



# Transformation



## Modal overview

### Reading: Change for the better

1 What inspires people to make changes in their lives? Do you think people should encourage friends to make changes that would make them healthier, wealthier or happier?

2 Can you think of ways to encourage people to do these things?

1 save for retirement

2 use stairs rather than take the escalator or elevator

Read the newspaper article and see if it mentions your ideas.

3 The article mentions two ways of helping people to make better choices. How are they similar and how are they different? Which do you think is more effective, and why?

4 What do you think the expressions in *italics* in the text mean?

5 Work in pairs. Discuss these questions.

1 Do you think that it's reasonable to have laws to make people recycle and save for their retirement? What should the rules and penalties be?

2 Why is it difficult to break habits? If a friend asked your help to do the following, what would you advise?

stop smoking lose weight save money for a holiday



## Nudge theory

Getting people to look after themselves and do the right thing isn't always easy. We all know that it's healthier to take the stairs rather than the elevator and that we really should recycle, save for our retirement, and so on. The trouble is we don't always do what's best. And, often, people don't want lots of rules to tell them that they have to do the right thing. Sometimes we need *'a nudge in the right direction'* to help us make the better choice.

One solution is to highlight the best alternative, so it's easier to select. For example, some organizations in the US think that their staff ought to save more money for when they retire. They have altered their pension schemes so employees are now enrolled automatically. A percentage of staff salary is put aside for retirement, and when they get a pay increase, their contributions get adjusted accordingly. Employees don't have to take part in the scheme – they can opt out if they choose not to save – but the default option is 'in'.

Another approach is to make the better choice more fun. At the Odenplan metro station in Stockholm, they've converted steps into a giant piano keyboard that plays musical notes when anyone treads on it. It's an unusual way to get people to take more exercise, but 66% more people now climb the station stairs instead of taking the escalator.

It's a clever idea, but it can be *'hard to break bad habits'*. Once *'the novelty wears off'*, will people *'revert to their old ways'* and take the escalator?

**Grammar:** Modal overview – obligation, permission and prohibition

6 Look at the examples in the table below. Which verb in bold expresses the following?

- |                              |          |          |          |
|------------------------------|----------|----------|----------|
| a strong obligation          | 1 _____  | 2 _____  |          |
| b obligation                 | 3 _____  | 4 _____  |          |
| c no obligation/necessity    | 5 _____  | 6 _____  |          |
| d permission to do something | 7 _____  | 8 _____  | 9 _____  |
| e prohibition                | 10 _____ | 11 _____ | 12 _____ |

### Obligation

Some organizations think that staff **ought to** save more money.

Employees **don't have to** take part in the scheme.

We really **should** recycle.

They **have to** do the right thing.

We **must** remember to renew our visa.

Passengers **don't need to** buy a ticket because they can pay on the train.

### Permission / Prohibition

The media **are allowed to** take photographs during the press conference.

Staff **aren't allowed to** use the telephone to make personal calls.

They **can** opt out if they choose not to save.

You **can't** park outside this building without a permit.

You **mustn't** talk during the presentation.

You **may** turn over your exam papers now.

>> For more information on obligation, permission and prohibition, see pages 165–166.

7 Choose the best option to complete the sentences.

1 As soon as the training course is finished, you **must / can / should** all go home early.

2 Do we **have / should / ought** to put the cardboard and paper in separate recycling bins?

3 Students **don't need to / aren't allowed to / don't have to** look at the questions before the exam begins.

4 I really **don't need to / can't / must** finish the financial report today or the directors will be furious.

5 She **mustn't / doesn't need to / isn't allowed to** buy a computer because she can use a company laptop.

6 Before opening a Premier savings account, customers **should / can / may** provide three separate proofs of identity.

**TALKING POINT** What habits annoy you? What could you do to encourage people to give them up? What good habits would you like to have?

8 Complete the draft guidelines using verbs of obligation, permission or prohibition. More than one answer may be possible.



Janis

What do you think of these ideas for our facility guidelines? We can discuss tomorrow.

Regards

Ian

- Visitors don't <sup>1</sup>\_\_\_\_\_ to wear protective clothing in the reception area, but they <sup>2</sup>\_\_\_\_\_ wear a safety suit in the main plant.
- Chemical monitors are available; they are not essential, but visitors <sup>3</sup>\_\_\_\_\_ wear one if they intend to stay in the plant for longer than two hours.
- Visitors <sup>4</sup>\_\_\_\_\_ to eat in the canteen if accompanied by a member of staff, and they <sup>5</sup>\_\_\_\_\_ also use the coin-operated drinks machines.
- For safety reasons, visitors are <sup>6</sup>\_\_\_\_\_ to smoke anywhere in the facility, including outside areas. They also <sup>7</sup>\_\_\_\_\_ to refrain from bringing food into the facility.
- Some doors in the plant are marked with a red cross. Visitors <sup>8</sup>\_\_\_\_\_ enter these areas without the director's permission.
- All identity badges <sup>9</sup>\_\_\_\_\_ be handed in to reception before visitors leave the building.

9 Prepare a set of guidelines for your place of work or study, or another building that you know well.

### Speaking: Making improvements

10 Work in pairs or small groups. Look at the scenarios in File 12, page 116. Choose three of the scenarios and discuss improvements that might help the situations.

11 Choose one of the scenarios you discussed and present your ideas to the class.

**Reading:** Motivators

- 1** You have a friend who has taken the same professional examination three times and failed. Read the two quotes. Which do you think would be most suitable for your friend?

**1** *'If at first you don't succeed, try, try, again.'*

**2** *'If at first you don't succeed, try, try again. Then quit. There's no point in being a damn fool about it.'*

- 2** Think of something you need to do next week at home or at work. How will you motivate yourself to get it done? How will you feel after you have achieved your goal? How will you feel if you do not achieve it?

- 3** Complete the quiz below about motivators. What are you more likely to do in each situation, a or b?

## Motivators

- 1** You are offered an important new project. What is your first reaction?
  - a Worry what will happen if it goes wrong.
  - b Wonder what recognition you'll get when you succeed.
- 2** You're taking part in a race. While you train, you ...
  - a feel guilty about the dessert you had at lunch, and spend extra time in the gym.
  - b imagine how great it will feel to be the first to cross the winning line.
- 3** You're halfway through a building project at home. What are you going to do this weekend?
  - a Keep working. You might not meet your deadline if you don't continue.
  - b Go out and celebrate progress. You deserve to relax and enjoy yourself.
- 4** When a task becomes difficult, what is more likely to make you carry on?
  - a Thinking about what people will say if you don't meet the objective.
  - b Planning a reward for yourself when the work is finished.



- 4** Check the analysis in File 16, page 117. Do you agree with the ideas? What other factors can motivate people?

**Listening:** Motivation techniques

- 5** *1.11* Listen to Doug Lambert speaking to his mentor about a new project and answer the questions.

- 1 What usually motivates Doug – the challenge or the reward?
- 2 Does Doug's mentor suggest that he shouldn't take on the new project?
- 3 What does Doug intend to ask his manager?

- 6** *1.11* Listen again and complete the table.

<b>Types of motivation:</b>	1 _____ – motivation comes from inside the person and may involve setting goals or personal targets
	2 _____ – motivation comes from outside the person and may involve a reward or penalty
<b>Motivation techniques:</b>	3 4 5 6
<b>What can have a negative impact on motivation?</b>	7

- 7** Which of the motivation techniques in exercise 6 would be most effective for you? Which do you think is most effective in general?

- 8** *1.12* Listen to five people speaking about unusual motivation methods. Answer the questions.

- 1 Which motivation techniques from exercise 6 do they use?
- 2 Do you think that the technique each speaker chooses will work for them?

**Grammar:** Future forms

- 9** *1.12* Listen to the five conversations again and complete the sentences.

Future form	Example
1 Present simple	The race _____ place this _____.
2 will	He reckons _____ more than ten kilos.
3 going to	My parents _____ around China.
4 Present continuous	We _____ to Stavanger in ten days' time.
5 Future perfect	I _____ it by July.

>> For more information on future forms, see pages 161–162.

- 10** Match the sentences in the table above to these functions.

- a plans and intentions
- b predictions
- c arrangements
- d actions completed at a point in the future
- e scheduled or timetabled events in the near future

- 11** Complete the sentences with the most appropriate future form.

- 1 According to the timetable, the last train \_\_\_\_\_ (leave) at midnight.
- 2 By next March I \_\_\_\_\_ (work) here for eight years.
- 3 He's always late. I bet he \_\_\_\_\_ (not be) on time for the meeting this afternoon.
- 4 You want it by Friday? I'm afraid we \_\_\_\_\_ (not have) a delivery by then.
- 5 They \_\_\_\_\_ (not meet) the president until Thursday morning.
- 6 Some experts believe that the price of gas and electricity \_\_\_\_\_ (rise) in the autumn.
- 7 Is the designer confident that she \_\_\_\_\_ (complete) the brochure before the launch date?
- 8 Have you had any thoughts about next year and what shares you \_\_\_\_\_ (invest) in?

**TALKING POINT** Is there a particular day of the week or time of day when you find it hard to get motivated? What do you do to help you stay focused during these times?

**Speaking:** Comparing solutions

- 12** Work in pairs. What could these companies do to improve staff motivation?

**Problem 1****Dynamo Software**

The software designers are unhappy. They have interesting ideas for new software but are unable to develop them because they spend all their time working on routine projects. Many of the employees are bored and frustrated by the situation and key staff are talking about leaving.

**Problem 2****Kingsmead Broadband**

There has been a very high turnover of staff in the call centre. Employees work an eight-hour shift with a half-hour break. Call centre workers use a script (a written list of what to say) to deal with customers' internet problems. Customer satisfaction with the call centre is low and as a result callers are often unhappy and can become aggressive.

- 13** Imagine that you are the managing director of one of these companies. Present your ideas to staff to say what you intend to do to improve the situation.

- 14** Read about ways in which some companies tackled similar problems. Discuss the advantages and disadvantages of each solution. Turn to File 14 on page 116.

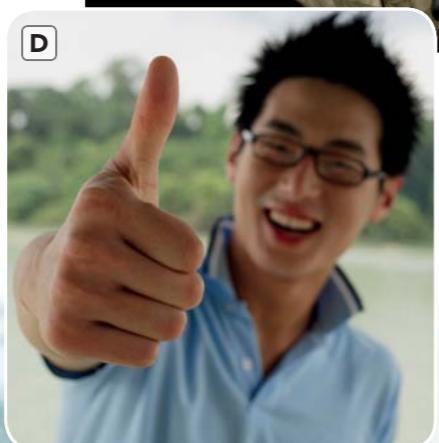
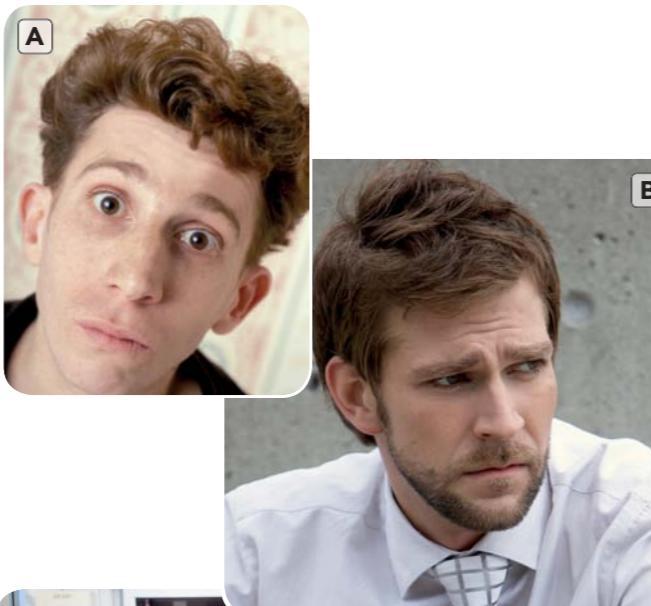
### Word focus: Body language

**1** Look at the photos and describe what each person is doing. Which poses make you think the person is confident or unconfident? Why?

**2** Body language generally consists of facial expressions and physical gestures. Put the words in the box in the correct category below. Can you find examples of these in the pictures? Add two more words or phrases to each column.

bite nails cross arms / legs fidget frown  
give thumbs up grin nod raise eyebrows  
shake head shrug stand / sit upright yawn

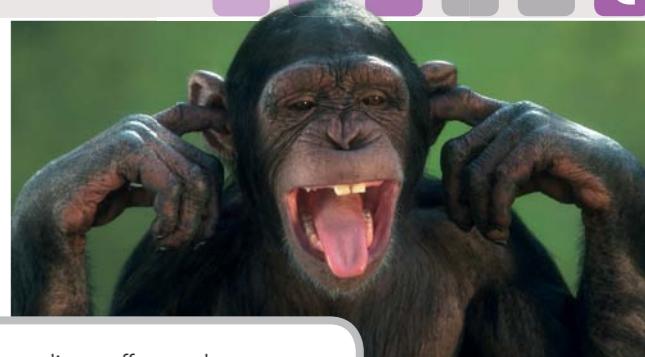
Facial expressions	Physical gestures



### Listening: Power poses

**4** **1.13** You are going to hear life coach Jill Murray give a talk about body language. Which two photos A–F does she describe?

**5** **1.13** Listen to the first part of Jill Murray's talk again. Notice how she pauses / emphasizes particular words (underlined).



It may surprise some of you to hear this, / but how we sit and stand has a direct effect on how we feel. / In tests, / people who use power poses report feeling more confident. / So, / what is a power pose? / Well, / for instance, / sitting with your hands behind your head and your feet on the table, / that's a power pose. / Another example is standing upright with your hands resting on a table or desk. / Remarkably, / people who sit, / or stand, / in these poses for just a few minutes, / report feeling more powerful than they felt before adopting that position. / They not only think they look more impressive, they actually feel more impressive, too.

**6** **1.14** Listen to the rest of her talk and mark it in a similar way. Add slashes (/) where she pauses (note that there are no commas to help you) and underline the words she emphasizes.

In contrast low power poses make people feel less confident. One example includes sitting with your arms close to your sides and hands folded. Another example is standing with your arms or legs crossed. People who hold these poses for a few minutes report feeling less powerful. This might be because when we feel threatened or under attack we adopt a defensive pose to become less visible and to protect our body. However when we take up more space our body sends the brain signals that help it to reduce stress and increase confidence.

So how can we put this information to use? Well the main message we can take away from this research is that if we sit or stand in a power pose even for a short time it could give us a vital confidence boost when we most need it. Try it next time you're preparing for an interview before you give a talk or before an important meeting. You might be surprised at the difference it makes!

**7** Work in pairs. Take turns delivering part of the talk. Try to use pauses, emphasis and appropriate body language. Your partner should listen and provide constructive feedback on your performance.

Student A: Use exercise 5. Student B: Use exercise 6.

### Speaking: A short talk

**8** You are working on an international team. Each member of the team is asked to prepare a short talk (1–2 minutes) on one aspect of non-verbal communication in their culture. Prepare your talk. You can include some of the topics below or use your own ideas.

- Dress codes • Physical gestures • Facial expressions • Distance you stand from another person

**9** Look at your talk again and use slashes to mark where you will pause, and underline words that you want to emphasize. Give your talk to the team.

### TALKING POINT

- Are there any gestures or expressions that you find irritating?
- What other aspects of cross-cultural awareness are most important when working or travelling in another country?

**Reading:** Getting what you want

- 1 Calvin is trying to persuade his mother to let him have a cookie. Describe the persuasion technique he is using. Why does he say 'she's on to me'? (You can check your answer in File 32 on page 119.)



- 2 Psychologist Robert Cialdini has identified the following six persuasion techniques. Match each one to its description (1–6) below.

Authority Consistency Likability Reciprocity Scarcity Social proof

We use persuasion in many different situations both at work and at home, and we are more successful on some occasions than others. Next time you need to **win** someone **over**, here are six techniques that could help

- 1 \_\_\_\_\_ Do something good for someone and they usually **return the favour**. That's why free gifts work as a sales strategy even if the gift is only a pen.
- 2 \_\_\_\_\_ Once people make a decision, they like to **stick to it**. So if a car salesperson **ups their price** at the last moment, the buyer is quite likely to agree to **hand over** more money.
- 3 \_\_\_\_\_ How do companies persuade us to buy their brand of toothpaste? Simple: they make sure that the person selling the idea looks like a dentist in a white coat.
- 4 \_\_\_\_\_ People are more easily persuaded if they think someone is nice. That's why a business where someone sells products to friends and acquaintances can do well.
- 5 \_\_\_\_\_ We have more confidence in something if lots of other people are doing the same thing. You would probably prefer to eat in a restaurant that's full than one that is almost empty.
- 6 \_\_\_\_\_ You're more likely to buy something if you're told it's the last one in the shop, or if there's a special offer for a limited time. That's why signs like 'Sale – final day' get shoppers reaching for their wallets.

- 3 Complete these sentences with the correct verb phrase in ***bold italics*** from the text.

- 1 The staff don't like the new work hours but I'm sure we could **\_\_\_\_\_ them \_\_\_\_\_** if we explain why they're necessary.
- 2 You helped me with my presentation last week; now I'll **\_\_\_\_\_ and help with yours.**
- 3 If my phone provider **\_\_\_\_\_ of calls again**, I'm going to cancel the contract.
- 4 Place your order today and you won't need to **\_\_\_\_\_ any money until the goods are delivered.**
- 5 That's a good suggestion, but it'll be less costly to **\_\_\_\_\_ the original plan.**

- 4 Work in pairs. Discuss these questions.

- 1 How do salespeople and advertisers use these techniques to persuade us to buy?
- 2 Have you ever been influenced by these techniques? Give examples.
- 3 Which techniques do you find easy to resist? Why?

**Listening:** A persuasive travel agent

- 5 1.15 Listen to a conversation in a travel agent's. What does the customer want – and what does he agree to buy?

- 6 Listen again and complete the examples with phrases that the speakers use.

Persuasion technique	Example
1 Social proof	And _____ that it's the most romantic city in the world.
2 Authority	_____, the head of our company went there only last weekend.
3 Likability	It's your _____ because we have a very special offer on at the moment.
4 Reciprocity	Look I _____, I'll give you an additional five per cent discount. I shouldn't really, but it's such a romantic present.
5 Scarcity	I don't want to _____ on you, but the offer does end at midnight tonight.
6 Consistency	Now, as I'm _____, there are transfer fees on top of that price.



- 7 Look at these strategies for resisting someone who is trying to persuade you. Do you use any of them? Which do you agree or disagree with?

- 1 Don't agree to anything before you know the request.
- 2 Don't apologize when you don't want to do something.
- 3 Keep it simple – you don't need to give a detailed reason.
- 4 Don't use phrases like 'I'd like to help' or 'I'd love to but ...' – unless you mean it.
- 5 Remain polite, but firm.

- 8 Look at part of a conversation below. How would you respond?

A: Hi Dev, I haven't seen you for ages. Actually, I'm really pleased that I ran into you. I wonder, could you do me a favour?

B: 1 \_\_\_\_\_

A: You see, my cousin's in town this weekend but I'm working. Could you show him around on Saturday evening? Maybe take him to dinner?

B: 2 \_\_\_\_\_

A: Oh, really? That's such a shame. You'd really like my cousin. Well, what about Sunday?

B: 3 \_\_\_\_\_

A: Really? Well, maybe he could come with you, er?

B: 4 \_\_\_\_\_

A: Look, I'd really appreciate it if you could help me out with this. I'm worried he'll be lonely. You must have some free time over the weekend.

B: 5 \_\_\_\_\_

- 9 1.16 Now listen to the dialogue. Does speaker B use any of the phrases that you used? Which strategies in exercise 7 does he use?

**Speaking:** Winning people over

- 10 Work in pairs. Look at the scenarios in File 15, page 116 and discuss these questions.

- 1 What persuasion techniques might work in each situation?

- 2 What strategies could you use to resist being persuaded?

- 11 Roleplay two of the scenarios. Use some of the strategies that you discussed in exercise 7. Take it in turns to be the person doing the persuading.

- 12 Was it more difficult being the persuader or the person being persuaded?

## Reminder

Modal overview page 15 + Grammar reference pages 165–166  
 Future forms page 17 + Grammar reference pages 161–162  
 Persuasion techniques page 21

## Reading: Great ideas

- 1 Read the pitches for business ideas. Work in pairs or small groups and discuss the following.

- 1 Which business idea do you think is most and least useful? Why?
- 2 Choose two ideas to invest in. Explain why you chose them.
- 3 What resources would the people need to set up these two businesses?
- 4 How much should they charge for the services?
- 5 Suggest ways to market the two ideas.

## PERFECT PITCH?

Got a fantastic idea? Don't know who to pitch it to? Send it in and we will feature the seven best ideas every day on our website. Here are the ideas that we selected today. Think you can do better? Then send us a pitch in no more than three sentences. Remember – short is sweet!

- A** How much time do you waste waiting in queues each day? We offer a service where someone will stand and wait for you while you're free to go and do something more interesting.
- B** Packing your suitcase before you go on a business trip is a boring and time-consuming job. Just give your clothes measurements to our service. We'll deliver a ready packed suitcase to your door two hours before you leave, including clothes, toiletries and an interesting book to read on the plane.
- C** Want a very special party outfit to make your special event go with a bang? This service will design a costume and make it to your measurements, all made from balloons. We can include company logos or any other message you want.
- D** Do you need to find a way to escape from someone who won't stop talking? We'll call your phone anytime you want and you can pretend that you need to leave urgently. Just one press of a button and you're free!
- E** Does your garden look like a jungle? Do you have better things to do than cut the grass? Then why not rent some goats to eat your problems away?
- F** Is your son or daughter an only child? This company will match them to another only child in the neighbourhood so they have someone they can play with and climb trees with.
- G** Do you love to watch horror movies but feel too scared to watch them on your own? This escort service will provide someone to accompany you to the cinema and say calm and soothing things when you get frightened.

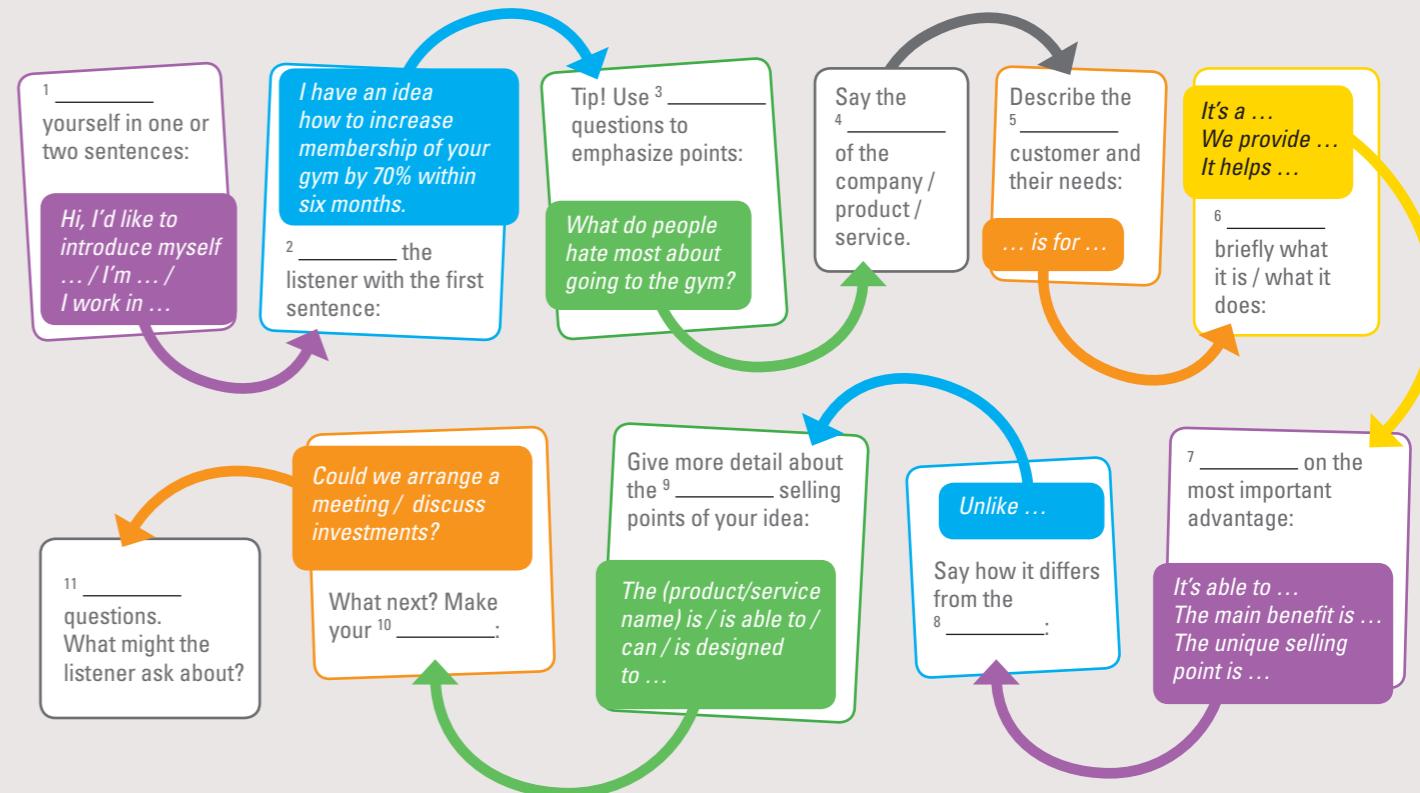
- 2 Which of these services do you think already exist? Turn to File 9, page 115 and find out.



## Word focus: Structure a pitch

- 3 A pitch should be short and contain clear information about your idea. Complete the flowchart with the words in the box.

anticipate competition focus hook introduce name request rhetorical summarize target unique



- 4 Work in pairs and answer the questions.

1 A pitch which takes two minutes or less is called 'an elevator pitch'. Why do you think this is?

2 Which points from the flowchart in exercise 3 would be useful to include in a ...

a ten-second elevator pitch?  
(one or two sentences summarizing the idea)

b one-minute elevator pitch?  
(an introduction and brief summary of the idea)

c two-minute elevator pitch?  
(an introduction and brief summary, with some detail and information about what you need)

- 5 Listen to a pitch and answer the questions.

1 What rhetorical question does the speaker ask?

2 What is the name of the product?

3 What makes it safe to use?

- 6 Listen again and make notes. Summarize the information into a ten-second pitch (one or two sentences). Compare your ideas with a partner.

## Speaking: Make a pitch

- 7 Work in pairs. Choose one of the bullet points in File 84, page 131 or a topic of your own and discuss ideas for a product or service that could be developed.

- 8 Use your ideas to prepare two pitches: one of you will make a ten-second pitch for your product and the other will make a one-minute pitch. Practise your pitch with your partner. Remember to use pauses, emphasis and appropriate body language.

- 9 Work with another pair and present the two pitches. When you are listening to a pitch, do the following.

Make notes about:

- something that worked well
- the speaker's body language – is it appropriate?
- the speaker's use of pauses and emphasis
- which was more effective – the ten-second or the one-minute pitch? Why?

At the end of the pitch, ask a question about the product or service.

Would you invest in the other pair's idea?

## Writing: Pitch an idea

- 10 Choose another topic from exercise 7, or a new topic of your own, and write a short pitch for your idea for the blog in exercise 1. Note that language for blogs is usually informal.