

## 1.1 ➤ Vocabulary

- Divide the class into pairs. Hand out a worksheet to each pair.
- Ask students to complete sentences 1–10 in Exercise 1 using *problem* or *solution* in the correct forms. Some sentences can have two equally correct answers.
- Ask students to match the statements in Exercise 2 to the sentences they completed in Exercise 1. Go over the sentences to make sure everyone agrees on the answers.
- For Exercise 3, divide the class into pairs and assign each person in the pair either the first five statements or the second five. Their goal is to come up with specific examples which could explain the statements and the situations. When they have finished, ask them to share their examples with their partners so that each of the ten situations are discussed. When they have finished, tell them to find a new partner who had the same five sentences they had, compare their answers and choose the most probable ones.
- As a follow-up, ask students to look at the statements again and talk about which of these situations they have experienced themselves and which they think might be most common in the field of innovation and technology. They can also discuss which ones they feel could be most positive or negative for a company or business.

1 1 problem/problems 2 solutions 3 solution  
 4 problem/problems 5 solution 6 solution  
 7 problem 8 problems 9 solutions 10 solution  
 2 1 f 2 d 3 j 4 a 5 i 6 e 7 b 8 g 9 c 10 h

## 1.2 ➤ Grammar

- This can be done in groups or pairs. Tell students that they are going to participate in a team challenge and practise articles from Lesson 2.
- For Exercise 1, put students into groups of two or three and give one worksheet to each group. Tell students to look carefully at the statements and correct the ones they feel are wrong. Then ask them to choose between 1 and 5 points depending on how sure they are that they have the correct answer. Go through the answers with the class. For each correct answer, they gain the number of points they chose; for each incorrect one, they lose the number of points they chose. The teams add up their points.
- For Exercise 2, the challenge is to work in pairs and write five sentences about activities, goals or plans using the correct articles in each sentence. Once students have finished, ask them to mingle to find other pairs with similar sentences. For each similar sentence they find, both pairs add one more point to their final scores.
- For a short follow-up spoken activity, students could continue to work in pairs and practise making correct or incorrect sentences, which their partners either correct or agree don't need correcting.
- For a longer follow-up activity, groups could write a short text incorporating the grammar rules and vocabulary from the lesson for another pair to correct.

1 1 correct 2 the better 3 an industry 4 a the team  
 5 correct 6 a the most 7 the a very 8 the ideas  
 9 correct 10 correct 11 a programmer

## 2.1 ➤ Vocabulary

- Tell students that they are going to practise vocabulary from Lesson 2.1.
- Put students in pairs. Cut out the word partnership cards and give students a worksheet each and one set of cards per pair.
- Ask students to put the word partnerships together so that they can be used to complete the gapped sentences. Students check their answers in pairs, then check as a class.
- Give students some time to consider the questions in Exercise 2 and discuss them. Elicit their thoughts.
- Students can follow up by looking up regulations about recycling in their home town or looking for more information about concepts such as the circular economy or self-healing plastic, etc. They could present this information to the class.

1 1 from the outset 2 throwaway culture  
 3 drive innovation 4 forward-thinking 5 waste streams  
 6 precious metals 7 circular economy 8 self-healing plastic  
 9 feed back into 10 recycling plants

## 2.2 ➤ Grammar

- Tell students that they are going to make passive sentences active and active ones passive. They should also consider whether or not they need to add the agent in the passive sentences.
- Hand out a Student A or Student B worksheet to each student. Each student now has five active and five passive sentences which they need to complete. Once they have done this, put students into AB pairs and tell them to compare with their partner and discuss their reasons for changing the sentences as they have done. Check answers as a class.
- As a follow-up, ask students to write four more personal sentences with their partner using these passive voice patterns:
  - ▶ phrasal verb with *be* + past participle + preposition
  - ▶ *being* + past participle
  - ▶ *need + to be* + infinitive / *need + -ing* form
  - ▶ *have* + object + past participle.
- Ask individual students to read their sentences to the class and then discuss them as a class.

## 3.1 ➤ Vocabulary

- Tell students that they are going to do a class activity to review the vocabulary for finance and investment.
- Copy and cut up the cards. Give each student at least one card (if you have more than eighteen students, make an extra set; if you have fewer, give each student more than one card).
- Ask students to mingle and ask the others if they can explain the meaning of the words on their cards.
- As an extension, put students in pairs or small groups and ask them to divide the cards among themselves. Tell them to each describe the vocabulary terms they have on their cards and get the others to guess what the term is.

backer – someone who supports a plan, especially by providing money  
 ballpark figure – an estimate, not an exact amount  
 deal in currencies – buy and sell money used by different countries  
 financial instruments – investments such as bonds or shares  
 foreign exchange – the value of two currencies relative to each other  
 high-risk trade – the act of buying or selling goods, in this case when it is likely that the buyer or seller may lose money on the deal  
 human resources – the people who work for a company or organisation and the department responsible for managing resources related to employees  
 interest rates – a charge of payment set to a certain amount that you have to pay on money you have borrowed  
 invest in – buy shares, property, or goods because you hope that the value will increase and you can make a profit  
 level playing field – a situation in which different companies, countries, etc. can all compete fairly with each other  
 make a return – earn money from an investment  
 make an investment – the use of money to get a profit by buying or doing something because it will be useful or profitable later  
 reap rewards – to get something such as money from something you have done  
 return on investment – the profit earned from buying shares, property, etc. in relation to the money spent  
 trade-off – a balance achieved between two desirable but incompatible features; a compromise  
 the rate of return – the amount of profit that a particular investment will make, expressed as a percentage  
 the trading floor – the part of a financial market where shares, commodities, etc. are bought and sold  
 yields – the amount of profit something produces

### 3.2 ➤ Grammar

- Tell students that they are going to practise making sentences with different forms of the future.
- Put students into groups of three or four and give a worksheet to each group. Give each group a dice and coins or markers. Tell them to roll the dice and move their counter on the board accordingly. They have to use the word or phrase given in the square they land on to make a sentence expressing attitudes towards the future.
- The group decides if the sentences are correct, calling on the teacher to have the final say if necessary. If a sentence is correct, the student can continue at their next turn; if not, they have to miss a turn. The first person to reach the finish is the winner.
- As a follow-up, they should go through all the words and phrases again once they've finished and make sure they know how to use them correctly. This could be done as a class activity.

#### Sample answers

about to (for something that is going to happen almost immediately) – *We are about to merge with another company.*  
 anticipate (to give a future meaning) – *We can't anticipate how the market reacts.*  
 be unlikely (to express probability) – *He is unlikely to be promoted soon.*  
 bound to (for something that is definitely going to happen) – *They are bound to lose money on that deal because it is so risky.*  
 certain to (for something that is definitely going to happen) – *He is certain to have a successful career based on the work he has done so far.*  
 could (for a future possibility when there is about a 50 percent chance it will happen) – *They could win the innovation award this year if they can get the product to the market on time.*  
 due to (for something which is going to happen at a fixed or expected time) – *He is due to arrive at 6 p.m. tomorrow.*  
 envisage (to give future meaning in a sentence) – *We envisage these shares going up by at least 5 percent.*  
 expect to (to give future meaning in a sentence) – *We expect to see that these commodities will be more valuable in the next few months.*  
 hope (to give future meaning in a sentence) – *I hope that working with them will turn out to be profitable.*  
 intend to (to give future meaning in a sentence) – *We intend to expand our business into the Middle East and Africa.*  
 likelihood (a noun used to express the future) – *There is a strong likelihood that their investment will not turn out well.*  
 on the point of (for events that seem likely to happen in the very near future) – *They are on the point of investing in a company in Asia.*  
 on the verge of (for events that seem about to happen) – *They are on the verge of signing a major contract with a new business partner.*  
 plan (to give future meaning in a sentence) – *We plan to restructure part of the company.*  
 predict (to give future meaning in a sentence) – *They predict that the market will continue to improve.*  
 slight chance (a noun used to express the future) – *There is a slight chance I'll be in Singapore for a few days so maybe we can meet.*  
 strong possibility (a noun used to express the future) – *There is a strong possibility that commodities prices will fall.*  
 sure to (for something that is definitely going to happen) – *The Central Bank is sure to raise interest rates in the next two years.*  
 were thinking about (used to express an attitude from a viewpoint in the past) – *They were thinking about buying a company, but decided against it.*

## 4.1 ➤ Vocabulary

- Tell students they are going to use target vocabulary from Lesson 4.1.
- Give out the worksheet and tell students to read the statements and ask any questions they have about them. This can be done as a general group discussion to make sure all the statements are understood. Then ask them to make notes in the ovals about areas of their student/professional lives which have been impacted or could be impacted in the future by these statements. Get them to think about the way teamwork at university or in companies is usually done, technology they use now which they may not have used earlier, working conditions they have experienced which might change, problem-solving in business or in their courses, the situation today of well-known and established companies, possible future jobs, etc.
- Put students in pairs and ask them to read their notes to each other in random order. Their partners guess which statement the notes are based on.
- Ask them to discuss in their pairs which of these statements they think will have the biggest impact on their working lives. For pre-work students, they can hypothesise about this using the knowledge they have gained in business and communication skills.
- Students then discuss which of these changes they see positively and which ones they think will have more negative consequences. This can be opened up to a class discussion.
- As a follow-up, students could do some research into a company about how they have dealt with or are dealing with one aspect of these disruptions, e.g. agile teams, repositioning in the market, a member of staff or department tasked with finding new processes for the future, etc.

## 4.2 ➤ Grammar

- Tell students that they are going to practise hypothetical sentences in a matching game.
- Cut up the cards on the sheet. Distribute one set of cards to each pair of students.
- Tell students to match the sentence halves together. There are two beginnings, *If only/I wish* and *Let's suppose/Speculating for a moment*, which can each be used for two different sentences. The students need to look carefully at the sentences to see if they refer to past, present or future situations. (*If only* and *I wish* can be present or past, but when talking about a past situation including a modal verb we need *If only*.)
- Hand out the rest of the worksheet to each student. For Exercise 1, ask students write their own sentences based on the prompts and the tenses specified. Ask them to check each other's work in pairs. Any questions the pairs can't answer should be discussed in open class.
- As a follow-up, students can use just the prompts on the cards to practise further with a partner. Their partner can respond to the sentences or simply agree whether or not they are correct.

If only / I wish we had more time to develop the product, but we just don't.  
 I wish / If only he had told me about the opening at his company, but he never mentioned it.  
 If only we had reacted immediately, we could have launched the product before the competition.  
 Given that they were the first to use the technology, I would have assumed they are the leaders in the market.  
 I wonder if my boss sent the recommendation he promised to write for me.  
 Suppose they were looking for someone with your qualifications, would you apply for the job?  
 Speculating for a moment that had we begun the new project last year, do you think it would have been a success? (mainly used with past situations)  
 Were they to investigate the company, a number of irregularities might be found.  
 Had we realised that they were working on a similar project, we would have tried to enter the market more quickly.  
 Let's suppose that our idea to increase the lifespan of the product works. How will this affect sales? (mainly used with future situations)

## 5.1 ➤ Vocabulary

- Tell students that they are going to practise describing the words and phrases from Lesson 5.1.
- Put students in pairs. Hand out a Student A or B worksheet to each student. Give them some time to think about how they will explain the nine words and phrases they have on their grid to their partner.
- Ask students to explain their words and phrases to their partners, who can ask as many questions as they like, but the person describing the word is not allowed to use the word/phrase itself.
- When everyone has finished, students check their answers in pairs.
- For Exercise 2, tell Student A to write questions about the tactics used by retailers to convince people to buy and Student B to write questions about how the customers feel about the retailers' tactics. When they have finished, tell them to ask each other their questions.
- As a follow-up, students can do some research on up-to-date methods used in the retail business to convince customers that their products are the best. Ask them to share the most interesting ones with the class.

### Sample questions

#### Student A

How do retailers try to get consumers to buy products which are less healthy?  
 Where are fruits and vegetables positioned in shops?  
 What is the decoy effect and how do retailers use it?  
 How do retailers tap into consumers' desire for bargains?

#### Student B

How do consumers feel about products that are reasonable in price?  
 What are consumers more inclined to do if they have already bought healthy items?  
 What products do consumers tend to buy when they consider their own well-being?  
 Why do consumers think that the healthy effect of one product can cancel out the unhealthy effect of another?

## 5.2 ► Grammar

- Tell students they are going to practise making participle clauses.
- Put students in pairs and hand out a copy of the worksheet and a dice to each pair.
- Explain that the goal of the game is to cross off (with an X or an O) four squares in a row. In order to do this, students roll the dice and if they get a number from 1–5, they have to choose one of the numbers given at the bottom of the chart. They then convert the sentence opening into a participle clause and complete the sentence. If their partner agrees that it is correct, they can put their X or their O in that square. Then the partner rolls the dice and can choose from any of the sentences which have not yet been claimed according to what comes up on the dice. If either student rolls a 6, they can choose any sentence they like.
- When all the pairs have finished their games, go through the sentences with the class to make sure they have done them correctly. In some cases, more than one answer is possible, but the answer key gives the most obvious suggestions.
- Point out that the participle clauses used to show one action taking place after another can be formed in two different ways.
- For Exercise 2, students can continue to practise by converting any prompts which haven't been picked on the board yet and completing the sentences.

- 1 Eating these foods every day, ... / Eaten every day, these foods ...
- 2 Having called the customer support line, we were told ...
- 3 Handling the device carefully, it ... / Handled carefully, the device ...
- 4 Having been promoted last week, the product now ...
- 5 Not having been used properly, it unfortunately ...
- 6 Having researched the effects thoroughly, we ...
- 7 Working many hours, you should ...
- 8 Speaking politely to customers, ...
- 9 The new tariffs took effect yesterday, causing ... / Taking effect yesterday, the new tariffs ...
- 10 Introducing / Having introduced their new product last week, they began ...
- 11 Being known everywhere, we ...
- 12 Having tested / After testing the product, they began ...
- 13 The man working at the shop, ...
- 14 The tactic tried out last week, ...
- 15 Following the instructions, this product ...
- 16 Having written an email, I was told I should ...
- 17 Reading the information carefully, you ...
- 18 Being rewritten / Having been rewritten because of the errors, the report now ...
- 19 Not having been updated in years, now it ...
- 20 Having travelled all day, they ...
- 21 Starting at a new company, you should ...
- 22 Telling the client what they thought, they ...
- 23 Sales decreased, causing ...
- 24 Repositioning many items, the shop started to ...
- 25 Having an international reputation, we ...
- 26 Having created / After having created the market for the product, they ...
- 27 Being a loyal customer, you ...
- 28 Creating new displays in the shop, they then ...
- 29 Needing to retrain for a new job, he ...
- 30 Doing a good job, you should ...

## 6.1 ► Vocabulary

- Tell students that they are going to work with two sets of cards, one with target vocabulary from Lesson 6.1 and the other with the definitions. There are several options for this activity.
  - Students can simply match the cards to the definitions in pairs.
  - Students can play a memory game by turning all the cards face down, and turning over two to find matching pairs.
  - Students can divide the definitions and the words so that each student has a word card or a definition card. Ask them to mingle and read out what is on their card to find the person with the correct matching card.
- When the students have finished their matching activity, tell them to categorise the cards as positive, neutral or negative concepts or things, and give reasons for this. Ask them to discuss in pairs whether these categories are looked at differently by different people, for example by tourists, tour guides or hotel owners.
- As a follow-up, students can look up information about places with eco-resorts, mass tourism, destination development, etc. and give a short talk on these concepts.

bed and breakfast – small hotel where you can sleep and have the first meal of the day  
 destination development – activity of creating successful sustainable places for visitors and developing a brand image for a particular country or area  
 eco-resort – an environmentally friendly hotel and grounds which tries to minimise its carbon footprint  
 guesthouse – a private place where people can pay to stay and have meals  
 hotel chain – a number of establishments where people can stay which are owned or managed by the same company or person  
 hotspot – a place that is popular for entertainment or a particular activity  
 infrastructure – the basic systems and structures that a country or area needs in order to work properly, for example roads, railways, banks, etc.  
 mainland – the main area of land that forms a country, as compared to islands near it that are also part of that country  
 mass tourism – a situation when large numbers of people visit the same destination at the same time  
 overdevelop – to put up too many buildings, shops, roads, etc. in an area  
 package tour – a holiday which includes transportation, accommodation, meals, entertainment, etc.  
 photobombing – the activity of deliberately getting into the background of someone else's photograph as a joke  
 record season – reaching the highest number of people visiting a destination, or tourists staying in a particular hotel or resort  
 tour guide – a person who helps visitors and takes them around an area to show them the sights  
 tourist trap – a negative phrase for a place that many tourists visit, but where drinks, hotels, etc. are more expensive  
 World Heritage Site – place selected by UNESCO as having cultural, historical, or scientific significance, legally protected internationally

## 6.2 ▶ Grammar

- Tell students that they are going to practise using past tenses.
- For Exercise 1, ask students to work on their own to write sentences which match the situations described. Remind them to use time expressions or discourse markers where appropriate.
- Hold a short brainstorming session with students and write out the names of the different past tenses. Depending on the class, you may want to elicit uses for these or just write the names on the board. Then, for Exercise 2, tell the students to match the descriptions of the past events to the names of the tenses.
- For Exercise 3, in pairs, ask the students to try to guess what their partner wrote about by asking questions. Each student has five minutes to try and guess what their partner wrote.
- Finally for Exercise 4, ask them to count up how many they guessed correctly. The pair with the highest number is the winner.
- As an follow-up activity, students could work in their A/B pairs to write three more statements using different past tenses and referring to a workplace situation.

- 1 past perfect continuous (used with *when*)
- 2 past continuous (for both verbs)
- 3 present perfect simple (used with *already, still* and *yet*)
- 4 past perfect simple (often used with the adverbs *ever, never, already, yet* and *just*)
- 5 past simple (used with ... *ago, last ...*, dates, etc.)
- 6 past perfect simple (often used with past simple)
- 7 present perfect continuous (used with *for* and *since*)
- 8 present perfect simple (no time is given)
- 9 past perfect continuous (used together with the past simple)
- 10 past continuous (used with *when*)

## 7.1 ▶ Vocabulary

- Tell students that they are going to practise the vocabulary from Lesson 7.1.
- Cut the worksheets into three and hand out a Student A, B or C table to each student. Ask them to form ABC groups.
- Explain that Student A begins by reading the word in the upper left-hand corner (*micromanage*). Tell Students B and C to look for the definition on the right side of the table and whoever has the definition reads it aloud. If it is correct, they tick it off (Student B - *organise and control all the details of another person's work in a way that they think is annoying*). Then the student who has read the definition reads the word directly opposite on the same line (*resolution*) and the other two students search for the definition. They continue in this way until all the words have been read and the definitions have been found. The last definition is in the upper right-hand corner on Student A's table.
- When students have finished, ask them to discuss the two follow-up questions given below. This can be done in open class or in the groups of three with the students reporting back on their discussions. These should engage them again with the vocabulary and make them think about the meanings of the words related to conflict and conflict resolution.

- ▶ Which of these lead to problems in the workplace?
- ▶ Which of them are methods of solving problems in the workplace?
- For extra practice, groups could read out definitions and ask the others for the words they have just described.

*As a guide for the teacher, these are numbered so that they can be gone through easily with the group if necessary.*

### A

1 micromanage	18 likely to cause arguments or make people angry
11 criticism	10 performing at the highest possible level
5 staff morale	4 the ability to understand other people's feelings and problems
16 a fine line between	15 start to discuss a (usually difficult) subject
8 mediator	7 not based on clear thought or reason
13 provocation	12 say or think that someone or something is responsible for something bad

### B

7 irrational	6 get much worse or more serious (e.g. an argument or fight)
18 confrontational	17 behave in a way that is unacceptable socially
2 resolution	1 organise and control all the details of another person's work in a way that they think is annoying
10 on top of one's game	9 do what you are supposed to do
4 empathy	3 an argument between people or groups based on having very different beliefs and opinions
15 raise the issue with	14 someone one level higher in rank than you in a company and in charge of your work

### C

14 line manager	13 an action or event that makes someone angry or upset, or is intended to do this
6 escalate	5 level of confidence and positive feelings that people working together have
12 blame	11 comments that say what you think is bad about someone or something
17 cross the line	16 a very small difference
3 clash	2 a solution to a problem, argument, or difficult situation
9 toe the line	8 someone that tries to end a quarrel between two people or groups by discussion

## 7.2 ➤ Grammar

- Tell students that they are going to practise different forms of hedging and tentative language.
- Put students in pairs. Give each student a worksheet and ask them to complete the sentences, first about themselves and then about their partner. In the 'My Partner' column, the sentences have spaces to write in the partner's name or 'he/she'. In pairs, tell them to read aloud the sentences they wrote about their partner, who says if they are true or not. Encourage them to discuss their answers using this language.
- If you like, students can win points. One point can be awarded if the sentence a student wrote about their partner is true, two points can be awarded if the sentence is similar to what the partner had written about themselves.
- For Exercise 2, ask them to write three more sentences about themselves using hedging and tentative language. Of the three sentences, two should be true and one should be false. Tell them to read their sentences aloud to their partner, who guesses which one is false.

## 8.1 ➤ Vocabulary

- Tell students that they are going to practise the target vocabulary from Lesson 8.1.
- Put students in pairs and give each student a worksheet (A or B).
- Ask Student A to explain their words to Student B and give them five minutes to get Student B to guess them. Explainers can give definitions, ask their partner a question that would be answered by the word or make a gap sentence, but they can't use any form of the word itself. After five minutes, stop the pairs and tell students to swap roles and ask Student B to explain their words to Student A. They now have five minutes to get Student A to guess their words.
- When the time is up, ask them to show each other their words and discuss any that they were unable to guess.
- For Exercise 2, ask pairs to use the words and phrases to describe different mindsets and the concept of being entrepreneurial.

## 8.2 ➤ Grammar

- Tell students that they are going to practise verb patterns with a Bingo game.
- Give each student a copy of the worksheet and ask them to quickly write short answers (these can be between one and three words) or to think of what they would write. Have a class mingle and tell students to try to find people who answered the questions in the same way. When they find someone with the same (or a very similar) answer, they write that person's name in the square. The goal is to have five in a row either across, down or diagonally in order to get 'Bingo'.
- When they have finished, discuss the verb patterns as a class and randomly call on students to read out their answers using the patterns.
- For Exercise 2, ask each student to write five sentences about themselves using the different verb patterns and to then discuss these with a partner.