

**LEBDIS**

**Teacher's  
Resource Book**

We know  
books

Maria Karyda



# **Business Partner**

# Contents

>	<b>Introduction</b>	<b>3</b>
<b>Unit 1 &gt;</b>	<b>Innovation</b>	<b>18</b>
	Unit overview	18
	Business brief	19
	Teacher's notes	20
<b>Unit 2 &gt;</b>	<b>Life cycle</b>	<b>34</b>
	Unit overview	34
	Business brief	35
	Teacher's notes	36
<b>Unit 3 &gt;</b>	<b>Finance and investment</b>	<b>50</b>
	Unit overview	50
	Business brief	51
	Teacher's notes	52
<b>Unit 4 &gt;</b>	<b>Disruptors</b>	<b>66</b>
	Unit overview	66
	Business brief	67
	Teacher's notes	68
<b>Unit 5 &gt;</b>	<b>Customer engagement</b>	<b>82</b>
	Unit overview	82
	Business brief	83
	Teacher's notes	84
<b>Unit 6 &gt;</b>	<b>The business of tourism</b>	<b>97</b>
	Unit overview	97
	Business brief	98
	Teacher's notes	99
<b>Unit 7 &gt;</b>	<b>Managing conflict</b>	<b>112</b>
	Unit overview	112
	Business brief	113
	Teacher's notes	114
<b>Unit 8 &gt;</b>	<b>Mindset</b>	<b>127</b>
	Unit overview	127
	Business brief	128
	Teacher's notes	129
>	Resource bank	141

## 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

##### Background

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.

##### Business case for reviewing gym membership rates

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.

##### Recommendations

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!' /jə'ri:kə/ 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.*