Entrepreneurs 6

'It's not about ideas. It's about making ideas happen.'

Scott Belsky, co-founder of Behance

Unit overview

6.1	**Fairphone** **Lesson outcome:** Learners can use vocabulary related to starting and financing a business.	**Video:** The world's first ethical smartphone **Vocabulary:** Running a business **Project:** Brainstorm and present new business ideas
6.2	**Young entrepreneurs** **Lesson outcome:** Learners can use reported speech to report what other people have said and asked.	**Reading:** Leaving Harvard to start a business **Grammar:** Reported speech **Speaking and writing:** Talk to a journalist about your start-up
6.3	**Communication skills:** Influencing **Lesson outcome:** Learners are aware of different ways to influence other people and can use a range of phrases for dealing with objections.	**Video:** Influencing styles: push and pull **Functional language:** Dealing with objections **Task:** Influencing others to overcome objections
6.4	**Business skills:** Presenting facts and figures **Lesson outcome:** Learners can use a range of phrases to present facts and figures using visual information.	**Listening:** A presentation based on visual data **Functional language:** Presenting visual information **Task:** A presentation to an investor
6.5	**Writing:** Summarising **Lesson outcome:** Learners can write a simple summary of factual work-related information.	**Model text:** Summary of a business talk **Functional language:** Summarising **Grammar:** Order of information in sentences **Task:** Listen to a talk and write a summary

Business workshop 6: p.98	**Review 6:** p.109	**Pronunciation:** 6.1 Consonant-vowel linking 6.3 Intonation and discourse marking in presentations p.116	**Grammar reference:** p.123

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6.1 Fairphone

Lesson outcome Learners can use vocabulary related to starting and financing a business.

Lead-in

1 Discuss these questions.

1 Why do people start their own businesses? How many reasons can you think of?
2 Under what circumstances would you start a business? What kind of business?
3 What are the three biggest attractions and disadvantages of running your own business?

BBC **VIDEO**

2 Bas van Abel, CEO of Fairphone, says he's created 'the world's first ethical smartphone'. What do you think he means by this?

3 6.1.1 **Watch the video and check your predictions. Discuss your ideas in pairs.**

4 Watch the video again and complete the summary. Use one to three words in each gap.

Fairphone is a company which started life as a(n) [1]_____ to give visibility to the wars in the Eastern Congo. Many conflicts are related to the mines where the [2]_____ for mobile phones come from. Then the campaigners decided to [3]_____ .

The company grew very fast. Within the first two years the staff increased from two people to [4]_____ . Turnover* in the first eighteen months was sixteen million euros and in only three weeks more than [5]_____ people bought the phone before it was built.

The Fairphone design is modular, which means that people can [6]_____ the components themselves. The company wants to help the economy in the Democratic Republic of Congo by getting minerals from conflict-free mines. They have also recycled [7]_____ old phones in order to reuse the minerals. Bas van Abel believes business is an important mechanism to actually [8]_____ . He did not start Fairphone to become [9]_____ phone company in the world but to show that there's [10]_____ for ethical business.

5 Work in pairs or small groups. Discuss these questions.

1 Who would buy Fairphone's mobile phone?
2 Would you consider buying a Fairphone? Why / Why not?
3 Based on what Bas said in the video interview, what do you think are the key points he wants to communicate to consumers?
4 How do you think he will measure the success of his company?
5 How would you describe his attitude to the business world?

T Teacher's resources: extra activities
T Teacher's resources: alternative video and activities

page 116 See Pronunciation bank: Consonant–vowel linking

Vocabulary

Running a business

6 What do the words in the box mean? Complete the extracts from the video using the words and phrases.

crowdfunding	set up	start-up

1 ... the fastest growing tech _____ of Europe ...

2 ... we made a turnover of sixteen million euros. [The] first actually was through _____ ...

3 ... you know that's why we _____ Fairphone ...

*turnover: the amount of business done in a particular period of time, measured by the amount of money obtained from customers for goods or services that have been sold

7 Complete the sentences using the words and phrases in the box.

business angel	funding	go out of	pitch	profit	target market

1 When you _____ a business idea, you say things to persuade people to buy something, do something or accept the idea.
2 If you make a _____ , you gain money by doing business, after your costs have been paid.
3 Half of all start-ups in the UK _____ business within five years.
4 A _____ is someone who gives new businesses money, often in exchange for a share of the company.
5 Money that is provided by an organisation for a particular purpose is _____ .
6 A company's _____ is the customers that the product or service is aimed at.

8A Complete the questions with the correct form of the words in brackets.

1 Where do you think is the best place to go to for _____ (advise) about starting a business?
2 Do you know the names of the _____ (found) of Apple, Facebook and Microsoft?
3 What are some of the difficulties of the fast _____ (grow) of a start-up like Fairphone?
4 Apart from crowdfunding, where else can entrepreneurs go to for _____ (finance) backing?
5 Do you think that Fairphone is a good _____ (invest) for the company's _____ (back)? Why? / Why not?
6 Do you think _____ (entrepreneur) talent is unique to some people?

B Work in pairs or small groups. Discuss the questions in Exercise 8A.

T Teacher's resources: extra activities

PROJECT: Setting up a business

9A Work in small groups. Imagine you want to start a business together. Follow these steps.

- Decide on your business. Use the ideas in the table if necessary.
- Think about what type(s) of consumers might be interested in buying your product(s) or service(s).
- How will you get financial backing for your project?

	Tech	Non-tech
Service	• App to arrange car sharing for long journeys • App to find restaurants offering gluten-free food	• Ironing service for busy people • Personal trainer who comes to your home or place of work
Product	• Smartwatch with lots of interesting features • Virtual reality video game	• High-quality handmade leather bags and shoes • Device to put over your mobile phone screen so it's easier to read it in the sunlight

B Present your business ideas to the class. Vote on the best idea.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

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6.2 Young entrepreneurs

Lesson outcome Learners can use reported speech to report what other people have said and asked.

Lead-in

1 **Work in pairs. Do you think you need to go to university if you want to build a successful business?**

2 **Match the words in the box with the definitions.**

cool	fashionable	high flyer	prestigious	reliable	well-known

1 admired as one of the best and most important
2 known by a lot of people
3 popular, especially for a short period of time
4 very attractive, interesting, etc. in a way that people admire
5 can be trusted or depended on
6 someone who is extremely successful in his/her job or in school

3 **Work with your partner again. Think of one organisation, product, service or person which you could use the words in Exercise 2 to describe.**

MIT is a prestigious university in Massachusetts.

Reading

4A **Work in pairs and look at the article headline. Why do you think someone might decide to leave a prestigious university to start a business?**

B **Read the article quickly and check your predictions.**

5 **Read the article again and answer the questions.**

1 What type of business is Traveloka?
2 How does it make money?
3 What evidence is there that the business is successful?
4 Which market(s) does Traveloka operate in?
5 How does Mr Unardi feel attitudes to his profession have changed in Indonesia?
6 Do you think he feels positive or negative about the future of the industry in Indonesia?

T Teacher's resources: extra activities

6 **Work in pairs. To what extent do you think Ferry Unardi's success was due to luck, hard work or something else?**

FT

High flyer left Harvard to start his business

by Avantika Chilkoti

It may be difficult to get into Harvard Business School – but it is also difficult to leave after just one semester, which is exactly what Ferry Unardi did. Today he is running one of Indonesia's best-known start-ups, the online travel agent Traveloka.

'Everybody knows internet time works differently from normal time,' says Mr Unardi, 27. 'When I arrived at school, I underestimated the speed of change.' When Traveloka started out, he said few Indonesian websites were well designed or even reliable, and many consumers were uncomfortable making transactions online. However, Traveloka had 10 million visitors a month by the end of last year and today takes between 10 and 15 percent commission from flight and hotel bookings. He told me the company had partnerships with 33 airlines and hotels across Southeast Asia.

Mr Unardi met one of his partners while studying computer science at the prestigious Purdue University in the USA. He said his other partner had been a fellow intern at Microsoft. 'We always discussed the development of the internet industry in Indonesia and always thought about coming back,' Mr Unardi said.

When the three software engineers felt the time was right, with interested investors and a ready consumer base, they launched Traveloka as a search engine for the travel industry.

As with many start-ups up across Southeast Asia, the idea was not new. I asked him if any businesses had inspired them. 'We definitely had a lot of companies that we looked up to,' Mr Unardi says, and mentions Expedia and Priceline of the USA. 'Now, the rate of creativity and innovation is so high that it's inevitable somebody has done it previously.'

The CEO says that Indonesia's start-up scene is changing. 'That's the thing about programming and software – it's fashionable now,' he says. 'Now, you're cool if you do this, so it's interesting to see what type of people come in, and how they will take the industry forward.'

Grammar Reported speech

The company has partnerships with 33 airlines and hotels across Southeast Asia.

My other partner was a fellow intern at Microsoft.

Did any businesses inspire you?

7A **Look at three comments Ferry Unardi made during the interview. How were these comments reported in the article?**

B **Answer the questions about reported speech.**

1 What changes to verb tenses did the journalist make to report the interview?
2 What other changes are necessary to change direct speech into reported speech?
3 What changes are necessary to change a direct *yes/no* question into a reported question?

page 123 See Grammar reference: Reported speech

8 **Look at some more statements Ferry Unardi made and questions the journalist asked during the interview. Choose the correct option in italics to complete the reported speech.**

1 'My family don't understand what Traveloka does.'
He said *his family didn't / my family don't* understand what Traveloka does.
2 'I won programming competitions as a child.'
He told *me he had won / that he had won* programming competitions as a child.
3 'Do you miss anything about being a student?'
I asked *he do you miss / him if he missed* anything about being a student.
4 'E-commerce will grow quickly in Indonesia.'
He *said e-commerce would grow / told e-commerce grow* quickly in Indonesia.
5 'How did you get funding?'
I asked *him how did you get / him how he had got* funding.

9A 6.01 **Listen to some extracts from a job interview for an internship. Complete what the candidate told his friend afterwards using reported speech. Use a maximum of four words in each gap.**

1 The interviewer asked _____ doing in my free time.
2 I told _____ hanging out with friends.
3 She asked _____ any previous work or voluntary experience.
4 I said _____ the dog for a walk every day.
5 She asked me what I _____ doing in five years' time.
6 I said _____ about that.

B **Do you think he got the internship? Why? / Why not?**

T Teacher's resources: extra activities

Speaking and writing

10A **Work in groups of four. Read the information and prepare for the roleplay.**

Students A and B: You are new entrepreneurs. Think about the type of start-up you own and five key things you want to tell a business journalist about your company.

Students C and D: You are business journalists. You are going to interview a new entrepreneur about his/her start-up. Think of five questions you want to ask the businessperson.

B **Regroup (Students A and C together and Students B and D together) and roleplay the interviews.**

C **Report back to your partner from Exercise 10A. Entrepreneurs: discuss what you want the journalist to put in the article. Journalists: decide what information will make an interesting article.**

D **Work individually. Entrepreneurs: write a short email to a friend reporting the interview. Journalists: write a short article based on your interview.**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

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6.3 COMMUNICATION SKILLS Influencing

Lesson outcome Learners are aware of different ways to influence other people and can use a range of phrases for dealing with objections.

Lead-in

1A Work in pairs. When is it helpful to be a good at influencing? What situations have you been in, or might you be in, when you need to influence someone?

B What would you say to influence people in each of these situations?

1 You want to get an extension on a work or study task, e.g. a report or an essay deadline.
2 You want to go to a specific restaurant or a film with a friend, and not a different one.

VIDEO

2A 6.3.1 **Watch as Paula prepares to present PRO Manage's online courses to Pedro and Susan, potential customers from a chain of business schools in Mexico.**

1 How does Paula describe herself?
2 How does Matt describe Pedro?
3 Do you think Paula's natural influencing style will be successful with Pedro? Why / Why not?

B Read the text and decide if the sentences (1–4) use a 'push' or a 'pull' style.

> **Influencing styles: push and pull**
> There are two influencing styles known as 'push' and 'pull'. With a **push** style, people try to influence through the strength of their ideas and opinions, their status, by listing benefits for the other person, and by getting the right people to support them. With a **pull** style, people show empathy and focus on finding out more about the other person's needs, interests and challenges. Together, they try to find a common direction.

1 Tell me more about why that would be difficult for you.
2 I think the best thing is to launch the product this month.
3 As project manager, I feel we should do it this way.
4 I can understand how you feel. Would this option work for you?

3A In small groups, discuss which influencing style (option A or B) is better for Paula to use in her pitch to Pedro and Susan. Give reasons for your answers. As a class, decide which video to watch first.

Option A – Paula tries to close the deal by highlighting the strengths of the offer (push).
Option B – Paula adapts her approach when she hears the reaction from Pedro (pull).

B Watch the videos in the sequence the class has decided. For Option A, decide if the sentences are *true* (T) or *false* (F). For Option B, answer the questions.

Option A 6.3.2
1 Paula reminds Susan and Pedro of the benefits of the online courses.
2 Susan sees the benefits of the online courses in their school, but Pedro is hesitant.
3 Paula designed the proposal especially for the Mexican business schools.
4 Paula varies her approach to persuade both Susan and Pedro.
5 Paula successfully persuades both of them.

Option B 6.3.3
1 What is the most important point Pedro is concerned about?
2 What else is he concerned about?
3 How does Paula adapt her style when she sees Pedro is hesitant?
4 Does Paula successfully persuade them?

4 Work in pairs. Discuss what lessons you have learnt about influencing people.

5 6.3.4 **Watch the Conclusions section of the video. What do we need to do when we are trying to persuade others? How far do you agree? Why?**

Reflection

6 Think about the following questions. Then discuss your answers with a partner.

1 When trying to influence to others, do you mostly make statements or ask questions?
2 What is one advantage and one possible disadvantage of your influencing style?

Functional language

Dealing with objections

7 The table below shows four steps for dealing with objections. Put these phrases from the video into the correct section of the table.

1 [I/We] totally understand your concern.
2 That's why [there's provision for us to support the platform].
3 Sorry, the most important thing for you is ...?
4 Can I ask [why you don't think the finances will work out]?
5 That doesn't have to be a problem. [I/We/You] would/could/can ...
6 How does that sound?

Acknowledge	Probe	Answer	Confirm
[I'm/We're] aware that ... [I/We] appreciate that ... That's a(n) [fair/good/interesting] point. _____	What [is/are] your main concern[s]? _____ _____	_____ _____	If I ..., do we have a deal? Does that address your concern(s)? _____

8A Put the dialogue between a salesperson and a client into the correct order (1–9). Two lines have been done for you.

a I don't know. It's a lot of money. *1*
b It sounds good. Yes, we do!
c Is that interest-free?
d That doesn't have to be a problem. You could pay in instalments to spread the cost. Say 10 percent a month?
e I appreciate that this product is top of the range. When you say a lot of money, what sort of price did you have in mind?
f Yes, that's right. We can't afford to buy it right now.
g Yes, if I arrange that, do we have a deal?
h Sorry, the most important thing is your budget for equipment this financial year? *4*
i Well, you see, we've spent a lot on office equipment this year. And we can't afford to spend more on it this year.

B Work in pairs and practise the dialogue in Exercise 8A.

Teacher's resources: extra activities

TASK

9A Work in pairs. Look at the situations (1–4) and your partner's possible objections. Prepare your ideas and plan what you will say using phrases from Exercise 7. Then roleplay the conversations.

1 **Speaker A:** Persuade your colleague to come in to the office with you on Saturday.
Speaker B: Your objection is that it's the weekend.
2 **Speaker B:** Persuade your friend to go bungee jumping with you.
Speaker A: Your objection is that it's dangerous.
3 **Speaker A:** Persuade your boss to pay for your business school course this summer.
Speaker B: Your objection is that it's expensive.
4 **Speaker A:** Persuade your boss to let you work from home one day a week.
Speaker B: Your objection is that you need to have him/her in the office to talk to him/her.

B Work with another pair and discuss. Did you succeed in persuading your partner to do the things you wanted him/her to do? Did you follow the four steps from Exercise 7? Which phrases did you find useful?

Self-assessment
- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

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6.4 BUSINESS SKILLS
Presenting facts and figures

Lesson outcome Learners can use a range of phrases to present facts and figures using visual information.

Lead-in

1 Think of a presentation you've given at work or during your studies. Work in pairs and discuss the questions.

1 Who was the audience? Did you adapt the content to this audience?
2 Was the presentation too long / too short / just right?
3 Which tools did you use, e.g. PowerPoint, a flipchart, etc.?
4 Was there visual data, e.g. images, tables, charts, videos? Were they useful or distracting?
5 What went well? What didn't go well?

2 In pairs, discuss what tips you can think of for preparing and delivering visual data in a presentation.

Listening

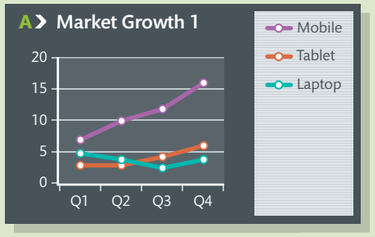
3A Match the words and phrases (1–9) for presenting ideas or information about business sales with the correct definition (a–i).

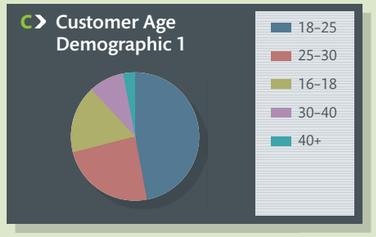
1 market growth	a a financial calculation about a future trend
2 target market	b the amount of money that a company brings in over a year
3 forecast	c the amount of spending money people have available after they have paid taxes
4 demographic	d an increase in demand for a product or service
5 annual revenue	e the expected future sales of a product
6 stock level	f the quantity of products kept in a shop or warehouse
7 projected sales	g the customers that a company wants to sell to
8 loan	h a particular section of the population, e.g. people aged 18 to 30
9 disposable income	i an amount of money that is borrowed

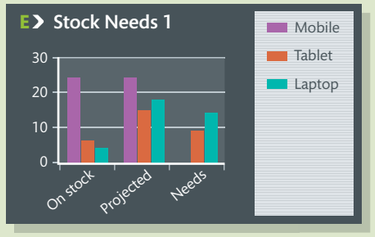
B 6.02 **Listen to two parts of the same presentation. Work in pairs and discuss the questions.**

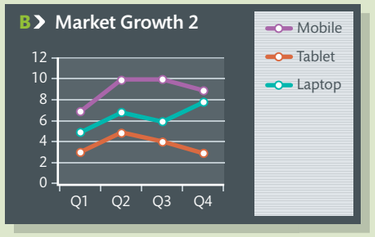
1 Which products does the company make?
2 What are the two biggest age demographics?
3 Is the mobile sector growing or slowing down?
4 Do they have enough stock?
5 Which products should they focus on in the next two years?

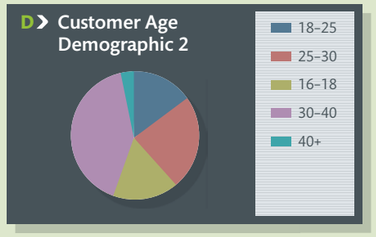
C 6.03 **Listen to Part 2 again and look at the pairs of charts below. Which chart in each pair is the speaker talking about?**

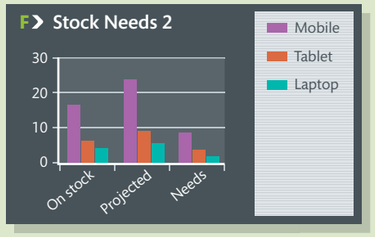












Functional language

Presenting visual information

4 Complete the expressions from the recording in Exercise 3B with the words in each box below. If necessary, use the audioscript on page 149 to help you.

chart graph hand over next part notice pie right slide

Part 1: the overview

1 In this _____ of my presentation, I'm going to tell you more about [the target market].
2 On this _____ you can see [three charts].
3 This _____ chart shows [us the age demographic of our target customers].
4 You can see [which ages the colours refer to] on the _____ .
5 You'll _____ that [the 18–25-year-old age group is our biggest target group].
6 Next, you can see [the growth of our market ...] on this line _____ .
7 Finally, on this bar _____ , you can see [the stock levels we have].
8 I'd now like to _____ to [my colleague], who will give you more details.

closely fact details interesting show you significant think

Part 2: the details

1 It is _____ that [the growth of the tablet product line has been slow].
2 These _____ confirm that [mobile devices, in general, are outselling tablets].
3 I'd also like to _____ [something on the customer age demographic pie chart].
4 It's _____ to see that [almost half of our customers are in the 18–25 age group].
5 This _____ proves that [our cases are highly desirable for this age group].
6 The last thing I want to you to _____ about is [our current stock levels].
7 Looking more _____ at the bar chart, you can see that [we have underestimated ...].

5 Work in pairs. Choose one of the charts in Exercise 3C not described in the recording. Prepare a brief description of it to present to your partner using expressions from Exercise 4.

T Teacher's resources: extra activities

page 116 See Pronunciation bank: Intonation and discourse marking in presentations

TASK

6A Work in pairs. Read the information and plan your presentation together.

Professional context

You have recently set up a business from home, selling products online. You are growing and want to buy more stock to meet the demand.

The task

Prepare a short presentation to a bank or an investor, asking for a loan or investment. Your presentation should contain visuals (graphs/charts) and include the following key information:

- your context (e.g. the company name and product).
- information on your target market (age and type of customer).
- information about market growth (Is the market growing? If yes, how quickly?).
- stock levels (How much do you have at the moment? How much more do you need?).

Use this structure to organise your presentation and decide who will deliver each section:

- Introduction and overview
- Main topic
- Detail on two or three visuals (bar chart, pie chart, etc.)
- Conclusion and final message

B Give your presentation to the class. Ask for feedback about the structure and how you presented the facts and figures.

C When you are not presenting, listen to other presentations and make notes on the key information and other relevant points. Give the presenters feedback.

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

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6.5 WRITING Summarising

Lesson outcome Learners can write a simple summary of factual work-related information.

Lead-in

1A 6.04 **Listen to the first part of a talk by a successful entrepreneur. What is the main purpose of this part of his talk?**

a to give his audience advice
b to explain the background to his business
c to convince his audience to invest in a new project

B **Listen again and complete the summary. Use one to three words in each gap. Ignore the underlined words.**

George Johnson, founder of GJWoodToys, explains how he began his business

He mentions that he was working as a(n) [1]_____ when he started making [2]_____ for his young children. However, these toys were so popular with other parents that he started selling them at [3]_____ , where they always sold out. His [4]_____ was huge: parents and children who loved the toys. Originally he made them in his garage but, when two local stores became interested, he realised he had to expand even further and find [5]_____ . The initial funding came from [6]_____ and remortgaging his house, but soon a big department store expressed interest in [7]_____ for 50,000 units. As a result, he realised he had a potentially very successful business but, in order to fulfil the order, he would need a huge investment to expand. With the department store order, he started [8]_____ to various backers: banks, crowdfunding schemes and [9]_____ . Finally, he was fortunate enough to find one who brought both the money and experience to the business.

C **Listen again and read the audioscript on page 149. Check your answers to Exercise 1B.**

Functional language

2 **Match the tips (1–5) with the underlined examples in the summary in Exercise 1B. Some tips have more than one example.**

1 Identify main topic/purpose	
2 Use synonyms where possible	
3 Paraphrase	
4 Use linking words to join sentences	
5 Use reporting verbs	

T Teacher's resources: extra activities

L The summary contains examples of how to order information in sentences. Go to MyEnglishLab for optional grammar work.

→ page 123 See Grammar reference: Order of information in sentences

TASK

3A **Work in pairs. Turn to page 134 and read the summary of the final part of the talk. Discuss ways in which you could improve it and shorten it. Use the tips in Exercise 2 to help you.**

B 6.05 **Listen to the final part of the talk and read the audioscript on page 149. Write your own summary in around 250 words.**

C **Exchange summaries with your partner. How well did your partner use the five tips in Exercise 2? Did your partner include the same information as you?**

Self-assessment

- How successfully have you achieved the lesson outcome? Give yourself a score from 0 (I need more practice) to 5 (I know this well).
- Go to My Self-assessment in MyEnglishLab to reflect on what you have learnt.

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