking their follow-up questions and the two students inventing information for their answers.

Useful language

Students look at useful vocabulary for research reports and how to use topic sentences and cohesion to structure paragraphs in a research report.

3 This is best done as a whole-class activity, checking and discussing answers as you go. After discussing the answers for each item, go through the relevant section of the Useful language box with the class. For question 1, you could let students discuss the words/phrases in pairs first, using their dictionaries if necessary, then clarify meanings with the class. For question 2, point out that when two ideas are contrasted within the same paragraph, we do not usually include a topic sentence at the start (see answer key below).

1 *barrier to entry* = something that prevents a company from entering an industry or market; *have a track record* = have a reputation, based on what you have done; *hook somebody* = succeed in making somebody interested in something; *leverage something* = use something again in a different way to have a bigger effect; *risk/reward* = the balance of probability between losing money and gaining money; *scalable* = easy to make bigger; *showcase a concept* = show that a new idea works and is good; *UX* = the experience a user has on a website or interacting with an app, e.g. ease of finding information

2 Yes, for paragraphs 1, 2, 3, 5 and 7 there is a topic sentence. That is, the first sentence introduces and summarises one main idea and the other sentences in the same paragraph give more detail. However, paragraphs 4 and 6 are different. Paragraph 4 does begin with a topic sentence that introduces the next three sentences, but in the final sentence there is a second main idea (the 'scalable site') and so, many people would start a new paragraph here. Note that there is no rule about 'new idea = new paragraph' as long as the ideas are connected and the text is clear and easy to understand. Paragraph 6 has a contrast of ideas within the same paragraph and so does not use a topic sentence at the start.

3 **a** *First, … ; The second issue is …*
   b *On the other hand, …*
   c *while*

4 **a** Repetition of *academics* and *web company*.
   b *Businesses* avoids using *company*.
   c *This* in the second sentence refers to *their concept*.
   d *This* in the second sentence refers to *subscription-based, with a free element to hook potential subscribers*.
   e *Ones* in the third sentence refers to *their usual projects*.
   f Repetition of *teams*.
   g *Committed* changes to *commitment*.
   h *Here* in the first sentence refers to the whole business, not specific words in the text.

4 Get students to do this individually and then compare answers in pairs before class feedback. You could list the words/phrases students choose on the board for them to refer to during the writing task.

Extra activities 1.5

A This activity gives further practice of the useful language for research reports students looked at in Exercise 3. Explain that the pairs of paragraphs are from different research reports; they should choose the one which is better each time, giving reasons. Remind them to think about their answers in Exercise 3 and also refer to the Useful language box in their Coursebook if they need help. During class feedback, elicit or explain what makes the correct answer a better option each time.

> **1** b: In **b**, there is a topic sentence to introduce the paragraph, whereas in **a** there is not – it just goes straight in. Also, there's repetition of the word 'issue'.
> **2** b: In **b**, the linking words make sense – 'in addition' adds another related point; 'on the other hand' makes a contrast. In **a**, the linking words make no sense – 'whereas' is used for a contrast, but here there is no contrast; 'in addition' is used to make a second supporting point, but here there is a contrast not a supporting point.
> **3** a: In **a**, it is clear and unambiguous what chart 1 and chart 2 show. In **b**, the words 'it' and 'them' in the second sentence could refer to several things.
> **4** b: In **b**, the words 'one' and 'another' clearly and unambiguously refer to 'one problem' and 'another problem'. The simplicity helps the reader. In **a**, the longer phrases 'one of the problems' and 'another of them' make the text repetitive and more difficult to read.
> **5** a: In **a**, the word 'choice' is substituted by the synonym 'option' and then 'choice' is used again at the end. Also, the phrase 'wait for a year' is substituted by 'waiting'. This makes the text more interesting and easier to read. In **b**, the word 'choice' is used three times with no substitution, and the phrase 'to wait for a year' is used twice with no substitution.

Optional grammar work

The report in Exercise 1 contains examples of substitution of nouns and noun phrases, so you could use it for some optional grammar work. Refer students to the Grammar reference on page 116 and use the exercises in MyEnglishLab for extra grammar practice.

Task

Students write a research report.

5A Put students in pairs and refer them to page 136. Give them time to read the SWOT analysis and notes and ask you any questions they may have. Then encourage them to add more details of their own in their pairs, while you monitor and help them as necessary.

5B Explain the writing task and allow students plenty of time to plan their answer. Remind them to think about the content

and structure points discussed in Exercise 1 and to use the useful language and writing strategies from Exercise 3. Set a time limit and while students are writing, monitor and help as necessary. If time is short, the writing task can be set for homework.

Model answer

Research report: biotech company with drug to treat Alzheimer's in phase 2 trials

Background

This is a company that was spun out of a university biochemistry department. Its founders are three PhDs. They are working on a drug that slows the progression of Alzheimer's by slowing the production of beta-amyloid, a protein associated with the disease. Further research may lead to even better treatment and this lab is certainly a world leader in the field.

Our exit strategy would be the normal one for a biotech start-up – selling the business to a large pharmaceutical company. There will be no shortage of potential buyers if the drug gets to phase 3 trials.

SWOT

Strengths
- CEO/CFO are external appointments
- Phase 1 trials passed, phase 2 looking good

Weaknesses
- Running out of cash
- Lack of other drugs in the pipeline

Opportunities
- Gap in the market
- Ageing population

Threats
- Other labs doing similar research

Report

This company is strong in human resources. Not only are there excellent scientists working in the lab, but the management team is also very good. They used their first-round venture capital funding to appoint a CEO and CFO from outside the company. Both managers impressed us when we went to visit the company. And the drug itself looks very promising. It has passed phase 1 trials and is now in the middle of phase 2. The initial results show very positive clinical outcomes.

On the negative side, the company does have difficulties with cashflow. Their early funding has supported them until now but they only have three months' working capital to pay salaries and overheads. They need more funding to continue. There is also cause for concern as they have no other drugs in their pipeline. We would be betting on just one drug.

There is a lot of money to be made by whoever can find a successful treatment for Alzheimer's. There is a big gap in the market as there is currently no drug to treat this condition and the world's ageing population gives a huge potential market. There are many other labs working in this area and so competition is strong. However, there will be room in the market for more than one drug.

Recommendation

My recommendation is that we do make an investment. The risk is no more than usual for a biotech start-up, but the potential profits if the drug proves successful are huge.

5C If students write their report as homework, you could do this activity in the next lesson. Put students in the same pairs as for Exercise 5A and get them to read each other's reports and give their partner feedback. Remind them to think about the content and structure of the report, as well as the language and strategies from Exercise 3. What did their partner do well? What could be improved? Students could then rewrite their reports based on their partner's feedback; they could do this in class or as homework.

MyEnglishLab: Teacher's Resources: extra activities; Writing bank; Interactive grammar practice
Grammar reference: Substitution of nouns and noun phrases p.116
Workbook: p.8

Business workshop ❯❯1
Innovative thinking

GSE learning objectives

- Can follow presentations on abstract and complex topics outside their field of interest.
- Can synthesise information from different sources in order to give a written or oral summary.
- Can participate in discussions using linguistically complex language to compare, contrast and summarise information.
- Can suggest pros and cons when discussing a topic, using linguistically complex language.
- Can confidently argue a case in writing, specifying needs and objectives precisely and justifying them as necessary.

Background

Students read about a passenger lift manufacturer looking to take a more innovative approach to product design.

1 Put students in pairs and give them time to read the background and discuss the questions. Check answers with the class and clarify any unknown vocabulary.

> 1 It is a passenger lift company.
> 2 It is known for its safety record, precision engineering and high quality of service and support.
> 3 There is a lack of innovation which has led to slow growth and falling profits.
> 4 Some employees are going to an innovation conference to get some ideas.

Product innovation

Students listen to a presentation on product innovation.

2 🔊 BW1.01 This activity is best done in two stages. Start by putting students in pairs and giving them time to discuss the first two questions in the rubric. Encourage them to make notes. Get brief feedback from the class, then move on to the listening task. Explain that students are going to listen to the first part of a presentation on product innovation and compare their ideas with the presenter's, referring to their

notes. Give them 1–2 minutes to discuss in their pairs before class feedback.

> The presenter mentions examples of mobile phones, light bulbs and refrigerators. She says that businesses that don't innovate will be by-passed by their competitors, will lose their competitive advantage and eventually go out of business.

3 🔊 BW1.02 Explain that students are now going to hear the next part of the presentation and give them time to read the questions before they listen. Play the recording, twice if necessary, then check answers with the class.

> 1 incremental innovation
> 2 They made the camera casings more durable and colourful and made them much simpler to use.
> 3 People no longer buy or rent DVDs and are no longer restricted to watching what is on TV at a specific moment. This has led to DVD rental shops and shops that sell DVDs closing and to terrestrial TV channels creating their own streaming services.
> 4 It is innovation of new technology into a market that previously did not exist. For those reasons, it has the potential to greatly affect society and history.

4A Explain to students that the words in the box are the different types of innovation described in the presentation and check understanding of each one. Ask students to complete the exercise individually and get them to compare answers in pairs before class feedback.

> 1 Incremental 2 Structural 3 Disruptive 4 Radical

4B If time is short, you could do this as a whole-class activity, checking answers as you go. Alternatively, ask students to do it individually, giving them time to read the examples and ask you about any unknown words before they begin. Check answers with the class.

> **a** 2 **b** 1 **c** 3 **d** 4

5 🔊 BW1.03 Remind students of the scenario in the Background: a team from Attollus are attending a conference in order to learn new techniques on how to approach innovation within the organisation. During the conference, they attended Daniela's presentation and are now discussing it. Ask students to listen and answer the question and play the recording. Check the answer with the class, then invite different students to tell the class what they think the team should do.

> There isn't consensus in the group over the type of innovation the company needs.
> Initially, Julia seems to be advocating incremental innovation and some new models of their popular products. One of the male speakers disagrees and favours some disruptive innovation. The second male speaker suggests that that level of innovation would take too long to develop and they should instead try to launch some existing technology into new markets. Julia builds on this and suggests a radical approach to passenger transport.

Extra activities Business workshop 1

A This activity looks at useful vocabulary from the listening. You could get students to complete it individually and clarify meanings as necessary during class feedback. Alternatively, if you are short of time, do this as a whole-class activity, checking answers and clarifying meanings as you go.

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

Ideas for innovation

Students read about and discuss different ideas for innovation within an organisation.

6A Divide the class into four groups, A–D. Explain that each group is going to read about an idea for the next big innovation at Attollus. They should first decide what type of innovation it is, referring to Exercise 4A, and then discuss the pros and cons of the idea. Refer students to their respective information and give them time to read the information and discuss. Encourage them to make notes. During the activity, monitor and provide help as necessary.

Group A: Disruptive innovation
Group B: Incremental innovation
Group C: Radical innovation
Group D: Structural innovation

6B In their groups, students now prepare to present the idea they read about in Exercise 6A. Explain that they should review the information they have on Attollus and the different innovation types and make notes in preparation for their presentation. Set a time limit and, again, monitor and provide help as necessary during the activity.

Extra activities Business workshop 1

B This activity practises useful vocabulary from the lesson. Students could do it individually or in pairs, using their dictionaries to check unknown words if necessary. Alternatively, you could go through the words in the box with them before they begin. Check answers with the class, clarifying meanings as necessary.

1 competitive advantage / market share
2 revenue and profit, competitive advantage / market share **3** quick wins **4** categorise **5** consequences
6 techniques

Task: Create a set of recommendations

Students discuss and decide on the best innovation idea for an organisation and write an email explaining their choice.

7A Put students in groups of four comprising one student from each of the groups in Exercise 6 (A–D). If your class does not divide up into fours, some roles can be doubled. Explain the scenario: students are the product design team at Attollus and are discussing the ideas from Exercise 6 in order to decide on the best one for the company. Go through the instructions with them and make sure they are clear about the different steps they need to follow. They should a) take turns to present the

idea they read about to their group, b) discuss the pros and cons of each idea as a group and c) decide on the two best options: the one the company should adopt and a 'Plan B' one, the next best option. Point out that while listening to their partners' presentations, they should make notes of the pros and cons of each idea, so that they can discuss them with the group later. Also remind students that they should discuss the *reasons* for each of their choices. You could ask them to make notes of their final choices and reasoning if they like, to help them with the writing task in Exercise 8.

7B Students now explain their choices (and reasons) to another group. If there is time, at the end of the activity you could invite one or two groups to explain their choices to the whole class and encourage brief class discussion.

8 Depending on the time available, students could do the writing task in class or as homework. Explain that they are now going to write an email to the Head of Strategy at Attollus, describing and explaining their choice for the next big innovation. Point out the word limit and remind students that they can refer to their notes from Exercise 7B if they have them. In weaker classes, you could let students plan their emails in pairs. If they do the writing task in class, set a time limit before they begin and while they are writing, monitor and provide help as necessary.

Model answer

Dear Nina,

Thanks again for agreeing to our attendance at the recent Innovation Conference. We all found it to be a very insightful and useful experience. We learnt about a number of industry case studies and also about different types of innovation.

After the conference, the team came together to discuss various ideas for innovation and the pros and cons of each suggestion. Given our current market position, we feel that it would be best to plan the following range of innovations in the short to medium term.

Our first choice would be to use an incremental approach to innovating our current models. It should be possible to launch a new model of our currently best-performing passenger lift, the PX52, using some of the ideas the research team has already been working on, for example, better lighting, faster motors and internal TV screens showing the news or advertisements. It would be good if it were possible to accelerate that development.

We also believe that the second-best option is some structural innovation into the medical sector. This would give us a much-needed revenue boost, as well as unlocking a whole new market for the company. We could redevelop our existing motor technology for use in medical instruments and partner with a medical equipment manufacturer if necessary. The growth potential would be up to fifteen percent over the first year. However, this innovation requires more time and investment than innovating our current models to reach fruition.

These two innovations would not only address our falling profits, but could also raise further capital to make larger investments in innovation over the coming years.

I look forward to discussing this with you further in our follow-up meeting.

With kind regards,

Nicole

MyEnglishLab: Teacher's Resources: extra activities

Review ❮ 1

1 1 address/tackle **2** try out **3** overcome
  4 come up with **5** address/tackle **6** get round
2 1 read up on **2** catch on **3** get into **4** go about
  5 tinker with **6** dream up
3 1 Ø **2** a **3** a/the **4** Ø **5** Ø **6** a/the **7** a/the **8** an
  9 Ø **10** a **11** the **12** a
4 1 d **2** a **3** f **4** e **5** b **6** c
5 1 b **2** c **3** a