

# CREATIVITY IN Business

## 1 FOCUS ON THE TOPIC


1. Look at the photo and the title. How old is the person in the photo? What is she doing? What does the title mean?
2. Creative people have new and different ideas. What kinds of businesses need creative workers?
3. Children are usually creative when they play. They have new ideas, and they create, or make, new things. When you were a child, what creative things did you do? Did you ever make or sell anything?

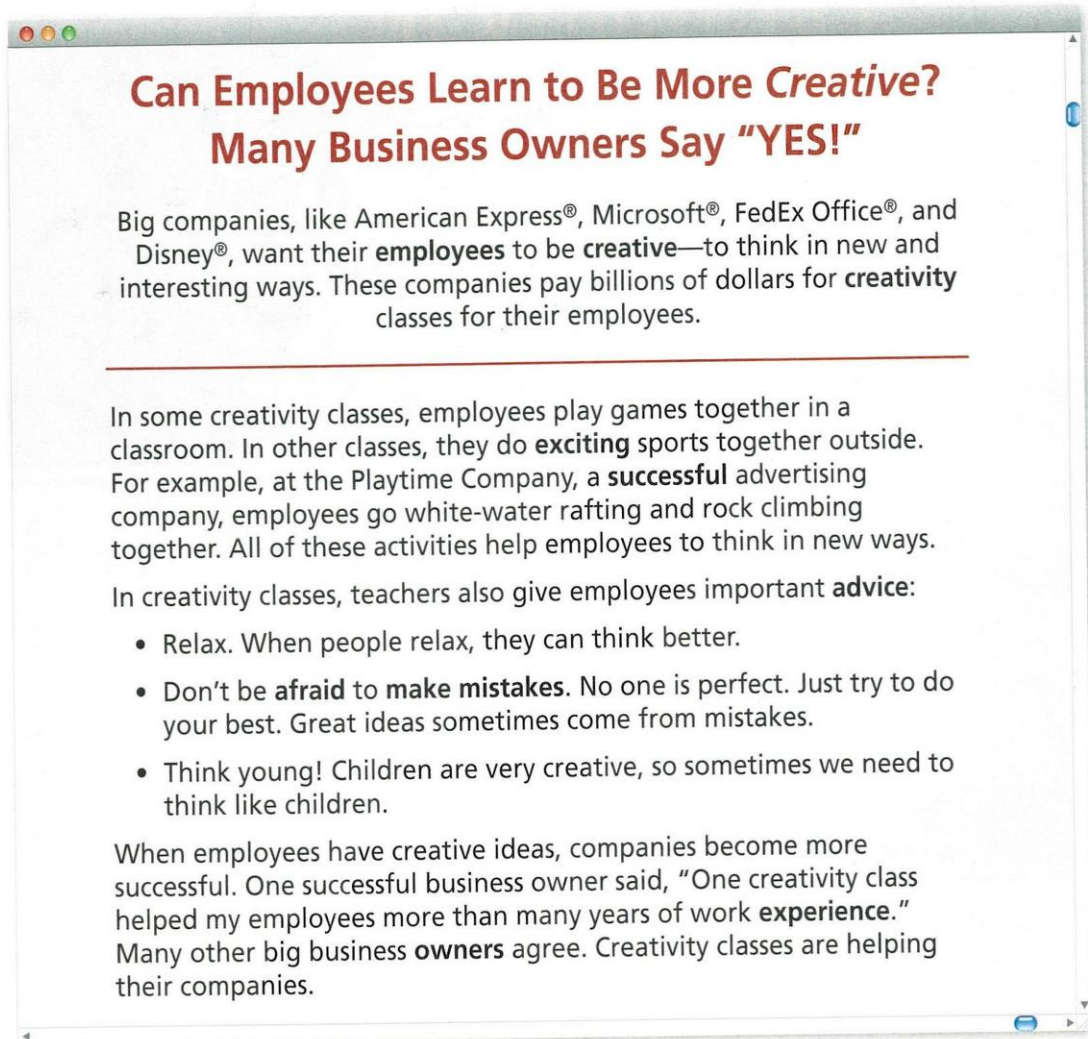
GO TO MyEnglishLab TO CHECK WHAT YOU KNOW.

## 2 FOCUS ON LISTENING

### LISTENING ONE KK GREGORY, YOUNG AND CREATIVE

#### VOCABULARY

- 1  Many big companies are teaching their employees to be more creative. Read and listen to this article from an online business magazine.



**Can Employees Learn to Be More Creative?  
Many Business Owners Say "YES!"**

Big companies, like American Express®, Microsoft®, FedEx Office®, and Disney®, want their **employees** to be **creative**—to think in new and interesting ways. These companies pay billions of dollars for **creativity** classes for their employees.

---

In some creativity classes, employees play games together in a classroom. In other classes, they do **exciting** sports together outside. For example, at the Playtime Company, a **successful** advertising company, employees go white-water rafting and rock climbing together. All of these activities help employees to think in new ways.

In creativity classes, teachers also give employees important **advice**:

- Relax. When people relax, they can think better.
- Don't be **afraid** to **make mistakes**. No one is perfect. Just try to do your best. Great ideas sometimes come from mistakes.
- Think young! Children are very creative, so sometimes we need to think like children.

When employees have creative ideas, companies become more successful. One successful business owner said, "One creativity class helped my employees more than many years of work **experience**." Many other big business **owners** agree. Creativity classes are helping their companies.

- 2 A.** Circle all of the choices that correctly complete the sentence. Then check your answers with your teacher.

The article says that when employees relax and play games, they can

\_\_\_\_\_.

- a. make a lot of money
- b. get creative ideas for work
- c. be more active
- d. lose their jobs
- e. think in new ways
- f. feel afraid to make mistakes

- B.** Take turns with a partner. Student A, read the sentence and choose the correct meaning of the word from the magazine article. Student B, say, “Yes, I agree” or “No, I don’t think so. I think . . .”

**Example**

**Employees** are (*people who work for a company / people who don’t have jobs*).

**A:** Employees are *people who work for a company*.

**B:** Yes, I agree.

OR

**A:** **Employees** are *people who don’t have jobs*.

**B:** No, I don’t think so. I think employees are *people who work for a company*.

1. **A:** A **creative** person is a person who has (*new and interesting ideas / the same ideas as other people*).

**B:** (Yes, I agree. / No, I don’t think so. I think it is a person who has . . .)

2. **A:** Business **owners** are people who (*work for a business / have their own business*).

**B:** (Yes, I agree. / No, I don’t think so. I think they are people who . . .)

3. **A:** **Creativity** means having ideas that (*can make a lot of money / are new and different*).

**B:** (Yes, I agree. / No, I don’t think so. I think it means having ideas that . . .)

(continued on next page)



4. **A:** **Exciting** things (*are a lot of fun / cost a lot of money*).
- B:** (Yes, I agree. / No, I don't think so. I think they are . . .)
5. **A:** A **successful** company is a company that (*makes a lot of money / has many employees*).
- B:** (Yes, I agree. / No, I don't think so. I think it is a company that . . .)
6. **A:** When you give **advice**, you give (*information to help another person / information about yourself*).
- B:** (Yes, I agree. / No, I don't think so. I think it means you give . . .)
7. **A:** To be **afraid** means to be nervous and scared because (*something is very boring / something is difficult or different*).
- B:** (Yes, I agree. / No, I don't think so. I think it means to be nervous and scared because . . .)
8. **A:** When you **make mistakes**, you do something (*the right way / the wrong way*).
- B:** (Yes, I agree. / No, I don't think so. I think it means you do something . . .)
9. **A:** When you have work **experience**, it means you (*worked at a job / got a new job*).
- B:** (Yes, I agree. / No, I don't think so. I think it means you . . .)

 **GO TO** MyEnglishLab **FOR MORE VOCABULARY PRACTICE.**

## PREVIEW

🔊 Listen to the beginning of “KK Gregory, Young and Creative.” Then circle your idea.

Professor Jason Chandler teaches an MBA (Master’s in Business Administration) class at a California university. He invited KK Gregory to speak to his class. KK is a high school student. She has her own business. It is called Wristies.

Why does Professor Chandler want KK to speak to his business students?

- a. The business students will enjoy listening to KK’s talk.
- b. The business students can learn from KK’s experience.
- c. The business students can get jobs at KK’s company.

**GRADUATE  
SCHOOL OF BUSINESS**



***SPECIAL LECTURE!***

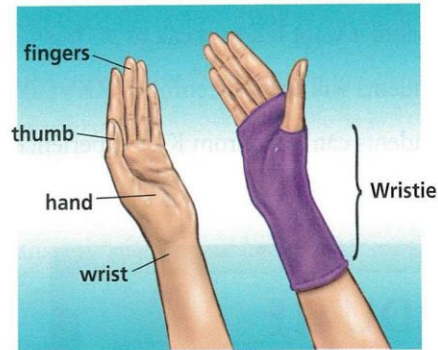
“Personal Creativity in Business”  
Guest speaker: KK Gregory

9:00–11:00	BUS G341
Room 121	Course
Prof. J. Chandler	




## MAIN IDEAS

- 1  Listen to KK Gregory's talk. Look at your answer from Preview on page 87. Was it correct? Did it help you to understand KK's talk?
- 2  Listen again. Read the sentences. Write **T** (true) or **F** (false). Correct the false sentences.



- \_\_\_ 1. KK started her business when she was 17 years old.
- \_\_\_ 2. Wristies keep your fingers warm.
- \_\_\_ 3. KK's mother helped her to make the first pair of Wristies.
- \_\_\_ 4. KK's mother didn't have any business experience.
- \_\_\_ 5. KK thinks it's important to do new things.

## DETAILS

 Listen again. **Two** answers are correct. Cross out the **incorrect** answer. Read the correct sentences aloud. The first one has been done for you.

1. When you wear Wristies, \_\_\_\_\_.
  - a. ~~your thumbs are covered~~
  - b. your wrists are warm
  - c. you can move your fingers
2. KK made the first pair of Wristies \_\_\_\_\_.
  - a. because she didn't have gloves
  - b. on a snowy day
  - c. when she was 10 years old

3. KK's friends \_\_\_\_\_.
  - a. really liked their Wristies
  - b. wanted to sell their Wristies
  - c. wore their Wristies every day
4. KK thought about starting a business \_\_\_\_\_.
  - a. because her friends suggested it
  - b. after her mother said it was a good idea
  - c. when she made the first pair of Wristies
5. When KK started the Wristies company, \_\_\_\_\_.
  - a. her mother helped her
  - b. her mother had a store
  - c. she had a few problems
6. People can buy Wristies \_\_\_\_\_.
  - a. in many stores
  - b. on the Internet
  - c. at the supermarket
7. When KK went on a TV shopping show, \_\_\_\_\_.
  - a. she was very successful
  - b. she sold 6,000 pairs of Wristies
  - c. she was nervous and excited
8. KK's advice to the business students is to \_\_\_\_\_.
  - a. be creative
  - b. do new things
  - c. start your own business


 **GO TO** [MyEnglishLab](https://www.MyEnglishLab.com) **FOR MORE LISTENING PRACTICE.**

## MAKE INFERENCES

### NOTICING CONTRASTING IDEAS

An inference is a guess about something that is not directly stated. To make an inference, use information that you understand from what you hear.

In English, when we stress a word, we say it *louder*, *longer*, and with *higher pitch*. When we want to show that there is an important difference, or contrast, between two things or ideas, we give the two contrasting (different) words the strongest stress in the sentence. These words are stressed *more* than the *other stressed* words. Noticing the stressed words helps us understand the speaker's meaning.

 Listen to the sentence. All the stressed words are in CAPITAL letters. The words with contrastive stress are in **BOLD CAPITALS**.

#### Example

**KK:** It's **REALLY EXCITING** to be here, in a **BUSINESS SCHOOL CLASS**, because I'M **STILL** in **HIGH SCHOOL**!


Which two words is KK contrasting? \_\_\_\_\_ and \_\_\_\_\_

Why? KK wants to explain that:

- a. Business school is very exciting.
- b. It's very unusual for a high school student to speak to business school students.

**Answers:** KK is contrasting the words **BUSINESS** and **HIGH**.  
Why? The correct answer is **b**. It's very unusual for a high school student to speak to business school students.

**Explanation** By using contrastive stress on the words **BUSINESS** and **HIGH**, KK is explaining that these two kinds of schools are very different. Notice that we do not place extra stress on the word that is the same: **SCHOOL**.

 Listen to each excerpt from the talk. Write down the two words that KK is contrasting in each sentence. Then choose the sentence that explains the idea she is trying to express.

#### Excerpt One

1. Which two words is KK contrasting? \_\_\_\_\_ and \_\_\_\_\_
2. What does KK want to explain?
  - a. She is young now, but when she started her company, she was much younger.
  - b. KK has worked at her company for a very long time.



### Excerpt Two

1. Which two words is KK contrasting? \_\_\_\_\_ and \_\_\_\_\_
2. What does KK want to explain?
  - a. The gloves are very long.
  - b. Most gloves have fingers, but Wristies do not have fingers.

### Excerpt Three

1. Which two words is KK contrasting? \_\_\_\_\_ and \_\_\_\_\_
2. What does KK want to explain?
  - a. Most people only wear gloves outside, but people can wear Wristies inside, too.
  - b. Wristies are good for sports but also for work.

### Excerpt Four

1. Which two words is KK contrasting? \_\_\_\_\_ and \_\_\_\_\_
2. What does KK want to explain?
  - a. Her warm clothes and gloves did not cover her wrists.
  - b. KK's wrists were always cold in the winter.

## EXPRESS OPINIONS

Work with a partner. Answer the questions.

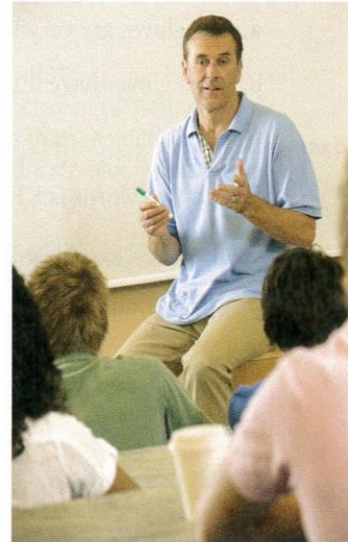
1. KK told the business students, "Don't be afraid to try something new." Did you ever feel afraid to do something new? Tell about your experience. Did you do it? If yes, how did you feel? If no, was it the right decision?
2. "KK's mother made an excellent decision. It's very good for a child to have a business." Do you agree or disagree with this statement? Explain your opinion.
3. Do you ever buy things on the Internet? What kinds of things do you buy online? Is this better than shopping in a store? Why or why not?

 GO TO MyEnglishLab TO GIVE YOUR OPINION ABOUT ANOTHER QUESTION.

COMPREHENSION

🔊 Listen to Professor Chandler's lecture. Read the sentences. Write **T** (true) or **F** (false). Correct the false sentences.

- \_\_\_ 1. KK's experience is useful for business students.
- \_\_\_ 2. KK made something that many people needed.
- \_\_\_ 3. KK listened only to her mother.
- \_\_\_ 4. Adults think it's OK to make mistakes.
- \_\_\_ 5. If you want to be creative, don't be afraid to make mistakes.
- \_\_\_ 6. A relaxation exercise can help the students remember their childhood.
- \_\_\_ 7. The students will remember a time when they were afraid.



Professor Jason Chandler

VOCABULARY

1 Work with a partner. Student A, read the first sentence. Student B, complete the second sentence with the word or phrase from the box so your sentence has the same meaning. Then switch roles.

came up with                      for the first time                      made you feel good  
 completely new                      increase their creativity

- 1. **STUDENT A:** KK **thought of** a new idea—to make Wristies.  
**STUDENT B:** That means she \_\_\_\_\_ the idea to make Wristies.
- 2. **STUDENT A:** KK started a business, **but she had absolutely no business experience.**  
**STUDENT B:** So, starting a business was a \_\_\_\_\_ experience for her.

3. **STUDENT A:** People can learn to **become more creative**.


**STUDENT B:** That means they can \_\_\_\_\_.

4. **STUDENT A:** When KK was 17, she spoke at a business school. **She never did that before.**

**STUDENT B:** So, when she was 17, she spoke at a business school \_\_\_\_\_.

5. **STUDENT A:** When people liked my new idea, it **gave me a happy feeling**.

**STUDENT B:** OK, so in other words, it \_\_\_\_\_.

- 2**  Listen again to Professor Chandler and follow his directions for the relaxation exercise. When you are finished, tell your story to a partner. Then discuss your stories with the class.

 **GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.**

## LISTENING SKILL


### LISTENING FOR SIGNAL WORDS FOR MAIN IDEAS

University lectures often follow the pattern Professor Chandler uses:

- divide all the information into clear parts
- use a signal word to begin each new part (each part is a new main idea)

A good listener understands signal words. These important words help listeners to understand what kind of information they will hear next. Some signal words introduce **main ideas**. When you hear the signal word for a **main idea**, you will know that the speaker is going to say something important. Some examples of these signal words are: *first, second, next*. What other signal words do you know?

Try to notice signal words when you listen to a lecture. They will help you to understand how the information in the lecture is organized. After a signal word, you will usually hear a new main idea and then some examples.

-  Read the questions and the outline. Then listen to the beginning of Professor Chandler's lecture and fill in the missing information.

1. Professor Chandler wants his students to understand that KK became successful because she did \_\_\_\_\_ important things.  
(how many?)

(continued on next page)

2. How did Professor Chandler organize the information about what KK did?

**Signal Words:**

**Main Ideas:**

a. First

a. KK had a creative idea.

b. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

c. \_\_\_\_\_

 **GO TO MyEnglishLab FOR MORE SKILL PRACTICE.**

## CONNECT THE LISTENINGS

### STEP 1: Organize

Professor Chandler told his students that KK had three important lessons to teach them.

1. Find something that people need.
2. Listen to other people.
3. Don't be afraid to do something new.

Look at KK's story. Decide which lesson business students can learn from sentences a–f. Write 1, 2, or 3 in the blank. Sometimes there is more than one lesson.

### KK'S STORY

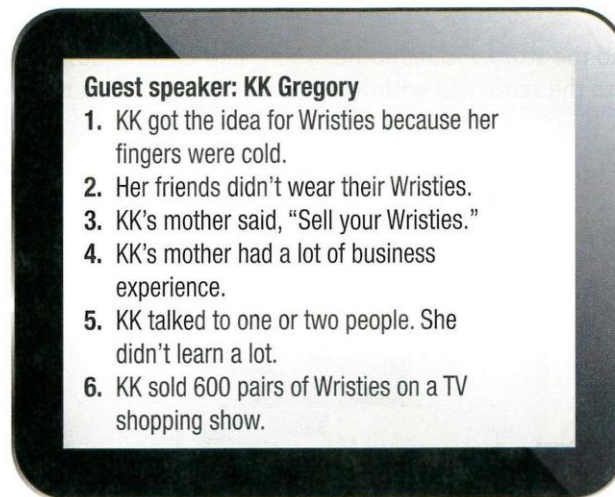
- a. KK was wearing gloves, but her wrists were very cold. That's when she had an idea. \_\_\_\_\_
- b. Her friends wore their Wristies every day. They liked them a lot. \_\_\_\_\_
- c. KK's friends told her, "You can sell your Wristies." \_\_\_\_\_
- d. KK's mother had no business experience, but she thought a business was a great idea. \_\_\_\_\_
- e. KK and her mother talked to a lot of people, asked a lot of questions, and learned a lot. \_\_\_\_\_
- f. KK went on a TV shopping show to sell Wristies. She was nervous, but it was very exciting. She sold 6,000 pairs of Wristies. \_\_\_\_\_



## STEP 2: Synthesize

Nathan, a student in Professor Chandler's business class, took notes during class, but he made some mistakes. After class, he speaks to another student to check his information.

Role-play with a partner. Student A, you're Nathan. Read the notes on the tablet to your classmate. Student B, you're Nathan's classmate. Correct Nathan's mistakes. Then explain what lesson we can learn from KK's experience. Complete the conversation with information from Step 1: Organize. Change roles after sentence 3.



### Example

**NATHAN:** Well, KK got the idea for Wristies because her **fingers** were cold, right?

**CLASSMATE:** No, KK was wearing gloves, so her **fingers** were **not** cold. Her **wrists** were cold, and she needed something to make them warm. So, we learn that to have a successful business, you have to find something that people need.

GO TO MyEnglishLab TO CHECK WHAT YOU LEARNED.

## 3 FOCUS ON SPEAKING

### VOCABULARY

#### REVIEW

Work in pairs. Read the story about another young and creative business owner, Brent Simmons. Complete the sentences with words from the box. Then take turns reading the paragraphs aloud.

advice	completely	exciting	increases	made mistakes
afraid to	creative	experience	makes me feel	owner
came up with	employees	for the first time	(+ adj.)	successful



#### Brent Simmons, "Computer Doc"

When Brent Simmons was 10 years old, he knew everything about computers. Whenever his friends or relatives had problems with their computers, they came to Brent to ask for his 1.. Sometimes, computer store 2. said, "It's impossible to fix this computer. It is 3. broken." But Brent was never 4. look for a new way to fix it. Sometimes he 5. and he had to start again. But in the end, he usually 6. a new, very 7. way to fix the computer.

Brent loved to fix computers, and he had a lot of \_\_\_\_\_. So, when he was 14, he started his own business. Brent is the \_\_\_\_\_ of the "Computer Doc" company. When people meet Brent \_\_\_\_\_, they often think, "He's just a kid. He can't fix my computer." But after they see his work, they are surprised.

Now Brent is 18 years old. He made more than \$50,000 a year when he was in high school, and the number of people he helps \_\_\_\_\_ every year. His business is very \_\_\_\_\_. But Brent doesn't do this work just to make money. Brent says, "It's \_\_\_\_\_ to do work that I love and to help people, too. Sometimes people come to me with very difficult computer problems. When I can find the problem and fix it, they are so happy. Helping people with their computer problems \_\_\_\_\_ great.

### EXPAND

 Read and listen to the paragraph about creativity and stress.

When people feel **stressed out**, they can't be creative. So some companies help their employees to **reduce** their stress. They have free massages and yoga and exercise classes at work. These **perks** make employees feel **relaxed**, so they can be more creative in their work. Most employees enjoy these perks a lot. They also **save money** because everything is free, and they **save time** because they don't need to leave work. These are just a few of the **unusual** ways that creative companies are increasing their employees' creativity.

*(continued on next page)*



Work with a partner. Student A, read a sentence in the left column. Student B, read the correct response from the right column. Switch roles for Conversation 2.

### CONVERSATION 1: The *Creative Ideas* Company

- |   |  |
|---|--|
| 1. The <i>Creative Ideas</i> Company has yoga classes at work.                              | a. That's a nice <b>perk</b> . It helps them to <b>save money</b> .              |
| 2. The yoga and exercise classes are free for all employees.                                | b. That's a great way to <b>reduce</b> their employees' stress.                  |
| 3. Employees at <i>Creative Ideas</i> say that they never feel <b>stressed out</b> at work. | c. That's great. When employees feel <b>relaxed</b> , they can be more creative. |

### CONVERSATION 2: The *Imagine Ads* Company

- |  |  |
|--|--|
| 4. Listen to this. The employees at <i>Imagine Ads</i> get three free meals a day, free haircuts, and free car washes! | d. True. They help them to <b>save time and money</b> .                          |
| 5. Yeah, but these <b>perks</b> really help the employees.   | e. He understands that you can't be creative when you feel <b>stressed out</b> . |
| 6. The owner of <i>Imagine Ads</i> wants everyone to have fun and feel <b>relaxed</b> at work.                         | f. Wow! Those are <b>unusual perks</b> to give employees.                        |

### CREATE

Interview two classmates with the following questions. When it is your turn to answer the questions, use the words from Vocabulary Exercises 1 and 2.

1. When do you usually feel **stressed out**? How do you try to **reduce** your stress? Does it always help?
2. In your opinion, is it always good for **employees** to feel **relaxed** at work?
3. Do you know a **successful** business **owner**? How did he or she become **successful**?
4. Are you ever **afraid to make a mistake**? In what situations? Why?
5. "Great ideas sometimes come from mistakes." Do you agree with this statement? Explain why or why not.
6. Did you ever solve a problem in a **creative** way? How did you **come up with** the **creative** idea?



7. In the last year, did you do anything **for the first time**? What did you do? How did you feel?
8. In your opinion, what's more important to be **successful**: work **experience** or **creativity**?

GO TO MyEnglishLab FOR MORE VOCABULARY PRACTICE.

## GRAMMAR

- 1 Read the conversation. Follow the directions.

**PROFESSOR CHANDLER:** Are there any more questions?

**STUDENT:** Yes. Were there any problems in the beginning?

**KK:** Yeah, there were a few problems. For example, business was very slow at first because there weren't any other people in my company. There was only one person—me! Now there are three employees.

1. Find and underline *there are*, *there was*, *there were*, and *there weren't* in the conversation.
2. Which ones talk about the present? Which ones talk about the past? Which one is singular?
3. Find and underline *Are there* and *Were there*.

### THERE IS / THERE ARE, THERE WAS / THERE WERE

1. Use **there is** or **there are** to describe a situation in the present.

**There is** + a + singular count noun

**There is** a website.

**There is** + non-count noun

**There is** information about Wristies on the website.

Use the contraction **There's** in speaking or informal writing.

**There's** a website.

**There's** information about Wristies on the website.

**There are** + plural count noun

**There are** many places where you can wear Wristies.

(continued on next page)

2. Use **there was** or **there were** to describe a situation in the past.

**There was** + **a** + singular count noun

**There was** + non-count noun

**There were** + plural count noun

**There was** a problem in the beginning.

**There was** snow on the ground.

**There were** problems in the beginning.

3. To form a negative statement, add the contraction **n't**.

There **isn't** any snow.

There **aren't** any more questions.

There **weren't** many employees.

4. For questions, put **is/are** or **was/were** before **there**.

**Are there** any questions?

**Was there** a problem yesterday?

When **was there** a problem?

In **yes / no** questions, use **a** with singular nouns, and **any** with plural nouns and non-count nouns.

**Is there** a problem?

**Were there any** problems?

**Was there any** snow?

**2** Read the interview with Alan Russovich, founder of the Playtime Company. Fill in the blanks using **there** + a form of the verb **be**. Use the contraction **there's** when possible.

**Alan:** Welcome to Playtime! Please come in.

**Interviewer:** Wow! This office is very unusual.

**Alan:** Yes, when people come to our office for the first time, they're usually surprised.

**Interviewer:** Is this your meeting room?

**Alan:** No, \_\_\_\_\_ any meeting rooms at Playtime. This is a "playroom."  
1. (neg.)

**Interviewer:** A playroom?

**Alan:** Sure. We learn to be creative from children, and children play.

So this playroom is where we come up with all our new ideas.

\_\_\_\_\_ a meeting in this playroom one hour ago. Let's look around.  
2.

**Interviewer:** But . . . \_\_\_\_\_ any tables or chairs in this room.  
3. (neg.)  
\_\_\_\_\_ really a business meeting here? Are you sure? It  
4.  
looks like children were playing here. \_\_\_\_\_ balls and  
5.  
children's toys on the floor, and \_\_\_\_\_ pictures and pieces  
6.  
of paper on the floor and walls.

**Alan:** Those are some ways that we try to increase our creativity. Boring meetings give people boring ideas. Playtime meetings are exciting! In Playtime meetings, the employees play. And \_\_\_\_\_ a  
7. (neg.)  
table in the room because we don't need one. We write our ideas on special material on the walls. Do you see that? \_\_\_\_\_ a  
8.  
special camera in each playroom. The camera photographs everything that we write on the walls. OK, now look over there. On that wall, \_\_\_\_\_  
9.  
a list of all the new ideas from the meeting. Let's see . . . \_\_\_\_\_ ten people in this room for one hour, and  
10.  
now \_\_\_\_\_ 50 new ideas on this list.  
11.

**Interviewer:** This is really an unusual place to work.

**Alan:** Yeah. Working here is fun, and we're also very successful!

**3** Now read the interview aloud with a partner. Switch roles and read it again.

 **GO TO** MyEnglishLab **FOR MORE GRAMMAR PRACTICE.**

## PRONUNCIATION

### PRONOUNCING TH SOUNDS

Put the tip of your tongue between your teeth.

This is the most important part of the pronunciation of the “th” sound.


Blow out air to make the sound. Be careful: Keep the tip of your tongue between your teeth while you blow out the air.



The “th” sound in *they, them, there, then, these,* and *mother* is a voiced sound. The vocal cords vibrate.

The “th” sound in *thumb, thought, things, anything, think,* and *thousand* is a voiceless sound. The vocal cords do not vibrate.

The tip of the tongue is between the teeth for both sounds.

**1**  Underline every word that has a “th” sound. Then read the sentences aloud to a partner. Be sure to pronounce all the “th” sounds correctly. Then listen to the sentences to check your pronunciation.

1. They’re long gloves with no fingers.
2. There’s a hole for the thumb.
3. Some people wear them outside; others wear them inside.
4. They all wore them every day.
5. So then I thought, “I can sell these things!”
6. My mother didn’t know anything about business.
7. A lot of stores sell them, and there’s also a website.

**2** Work with a partner. Student A, ask the first question. Student B, answer the question using a word from the box. Student A, listen to your partner’s answer. Say, “That’s right” or “I don’t think that’s right.” If you don’t think it’s right, discuss why. Take turns being A and B.

anything	thinks	thousand
mother	thought	thumb



**Example**

A: How many Wristies did KK sell on TV?

B: She sold six thousand!

A: That's right.

1. A: Why does KK like business?

B: She \_\_\_\_\_ it's exciting.

A: \_\_\_\_\_

2. A: Who helped KK a lot?

B: Her \_\_\_\_\_ did.

A: \_\_\_\_\_

3. A: Did KK know a lot about business when she was 10?

B: No, she didn't know \_\_\_\_\_!

A: \_\_\_\_\_

4. A: Did KK's mother like the idea of selling Wristies?

B: Yes, she \_\_\_\_\_ it was a good idea.

A: \_\_\_\_\_

5. A: Why do Wristies have a little hole?

B: That's for the \_\_\_\_\_.

A: \_\_\_\_\_

## SPEAKING SKILL

### REACTING TO INFORMATION

When people tell us new information, we usually show our interest. The expression we use depends on whether the news is very surprising or not.

#### REACTING TO INTERESTING / GENERAL INFORMATION (not surprising)

That's (so) interesting.

**PROF. CHANDLER:** *That's so interesting.*

Uh-huh . . .

**KK:** And that's how I made the first pair of Wristies.

**KK:** So, I asked my mother about it, and she thought it was a great idea. And she helped me to start my company.

Really . . . *(falling intonation)*

**PROF. CHANDLER:** *Really . . .*

#### REACTING TO SURPRISING / UNUSUAL INFORMATION

Wow!

**KK:** I'm 17 now, but when I started my company, I was 10.

That's amazing! / incredible! / unbelievable!

**STUDENT:** *Wow! That's unbelievable!*

Really?! *(rising intonation)*

**KK:** I sold six thousand pairs of Wristies in 6 minutes!

That's great! / wonderful!

**STUDENT:** *That's great!*

Practice reading the reactions in the chart above. Then role-play the conversation about Google's World Headquarters with a partner. Student A, read the sentence. Student B, respond with the best expression from the chart. Take turns being A and B. Try to use all of the expressions.



1. A: Did you know that Google employees can wear jeans to work?

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



2. A: Listen to this! There is a real dinosaur skeleton<sup>1</sup> on the first floor of Google's office!

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

3. A: Google employees play roller hockey<sup>2</sup> twice a week in the parking lot.

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

4. A: Did you know that Google employees can bring their dogs to work?

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

5. A: Google bought its building in California for \$319 million.

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

6. A: There are giant red and blue rubber balls all over Google's office.

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

7. A: At Google, three or four employees work together in one space with no walls.

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

8. A: In the Google office, there's an exercise room that is open 24 hours a day.

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

<sup>1</sup> **skeleton:** all the bones in an animal or person

<sup>2</sup> **roller hockey:** a sport played on the street; players use long curved sticks to hit a ball into a goal; the players wear Rollerblades®

- **Employees from Googleplex East, New York:** Read the information about your office. Decide which ideas are **the most important for creativity**.

#### GOOGLEPLEX EAST, NEW YORK

glass walls between the offices inside	Razor® scooters
big red rubber exercise balls	electric train sets
balloons with happy faces all around the building	massage chairs
a game room with foosball, air hockey, a billiards table	a dog play area
whiteboards on the walls—employees can write any ideas they have, and other employees can add their ideas	

#### PERKS

free chair massages  
employees' dogs (but not cats) can come to work with them

**STEP 3:** Form small groups with one student from each of the large groups. Now each group has at least one *office designer*, one *employee from Googleplex, CA*, and one *employee from Googleplex East, NY*.

**STEP 4:** Each group will discuss and choose which ideas to use for the new Google office. Office designers, ask all of your questions. You can begin the meeting like this:

**DESIGNER:** Tell me about *Googleplex* in California. Is there anything unusual in it?

**CALIFORNIA:** Well, there is a massage room for all the employees.

**DESIGNER:** Really?

**CALIFORNIA:** Yes. So when employees feel stressed out, they can . . .

**DESIGNER:** And does that really help to increase their creativity?

**CALIFORNIA:** Sure! When employees feel stressed out, they can't come up with . . .

**NEW YORK:** I agree completely. We don't have a massage room in the New York office, but there are . . .

**DESIGNER:** OK, so massages are important.

**STEP 5:** Each group will write the ideas it chose on the board or on a large piece of paper. Then, as a class, select the ideas and perks that both groups agreed on for the new Google office in Philadelphia. Explain why those ideas are the best ways to increase creativity.



## UNIT PROJECT

Find out about a young business owner or entrepreneur (18 years old or younger).

**STEP 1:** Look on the Internet, in the library, or in business magazines, or tell about a person you know. If you use the Internet, search for the key words “young entrepreneurs.”

**STEP 2:** Research the person and his/her idea. Here are some questions to guide your research:

- What was the person’s idea?
- How old was the person when he/she thought of the idea?
- Did it work the first time?
- Did he/she get help from anyone?
- What does the person do now?

**STEP 3:** Prepare a short oral report. Share your information with the class.

### Listening Task

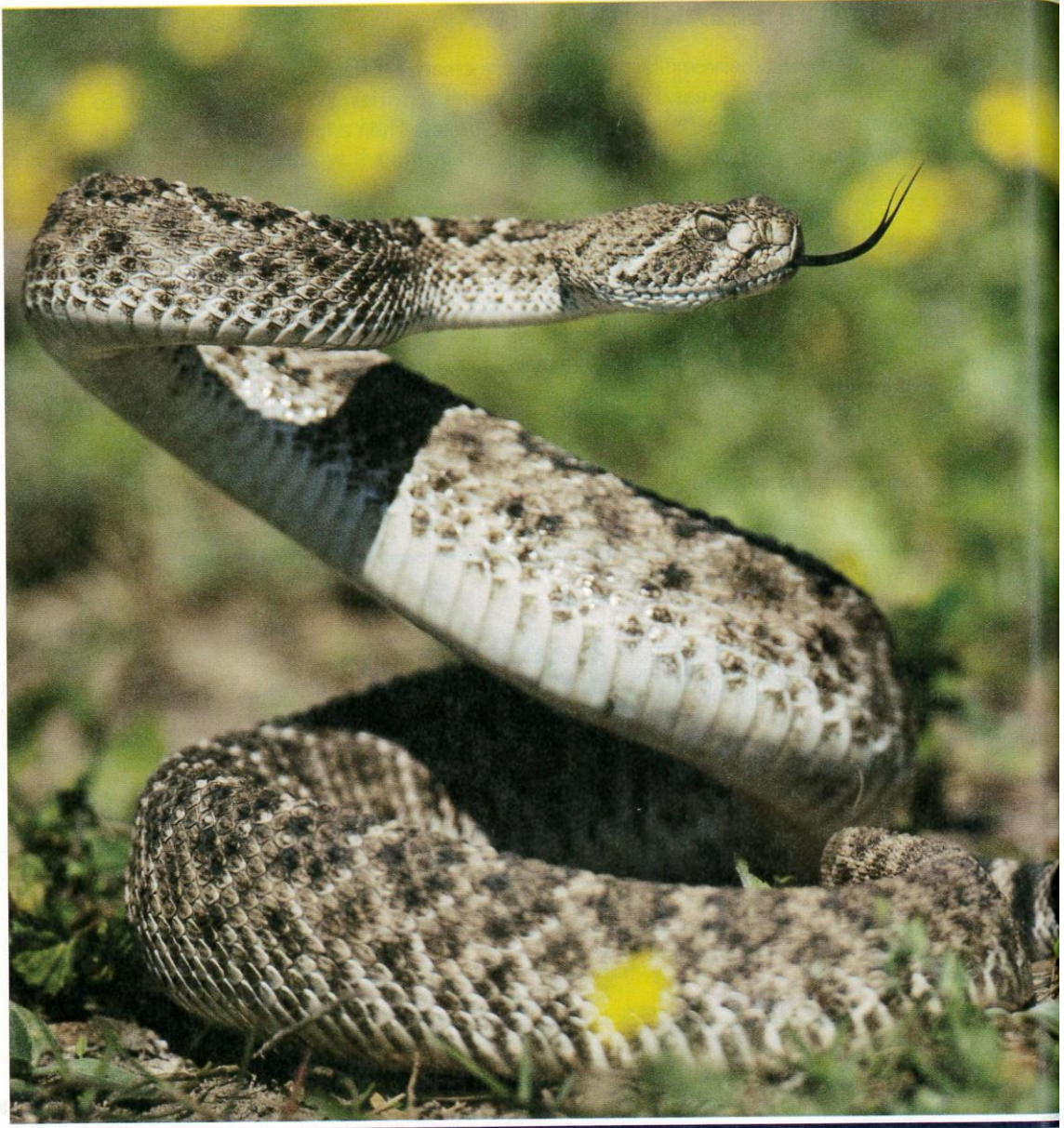
Listen to your classmates’ presentations, react to any interesting or surprising information, and ask questions. Try to use some of the new language from this unit.

## ALTERNATIVE SPEAKING TOPICS

Many companies want their employees to be more creative. These companies have unusual activities for employees. Here are some of the activities. Which are good ways to increase creativity? Which are not? Check (✓) the boxes. Then explain your reasons to a small group of classmates.

	IT'S A GOOD IDEA.	IT'S NOT A GOOD IDEA.	I'M NOT SURE.
<b>Doing exciting outdoor sports together</b> (rock climbing, whitewater rafting, etc.)			
<b>Studying music</b> (alone or with co-workers)			
<b>Sometimes working at home</b>			
<b>Learning how to meditate or do yoga</b>			
<b>Playing with children's toys</b> (electric trains, giant rubber balls, air hockey, etc.)			
<b>Writing new ideas on the walls</b>			
<b>Getting a massage during work time</b>			
<b>Exercising in the gym during work time</b>			


**GO TO MyEnglishLab TO DISCUSS ONE OF THE ALTERNATIVE TOPICS, WATCH A VIDEO ABOUT SELLING HOT DOGS, AND TAKE THE UNIT 4 ACHIEVEMENT TEST.**

1001 *Handbook of reptiles*