

Unit 10 - Progress



The objectives for this unit are:

- vocabulary: learn words and phrases to discuss factors for success.
- communication: practise problem solving and brainstorming ideas.
- grammar: study how to qualify attitudes using adverbs.

Unit 10 - Progress - Vocabulary I

The following words and phrases appear in the text you are going to read in this section:

niche an opportunity to sell a particular product to a particular group of people.
They spotted a niche in the market.

lose ground to lose an advantage
The Conservatives lost a lot of ground to the Liberal Democrats at the election.

entrepreneur a person who makes money by starting or running businesses, especially when this involves taking financial risks.
Many entrepreneurs see potential in this market.

hard and fast that cannot be changed in any circumstance.
There are no hard and fast rules for pronouncing English words.

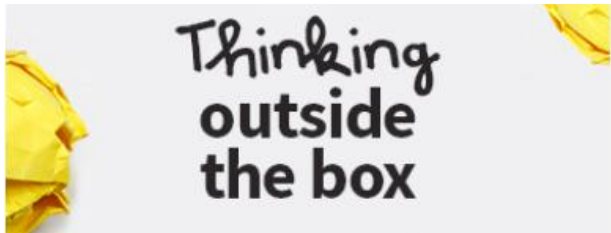
billion one thousand million (1,000,000,000)
The company's turnover was close to one billion dollars.

dominate be the most important or noticeable feature of something.
Apple and Samsung dominate the smartphone market.

tactic the particular method you use to achieve something.
The manager discussed sales tactics with his team.

no-frills including only the basic features, without anything that is unnecessary, especially things added to make something more attractive or comfortable.
Travelling abroad has become cheaper thanks to no-frills airlines.

mainstream considered normal and usual and used by most people.
Mainstream political parties are losing votes across Europe.



With Taiwan's successful track record in manufacturing, local electronics companies concentrated on **figuring out** ways to reduce cost and improve existing products, rather than on developing new products. Taiwan's niche was as an outsourcer for large American IT firms, but that market is now so mature that Taiwan's manufacturing sector has lost ground to lower-cost countries. Taiwan's IT elite realize change is needed in order to **get back on track**, and product innovation could hold the key to new business opportunities.

The principle is that because so many ideas **fall by the wayside**, it is best to come up with as many as possible. This should help increase the chances of **hitting on** a few good ideas that can generate real income, and help these companies **stay ahead of the game**. Although most ideas never **come to fruition**, the Consortium's members can work together to **try out** different possibilities while avoiding the problems a company can **run into** by pursuing a bad idea on its own. 'A culture of success can tolerate mistakes, and all great entrepreneurs learn from their mistakes,' Hsueh says.

Hsueh Wen-Jean is the driving force behind the recently launched Creativity Lab. She is responsible for helping to green-light new projects, and is well aware that she and her colleagues need to **think outside the box**, looking beyond their technical training to find creative answers and innovative solutions.

The Lab conducts workshops to help their customers, a diverse group of companies known as the Next Consortium, to develop their creative thinking. Ideas are bounced around, after which two or more companies are able to collaborate on projects based on these ideas.

So far, the Lab has not laid down hard and fast criteria for judging whether, or how far, to explore a concept. At this stage Hsueh is reluctant to impose revenue targets, as there are numerous projects that do not **get off the ground** or prove to be impractical. That is all part of the process at the Creativity Lab.

Discussing factors for success: Complete the phrases.

Complete the phrases from the text. You must only use one word in each space.

- | | |
|----------------------------|----------------------------|
| 1. Figure _____ | 2. get back on _____ |
| 3. think outside the _____ | 4. _____ by the wayside |
| 5. hit _____ | 6. stay ahead of the _____ |
| 7. _____ to fruition | 8. try _____ |
| 9. _____ into | 10. get off the _____ |

Discussing factors for success: Match the phrases to the definitions.

1 get back on track	be more successful than the competition
2 figure out	test something to see how effective it is
3 think outside the box	think of a good idea suddenly or by chance
4 fall by the wayside	find the path to success again
5 hit on	fail to be successful
6 stay ahead of the game	come up with creative / unusual ideas
7 come to fruition	start happening successfully
8 run into	be realized
9 try out	to experience difficulties, etc.
10 get off the ground	think about something until you understand it

Unit 10 - Progress - Vocabulary II

The following words and phrases appear in the recording from this section in the unit:

the bottom line the amount of money that is a profit or a loss after everything has been calculated.
Sales last month failed to add to the company's bottom line.

knock into shape make something more organized or successful.
It shouldn't take her long to knock the team into shape.

stifle prevent something from happening
The new rules stifle creativity.

get the creative juices flowing start thinking in a creative and lively way.
We had a brainstorming session to get the creative juices flowing.

Discussing factors for success: Choose the correct collocations.

Match the verbs with the most suitable noun to form collocations.

- | | |
|------------------|------------------|
| 1 cut into _____ | 6 control _____ |
| 2 undergo _____ | 7 tolerate _____ |
| 3 boost _____ | 8 pursue _____ |
| 4 cause _____ | 9 explore _____ |
| 5 shift _____ | 10 impose _____ |

Discussing factors for success: Match the collocations with their meanings.

- | | |
|---|--------------------------|
| 1 prevent costs from increasing beyond a certain point | boost earnings |
| 2 make a number of people feel excited, angry, or shocked | pursue ideas |
| 3 reduce the amount of profit made | impose targets |
| 4 allow people to make mistakes without getting angry or punishing them | undergo change |
| 5 change so that something is more important than something else | shift the emphasis |
| 6 increase a company's profits | cause a stir |
| 7 experience a situation where things change | control costs |
| 8 continue to discuss or find out more ideas | cut into the bottom line |
| 9 examine an idea carefully to find out more about it | explore a concept |
| 10 tell people they must achieve certain results | tolerate mistakes |

Unit 10 – Progress - Communication

The following words appear in the recordings in this section of the online course:

brainstorming a way of making a group of people all think about something at the same time, often in order to solve a problem or to create good ideas.

We held a brainstorming session to generate new ideas on how to boost earnings.

charitable helping people who are poor or in need.

After I left university, I spent a year in Africa doing charitable work.

sporadic only occasionally or at intervals that are not regular.

There is only sporadic mobile phone reception at the site.

Key words from the unit related to problem solving in meetings:

Putting forward an idea

Couldn't we consider ...?

I would have thought it would be possible to ...

I'm not sure how this would work in practice, but how about ...?

Supposing we were to ...?

Asking for clarification

It's not clear to me what you mean by ...

Oh I see, so you're thinking ... am I right?

What did you have in mind?

Clarifying the idea

Well, for example, ...

I was thinking along the lines of ...

Building on the idea

Thinking about it, we could even ...

And there's nothing stopping us from ... is there?

Evaluating the idea

I'm concerned about how ...

I can't help wondering ...

I would certainly need to know ... before - ing ...

It's certainly worth thinking about.

We should at least consider it ...

In terms of ... I think it has potential.

That's not such a bad idea.

Problem solving in meetings: Practice I

Read the phrases from the second and third extracts and decide if they are used for **putting forward an idea**, **asking for clarification**, **clarifying the idea**, **building the idea**, or **evaluating the idea**.

- 1 In terms of marketing I think it has potential. _____
- 2 It's certainly worth thinking about. _____
- 3 I'm not sure how this would work in practice, but how about... _____
- 4 Well, I was thinking along the lines of solar-powered laptops. _____
- 5 What did you have in mind? _____
- 6 Supposing we were to sell recovered parts through brokers ...? _____
- 7 And there's nothing stopping us from ..., is there? _____

Problem solving in meetings: Practice II

Complete the dialogue with the correct words.

Laura Couldn't we _____ an employee-of-the-month scheme?

Patricia What did you have in _____?

Laura I was thinking _____ the lines of a reward for the most sales.

Patricia I'm not sure that would _____ in practice.

Laura Why not?

Patricia I'm _____ about the members of staff who don't work on the tills.

Laura So you're thinking we need a different way to evaluate staff. Am I _____?

Patricia Yes, but the idea is certainly _____ thinking about.

Laura And there's nothing _____ us from asking the staff their opinion about the idea.

Unit 10 – Progress – Grammar: Using adverbs to qualify attitudes.

Adverbs of degree

1 Many adverbs of degree are used to qualify the gradable adjective or adverb they precede, e.g. *quite, rather, pretty, fairly, a bit, a little, somewhat*.

The figures were *quite* promising.

He suggested, *rather* stupidly, that we forget about the deadlines.

2 We can use most of these words with adjective + noun combinations. Note the word order with *quite*.

It was a *rather* tedious speech.

It was *quite* a good party. (Not: It was a quite good party.)

3 We can also use an adverb of degree with *not*, e.g. *not very, not really, not absolutely*. We can also say *not at all*.

I'm *not very* / *not at all* concerned about the canteen's closure.

4 Note that *not really* can mean both *not very* and *not in fact*. The word stress in the sentence helps to convey the different meanings.

I'm *not really* angry about her resignation, just disappointed.

(not angry, in fact)

He wasn't *really* angry, but he raised his voice.

(a bit angry)

5 When the adverb comes before *not*, the meaning is different.

I'm *not absolutely* convinced.

(less than 100%)

I'm *absolutely not* convinced.

(0%)

Focus adverbs

1 The adverbs *even*, *just*, and *only* focus our attention on one part of a sentence. They usually come before a main verb, but after an auxiliary or **be**.

Exetica only had better results than us in May.

(not June, etc.)

I just don't understand why team A didn't complete the first away day task.

(I really don't understand)

Jo couldn't even remember all the details.

(a criticism of Jo)

2 If these adverbs refer to a noun phrase then they come before it, and the meaning is changed.

Only Exetica had better results than us in May.

(no other company)

I don't understand why just Team A didn't complete the first away day task.

(all the other teams completed that task)

Even Jo couldn't remember all the details.

(Jo is usually good at remembering and the fact that she couldn't indicates there were a lot of details.)

Functional adverbials

Adverbials are often used to refine the message conveyed by the sentence, without altering the meaning of any individual words.

For example, they can be used

1 to soften negative reactions

Unfortunately, I can't agree with you.

(also: *regrettably*, *sadly*)

3 to move the subject of conversation / writing onto a different area

Frankly, I'd prefer not to discuss that ... (also: to be honest, actually)

2 to provide a link to what someone else has said

Of course, you're right about that, but ...

(also: *no doubt*, *obviously*, *evidently*, *certainly*)

Using adverbs to qualify attitudes: Match the adverbs to the uses.

Read the ten extracts and then complete rules 1-4 with the corrects adverbs.

Could I just explain in a bit more detail?
 You 've obviously given this some thought.
 I'm not totally convinced.
 It's been a surprisingly difficult year.
 It's easily the best idea I've heard so far.
 I'm just not convinced.
 It was actually one of the most rewarding things I've ever done.
 Look, I only say that because there's big money in energy-saving.
 I'm not so keen on the idea.

1. To emphasize a comment, use
2. To express an attitude contrary to expectation, use
3. To persuade others to listen to you, use
4. To soften a negative reaction, use

'surprisingly', 'actually'

'(not) totally', '(not) so'

'obviously', 'easily', 'just'

'just', 'only'

Using adverbs to qualify attitudes: Practice.

Choose the correct adverbs to complete the sentences.

- 1 I can see from the detail in the proposal that you've ____ given this a lot of thought.
- 2 You ____ want that because you stand to make a profit from it.
- 3 I'm not ____ keen on the idea of merging with our main competitor.
- 4 This is ____ the best idea I have heard today.
- 5 I am not ____ convinced that leaving early was a good idea.
- 6 I don't ____ think we have the right to say anything, do you?
- 7 ____, the presentation went quite well.
- 8 I'm ____ not happy with the quality of their service.
- 9 Sales figures for this year are ____ good.
- 10 I'm ____ saying this because I want the company to succeed.