LEARNING OBJECTIVES	IN THIS UNIT YOU WILL ...
Watch and listen	watch and understand a video about a tech start-up.
Listening skills	listen for definitions; understand figurative language; identify figurative language.
Critical thinking	persuade your audience in a business presentation.
Grammar	emphasize and contrast.
Speaking skill	craft a mission statement, craft a pitch.
Speaking task	make a pitch to get funding for a new venture.

UNL⊘CK YOUR KNOWLEDGE

Work with a partner. Discuss the questions.

1 How have retail businesses changed the way they interact with their customers in the past twenty years?

2 How has what customers expect from businesses changed?

3 Consider some charitable organizations that you know (e.g. the Red Cross, UNICEF). In what ways are they like businesses?

PLUS

PREPARING TO WATCH

1 Answer the questions about smartphone apps. Then work with a partner and compare your answers.

1 Which of these types of apps do you have on your phone? Which do you use most frequently?

social media ☐	instant messaging ☐	news/weather ☐
business ☐	banking ☐	music/radio ☐
fitness ☐	gaming ☐	TV/films ☐
education ☐	shopping ☐	travel/tourism ☐

2 Which apps do the people you know spend the longest using? Why?

3 Which apps are free and which do you have to pay for? What other ways do technology companies make money from apps?

2 You are going to watch a video about the tech hub growing in East Africa. Before you watch, look at the pictures and discuss the questions with your partner.

1 What part of the world do you think this is? What proportion of people here do you think own a smartphone?

2 Do you think the same apps would be popular here as in your county? Why / Why not?

3 What kind of business do the people work in? Do you think they are successful? Why / Why not?

GLOSSARY

market (n) the business or trade in a particular product

entrepreneur (n) someone who starts their own business, especially when this involves seeing a new opportunity

mentoring (n) the activity of supporting and advising someone with less experience to help them develop in their work

tech hub (n) a centre which supports new technology businesses when they are starting out

concentration (n) a large number or amount of something in the same place

disposable income (n) the money that is left over after you have paid your bills that you can spend as you wish

WHILE WATCHING

3 ▶ Watch the video. Write *T* (true), *F* (false) or *DNS* (does not say) next to the statements below. Correct the false statements.

_____ 1 The Ugandan smartphone market is growing quickly.
_____ 2 Ugandan tech companies are developing apps for a global market.
_____ 3 The game Mutatu has become popular all over the world.
_____ 4 Young people in Africa have money to spend on games.
_____ 5 Very few people want to invest in African tech companies.

4 ▶ Watch again. Complete the sentences with one to three words in each gap.

1 Jasper Nunu developed a successful _____ called *Mutatu*.
2 In Kenya, one in every five people _____ through their phones.
3 The Mutatu app was a finalist in Google's Android _____ for Sub-Saharan Africa.
4 Google provided _____ which led to more than 60,000 downloads of Mutatu.
5 Popular _____ systems are an example of how the tech industry is growing in East Africa.
6 Africa has more _____ than any other part of the world.
7 Investors want to access East Africa's local _____ .
8 As well as being consumers, Africans hope to become _____ of content.

5 ▶ Work with a partner. Explain the words and phrases in bold.

With a successful gaming app already (1)**under his belt**, Jasper Nunu has joined (2)**the growing ranks** of East Africa's (3)**whizz kids**, helping to (4)**propel** the region into the tech (5)**spotlight**.
East Africa has experienced a dramatic tech-hub (6)**boom**, (7)**spurred on** by (8)**collaborative workspaces** such as Nairobi's iHub.
Increasingly, investors are looking to (9)**break into** these (10)**lucrative** local markets.

DISCUSSION

6 Work in a small group. Discuss the questions.

1 Why do you think Google run developer competitions in Sub-Saharan Africa?
2 What traditional games are there from your country? Which of them have been or could be made into apps?
3 Do you know where the apps you use were developed? Were any developed in Africa? Were any of the apps you use developed in your country?
4 What are the biggest markets for growth and investment in your country at present? Why are they growing?

LISTENING

PREPARING TO LISTEN

UNDERSTANDING KEY VOCABULARY

1 Read the sentences and choose the best definition for the words in bold.

1 The plans for the new office building are so **elaborate** that very few people can understand them.
   a late and rushed
   b old and out of date
   c detailed

2 We have submitted a proposal and we are hoping the bank will provide a loan for our **venture**.
   a new business
   b trip
   c factory

3 She is **wary** of using her company credit card over the internet and prefers to shop in person.
   a careful in the face of possible danger
   b resisting new ideas and developments
   c frightened

4 I have been dealing with an email **overload**, but I think I have finally cleared out my inbox.
   a too much of something
   b an unsafe situation
   c something that is too heavy

5 The bank charges a small fee for each international **transaction**.
   a an activity that requires legal permission
   b an activity that involves hiring or firing somebody
   c an activity that involves the movement of money

6 Online-only banking has been really **disruptive** to the banking industry.
   a changing the traditional way that an industry operates
   b changing how customers feel about something
   c creating the appearance of change

7 I have too many things to do. I have just **dumped** all of my files on my desk. I'll sort them out later.
   a threw in different directions
   b left behind
   c put something somewhere without caring where

8 The speaker used all the right **buzzwords** for online marketing, but he really didn't say anything useful.
   a words and expressions that cause a lot of disagreement
   b popular words or expressions that are sometimes overused in a field
   c words or expressions that people outside a field often misunderstand

2 You are going to listen to a lecture about disruptive innovation. Before you listen, take the survey below. Compare your responses with a partner.

> 1 Where would you be most likely to buy a book?
>   **a** a bookshop   **b** online   **c** other: _____
> 2 How are you most likely to book a flight?
>   **a** on an airline's website
>   **b** with a travel agent
>   **c** on an online site such as Expedia, Skyscanner, etc.
> 3 Where would you be most likely to buy car insurance?
>   **a** at an agent's office
>   **b** on an insurance company's website
>   **c** other: _____
> 4 When you travel, where would you be most likely to book a room?
>   **a** a hotel website
>   **b** on a review website such as Trip Advisor or Hotels.com
>   **c** on a sub-letting service like Airbnb or similar
> 5 Which of these sites have you used? Circle all that apply.
>   **a** Amazon   **c** Uber   **e** Etsy
>   **b** eBay   **d** Craigslist **f** Mechanical Turk

3 Work with a partner. Discuss the questions.

  1 Do you think you (or somebody like you) would have given the same answers to the survey ten years ago? Why / Why not?
  2 What *innovations* – new ideas or ways of doing business – are responsible for recent changes in how we get products and services?

4 🔊 **4.1** Listen to the beginning of the lecture. Circle the questions you think this lecture will answer.

  a What has happened to mainframe computers?
  b What are some other examples of markets that have been disrupted by the internet?
  c How did the internet redefine business transactions?
  d What new business models emerged as a result of the internet?

WHILE LISTENING

5 🔊 **4.2** Listen to the lecture. Check your predictions in Exercise 4. Take notes on the answers if and when these topics are addressed. Write an X if the topic is not addressed.

Listening for definitions

Speakers often provide a signpost of definition either before or after giving the definition. Some signposts of definition to listen for include:

X, which is …   In other words, …   The word/term for
By X, I mean …   This means … ,   this is X.
X, meaning …   The definition of X is …   … is referred to as …
… , that is, …   We can define X as …   X is the term for …

Speakers do not always use such obvious markers, however. Often a definition is given in a more conversational way, simply by linking the term and a definition with *is* or pausing briefly between the term and its definition.
In the current economy, it is difficult for many start-ups — new, fast-growing businesses — to survive.

6 🔊 4.2 Listen again. Match the term (1–7) that is being defined with its definition given in the lecture. (a–g).

1 disruptive innovation _____
2 universal access _____
3 aggregators _____
4 frictionless capitalism _____
5 curation _____
6 power sellers _____
7 concierge _____

a anyone with a computer and a network connection could access all kinds of information
b businesses, such as Amazon, which bring together every product imaginable
c sifting activity
d when a new technology or business model fundamentally changes a market
e participants who act as intermediaries on the site, buying and selling
f the smooth and easy exchange of goods and labour
g a middleman who will actually do everything for them

POST-LISTENING

Understanding figurative language

Figurative language includes words and expressions that do not have their usual or literal meaning. If you know the literal meaning of a word or expression, you can often infer the figurative meaning from the context.

7 Work with a partner. Complete the table for the figurative language in bold in the excerpts. Use a dictionary to help you.

MAKING INFERENCES

excerpt	literal meaning	figurative meaning
'The internet has become the **engine** of disruptive innovation in dozens of markets, from travel to publishing to insurance.'		something that provides power or energy for a process
'… it's allowed the automation of transactions, reducing what Bill Gates referred to as "**friction**" in the market.'	the force that makes it difficult for one object to slide past another	
'These new "curators" have become experts at **harnessing** the power of the internet.'		
'A final **casualty** of the elimination of the middleman has been luxury.'		

PRONUNCIATION FOR LISTENING

Pausing and thought groups

Speakers pause after important words, such as transition words, and after thought groups.

Thought groups are words that go together to form an idea. They are usually grammatical units, such as clauses (noun + verb), noun phrases (article + noun) or prepositional phrases (preposition + noun).

Speakers connect words within thought groups and signpost the end of a thought group with a slight change in intonation and a pause. This helps listeners to hear where one idea ends and another begins.

8 🔊 **4.3** Listen to the example sentence below. Notice the change in intonation and pauses marked at the end of each thought group. Then listen to the sentences and mark the end of each thought group that you hear.

The classic example / is the personal computer / which was pioneered by IBM / a company that had previously dominated the market / for large mainframe computers.

1 With IBM's new smaller model however computers became accessible to an entirely new group of customers.
2 The internet has become the engine of disruptive innovation in dozens of markets from travel to publishing to insurance.
3 Firstly suddenly anyone with a computer and a network connection could access all kinds of information – information that had previously only been available to professionals.
4 Travel sites such as Expedia and Kayak aggregate information on dozens of airlines and car rentals and thousands of hotels allowing customers to compare and make their choices from a single site.
5 With online transactions there is no need for people no need for interaction which could slow things down.

9 Work with a partner. Read the paragraph and mark where you think you should pause. Then practise reading it aloud. Give each other feedback.

> Next I'd like to talk about some successful non-profits. One example is Kiva a non-profit organization based in San Francisco. Its mission is to alleviate poverty by connecting people who need loans to people who donate money to them through Kiva's website. Through Kiva people can lend money to entrepreneurs and students from more than 80 countries around the world.

DISCUSSION

10 Work in small groups. Discuss the questions.

1 The presenter ends by saying, 'And so disruptive innovation has brought us full circle.' What do you think that means?
2 What services mentioned by the presenter (i.e. curation, concierges, power sellers) have you used? What do you think about them?

PLUS

◉ LANGUAGE DEVELOPMENT

EMPHASIZING AND CONTRASTING

GRAMMAR

Make a greater impact when you speak by including extreme contrasts and emphasizing extremes.

even
The word *even* emphasizes that something is unusual or extreme.
*The massive amount of information a consumer encounters online may lead to <u>indecision</u>, in some cases, **even** <u>decision-making paralysis</u>.*

Here, *decision-making paralysis* is an extreme form of *indecision.*

let alone
The phrase *let alone* emphasizes that something is extremely unlikely by contrasting it with a related unlikely event. It usually occurs in sentences that contain a negative.

It can appear before a verb, noun, adjective or adverb.
*Customers no longer have to visit <u>different websites</u>, **let alone** <u>different shops</u>, to get everything they need.*

let alone introduces a more extreme option.

not to mention
The phrase *not to mention* usually occurs after a list of at least two qualities, activities or things. It introduces an additional example (often the most important, obvious or extreme in the eyes of the speaker) that supports and emphasizes the point.
*The company's owner is <u>talented</u> and <u>intelligent</u>, **not to mention** rich.*

1 Complete the sentences with *even*, *let alone* or *not to mention*.

1 She didn't tell her own mother about her plans, _____ her colleagues at work.
2 I didn't learn computer programming until university, but today _____ young kids are building their own websites.
3 The organization accepts donations of any size; _____ a pound can make a difference.
4 It would have saved a lot of time and energy, _____ money, if you had planned this project better from the start.
5 It seems unlikely that the government, _____ an individual, can change the way this is done.
6 I'm so busy these days that I don't have time to go shopping, cook, clean, do laundry, _____ sleep!

PLUS

2 Complete the sentences with your own ideas.

   1 Everyone will be affected by the new law: big businesses, small shops, *even* _____ .

   2 The employment rate does not give a complete picture. It doesn't include individuals who buy and sell on eBay and those who sell their services on the internet, *not to mention,* _____ .

   3 *Alibaba* is so dominant that it is difficult for other businesses to enter the market, *let alone* _____ .

ACADEMIC ALTERNATIVES

Academic communication often includes lower-frequency words with the same or similar meaning as everyday vocabulary. Often, however, these academic words have more specific or specialized meanings than their higher-frequency counterparts. This allows speakers and writers to be more precise.

3 Work with a partner. What, if anything, is the difference in meaning between the words in these word pairs? Use a dictionary to help you.

high	low
business (n)	venture (n)
choice (n)	option (n)
come out (phr v)	emerge (v)
large (adj)	considerable (adj)

high	low
main (adj)	primary (adj)
sign (n)	trace (n)
sort through (phr v)	analyze (v)
stop using (v phr)	abandon (v)

4 Complete the sentences with the correct form of an academic word or phrase from Exercise 3.

   1 The marketing team will have to _____ all the data to find a better way to reach our customers.

   2 A lot of people have _____ books completely and do all their reading on mobile devices.

   3 There are no _____ of yesterday's celebration. Everything has been cleaned up.

   4 Several innovative ideas _____ during our discussion yesterday.

   5 This has been an extremely successful _____, making a profit in its first year.

   6 My _____ reason for using an online service is the lower cost.

   7 I think we should look at some other _____. The prices of the tickets here are too high.

   8 The bill for the new company headquarters is a _____ sum, but the complex has five multi-storey buildings.

5 Choose four of the academic words from the box in Exercise 3. Write a sentence for each one that is relevant to its meaning.

LISTENING 2

PREPARING TO LISTEN

1 Use the correct forms of the words in the box to complete the sentences below.

> **concisely** (adv) expressing information in a way that is short, without using unnecessary words
> **donor** (n) someone who gives money or goods to a person or organization that needs them
> **enterprise** (n) a business or organization
> **oversight** (n) responsibility for a job or activity and for ensuring it is being done correctly
> **overview** (n) a short description giving the most important facts about something
> **scope** (n) the range of a subject covered by a book, programme, discussion, class, etc.
> **status** (n) the official or legal position of a person or organization
> **worthy** (adj) deserving respect, admiration or support

1 The director gave us a(n) _____ of the new product line.
2 The company gives money every year to a _____ cause, usually a children's charity.
3 The company will not consider your application until they determine your residency _____ in this country.
4 I'm afraid this matter is not within the _____ of my responsibility. You'll have to take it to the manager.
5 Several of our wealthy _____ are interested in this new project and may be willing to contribute money.
6 He has _____ of the day-to-day running of the fundraising arm of our charity.
7 Your presentation is disorganized and far too long. Rewrite the introduction and state your ideas more _____ .
8 Although his new _____ was innovative, he struggled to get funding for it.

PLUS

2 Work in pairs. You are going to listen to a presentation on US non-profit
organizations. Before you listen, look at the table and answer the questions.

**A selection of the ranking of 145 countries for acts of generosity, defined as
charitable donation, volunteering, and helping strangers, 2015**

COUNTRY	RANKING	COUNTRY	RANKING	COUNTRY	RANKING
Myanmar	1	Malaysia	10	Sierra Leone	54
USA	2	Kenya	11	South Korea	64
New Zealand	3	United Arab Emirates	14	Vietnam	79
Canada	4	Guatemala	16	Portugal	82
Australia	5	Thailand	19	Mexico	90
UK	6	Germany	20	Japan	102
Netherlands	7	Kuwait	24	Brazil	105
Sri Lanka	8	Costa Rica	36	Russia	129
Ireland	9	Saudi Arabia	47	Burundi	145

Source: **Charities Aid Foundation, 2015**

1 Which country is number 1 (the highest ranking)?

2 Which countries have a ranking that surprises you? Why?

3 Work in small groups. Discuss the questions.

1 Do you think that donating money and volunteering time are the best
ways to help people in need? What other ways are there to help?

2 Do you think that charitable organizations do a good job of helping
people in need? Give an example of an organization that you are
familiar with and the work it does.

WHILE LISTENING

4 🔊 4.4 Listen to the talk. Write *T* (true), *F* (false) or *DNS* (does not say)
next to the statements below. Then correct the false statements.

_____ **1** The purpose of the presentation is to give the students an
introduction to the non-profit world and persuade them to
consider it as a career.

_____ **2** The main difference between a for-profit business and a non-
profit organization is that a non-profit has no revenue.

_____ **3** Donations to non-profits cannot be used for administrative
functions.

_____ **4** Non-profit organizations have no owner.

_____ **5** 90% of non-profit revenue comes from fundraising.

_____ **6** Non-profits are not affected by market forces.

5 🔊 **4.4** Listen again and take notes about the terms listed below. Then use your notes to write definitions of the terms as they relate to non-profit organizations in the US.

1 non-profit organization: _____
_____

2 mission: _____
_____

3 revenue: _____
_____

4 programme: _____
_____

5 equity: _____
_____

6 board of directors: _____
_____

7 fundraising: _____
_____

6 Use the correct forms of the terms from Exercise 5 to complete the paragraph.

(1)_____ differ from businesses that operate for a profit in that they cannot keep the money they raise or distribute it to owners or shareholders as (2)_____ . Instead, their (3)_____ , most of which is provided through (4)_____ , must be used to pay for the organization's (5)_____ . To ensure that the (6)_____ of the organization is protected, a (7)_____ maintains oversight of all operations.

POST-LISTENING

SKILLS

Identifying figurative language

One type of figurative language is *personification*, which is when speakers attribute human traits to something that is not human.

The flames **danced** in the dark.   The waves **attacked** the shore.

Speakers may also attribute the traits or treatment of animals.

The storm raged like an angry **beast**.   The new economic policy is designed to **tame** inflation.

Speakers may also use idioms and comparisons with other experiences as imagery to make their message more powerful.

These children are **fighting a battle** against cancer.

It may seem **like we've got a mountain to climb**, but we'll raise the money we need.

7 Work with a partner. Underline the figurative language in the sentences from the presentation below. Explain why you think the speaker uses this figurative language.

1 I cannot stress enough that fundraising is the lifeblood of a non-profit.
2 Running a non-profit is a little bit like having a child that is always hungry!
3 They can't do those things on a starvation budget.
4 They are learning from the for-profit sector about how to harness market forces, but for social good.
5 There is no better way to make your mark on the world.

8 Underline the figurative language in the excerpts from the presentation below. Answer the questions about each excerpt.

> So that tells you about some of the nuts and bolts of running a non-profit, …

> Money is what makes the wheels of commerce turn, and the same can be said of non-profits.

1 What type of imagery is used?
2 What does the expression mean?

9 Work with a partner. Think of one or two alternative ways to express each idea figuratively.

1 overcome a problem   *climb a mountain, fight a battle*
2 work extremely hard _____
3 accept eagerly _____
4 make people happy _____
5 experience a difficult time in your life _____

10 Write three sentences about (a) charity. Use your ideas in Exercise 9.

The charity tries to help those who are fighting a battle against cancer.

DISCUSSION

11 Work with a partner. Use ideas from Listening 1 and Listening 2 to answer the following questions.

1 How do you (or would you) choose an organization to donate your time or money to?
2 What kinds of lessons do you think non-profits can learn from for-profit businesses?
3 Do you think an aggregator, a curator or a concierge service could work in the non-profit world? Why / Why not?

SPEAKING

CRITICAL THINKING

At the end of this unit, you are going to do the speaking task below.

Make a pitch to get a venture started. Your goal is to get funding for your peer-to-peer business or non-profit organization.

Persuading your audience in a business presentation

In a business presentation, you need to convince your audience that your proposal is viable. First, there are practical concerns. Your audience needs to know that you have done your research and anticipated challenges in terms of the market you are entering, and that you have the ability and resources to meet the goals you have set. However, you also need to think about the appeal of your presentation. Will your business plan inspire your donors or investors? Are you offering something new and different?

1 Work in small groups. Read the descriptions. Discuss each venture's potential to succeed and to attract interest from investors or donors.

UNDERSTAND

Group A: ideas for P2P businesses

1 **The Full Wardrobe:** a service to help women with a lot of clothes generate income by renting out their clothing to others

2 **Proud City:** a service that connects visitors with city residents who can act as guides, giving visitors a richer city experience

3 **Many Hands:** a service that connects individuals with certified, reliable, and affordable caregivers for family members

Group B: ideas for non-profits working for social good

1 **Rain To Go:** a group that works with private companies to develop portable water purifiers and distribute them in poor countries

2 **Beauty for Good:** an organization that makes organic beauty products from crops grown by collective farms in Africa. Part of the profits are returned to the farmers.

3 **Reset:** a service that provides language classes and job training for refugees who have been displaced by war, conflicts or natural disaster

2 Brainstorm ideas for what you think investors or donors might want to know about a venture before they invested/donated. Take notes in the table below.

Non-profit organization	P2P business
General issues	
• What will your mission be? • • •	• Will you be 'disrupting' a traditional business? Which one? • • •
Practical issues	
• How much will it cost to start? • • • •	• How many employees will you have? • • • •
Appeal	
• How will it help the image of the donors? • • •	• What's cool and new about your product/service? • • •

3 Work with your group. Review your work in Exercises 1 and 2, and rank the three ventures in each group.

   1 If you were an investor, which start-up would you give your money to? Why?

     1 _____2 _____3 _____

   2 If you were a donor, which non-profit would you contribute money to? Why?

     1 _____2 _____3 _____

4 Now think about your own venture. Work with your group. Follow the steps to select a venture.

   step 1: Decide if you would like to do a presentation on a peer-to-peer business or a non-profit organization.

   step 2: Brainstorm ideas for a new P2P business or non-profit organization.

   step 3: Narrow your list down to three possibilities. Make a table listing the pros and cons of each.

   step 4: Choose one business or organization for your presentation.

5 Focus on the idea you chose in Exercise 4 and decide what exactly you want to accomplish. Discuss questions you developed in Exercise 2 in your group to help you develop your pitch. Take notes.

PREPARATION FOR SPEAKING

MISSION STATEMENTS

Every business or non-profit organization has a mission statement. It usually consists of one or two sentences that communicate three basic pieces of information:

- why your organization exists
- who it serves
- how it serves them

Our mission here is to provide inspiration and administrative support for new non-profits that serve children in need.

At eBay, our mission is to provide a global online marketplace where practically anyone can trade practically anything, enabling economic opportunity around the world.

Team Rubicon unites the skills and experiences of military veterans with first responders to rapidly deploy emergency response teams.

An organization's mission statement is not a promotional or advertising slogan; rather it is the guiding principle for day-to-day operations.

1 Rewrite this mission statement more concisely. Then compare your new mission statement with a partner's.

> Our mission is to empower teen youth from low-income families to aspire to higher education by offering educational assistance services and mentoring schemes in a supportive community environment.

_____

_____

2 Work with your group. Write a mission statement for the business or organization you will talk about in the speaking task, in a maximum of two sentences.

_____

_____

3 Practise saying your mission statement.

- Review your statement several times so that you can say it without sounding as if you are reading it.
- Speak with authority to show that you know what you are talking about and that the topic is important.

> Business people say that you should be able to make a pitch in the time it takes to ride to the top story of a building in an elevator. This means you need to communicate all the most important ideas in just a few minutes:
> - Demonstrate that you have a plan.
> - Show that it is viable and practical.
> - Offer a measurement for success.

4 Answer the questions to develop your ideas for your pitch. Take notes, but do not write out your answers.

1 What is your business plan? How can you describe it very briefly?

_____

2 What will you actually do – what services will you deliver? Describe them concisely. _____

_____

3 How do you know it will work? Have you tested it on a small scale?

_____

4 How will you (and your investors/donors) know when you have been successful? _____

_____

CRAFTING A PITCH

Your pitch must also be persuasive and personal, so you need to talk to your listeners, not read something that you have prepared.

- Consider your audience. Not everyone will love your idea as much as you do. Consider the listeners' perspective. Show how investing or donating is good for them.
- Grab their attention by telling a story. Make sure you keep the story very short.
  I started in this business after a trip to Haiti, following the 2010 earthquake.
- Use figurative language or imagery to help them understand the need or opportunity your venture will address.
  I also want you to hold onto your dreams and don't let go just because this is hard.
- Appeal to their emotions (but be sure your ideas are supported by evidence).
  How would you feel if one of your children was in such a terrible situation?
- Make them feel special.
  Only a very special type of person can establish and manage a successful start-up for social good. And I believe that all of you are among those special people.
- Make them feel nervous.
  You'll be left out if you don't do this.
- Finish with a strong statement in support of your project and yourself.
  My years working in the non-profit world have been the most rewarding of my life. There is no better way to make your mark on the world, so I hope some of you will step up and join me.

5 Answer the questions to help you develop the style of your pitch. Take notes, but do not write out your answers.

1 Who is your audience (investors or donors)? What are their goals?

2 What story could you use to help illustrate the value of your idea?

3 What imagery could you use for your pitch?

4 How can you appeal to their emotions?

5 What could you say as a strong statement of support for your idea and yourself? Why should they invest in or donate to your venture?

PLUS

SPEAKING TASK

▸ Make a pitch to get a venture started. Your goal is to get funding for your peer-to-peer business or non-profit organization.

PREPARE

1 Review your notes in Critical thinking, Exercise 4 on page 97, and in the Preparation for speaking section. Rewrite your notes so that they are clear and organized, but do not write full sentences.

2 If you will make a group pitch, assign roles.

3 Refer to the Task checklist as you prepare for your presentation.

TASK CHECKLIST	✔
Give a clear, concise mission statement.	
Include a story to illustrate the need for your venture.	
Explain how you would achieve your goals.	
Offer a measure of success.	
Appeal to the listeners' emotions.	
End with a strong statement of support for your venture and yourself.	

PRACTISE

4 Practise your pitch several times in your group until you can give it without reading from your notes. Make sure you make eye contact with your listeners.

PRESENT

5 Make your pitch to another group or to the class. Take notes as you listen to the other pitches. Ask questions at the end of each pitch. Offer feedback to other students and listen to the feedback that they give you.

OBJECTIVES REVIEW

1 Check your learning objectives for this unit. Write *3*, *2* or *1* for each objective.

3 = very well   2 = well   1 = not so well

I can ...

watch and understand a video about a tech
start-up which has built a mobile app. _____

listen for definitions. _____

understand figurative language. _____

identify figurative language. _____

persuade my audience in a business presentation. _____

emphasize and contrast. _____

craft a mission statement. _____

craft a pitch. _____

make a pitch to get funding for a new venture. _____

2 Go to the *Unlock* Online Workbook for more practice with this unit's learning objectives.

UNLOCK ONLINE

WORDLIST

abandon (v) ⦿	dump (v)	primary (adj) ⦿
analyze (v) ⦿	elaborate (adj) ⦿	scope (n) ⦿
buzzword (n)	emerge (v) ⦿	status (n) ⦿
concisely (adv)	enterprise (n) ⦿	trace (n) ⦿
considerable (adj) ⦿	option (n) ⦿	transaction (n) ⦿
corporation (n) ⦿	overload (n)	venture (n)
disruptive (adj) ⦿	oversight (n)	wary (adj)
donor (n) ⦿	overview (n) ⦿	worthy (adj) ⦿

The words which are noted with a ⦿ are among the most frequent words in the Cambridge Academic Corpus.