

3rd Edition

Elementary

MARKET LEADER



Business English Teacher's Resource Book

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Irene Barrall

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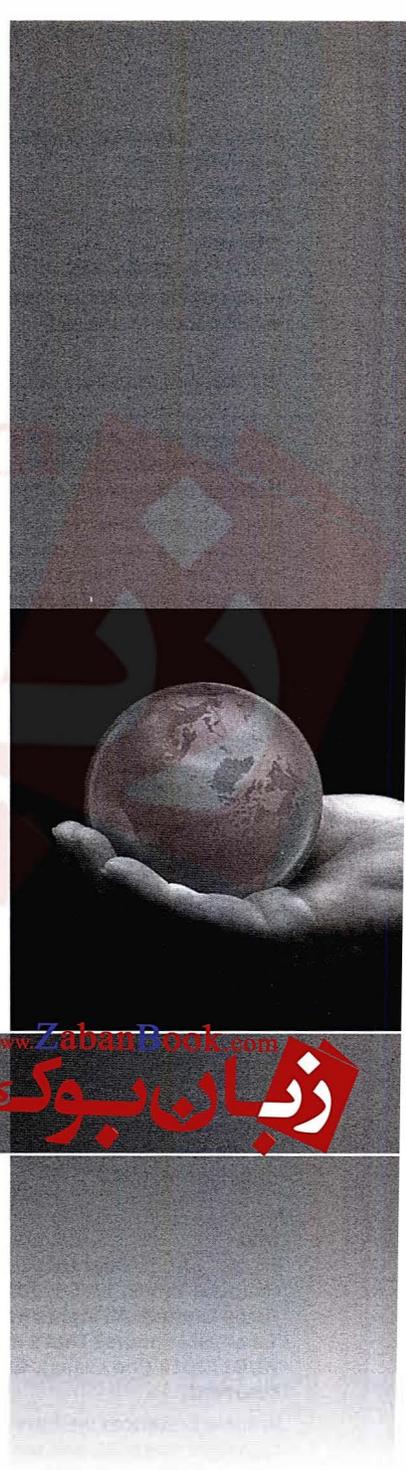
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AT A GLANCE		
	Classwork – Course Book	Further work
<p>Lesson 1 <i>Each lesson (excluding case studies) is about 45 to 60 minutes. This does not include administration and time spent going through homework.</i></p>	<p>Starting up Students listen to four businesspeople and match the speakers to their business cards.</p> <p>Vocabulary: Nationalities Students match countries and nationalities.</p> <p>Listening: Meeting business contacts A consultant introduces himself and then talks about meeting new business contacts.</p>	<p>Practice File Vocabulary (page 4)</p> <p>i-Glossary (DVD-ROM)</p> <p>Course Book Listening (DVD-ROM)</p> <p>Resource bank: Listening (page 175)</p>
<p>Lesson 2</p>	<p>Reading: Angela Ahrendts Students read an article about the American CEO of Burberry and complete comprehension questions. Students then use the information to ask and answer questions.</p> <p>Language focus 1: to be Students are introduced to positive and negative forms of the verb <i>to be</i>.</p>	<p>Text bank (pages 132–133)</p> <p>Practice File Language review (page 5)</p>
<p>Lesson 3</p>	<p>Language focus 2: a/an with jobs; wh- questions Students look at the use of <i>a/an</i> before vowels and consonants and are introduced to question words <i>what, who</i> and <i>where</i>.</p> <p>Skills: Introducing yourself and others Students listen to three conversations where people introduce themselves and others. They then practise introductions.</p>	<p>Course Book Skills Dialogues (DVD-ROM)</p> <p>Resource bank: Speaking (page 163)</p>
<p>Lesson 4 <i>Each case study is about 30 minutes to 1 hour.</i></p>	<p>Case study: A job fair in Singapore Students find out information about people at a job fair.</p> <p>Writing Students write an e-mail about a person from the conference.</p>	<p>Resource bank: Writing (page 189)</p> <p>Practice File Writing (page 7)</p>

For a fast route through the unit focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.

BUSINESS BRIEF

The tone of a business relationship can be set by an initial introduction. It is important to make a good impression right from the first handshake.

When meeting businesspeople for the first time, is it better to be formal or informal? If in doubt, advise students to adopt a more formal approach. Here are some points to remember when making business introductions in English-speaking Western countries:

- Introduce businesspeople in order of professional rank – the person of highest authority is introduced to others in the group in descending order, depending on their professional position. Gender does not affect the order of introductions.
- When possible, stand up when introductions are being made.
- If clients are present, they should be introduced first.
- The name and title of the person being introduced is followed by the name and title of the other person. It is also helpful to include a small piece of information about each person to start the conversation.
- If you are being introduced to someone, shake hands and say *Hello* (informal) or *Pleased to meet you / How do you do* (formal), followed by the person's name.
- Treat business cards with respect. Take a moment to read them and carefully put them somewhere safe.
- Address people by their first names only if they indicate that they want you to.

Of course, in practice we often break these rules – but knowing they exist provides a starting point.

It is also worth remembering that many aspects of etiquette are not universal – **cultural norms** vary from country to country. What passes for good manners in one country may be frowned on in another. A firm handshake may be appreciated in the USA, the UK and Australia, but a French businessperson is more likely to offer a single, light handshake. In Japan, it is more usual to bow. Preparation is important in order to avoid **culture clash**. Doing some background research to get acquainted with local **business etiquette** and **social customs** can spare the blushes of both visitor and host and avoid causing offence.

Elementary students may find introducing themselves and others intimidating. Help students to navigate these situations by highlighting key phrases such as those in the Useful language box (see Course Book page 12). Drill pronunciation and intonation, and give students plenty of opportunity to use the language with short role plays. A few well-practised phrases may help to give students enough confidence to make that first impression count.

Read on

Jeanette S. Martin and Lillian H. Chaney: *Global Business Etiquette: A Guide to International Communication and Customs*, Greenwood Press, second edition 2012

Roy. A. Cook and Gwen. O. Cook: *Guide to Business Etiquette*, Prentice Hall, second edition 2010

<http://www.kwintessential.co.uk/cultural-services/articles>

Articles which look at various aspects of general global etiquette

<http://www.modern-manners-and-etiquette.com>

Etiquette tips covering a variety of business and social contexts

LESSON NOTES

Warmer

- This activity will build students' confidence by reminding them of international English and basic English words that they already know.
- Divide the class into two teams. Name one team 'noughts' (O) and the other 'crosses' (X).
- Draw a noughts-and-crosses grid on the board.
- Demonstrate that teams need to get three noughts or crosses in a row (horizontally, vertically or diagonally).
- To place a nought or a cross on the grid, teams have to say the English word for a picture that you draw.
- Demonstrate by drawing a television and asking the 'crosses' team to call out what the object is. If they say the correct word, write *television* on the board (say the word as you write it to model pronunciation) and ask one of the team to come to the board and place a cross on the grid.
- Continue until one team wins. Possible words to include are: *pen, book, pizza, football, camera, hamburger, car*. Include other English words that your class knows.
- If teams reach a stalemate, then draw a picture on the board and the first team to say the word wins.

Overview

- Introduce students to the Overview section on page 6. Point to each heading and elicit or explain a little about each. Point to the sections you will be covering in this lesson, using the table on page 8 of this book as a guide.

Quotation

- Point to the picture and ask what the people are doing (shaking hands).
- Write the quotation on the board.
- Ask the class to say it.
- Check that students know who James Bond is.
- See if students can name any other actors who played James Bond (*Roger Moore, George Lazenby, Timothy Dalton, Pierce Brosnan and Daniel Craig*).

Starting up

Students listen to four businesspeople and match the speakers to their business cards, then practise the alphabet and spelling names.

- If this is your first lesson with the group and they have not done a listening exercise before, take time over Exercises B and C. Reassure the class that they will hear the listening more than once.
- If you have a business card, show it to the class and

try to elicit what it is. If not, draw a large business card on the board. Ask students what information is normally on a business card (*name, position, company, contact details*). Complete the card with details about yourself. Encourage students to show their own business cards to the class if they have them.

A

- This is a warmer exercise designed to remind students of the language they are likely to hear in introductions. The sentences come from the listening in Exercise B, so will 'sensitise' students to what they will hear and familiarise them with the names.
- Allow students to work in pairs to complete the four sentences. Make sure that students are aware that there are two words in the box (*you* and *she*) that they will not need.
- You can either check students' answers now, or let them check themselves when they listen in Exercise B.

1 I'm 2 My 3 name's 4 from

- Draw students' attention to *Good morning* and *How do you do*. Ask students if they say this when they first meet someone or when they say goodbye (*when they first meet someone*). Can students think of other phrases that have a similar meaning to *Good morning?* (*Hi, Hello, Good afternoon, Good evening*.) See if they know any phrases that are similar to *How do you do?* (*Pleased to meet you*.)
- Ask what the opposite of *hello* is (*goodbye, bye*).
- See if students can say two ways to introduce themselves (*Hello, I'm ... / My name's ...*).
- Model how to say the sentences and ask students to repeat.

B CD1.1–1.4

- Play the recording from beginning to end and ask students how many speakers they can hear (*four*).
- Play the first part of the listening (recording 1.1) and elicit which business card matches the speaker. (*Speaker 1 is Emma Schneider, card B*.)
- Ask students to complete the exercise in pairs. Play the recording at least twice and ask them if they need to hear it again.
- Play the recording again. Pause after each speaker and elicit the answers.

1 B 2 D 3 A 4 C

C CD1.1–1.4

- Briefly check students know each of the places a–d.

LESSON NOTES

- Do this as a quick-fire whole-class exercise.

1 d 2 a 3 c 4 b

- Ask questions to find out what words or phrases helped students to decide on each location and write these on the board.
- See if students can add one or two more words/phrases connected to each location.

D

- On the board write:
Hello, my name's ..., I'm from ...
- Introduce yourself to the class using the prompts.
- Divide the class into pairs. Tell students to take turns to tell their partner about themselves. Circulate, monitor and encourage.
- Depending on your class, you could ask students to change partners two or three times to continue practising the language. This is also useful to help the class get to know each other.

One-to-one

If this is your first lesson with your student, use the exercises as an opportunity to get to know each other better. This would also be a good time to check or supplement the information in the needs analysis, if there is one.

E  CD1.5

- Write the alphabet on the board and ask students if they can say it in English. You can either do this in chorus, or by going round the class asking each student to say a letter. Pay particular attention to letters that are likely to cause students problems.
- Once you are happy that students are reasonably confident with the English alphabet, ask them to look at the way the letters are grouped in this exercise and see if students can explain why they are grouped like that. (*Each group contains the same vowel sound.*) If necessary, encourage students to read each group aloud.
- Play the recording, then ask students to repeat the letter groups.

E  CD1.6

- Write your name on the board and ask students to spell it.
- In pairs, ask students to spell their own name or company name for their partner.
- Point to Shi Jiabao's business card and ask students to say the e-mail address.

- Explain to students that they are going to hear four people speaking. Each of them is going to say a sentence that includes a name that they spell out. (Two of the names have already appeared in Exercises A and B, but you may prefer not to tell students this.) Tell students that they will also hear an e-mail address.
- Play the recording and ask students to write just the four names and the e-mail address that are spelled out.
- Play the recording again if necessary and check answers.

1 Emma 2 Payton 3 Anyukov
4 Davieson; sosa@rtas.com.ar

G

- Students work in pairs to spell out three names and e-mail addresses each.
- Have one or two pairs come to the front to model; one student speaks, while the other writes the name on the board.
- For extra practice, ask pairs to continue with names of friends or colleagues. Student A says and spells the name, and Student B writes the name down. Alternatively, this could be done as a class activity, with a student coming to the board to write down names spelled by other students.

Vocabulary: Nationalities

Students complete a chart of countries and nationalities and ask and answer questions about companies.

A

- Look at the chart together. Highlight the endings in each section: *-an*, *-ese*, *-i* and *-ish*.
- Point to the first example. Say: 'The country is Brazil, the nationality is Brazilian.'
- Point to the second example. Say: 'The nationality is German, the country is ...?' (*Germany*).
- Point to the next entry in the chart (India). Ask students to find the nationality from the box (*Indian*).
- Divide the class into groups of three or four.
- Get students to complete the chart using countries and nationalities from the box.
- Check the answers together.

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LESSON NOTES

LESSON NOTES

Country	Nationality
	-an
Brazil	Brazilian
Germany	German
India	Indian
Mexico	Mexican
Italy	Italian
Russia	Russian
Korea	Korean
	-ese
Japan	Japanese
China	Chinese
	-i
Kuwait	Kuwaiti
Oman	Omani
	-ish
Poland	Polish
Spain	Spanish
Sweden	Swedish
Turkey	Turkish
	others
France	French
Greece	Greek
the UK	British
the USA	American

- Ask students if they know any other countries and nationalities and write them on the board.

B  CD1.7

- Play the recording for students to check their answers. Ask students what they notice about the stress patterns of each ending (with *-(i)an*, *-i* and *-ish* endings, the stress falls on the syllable before the ending; with *-ese* endings, the stress is on the ending).
- Spend some time comparing the word stress for countries and nationalities.
- For extra practice, ask students to 'test' each other in pairs, taking it in turns to prompt one another:

A: *She's Brazilian.* B: *Yes, and he's from Brazil, too.*

A: *He's from Germany.* B: *Yes, and she's German, too.*

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C

- Ask students to say the names of the companies in the box with you.
- Highlight the example, particularly the short answers *Yes, it is* and *No, it isn't*.
- Get two students to read the example to the class.
- Write *Ikea* on the board. Ask students to suggest a question and answer about the company similar to the example.
- Divide the class into pairs. Tell Student A to turn to page 132 and Student B to turn to page 138. Explain to students that they should take turns to ask a question about a company.
- They should use the information in the Activity file to answer their partner's questions.
- Circulate and monitor, helping if necessary.
- Have a brief feedback session with the class. Ask students to expand on their answers and say what else they know about each company.

- Sony – Japanese
- Chanel – French
- Ikea – Swedish
- Zara – Spanish
- Prada – Italian
- Gazprom – Russian
- Michelin – French
- Mercedes – German
- McDonald's – American
- Samsung – Korean
- Petrobras – Brazilian
- Tesco – British
- Tata Group – Indian
- Telcel – Mexican

D

- Ask students to call out ideas for famous companies. Write suggestions on the board.
- In pairs or small groups, get students to discuss which companies they think are most famous and which country they are from. If students have suggested a lot of companies, you could ask students to discuss which are the top three most famous.
- Have a quick feedback session and help with pronunciation where needed.

 i-Glossary

CASE STUDY WRITING TASK: MODEL ANSWER

To: Victoria Wallis, Elegant Ways Beauty Products
 From: The Gustav Conference Centre
 Subject: Conference booking

Dear Ms Wallis,

Thank you for your telephone enquiry today concerning conference bookings. Here are the details of your stay.

Date of arrival: Friday, 7th July

Date of leaving: Sunday, 9th July

As requested, you have one meeting room and two seminar rooms each day.

We can offer you the Rossini Room. This is our largest room and has excellent facilities. It has a very large screen (5m x 4m) for video conferencing, and we can offer technical support at all times. I'm afraid that it does not have direct access to the garden, but it has an excellent view.

We hope you enjoy your visit to the Gustav Conference Centre. Please do not hesitate to contact me if you have any questions.

Regards,

Chiara Carpini

(See the Writing file, Course Book page 126, for information about e-mails.)

A You are Sam Clark, the conference organiser at Minnesota Chemicals. You want to make some changes to your booking. Write an e-mail to Chiara Carpini at the Gustav Conference Centre.

- Say you want to change your conference dates.
- Ask to book a conference room and a meeting room from 14th to 16th July.
- Say which conference room you would like and what facilities you need.
- Thank her for her help.

B You are the conference organiser for the TVL Group. You want to organise a conference. Write an e-mail to the Gustav Conference Centre to get some information.

- You want to organise a conference for 40 people.
- Dates: 20th–22nd September
- You need a conference room and two meeting rooms.
- Include the facilities you need (video conferencing, laptops, technical support).
- Ask if rooms are available.
- Request a response as soon as possible.

CASE STUDY WRITING TASK: MODEL ANSWER

To: Sales department
 From: PeterWoods@NPI
 Subject: Product query

Dear Sir/Madam,

I work for a company called NPI, which sells gifts for the home, office and travel.

I am interested in buying your RC1 spaceship to sell in our store. Could you send me a catalogue and a price list? Can I also have a sample of the RC1, please?

What is the delivery date if we place an order?

Thank you for your help.

Yours faithfully,

Peter Woods

(See the Writing file, Course Book page 126, for information about e-mails.)

A Choose the best word in italics to complete the reply to Peter Woods' e-mail.

Dear Mr Woods,

Thank you *for / to* your e-mail. Please find *attached / attaching* our latest catalogue and price list. A sample of the RC1 is *on / in* the post.

If you place an order, we *are / can* deliver in five days.

Please let me know if you need any more information *about / around* our products.

Wishes / Best wishes

Jay Parks

Jay Parks
 Sales Manager

B Choose another product on page 59 of the Course Book. Write to the manufacturer to ask for the following information.

- cost
- colours
- weight
- features

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CASE STUDY WRITING TASK: MODEL ANSWER

Jason Thomas
247 Coleford Avenue
Philadelphia
PA 89087

17 June

Dear Mr. Thomas,

Re: Job application

We are pleased to inform you that you have been successful in your application for the position of Marketing Manager at Nelson & Harper Inc.

As agreed in the interview, we would like you to start on July 20th in our Philadelphia office. Your starting salary will be \$50,000 per annum. You can take two weeks' annual leave. We can also offer the use of a company car and health insurance.

Please find enclosed a copy of your contract. Please could you sign it and return it to me as soon as possible.

We look forward to hearing from you soon.

Yours sincerely

Melissa Webb

Melissa Webb
Vice-President, Human Resources
Enc: Contract

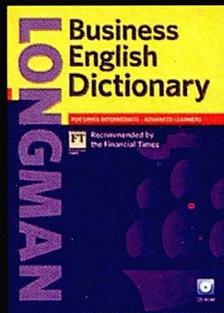
(See the Writing file, Course Book page 128, for information about letters.)

A You have been offered a job at Nelson & Harper (decide what job you have been offered). Write a letter to Melissa Webb in Human Resources.

- Thank her for her letter.
- Decide whether you want to accept or decline the job offer and give reasons.
- Say you have enclosed the contract (if you accept the job).
- End the letter politely.

B Write a letter to a company that you are interested in working for.

- Say why you like the company.
- Briefly outline your skills or work experience.
- Ask whether any suitable positions are available at the moment.
- Thank the person for taking the time to consider your application.



We recommend the *Longman Business English Dictionary* to accompany the course.

Also available on your iPhone or iPod touch.



Receive updated weekly lessons to use with your students by subscribing to the *Market Leader Premier Site*: www.market-leader.net



ActiveTeach: A digital version of the Course Book for interactive whiteboards or computers, which includes all the audio and video material.

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3rd Edition

Elementary MARKET LEADER

The *Market Leader 3rd Edition Teacher's Resource Book with Test Master CD-ROM* provides:

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- **Resource bank** with extra speaking, listening and writing material
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CEFR	
A1	Elementary
A2	Pre-intermediate
B1	Intermediate
B2	Upper Intermediate
C1	Advanced
C2	

ISBN 978-1-4082-7921-2



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