

Unit 4 ➤ Disruptors

Lead-in

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

Note

The cloud: the Internet used as something that provides software or space for storing information, rather than having it on your own computer

Reading

2 Tell students that they are going to read about disruptive technologies and go through the instructions with them. Check the meaning of 'disruptive' if necessary. Ask them to read the missing statements first, and then read the article quickly to check their answers.

1 D 2 C 3 B 4 A

3 Give students time to read the article again and complete Exercise 3. Tell them they can ask you for definitions of any unknown words if necessary, but avoid giving them definitions of the ten words that feature in Exercises 5 and 6. Check answers with the whole class.

- 1** According to Satya Nadella, tech spending is going to double in the next decade as digitisation becomes more widely used.
- 2** The innovator's dilemma – the difficulty incumbents have in shifting to a new technology that threatens to erode their existing, more profitable business model.
- 3** Gene Berdichevsky of battery maker Sila Nanotechnologies says car manufacturers have underestimated the innovation used in producing batteries and design aspects that improve electric vehicles.
- 4** performance and cost advantage

4 Put students in pairs or small groups to discuss the questions, and then broaden this into a class discussion. Encourage students to elaborate and tell personal stories about which disruptive technologies have inspired them. If time is short, discuss the questions with the whole class.

Suggested answers

- 1** a new vaccine, robotics in car manufacturing or health care, social media in advertising and marketing

Vocabulary

5–6 These activities look at useful vocabulary from the reading. With fast finishers for Exercise 5, ask them to think of synonyms for some of the vocabulary e.g. *rival* = *competitor*, *have a head start* = *have an advantage over the competition*, *counter* = *deal with*. Exercise 6 can be done with the whole class, checking answers and clarifying meanings as you go along.

5 1 a 2 b 3 a 4 a

- 6 1** shift
- 2** shockwaves
- 3** responsiveness
- 4** spurt
- 5** ground-shaking
- 6** Make the switch

7 Put students in pairs or small groups to complete and then discuss the questions, and then broaden this into a class discussion. If time is short, discuss the questions with the whole class. Encourage students to give examples and use vocabulary from Exercises 5–6.

- 1** ground-shaking
- 2** made the switch
- 3** responsiveness
- 4** enhanced, performance
- 5** shift
- 6** head start

Speaking

8A Ask students to work in pairs or groups of four, with two students A and two students B for groups of four. Go through the steps as a class. Students should review their answers for question 2 in Exercise 1 before starting the roleplay. They look at the staff comments and discuss further advantages and disadvantages of working in the cloud.

8B Students hold a meeting to discuss guidelines for working in a cloud. Encourage students to confirm the agenda before the meeting, add their own idea(s) and to use vocabulary from the lesson related to disruption in the roleplay.

During the meeting, there should be some tension between management who have been willing to push the shift to working in the cloud, and resistance from more senior members of staff. In groups of four, allow for a wider range of opinions to avoid stereotyping. Monitor students during the meeting, ask them to report back to the class and give feedback and praise as appropriate.

With in-company classes, students may choose to do a simulation for their own organisation. With pre-work students, encourage each group to choose a sector they are interested in, or are more familiar with e.g. engineering, finance, manufacturing, public administration, healthcare, education, retail and so on.

Unit 5 ➤ Costumer engagement

Lead-in

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

Suggested answers:

2 A **follower** is someone who looks at the messages sent by a particular person using a social networking service, for example: *He currently has over 5000 followers on Twitter.*

An **influencer** is someone who affects the way that people think or behave, or influences them to buy certain products and services because of their recommendations on social media.

Reading

2 Tell students that they are going to read about using social media for a business and go through the instructions and questions with them. Check that they understand the meaning of 'fanbase' and possibly 'likes' in the headline, depending on the age group in the class. Ask them to match the statements first, and then read the article quickly to check their answers. Check answers with the class.

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

3 Give students time to read the True/False/DS statements. Check the meaning of 'subscribers' e.g. someone who receives regular online newsletters and updates from a website, or might pay a monthly fee to receive a newspaper, magazine or service. To help students further, you could tell them there is only one DS statement.

Explain the activity and give students time to read the article and ask you about any unknown words if necessary. In weaker or larger classes, you may want to let students compare their answers in pairs first. Then check answers with the whole class.

- 1 T
- 2 F (Her Selfish Mother shop, selling clothing, lifestyle accessories and digital courses for women online [...] and Gunn has raised £1m for charity through sales.)
- 3 F (... she was unable to sell even 36 T-shirts.)
- 4 F ("engagement": the conversation around what you're posting, comments and the feeling of connection you inspire.)
- 5 DS (Sara McCorquodale doesn't say anything about followers contacting a brand.).
- 6 T

4 Put students in pairs or small groups to discuss the questions, then broaden this into a class discussion. Encourage students to elaborate and tell personal stories about what kind of influencers have inspired them. If time is short, discuss the questions with the whole class.

Vocabulary

5-7 These activities look at useful vocabulary from the reading. With fast finishers for Exercise 5, ask them to think of synonyms e.g. *shrewd* = *clever, astute, canny, streetwise* etc.. Exercise 6 can be done with the whole class, checking answers and clarifying meanings as you go along. For Exercise 7, ask students to work individually and compare answers in pairs before checking with the whole class.

- 5 1 Authenticity
- 2 Online reach
- 3 traction
- 4 compelling
- 5 shrewd
- 6 leveraged
- 6 1 b
- 2 a
- 3 a
- 4 b
- 7 1 online reach
- 2 leverage
- 3 consumer-facing
- 4 get rich quick
- 5 authenticity

Speaking

8 Put students in pairs or small groups to discuss the questions, then broaden this into a class discussion. If time is short, discuss the questions with the whole class. Encourage students to elaborate and use vocabulary from Exercises 5–7.

Suggested answers:

- 1 It will depend on the sector, or product or service being sold: a company selling specific industrial equipment will not have to connect so much with their audience, although they still need to know their clients' needs very well. Whereas a business that is 'personality-led' or one that is based on communicating with people e.g. online travel agents, personal trainers, make-up/clothing brands, and so on will need to engage much more with their target audience.
- 2 Students may argue that the advantages of having a personality-led business are that people identify closely with the celebrity and therefore the brand and this encourages brand loyalty. However, a disadvantage is that if the person falls ill, or has personal problems, the business may fail unless they have a strong team behind them. Some personality-led businesses have been hugely successful, e.g. Steve Jobs at Apple, Richard Branson of Virgin Atlantic. There are also influencers who have their own brands, as well as endorsing other brands.
- 3 Some people trust influencers and consider them to be specialists. However, we should check the information they tweet or the posts they publish are credible. We should remember they are paid huge amounts of money by advertisers to attract more followers but this does not make them experts in all areas of life.

Unit 7 ➤ Managing conflict

Lead-in

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

Reading

2 Ask students to read the statements first, and then read the article quickly to check their answers.

- 1** Mentioned - (If we never changed our minds, we would still be living in caves.)
- 2** Mentioned - (When I asked her what absolutely did not work, she was adamant: belligerence, mockery, shouting, lack of eye contact and emotional meltdowns.)
- 3** Mentioned - (Conflict helps organizations think and progress. We all need to do it much better.)
- 4** Not mentioned

3 Give students time to read the article again and ask you about any unknown words if necessary, e.g. 'sulky', 'I beg to differ', 'brutal', 'adamant', 'belligerence', 'rigour', etc. But avoid the vocabulary items that come up in exercises 6–8. Then check answers to the comprehension questions with the whole class.

1 E 2 F 3 D 4 A 5 B
Sentence C is not used.

4 Go through the instructions and check the meaning of certain key expressions, such as 'living in caves' and 'reach a compromise'. Ask them to read the statements first, and then read the article quickly to check their answers.

Suggested answers:

- 1** They said he was never going to change his mind.
- 2** The writer states: The question isn't how to avoid conflict but how to do it well.
- 3** They realise they didn't have all the facts and they start to develop a common language i.e. understand each other better.
- 4** Meeting face to face; reconsidering overnight/time, and having momentum* (Taking time to reconsider overnight often helps...people need time, she says, but also momentum and it is her job to balance the two.)
- 5** Most are too afraid or unskilled.)
- 6** She never confronted him in public. She sent materials she wanted to discuss ahead of time. She rarely pressed him for an immediate response. She thinks he is a brilliant man and over time, they built trust and respect.

*momentum: the ability to keep increasing, developing, or being more successful

5 Put students in pairs or small groups to discuss the questions, and then broaden this into a class discussion. Encourage students to elaborate and tell personal stories about (minor) conflicts, or, simply, disagreements they have had. If they are pre-work students, or do not have much experience of conflicts at work, encourage them to talk about disagreements in their daily lives: when dealing with mobile phone providers, shop assistants, officials, or people in authority. If time is short, discuss the questions with the whole class.

Vocabulary

6–7 These activities look at useful vocabulary from the reading. With fast finishers for Exercise 5, ask them to think of synonyms for some of the vocabulary e.g. *hot-button issue* = *controversial or important issue*, *delicate subject*. Exercise 7 can be done with the whole class, checking answers and clarifying meanings as you go along.

- 6 1** d civil conversation
- 2** c organisational silence
- 3** f hostile silence
- 4** a commercial dispute
- 5** b emotional melt-downs
- 6** d humiliating climb-down
- 7 1** demonise
- 2** mockery
- 3** stand-off
- 4** dress down

8 Put students in pairs or small groups to complete and then discuss the questions, and then broaden this into a class discussion. If time is short, discuss the questions with the whole class. Encourage students to elaborate and use vocabulary from Exercises 6–7.

- 1** disputes
- 2** civil conversation
- 3** demonise
- 4** emotional melt-down
- 5** organisational silence
- 6** stand-off

Speaking

9 Students work in groups of three or five. If pre-work students are unable to choose a conflict situation, suggest one for them, such as the air-conditioning or heating system.

Students A and B roleplay the argument in character. Encourage them to get annoyed, use negative body language and raise their voices (a little!). When it gets more conflictive, Student C gets involved and mediates.

After the roleplay, ask students to reflect on their performance and the outcome:

What was the outcome?

Did anyone dominate the argument? Who?

How did they reach a compromise / win-win situation?

Did the mediator listen actively, ask suitable questions, not take sides and summarise effectively?

How did the mediator help or aggravate the situation?

Unit 8 ➤ Mindset

Lead-in

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

Reading

2 Tell students that they are going to read about having a resilient attitude in the world of work and go through the instructions and phrases with them. Check that they understand the meaning of 'bolster' (improve/support) and 'tackle' (deal with). Ask them to match the statements first, and then read the article quickly to check their answers. Check answers with the class.

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

3 Give students time to read the True / False / Doesn't Say statements. Check the meaning of certain phrases if necessary e.g. 'trial and error' (when you test many different methods of doing something in order to find the best). To help students further, you could tell them there are two Doesn't Say statements.

Give students time to read the article and ask you about any unknown words and phrases if necessary. Avoid defining words that come up in the vocabulary section e.g. 'despair', 'breeds excitement', 'pitfalls', 'compassionate'. With weaker classes, you may want to let students compare their answers in pairs first. Then check answers with the whole class.

- 1** T
- 2** DS (The writer's client said that young people depend on 'authority figures' but the text doesn't say whether these are parents or senior managers.)
- 3** T
- 4** DS (The text doesn't say whether they are better at crisis management.)
- 5** F (When you make any of these decisions, you will have to bear in mind that the decision might go wrong. But if you do not take a decision, you might miss an opportunity.)
- 6** T
- 7** F (To prepare for this unpredictability, individuals must face both positive and negative possibilities.)

4 Put students in pairs or small groups to discuss the questions, then broaden this into a class discussion. Encourage students to elaborate and tell personal stories. If time is short, discuss the questions with the whole class.

Vocabulary

5–7 These activities look at useful vocabulary from the reading. For Exercise 6 and 7, ask students to work individually and compare answers in pairs before checking with the whole class. Exercise 7 can be done with the whole class, checking answers and clarifying meanings as you go along.

For Exercise 7, item 2, encourage students to talk about challenging situations or events when they had to develop their resilience, accept uncertainty, be more flexible or adopt other coping strategies.

- 5** **1** resilience b
- 2** setbacks a
- 3** play out b
- 4** undermine a
- 6** **1** constant threat
- 2** pushes / blame
- 3** uncertainty avoidance
- 4** triggers anxiety
- 5** daunting prospect
- 6** psychological strain
- 7** **1** play out
- 2** setback
- 3** resilience
- 4** strain
- 5** daunting
- 6** uncertainty x2

Speaking

9A/B Put students in groups of four. The aim of this activity is to encourage students to use vocabulary from the text and vocabulary section and to think critically about the skills required of professionals in the future.

First, ask students to brainstorm ideas for their start-up company. They do not need to come up with much detail, although it would be helpful to know at least the sector, e.g. IT, new energies, finance, or retail. If students can't think of a sector, then give them one that most of them will be familiar with.

Students discuss the items in the list and decide on FIVE factors that would be essential to cultivate a positive working environment. Encourage them to come up with their own ideas.

During this stage, students should discuss their attitudes to (un)certainty and whether they would prefer to adopt uncertainty avoidance or acceptance. Bear in mind this point may be culture-bound in your teaching setting, as certain cultures have a tendency to avoid uncertainty, while others may accept uncertainty more readily.

Suggested answers

Students may come up with some of the following strategies: organise regular frequent training courses for staff, have effective induction training for new staff, encourage team-building activities to build trust, have a flatter rather than a hierarchical culture, encourage a non-blame culture, hire an in-company psychologist or coach to help lessen anxiety, make sure managers adopt a hands-off approach so as to encourage younger, inexperienced staff to make errors and learn from their mistakes, have mentors for younger staff, encourage an open-door policy so that employees feel comfortable about discussing potential problems with their managers, make sure that staff are praised for individual performance as well as successful teamwork.