

# 1

# A HEAD FOR BUSINESS

## In unit 1 you will:

- talk about different types of intelligence.
- review the present, past and present perfect tenses.
- review question forms.
- write an article.

## 1.1 Listening and vocabulary



### PETER'S VLOG: Top tutors



#### Discuss the questions.

- Do you know anyone who has their own business?
- Would you like to be the manager of a company?
- What is the easiest product to sell? Why?

Flipped Learning

### 1 Match the departments of a company with the skills you need to work there.

- Art
  - Finance
  - Human Resources
  - Information Technology
  - Sales and Marketing
- a numeracy and analytical skills  
b communication and negotiation skills  
c empathy and teamwork  
d creativity and passion  
e coding and problem solving

### 2 Decide which company department you would most and least like to work in. Discuss your answers in pairs.

I'd like to work in the Art Department because I'm a creative person. How about you?

I wouldn't like to work in the Finance Department because I don't like maths.

### 3 Copy the table. Listen and complete.

#### Nominations for Employee of the Year



Name	Jana Fisher
Occupation	1...
Two important achievements this year	Resolved a difficult conflict. 2...



Name	Sam Vitelli
Occupation	Accountant
Two important achievements this year	3... 4...



Name	5...
Occupation	6...
Two important achievements this year	7... Increased hits on homepage by 50%.

#### VOCABULARY TOOLS

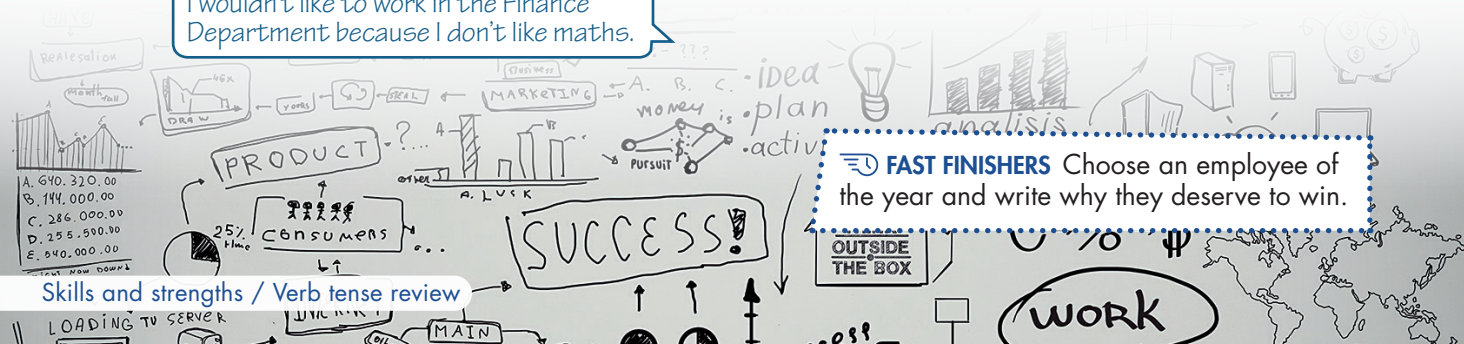
When you write new words in your notebook, try using diagrams or lists to categorise the words.

### 4 In pairs, decide what the words mean. Say which words you think describe you.

- active creative enthusiastic meticulous  
resourceful sociable systematic  
talkative thoughtful

**FAST FINISHERS** Choose an employee of the year and write why they deserve to win.

Do all exercises in your notebook



VERB TENSE REVIEW		
Present simple	Past simple	Present perfect
Use it to express permanent situations, routines and facts. <i>She always seems to be available.</i> Use it with time expressions such as <i>usually, sometimes, always, every day.</i>	Use it to express actions that started and ended in the past. <i>He started working here last year.</i> Use it with time expressions such as <i>yesterday, some time ago, last week, before, in the past.</i>	Use it to express actions that occurred at an unspecified point of time in the past or situations that continue to the present. <i>She has won two awards.</i> <i>They have all been at the company for over a year.</i> Use it with time expressions such as <i>for a year, since 1997, already, yet, always, never.</i>

Grammar reference page 107

5 Complete with the verbs in the correct tense. Choose the sentence which best applies to you.

design draw go make organise  
paint persuade plan prefer solve  
think write

### MY TASKS & ACTIVITIES

- Yesterday,
  - I ... my activities for the week.
  - I ... an entry in my diary.
  - I ... calculations on how to spend my money.
  - I ... something in vivid colours.
- Usually when I study,
  - I ... being on my own to being with others.
  - I ... over the notes I took in class.
  - I ... information in charts or mind maps.
  - I ... pictures and doodles to decorate my notebooks.
- This month,
  - I ... about things that I need to improve.
  - I ... someone to do something I wanted.
  - I ... some crosswords and puzzles.
  - I ... something original on the computer.

6 Listen and write what your choices in exercise 5 say about you.

### SPEAKING TOOLS

Use new vocabulary in simple, familiar structures, so you feel confident and sound more natural when you speak.

7 NOW YOU! Talk in pairs about a job that would be good for you.

Well, I could be a designer. I mean, I'm imaginative and creative.

I think I could be a manager. I guess I'm pretty sociable and I think strategically.



### PROJECT TASK 1 Entrepreneurs

- Get into groups of four. You are going to create a company and offer a product or service to your class.
- Choose a role for each person. Who is going to be the manager? Is there going to be a designer? What about an accountant?
- Each person should write two lists: 1) the qualities and skills they can bring to their role, and 2) their responsibilities.

→ Workbook page 20

## 1.2 Grammar and listening

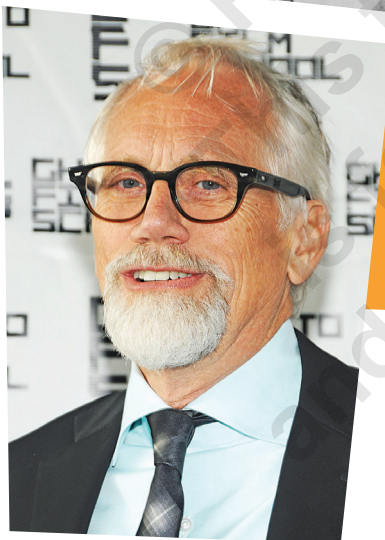
- 1 Listen and make notes about why the people are famous. Compare your answers in pairs.



Bill Gates



COCO CHANEL



DAN WIEDEN

- 2 Complete the questions with the verb in the correct tense. Listen again and check. Then answer the questions.

- 1 What ... Bill Gates ... **(do)** now?
- 2 How long ... he ... **(have)** the charity?
- 3 How ... Chanel's designs ... **(change)** fashion?
- 4 What ... the Nike slogan ... **(represent)**?
- 5 ... Wieden ... **(create)** any other famous slogans?

### VERB TENSE REVIEW: QUESTIONS

	Present simple	Past simple	Present perfect
Yes/No questions	<b>Does</b> Gates own a company?	<b>Did</b> Chanel create the logo?	<b>Have</b> Wieden and his team <b>written</b> any other famous slogans?
Wh-questions	What <b>do</b> graphic designers <b>do</b> ?	When <b>did</b> Chanel launch her company?	What <b>has</b> Gates <b>done</b> through his charity?

Grammar reference page 107

- 3 Complete the text with the correct form of the verbs.

be   come   earn   get   grow   love  
make   need   realise   see   start  
work (x2)   write



**Adam:** This week on *Bright Ideas* we're talking to Serena Tisdale. Serena's blog <sup>1</sup>... her a millionaire at the age of 20. Serena, what's your secret?

**Serena:** Well, I <sup>2</sup>... writing since I <sup>3</sup>... a teenager. At school, I <sup>4</sup>... for the school newsletter and then I <sup>5</sup>... a job at a local newspaper. I think you <sup>6</sup>... to be passionate about what you do.

**Adam:** And how did you <sup>7</sup>... up with the idea of a blog?

**Serena:** I <sup>8</sup>... that fewer and fewer people were reading printed newspapers, so I <sup>9</sup>... a market for quality online news. When I <sup>10</sup>... the blog, it was just me. Since then, the company <sup>11</sup>... to over 30 employees.

**Adam:** It seems like you <sup>12</sup>... really hard to get where you are.

**Serena:** You won't be successful if you don't <sup>13</sup>... for it!

**Adam:** Well, you certainly <sup>14</sup>... your success!

**FAST FINISHERS** Write about what type of job you would like to do in the future.

4 Listen and take notes. Answer the questions. Compare your answers in pairs.

- 1 What makes a product successful?
- 2 What are the characteristics of a successful logo?
- 3 What is important to keep in mind when creating a slogan?

**LISTENING TOOLS**

Use the information on the page to help you predict what you are about to hear.

5 Listen and complete the tables.



Service	1...
Logo / Slogan	2...
What have they done?	<ul style="list-style-type: none"> <li>• created teams for collecting donations</li> <li>• made a proposal to the head teacher</li> </ul>

Service	3...
Logo / Slogan	Logo: a smiling computer
What have they done?	4... 5...



Service	Selling party supplies
Logo / Slogan	6...
What have they done?	7... 8...

6 In pairs, read the sentences and say if they describe a logo, a slogan or both.

- 1 It has a shape that the brain recognises easily.
- 2 It is catchy.
- 3 It is a simple and direct statement.
- 4 It should have contrasting colours.
- 5 It expresses company identity.

**Pronunciation: /əʊ/**

7 Listen and repeat.

/əʊ/ both, logo, no, only, show, slogan

8 In pairs, decide which words have the /əʊ/ sound. Listen and check.

- |         |        |         |          |
|---------|--------|---------|----------|
| 1 south | 3 open | 5 most  | 7 should |
| 2 note  | 4 wood | 6 hello | 8 also   |

9 **NOW YOU!** Copy the table and write the questions. Interview your classmates.

**Find someone who...**

	Question	Name	Details
1	has created a logo or slogan.	...	...
2	has come up with a creative idea recently.	...	...
3	provides a service or does charity work.	...	...
4	knows someone who runs their own business.	...	...

**PROJECT TASK 2 Entrepreneurs**

- Choose the product (e.g. food, clothing, technology) or service (e.g. teaching, designing, consulting) that your company is going to offer.
- Create a logo and a slogan for your company. Remember to think about who your target market is.

→ Workbook page 20

1 In pairs, solve the problems. Check your answers at the bottom of the next page.

1 What sentences do these represent?

**a**

**ME REPEAT**

**b**

**X QQ ME**

**c**

**STAND**

---

**I DON'T**

- 2 The day before yesterday I was 11 and next year I will be 14. How is this possible?
- 3 There are two different images inside this picture. What can you see?



**READING TOOLS**

When you read, think about how the information is relevant to you. You're more likely to keep interested and remember useful vocabulary.



2 Read the article. Write which type of intelligence each question in exercise 1 tests.

3 In pairs, compare your answers. Do you think you have the same strengths and weaknesses?

4 Read again and decide if the sentences are true or false. Correct the false ones.

- 1 Nerve connections determine the way we learn.
- 2 We strengthen nerve connections until we're adults. Then we lose the ones we don't need.
- 3 Our brains can adapt to compensate for when parts of them are damaged.
- 4 Howard Gardner has developed eight different intelligences.
- 5 Knowing the intelligences you're strong in can help you in your studies and working life.

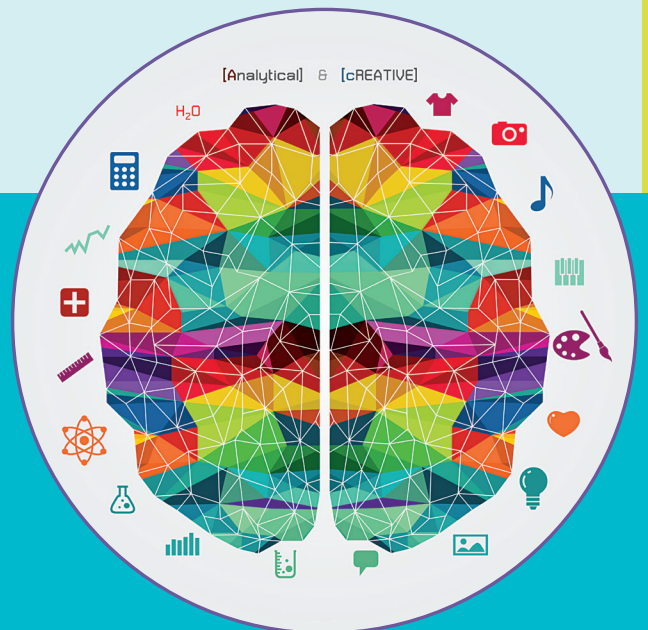
# BRAIN POWER

Our brains are truly amazing. Although the average human brain only weighs about 1.5kg, it contains about 86 billion nerve cells called 'neurons', and each of these create trillions of connections, forming a mass that will process all of our life experiences.

From when we're born until we're in our 20s, these connections continue developing. Not only that, but each person develops unique combinations of connections. Some connections become stronger, and we abandon others. This process is essential to our ability to learn.

Our brains are very adaptable and continue adapting throughout our lives. This is called 'brain plasticity'. Plasticity makes some brain regions bigger than others, specifically the regions that control what we do most. For example, the region that controls the right leg for a right-footed football player will be larger than the region that controls his or her left leg. This plasticity can also help our brains deal with injury. If one region of the brain is damaged, another region can assume its function.

This means that all of our brains work differently, and that there are various kinds of intelligence. Psychologist Howard Gardner has identified eight intelligences the brain can develop.





**INTELLIGENCE MEANS YOU...**



**Bodily-kinaesthetic** control your body or hands well and can use movement to help memory



**Interpersonal** communicate well and empathise with other people's feelings and experiences



**Intrapersonal** understand yourself and can predict your reactions and emotions



**Verbal-linguistic** are good at reading, writing, telling stories and learning languages



**Logical-mathematical** can understand numbers and systems, and use logical reasoning



**Musical** are sensitive to patterns, rhythms or sounds and can create or compose music



**Naturalistic** understand and relate to the natural world and your surroundings



**Visual-spatial** have good spatial judgement and can visualise things in your mind

You can probably identify which intelligences you are strong in, and which you are weaker in. Knowing your strengths and weakness can help you develop personalised learning strategies, as well as identify jobs you could be good at. Recognising your own unique range of skills can help to build your self-esteem, too. Also, because of brain plasticity, you can develop the intelligences you are weaker in. That is what many successful people have done. Play to your strengths and work on your weaknesses!

**5 Find the words in the article and write their meanings.**

- 1 average
- 2 neurons
- 3 brain plasticity
- 4 region
- 5 intrapersonal intelligence

**6 In pairs, discuss the questions.**

- 1 What do you understand by the last sentence?
- 2 Match the study techniques to the multiple intelligences. Which techniques suit you best?
  - drawing up mind maps
  - listening to music while you study
  - listening to a friend explain the topic
- 3 Which intelligences do you think you need for these jobs? Which job appeals to you most?
  - architect
  - firefighter
  - marine biologist
  - newspaper editor
  - radio DJ

**CORE VALUES Learner autonomy**

**7 In groups of three, read the tips below and add three more.**

English language study tips

- listen to music in English
- watch films in English
- read in English
- review your notes regularly

**8 In your group, say if you follow the tips from exercise 7. Which do you think is the most useful?**

- 1 a Repeat after me. b Excuse me. c I don't understand.
- 2 Your birthday is Dec 3<sup>1st</sup>, today is Jan 1<sup>st</sup>, you're 12.
- 3 It's either two faces or a half-eaten apple.

**FAST FINISHERS** Write about how you can use your strengths to help you learn English.

## An article about a product

## Focus on tenses

- 1 Complete the sentences. In pairs, discuss what tenses are used in each.

cocoa electric cars jeans PC penicillin

- 40 years ago, hardly anyone had a ...  
Now, 3 billion people use one every day.
- Before ... was discovered, people sometimes died of very simple infections.
- Since Levi Strauss patented ... in 1873, they have become extremely popular.
- Although ... originated in the Americas, Africa has become the world's leading producer.
- Fuel cell vehicles use gas, but motors in ... have rechargeable batteries.

- 2 Read the text and write two interesting things you did not know before.

## Trainers

They are known as 'sneakers' in the USA and 'trainers' in Great Britain, and they have become a multibillion-dollar industry.

Trainers were first designed in the UK in the late 19<sup>th</sup> century, in response to demand for comfortable footwear for holidays. Later, people started using them for sports, which is where they got their British name, 'trainers'.

Sports endorsements have helped increase their popularity; Chuck Taylor endorsed Converse and Michael Jordan endorsed Nike. But recently, endorsements by singers and rappers have made a big difference in sales.

So, you may think you chose your trainers because they're comfortable and cool. But you might be responding to endorsements and marketing forces that you're not even aware of.

## Did you notice?

- 3 Match the paragraphs with their content.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

- A link to the present and the personal.
- Origin and early history.
- Introduction to product and general information.
- Recent developments.

## NOW YOU!

→ Workbook page 10

- 4 **PLAN** Look at the plan for an article on mobile phones. In pairs, answer the questions in brackets. Use your answers to write a more complete plan.

## Mobile phones

## Introduction

- revolutionised the way we communicate (how?)

## Body paragraphs

- origins of wireless phone (when? where? who?)  
- technological changes and more varied uses (what changes? what uses?)

## Conclusion

- more changes to come in the future, but mobile is here to stay (what changes do you think?)

## WRITING TOOLS

If you plan your paragraphs before you start, you can focus more on the language when you write.

- 5 **WRITE** Use your plan to write an article on mobile phones or choose another product.
- 6 **CHECK** Check that your article includes everything in your plan. Check for spelling and grammar mistakes.

## PROJECT TASK 3 Entrepreneurs

- You are going to write short texts to promote your product or service. You will include these in a leaflet about your company later.
- In your team, decide what you would like to write about, e.g. product description, origins of the idea, information about your team, etc.
- Use a mind map to help you.

→ Workbook page 20

**Prepare for landing**



**Discuss the questions.**

- 1 What do you think makes a person successful?
- 2 Which is more important, happiness or money? Why?
- 3 Is it easy to decide what job you would like to do?
- 4 Would you prefer to work indoors or outdoors? Why?

**1 Listen, order the pictures and make notes.**



**2 Answer the questions in pairs. Listen again and check.**

- 1 What are the two options that Sarah has?
- 2 Why is Paul's decision difficult?
- 3 Why can't Bruce decide what's best?
- 4 What is Liz's problem?

**3 In pairs, say what you think each person should do.**

I think Sarah should...

**4 Complete the sentences with the verbs in the correct form.**

be choose decide go have tell

- 1 I ... to a nature summer camp last summer.
- 2 Why is it so hard to ...?
- 3 I've ... this kind of problem before.
- 4 Why did we ... money over helping people?
- 5 It ... a boy in a different class.
- 6 Do I ... the teacher?

**Idioms and expressions**

**5 Match the expressions you heard with their meanings.**

- |                    |                   |
|--------------------|-------------------|
| 1 I'll sleep on it | 3 the jury is out |
| 2 on the fence     | 4 be in two minds |

- a When you delay making a decision so you have time to think about it.
- b When you can't decide between two options.
- c When no decision has been made yet.
- d When you have difficulty deciding what to do.

**6 NOW YOU! Discuss the questions in pairs.**

- Do you prefer to make a decision quickly, or sleep on it?
- When you watch a debate, do you pick a side or sit on the fence?
- Have you decided what you want to do after high school, or is the jury still out?
- When you're in two minds about something, what helps you make a decision?



**PAIRWORK**

Student A: go to page 99  
Student B: go to page 103

Unit 1 Review • page 90

Wordlist • pages 117–120