



4

New ideas

Starting point

- 1 What is the difference between an *invention* and an *innovation*?
- 2 What is your favourite invention, and why?
- 3 What innovation would improve the quality of your life at work? And outside work?

Working with words | Ideas and innovations

- 1 What kinds of awards do you have in your industry? Do you think industry awards are useful for new ideas and innovation in business?
- 2 Read the text and answer questions 1–2.
 - 1 What are the aims of the Ashden Awards?
 - 2 How does the charity achieve its aims?

The Ashden Awards for Sustainable Energy

The Ashden Awards for Sustainable Energy is a charity that rewards and promotes excellent sustainable energy solutions in the UK and the developing world.

Each year, the Ashden Awards holds a competition to find and reward organizations which have **carried out** practical and innovative programmes that demonstrate sustainable energy in action at a local level.

The charity raises international awareness of the potential benefit of local sustainable energy projects to deal with climate change and to improve the quality of people's lives.

It also aims to encourage more people and communities across the world to **take up** the challenge of making major breakthroughs in meeting energy needs.

The charity helps the development of sustainable energy projects in several ways. It gives cash prizes, to enable winners to **take** their work **forward**. It also publicizes the winners and their work through a worldwide media campaign, which aims to inspire others to follow their example.

This year, the winners of the award included a project to build footbridges in developing countries, and another to supply low cost solar-powered lighting.



- 3 ▶ 4.1 Listen to details of two projects that have won an Ashden Award.
 - 1 What is the main purpose of each project and how is it sustainable?
 - 2 How have the projects changed people's lives?

- 4 Match the adjectives in A to the nouns in B to make phrases used in the text in 2 and the listening in 3. What other combinations are possible?

A	B
potential	approach
practical	benefit
cutting-edge	proposition
innovative	concept
commercially-viable	breakthrough
major	solution
key	technology

- 5 Work with a partner. Create a sentence for each phrase from 4.

- 6 Match these phrasal verbs from the text and the listening to a verb 1–9 with the same meaning.

*carry out come up with pay off take up bring down
bring about take forward get round set up*

- 1 avoid (a problem) _____
- 2 cause (something to happen) _____
- 3 create (an idea, a solution to a problem) _____
- 4 develop (a plan, a project) _____
- 5 have a good result _____
- 6 perform (an activity, research) _____
- 7 reduce (costs) _____
- 8 respond to (a challenge) _____
- 9 start (a business, a project) _____

- 7 Complete the texts with the correct form of a phrasal verb from 6.

At the Barefoot College, we've ¹_____ an idea to ²_____ the problem of sustainable energy for cooking and heating in remote mountain villages in Nepal. We've ³_____ a project to supply solar power to these villages, and we train local people to install and maintain the systems. Many of our new engineers are women – they've really ⁴_____ the challenge of learning new skills. The main advantage of our training programme is that the new technology we install works properly and has a long life – so it can ⁵_____ real improvements to people's lives, and to the environment.

At KXN we've developed the technology to ⁶_____ a plan for improving the refrigeration of vaccines in northern Nigeria. Standard refrigerators are useless in remote areas because the electricity supply is so unreliable. After ⁷_____ research and trials, our solution was to build special refrigerators, using photovoltaic (PV) cells to generate and store electricity from sunlight. The initial investment was high, but it has ⁸_____. This type of refrigerator has excellent insulation, so it needs relatively little electricity to keep the contents cool. This has helped to ⁹_____ the overall cost of vaccination for people in these remote areas.



» For more exercises, go to **Practice file 4** on page 112.

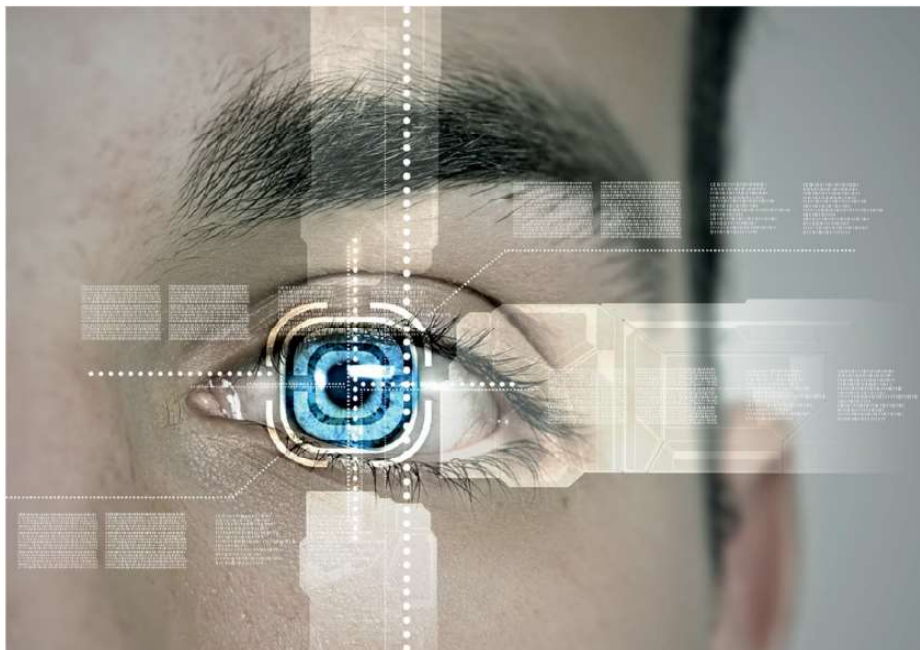
- 8 Work with a partner. Prepare to talk about an innovative idea for a new invention or new system. This can be connected with the place you work, live, or study. Choose at least eight words from 4 and 6 to use in your talk.

Business communication | Presenting a product or service

- 1 When you enter your place of work, what different types of security are used (e.g. CCTV, electronic name tags)? Do you think there is enough or not enough security at your company?

Context

PharmaLab is a medical research company seeking to increase security in its research centre. Securikey develop and supply hi-tech security systems. Shireen Casey from Securikey has been invited to present her company's solution to PharmaLab's management team.



- 2 ▶ 4.2 Read the *Context*. Listen to Part 1 of Shireen's presentation and make notes to complete the slides.

Presentation to PharmaLab

Shireen Casey

- 1 _____
- 2 _____
- 3 _____

Questions

What is DiScan2?

A ⁴ _____ system,
based on ⁵ _____

How does DiScan2 work?

Employees ⁶ _____
The system ⁷ _____
and ⁸ _____

Tip | Linking ideas

Use *although*, *however*, *in comparison to* and *whereas* to link contrasting ideas or facts.

Although it may sound radical, it's up to you how far-reaching you want it to be.

It's a very sophisticated system.

However, it's really easy to use.

This means that DiScan2 is extremely secure **in comparison to** systems where a code is needed.

You can find out someone else's code, **whereas** you can't copy their iris.

- 3 ▶ 4.2 Listen again and complete these phrases.

- 1 What I'd like to do in this presentation is _____.
- 2 First, I'll _____ the new DiScan product.
- 3 After that, I _____ a short video.
- 4 Does that _____?
- 5 Basically, DiScan2 _____ based on iris recognition.
- 6 _____? Well, it's a pretty simple concept.

Key expressions

Introducing a talk

What I'd like to do in this presentation is ...

First, I'll give you a brief overview of ...

Then I'll talk about ...

After that I'd like to show you ...

Introducing an idea, product or service

We call this new system (the DiScan2).

Basically, (DiScan2) is ...

It is already being used in ...

Well, it's a pretty simple concept.

Explaining the benefits

There are two main benefits of using (DiScan2).

The biggest potential benefit of (iris recognition) is ...

This means that ...

The other major advantage of (DiScan2) is ...

And here is another great thing about (DiScan2) ...

Comparing products and systems

... in comparison to your current system where ...

However, with ... it will/won't be able to ...

Whereas you can/can't ...

Checking and moving on

Does that sound OK?

OK, let's look at what (DiScan2) has to offer.

Now I'd like to move on to ...

4 ▶ 4.3 Listen to Part 2. What are the main advantages of DiScan2?

5 ▶ 4.3 Listen again. What words and phrases does Shireen use to ...?

- a explain the benefits of DiScan2
- b compare the current system with the new system
- c move on to the next point

» For more exercises, go to **Practice file 4** on page 112.

6 Work with a partner. Take turns to use the slides in **2** and the *Key expressions* to give a similar short presentation about DiScan2.

7 Prepare a short presentation about a new idea, a product, a system or a service that you know about, or are interested in. It doesn't have to be connected with work, but it can be. Make sure you:

- introduce your talk and the idea / product / service
- talk about the benefits
- compare the current situation with the new idea / product / service

Practically speaking | Referring to evidence

1 When you give presentations, is it important to support your ideas with evidence? Do you ever refer to the following types of evidence in your presentations? In what type of presentation would each one be useful?

- academic studies
- market research
- interviews and questionnaires
- examples of existing users
- medical evidence
- personal experience

2 ▶ 4.4 Listen to two questions from the audience after the presentation about iris recognition security in *Business communication*. Shireen answers each question by referring to evidence from different sources. Which of the types of evidence in **1** does she refer to?

3 ▶ 4.4 Listen again and write the verbs Shireen uses to refer to evidence.

- 1 Academic studies _____ that we feel more comfortable with iris scans than retinal scans.
- 2 All the medical evidence _____ that it's safe for the human eye.
- 3 Iris recognition is already being used in government security, which _____ how effective it is.

4 Think of one of your company's products or services, or a product or service that you know well.

- List the types of evidence you can give to explain the benefits of the product or service.
- Write some sentences using some of these reporting verbs for referring to the evidence:

shows suggests demonstrates illustrates proves reports

5 Work with a partner. Take turns to read your sentences to your partner and refer to evidence. Does your partner's evidence make the benefits of the product or service sound more convincing?

Language at work | Present, past and future ability

1 ▶ 4.5 Listen to Richard Lake talking about his new business idea to some potential investors and answer questions 1–4.

- 1 What is Boatnet?
- 2 What is the current situation for boat owners who want to use the Internet?
- 3 What will Boatnet enable them to do in the future?
- 4 What protection does Boatnet have against competitors?

2 Read extracts 1–10 from the presentation. Which ones refer to ...?

- a present ability _____
- b past ability _____
- c future ability _____

- 1 I could see that there was definitely a market.
- 2 Boat owners want to be able to access the Internet.
- 3 You still can't access the Internet from your boat.
- 4 Our subscribers will be able to access the Internet for a basic monthly fee.
- 5 We were able to test the system extensively.
- 6 We can offer the service for £25 a month.
- 7 We'd like to be able to increase this.
- 8 Have you been able to get any sort of protection for it?
- 9 We couldn't get a patent.
- 10 So other companies won't be able to compete with you?

3 Use the extracts in 2 to help you complete 1–5 in the *Language point* with the words and phrases in the list.

LANGUAGE POINT

*has/have been able to can couldn't was/were able to
be able to could is/are able to wasn't/weren't able to*

- 1 Use _____ or _____ to talk about general or present ability.
- 2 To talk about future ability, we use _____ after *will*, *might* and *may*, and verbs like *want to* or *would like to*.
- 3 Use _____ to talk about past ability with a connection to the present.
- 4 Use _____ to talk about general ability in the past, and before *hear*, *see*, *tell*, etc.
- 5 To talk about a specific situation in the past, if we mean 'tried and succeeded', we use _____. But if the sentence is negative we can use _____ or _____.

» For more information, go to **Grammar reference** on page 113.

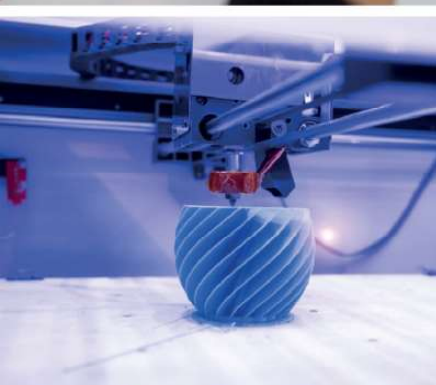
4 Work with a partner. Look at these rapidly-changing technologies and talk about past, present and future ability when using them.

Example: *In the past, I **wasn't able to** use my phone for taking photos – I **could** only text or make calls. With my current phone, I **can** take photos and video clips, play games and download music files. In the future, I'd like to **be able to** use my phone to park my car.*

» For more exercises, go to **Practice file 4** on page 113.

5 Work with a partner and discuss similar changes affecting your own lives, in or out of work. Talk about technology, systems or methods of working, or choose from the list.

- electronic equipment
- work practices
- vehicles
- education
- travel
- medicine



TALKING POINT

Are you a 'Yes, but...' or a 'Yes, and...' person?

In the working world, we are usually rewarded for getting things right and knowing the correct answers. For this reason, many business people are by nature careful and not big risk-takers. So when someone has a new idea or suggests a possible solution, colleagues might often respond positively, compliment the person on their idea, but then proceed to tell them why it might not work. These are 'Yes, but...' people. They like new ideas, but they often stop them before they can be fully explored. For new ideas to emerge, you need people who respond positively and then explore them in greater detail. The people who do this are 'Yes, and...' people.

Brainstorming meetings need 'Yes, and...' people. So that when a new idea is suggested, the next person follows on with a sentence starting with the words, 'Yes, and...'. Then the next person continues with another sentence starting, 'Yes, and...'. In this way, you can generate plenty of new ideas very quickly. To demonstrate how effective this type of brainstorming is, try the same activity with everyone in the meeting, but starting a sentence with 'Yes, but...' and see how quickly the new idea gets dropped.

That isn't to say we should never say 'no' in business, only that saying 'yes' is probably a better starting point – especially when it comes to new ideas.

Discussion

- 1 Read the text. Overall, would you say that you are more naturally a 'Yes, but...' person or a 'Yes, and...' person? Why?
- 2 Do you ever attend brainstorming meetings? What makes them successful? Why can they go wrong?
- 3 In your type of business or work, do you think most people are under pressure not to make mistakes and always to get the correct answer?

Task

Work in groups of four or five people. You work for a family company which manufactures traditional children's bicycles aimed at 4- to 10-year-olds. In the past, you were successful, but nowadays there are new competitors offering wider ranges of bicycles with innovative features. To try and find new ways to compete, your managing director has set up a brainstorming meeting.

- 1 Spend five minutes brainstorming new types of bicycles with new features. The first person begins with the words, *In my opinion, the new bicycle should* and then the next person continues with *Yes, and... (another idea)* and so on. From now on, the only rule of this brainstorm is start sentences with *Yes, and...*. One person should write all the new ideas down.
- 2 After the first brainstorming, the person who wrote the ideas down reads them all out. Then discuss and choose five or six of the best ideas.
- 3 Present your final list to the rest of the class. How different were your ideas from the other groups?
- 4 Repeat this activity for a product, service or problem connected to your business. Try to come up with new ideas and solutions.