

Iwonna Dubicka
Marjorie Rosenberg
Margaret O'Keeffe
Bob Dignen
Mike Hogan

C1



Business Partner

UNIT 1 > INNOVATION p.7

Videos: 1.1 Innovation Director, Haiyan Zhang 1.3 Pitching your ideas

1.1 > An innovative approach	1.2 > How innovators think	1.3 > Communication skills: Pitching your ideas	1.4 > Business skills: Engaging presentations	1.5 > Writing: Investment research	Business workshop > 1 Innovative thinking (p.88)
Video: Innovation Director, Haiyan Zhang Vocabulary: Innovation Project: The impact of technology	Reading: Understanding what makes inventors tick Grammar: Articles: <i>a/an, the</i> , no article Writing: An intranet post on creativity Spoken English: I → We need a chain of command p. 112	Preparation: Pitching an idea for a magazine section Roleplay: A pitch Video: Pitching your ideas	Listening: Presentation by a senior sales director Useful language: Techniques for engaging an audience Task: Opening and closing a presentation	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	Listening: A presentation about innovation Speaking: Types of innovation Task: Create a set of recommendations Writing: An email explaining a choice

Review p.104

UNIT 2 > LIFE CYCLE p.17

Videos: 2.1 Take, make, dispose? 2.3 Reformulating and clarifying

2.2 > A circular economy	2.2 > Product life cycles	2.3 > Communication skills: Reformulating and clarifying	2.4 > Business skills: Effective meetings	2.5 > Writing: Minutes of a meeting	Business workshop > 2 Achieving a circular economy (p.90)
Video: Take, make, dispose? Vocabulary: Circular economies Project: Replacing electronic devices	Listening: Podcast - Manufacturing and the environment Grammar: Additional passive structures Speaking and writing: Discussing and writing about a plan for waste management	Preparation: Meeting to discuss an article Roleplay: Discussion meeting about an article Video: Reformulating and clarifying	Listening: Conference call to announce details of a new business partnership Useful language: Communication principles Task: Putting forward problems and proposals in a meeting Spoken English: I do wonder really where it all ends up, I mean p. 112	Model text: Notes and full minutes of a meeting Useful language: Language for writing minutes Grammar: Ellipsis Task: Use notes to write full minutes of a meeting	Listening: A symposium talk about implementing a circular economy Reading: Reports on environmental initiatives Task: Make an action plan

Review p.105

UNIT 3 > FINANCE AND INVESTMENT p.27

Videos: 3.1 Trader Piers Curran 3.3 Challenging facts politely

3.1 > How traders work	3.2 > Financial investments	3.3 > Communication skills: Challenging facts politely	3.4 > Business skills: Exploring options	3.5 > Writing: Budget report	Business workshop > 3 Financial strategy (p.92)
Video: Trader Piers Curran Vocabulary: Finance and investment Project: Presentation on types of investments	Listening: Talks offering investment advice Grammar: Expressing attitudes to the future Writing: An email to discuss personal financial investment options Spoken English: Don't put all your eggs in one basket p. 113	Preparation: Discussing research for an article Roleplay: Sharing research for a joint assignment Video: Challenging facts politely	Listening: Negotiation of an office lease Useful language: Questions in negotiations Task: Negotiating time involvement on a project	Model text: Budget report Useful language: Expressions for writing financial reports Grammar: Modal verbs: possibility Task: Write an executive summary of a budget report	Reading: Options for making an opportunity feasible Listening: A discussion evaluating financing options Task: Pitch an idea Writing: A request for financial support

Review p.106

UNIT 4 > DISRUPTORS p.37

Videos: 4.1 Game-changers 4.3 Finding solutions

4.1 > Disruptors in business	4.2 > Disruptive innovation	4.3 > Communication skills: Finding solutions	4.4 > Business skills: Reporting and planning	4.5 > Writing: Supply chain choices	Business workshop > 4 Disruption - planning ahead (p.94)
Video: Game-changers Vocabulary: Disruptors and disruption; Collocations Project: Products we rely on Spoken English: My time is my own and I can take work or leave it p. 113	Reading: On the difficulty of defining disruption Grammar: Hypothesising Speaking and writing: Discussing and writing about the next big disruptor	Preparation: Finding ways to increase the magazine's revenue Roleplay: Brainstorming Video: Finding solutions	Listening: Meeting about change management Useful language: Expressions for discussing change Task: Interviewing for a change management consultancy role	Model text: Report Useful language: Phrases for a report Grammar: Emphasis using inversion and fronting Task: Write a report about company supply chains	Listening: A radio programme about the development and use of autonomous vehicles Speaking: Changes in transportation Task: Present a choice Writing: A handout for a presentation

Review p.107

UNIT 5 > CUSTOMER ENGAGEMENT p.47

Videos: 5.1 The psychology of shopping 5.3 Presenting research data

5.1 > Marketing strategies Video: 📺 The psychology of shopping Vocabulary: Influencing customer behaviour Project: Planning a marketing campaign	5.2 > Persuasion Reading: Advice for time-pressed executives Grammar: Participle clauses Speaking: Priorities in financial decision-making Spoken English: ⚡️➡️ I'd buy things at the drop of a hat p. 114	5.3 > Communication skills: Presenting research data Preparation: Presenting and discussing research findings Roleplay: A presentation Video: 📺 Presenting research data	5.4 > Business skills: Building relationships on trust Listening: ⚡️ Establishing a plan to diagnose problems among senior management Useful language: Expressions for trust-building Task: Using trust-building strategies to negotiate a good deal	5.5 > Writing: Advertising copy Model text: Advertising copy for the Slanket Useful language: Language in advertising Grammar: 📖 Groups of adjectives and gradable adjectives Task: Write advertising copy for microwavable slippers	Business workshop > 5 The art of persuasion (p.96) Listening: ⚡️ A discussion about soft skills in the workplace Reading: Skills needed in different companies Task: Create a course
--	--	--	--	--	---

Review p.108

UNIT 6 > THE BUSINESS OF TOURISM p.57

Videos: 6.1 Iceland's tourism boom 6.3 Business networking

6.1 > The impact of tourism Video: 📺 Iceland's tourism boom Vocabulary: Tourism and hospitality Project: The tourist accommodation debate	6.2 > Evolving tourism Reading: Spanish tourism's journey from mass market to luxury Grammar: Review of past tenses and discourse markers Writing: An article about the development of tourism in your country	6.3 > Communication skills: Business networking Preparation: Networking at a trade fair Roleplay: Networking Video: 📺 Business networking	6.4 > Business skills: Storytelling in presentations Listening: ⚡️ Conference presentation about environmental responsibility Useful language: Storytelling Task: Telling a story about a life lesson Spoken English: ⚡️➡️ Mate, stop it – 'cause it's annoying p. 114	6.5 > Writing: Email to a business partner Model text: Emails discussing trip arrangements Useful language: Enquiring about and confirming travel arrangements Grammar: 📖 If and alternatives Task: Write emails to plan an international sales conference	Business workshop > 6 Sustainable business travel (p.98) Listening: ⚡️ A response to corporate image damage Reading: An outline of preliminary findings Task: Create a travel policy Writing: An email summarising recommendations
---	--	---	--	--	---

Review p.109

UNIT 7 > MANAGING CONFLICT p.67

Videos: 7.1 Issues at work 7.3 Giving support and guidance

7.1 > Workplace clashes Video: 📺 Issues at work Vocabulary: Conflict in the workplace Project: HR survey for managing conflict Spoken English: ⚡️➡️ Some people just don't like change p. 115	7.2 > The road to reconciliation Listening: ⚡️ Meeting to resolve staff conflict Grammar: Hedging and tentative language Speaking: Defusing a workplace conflict	7.3 > Communication skills: Giving support and guidance Preparation: Giving guidance to a team member Roleplay: An informal discussion about a colleague's behaviour Video: 📺 Giving support and guidance	7.4 > Business skills: Mediating conflict Listening: ⚡️ Conversations that deal with a conflict at work Useful language: Phrases for workplace mediation Task: Mediating between colleagues	7.5 > Writing: Report on workplace conflict Model text: HR report on a conflict Useful language: Phrases for writing a report about a workplace conflict Grammar: 📖 Prepositions and prepositional phrases Task: Write a report to explain a decision	Business workshop > 7 International team conflict (p.100) Reading and listening: Survey results on team collaboration Reading: A blog post about culture and conflict Task: Introduce a training programme Writing: A blog post summarising a presentation
---	--	---	---	---	---

Review p.110

UNIT 8 > MINDSET p.77

Videos: 8.1 Julie Deane and The Cambridge Satchel Company 8.3 Handling a performance review

8.1 > The entrepreneurial mindset Video: 📺 Julie Deane and The Cambridge Satchel Company Vocabulary: The growth mindset Project: Setting a goal Spoken English: ⚡️➡️ Ah, some of us are just worker bees, you know p. 115	8.2 > Mindsets Listening: ⚡️ Interview with a professor of psychology Grammar: Verb patterns Speaking and writing: Discussing and writing about moving towards a growth mindset	8.3 > Communication skills: Handling a performance review Preparation: Holding a performance review Roleplay: A performance review meeting Video: 📺 Handling a performance review	8.4 > Business skills: Action learning Listening: ⚡️ Action learning meeting Useful language: Expressions for effective action learning Task: Solving a problem through action learning	8.5 > Writing: Self-assessment Model text: Self-assessment Useful language: Language for a self-assessment Grammar: 📖 Verb patterns Task: Write a self-assessment	Business workshop > 8 Encouraging personal growth (p. 102) Listening: ⚡️ A discussion about employee retention Speaking: Job satisfaction Task: Choose a course Writing: A proposal for management
---	---	---	---	---	---

Review p.111

Lesson outcome

Learners can use vocabulary related to innovation.

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?

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 are 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 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?

T Teacher's resources:
extra activities

T Teacher's resources:
alternative video and
extra activities

Vocabulary Innovation

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

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

- 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

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 | a up with practical solutions to real life problems? |
| 2 When was the last time you tried | b into computers or computer games when you were a child? |
| 3 What kind of gadgets do some people like tinkering | c on? Has anyone ever copied one of your ideas? |
| 4 What do you do when you're not sure how to go | d about trying to solve a problem? Who do you ask first for help? |
| 5 What kind of software do you need to read | e up in a million years, but wish you had? |
| 6 If you didn't copyright a great idea, what would happen once it caught | f with? Electrical goods, phones, domestic appliances, etc.? |
| 7 How did you first get | g up on at your place of work or study? |
| 8 Can you think of a brilliant idea that you wouldn't have dreamt | h out a prototype to see if an idea actually worked? |
| 9 What's the best way for innovators to come | 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.

- If I *come up with* / *read up on* something challenging, I *get into it* / *catch on* more.
- If senior management lead by example, it's more likely that *innovator* / *innovative* thinking will be present at every level of a company.
- 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.
- Their manufacturing methods are hopelessly *unorthodox* / *out of date*.
- Researchers* / *Innovations* are only as good as the problem they *tinker with* / *overcome*.

T Teacher's resources:
extra activities

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.



- 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.

Lesson outcome

Learners can correctly use or omit articles where necessary.

Lead-in 1 Work in small groups. Discuss these questions.

- 1 What is a 'Eureka!' moment? Can you think of examples from history?
- 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

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 cognitive 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 accidentally and hit our head.
 - b suddenly have an innovative idea.

- 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.

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?

→ page 112 Spoken English

T Teacher's resources:
extra activities

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.

→ 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

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.

- 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.