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MARKET LEADER

Intermediate Business English Teacher's Resource Book



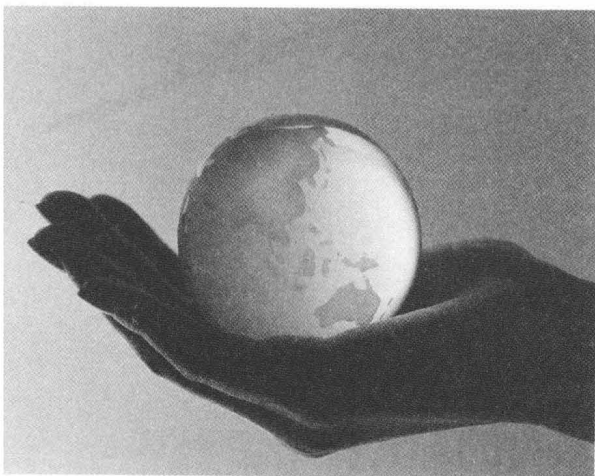
体验[®]商务英语 教师用书 3

(第二版)

Bill Mascull

《体验商务英语》改编组

 高等教育出版社
HIGHER EDUCATION PRESS



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第二版前言

《体验商务英语》（第一版）系列教材自2005年8月出版以来，以其鲜明的特色、真实生动的内容、较强的教学操作性，在国内高等院校商务英语教学实践中得到了广泛认可，并入选普通高等教育“十一五”国家级规划教材。

2011年，中国加入世界贸易组织已十年。随着我国融入全球商务大环境的进程不断加快，对具备英语语言技能和商务专业知识的复合型人才的需求日益增长；而商务英语课程在各类院校开设的范围不断扩展，尤其是商务英语专业在各高校的正式设立，也促使商务英语教学与研究不断向专业化迈进。同时，网络技术、数字技术、多媒体技术等高新技术在教育领域的广泛应用，为商务英语教学资源的立体化建设带来了新的机遇。在这样的背景下，高等教育出版社于2011年组织专家力量，推出了《体验商务英语》系列教材（第二版）。

《体验商务英语》系列教材（第二版）的改编情况如下：

教材体系更加完善

1. 综合教程由四册增至五册，即增编了高级教程，能够更加灵活地满足读者的多样化需求。
2. 《体验商务英语听说教程》（第二版）增加了视频资源及配套练习，并与原版教材的配套视频资源（Video Resource Book）整合，成为全新的《体验商务英语视听说教程》，增强了课堂教学的直观性与丰富性。

内容设置更加合理

1. 更新了大部分阅读、听力材料以及案例分析，做到与时俱进。
2. 改编组对第一、二册的语言点和语法知识作了部分增加和替换，使其更加适应我国学生英语学习的特点；在《同步练习》中增加了英汉、汉英互译练习，帮助学生巩固相关知识的理解及运用。

配备立体化教学资源

1. 《综合教程》（1~5）均配有多媒体学习光盘，包括MP3录音和自主学习软件（Self-Study CD-ROM）。自主学习软件以单元主题为主线，设置了大量练习，从语言运用、商务背景知识介绍及重点案例分析等方面强化课堂学习内容。视频模块（Videos）以情景剧模拟商务场景，为学生扩大知识面、增强交际能力提供支持。
2. 《教师用书》（1~5）均配有测试软件光盘（Test Master CD-ROM），提供了丰富的教学参考资源，包括各单元介绍、入门测验、进度测验、单元测验等，以及相关音频和视频材料，使用灵活方便。

《体验商务英语》系列教材（第一版）面世以来，高等教育出版社为配合教材的推广，以教学论坛、教学培训、科研立项等形式，开展了一系列活动，使体验式的商务英语教学的理念和模式深入人心。相信《体验商务英语》系列教材（第二版）将为我国的商务英语教学注入新的活力，为人才培养和社会发展做出贡献。

改编组
2011年12月

第一版前言

为了迎接入世挑战,满足高等院校和广大学习者提高商务英语技能的需求,高等教育出版社引进了培生教育出版集团出版的*Market Leader*和*Powerhouse*系列教材,将这两套教材改编为《体验商务英语》系列教材。该系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式,即在体验中学习商务英语,进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点,改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材具有全球化视野和时代特色,其特点主要表现在以下几个方面:

将国际商务活动的真实内容引入课堂教学,体验真实的商务世界。在商务英语教学中,缺少真实的商务活动,商务活动与英语教学不能充分融合,这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材,使学生在掌握语言技能的同时,了解现代国际商务的现状,以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容,涉及现代市场经济条件下商务活动的各个方面和时代课题,如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

角色扮演和案例学习将体验式学习引向深入。本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照,交际任务目标明确,鼓励学习者在完成交际任务的过程中复用所学语言知识,提高交际能力,将自己的经历和观点融入交际活动之中。

教学设计严谨,为体验式学习打好基础。《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后,在充分学习、掌握相关内容和技能的基础上,进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线,商务词汇、语法的学习与讨论相结合,听力和阅读部分配有角色扮演等交际活动,最后是案例分析或技能运用。整体编排层层递进,前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

教学资源丰富,为体验式教学提供有力支持。《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章,具有时效性,语言简练、鲜活。《听说教程》的素材比较多样,有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用,《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料,教师可选择使用。配套录音和录像资料(包括短片、著名企业家访谈等)提供了生动的视听素材,可作为课堂教学或补充学习使用。

从学习者的需求和兴趣出发编写,使体验式学习更方便。《综合教程》中的主题全部通过在师生中广泛调研精心挑选,反映了大部分学习者的需要和兴趣,可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合,在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小,内容精练,例句生动,书后还附有语法复习部分,使语法学习更加方便。此外,活泼的版式,具有启发性的图片,使商务英语的学习更加形象、直观。

本书是《综合教程》第3册,有14个单元,内容涉及现代企业管理和商务活动,包括品牌、旅行、组织、变化、金钱、广告、文化、就业、贸易、质量、商业道德、领导能力、创新、竞争等主题。每单元围绕主题进行相关语言和技能的学习。书后附写作活动(Writing file)、角色扮演(Activity file)、语法总结(Grammar reference)以及词汇和注释(Glossary and notes)等。

《体验商务英语》系列教材的适用面广,既可以作为国际经贸、国际金融等涉外专业的商务英语教材,也可以作为英语专业商务英语教材,还可以作为大学英语选修课教材和行业培训教材。

改编组
2005年4月

Introduction

Market Leader New Edition reflects the fast-changing world of business with thoroughly updated material from authentic sources such as the *Financial Times*. The new edition retains the dynamic and effective approach that has made this course so successful in business English classes worldwide. The New Edition features all new authentic texts and listening material throughout plus a vocabulary reference file divided into topic areas. There are now two revision units – Revision Unit A (after units 1–7) and Revision Unit B (after units 8–14). The Course Book is accompanied by a new Practice File, Test File and Teacher's Resource Book (with new photocopiable activities and text bank material).

1 Course aims

Market Leader is an extensive new business English course designed to bring the real world of international business into the language teaching classroom. It has been developed in association with the *Financial Times*, one of the world's leading sources of professional information, to ensure the maximum range and authenticity of business content.

The course is intended for use either by students preparing for a career in business or by those already working who want to improve their English communication skills. It is most suitable for use with students who are at the intermediate language level.

Market Leader combines some of the most stimulating recent ideas from the world of business with a strongly task-based approach. Role plays and case studies are regular features of each unit. Throughout the course students are encouraged to use their own experience and opinions in order to maximise involvement and learning.

An essential requirement of Business English materials is that they cater for the wide range of needs which students have including different areas of interest and specialisation, different skills needs and varying amounts of time available to study. Market Leader offers teachers and course planners a unique range of flexible materials to help meet these needs. There are suggestions in this book on how to use the unit material extensively or intensively, and how the material in the Practice File integrates with the Course Book. This book contains extensive extra photocopiable material in the Text Bank and the Resource Bank.

2 The main course components

Course Book

This provides the main part of the teaching material, divided into 14 topic-based units. The topics have been chosen following research among teachers to establish which are the areas of widest possible interest to the majority of their students. The Course Book provides input in reading, speaking and listening, with guidance for writing tasks, too. Every unit

contains vocabulary development activities and a rapid review of essential grammar. There is a regular focus on key business functions, and each unit ends with a motivating case study to allow students to practise language they have worked on during the unit.

There are also two revision units in the Course book that revise and consolidate the work in the main units.

Practice File

This gives extra practice in the areas of grammar and vocabulary, together with a complete syllabus in business writing. In each unit students work with text models and useful language, then do a writing task to consolidate the learning. Additionally the Practice File provides regular self-study pronunciation work (with an audio CD and exercises), and a valuable survival language section for students when travelling.

Audio materials

All the listening activities from the Course Book (interviews with business practitioners) and the Practice File (pronunciation exercises) are available on audio CDs, depending on users' preference.

Teacher's Resource Book

This book provides teachers with an overview of the whole course together with detailed teaching notes, background briefings on business content, the Text Bank (28 optional extra reading texts) and the Resource Bank (photocopiable worksheets practising communication skills).

Test File

Five copiable tests are available to teachers and course planners to monitor students' progress through the course. There are an entry test, three progress tests and an exit test, which reviews the work done throughout the course.

3 Overview of a Course Book unit

A typical unit consists of the following sections:

Starting up

Students have the opportunity to think about the unit topic and to exchange ideas and opinions with each other and with the teacher. There is a variety of stimulating activities such as answering quiz questions, reflecting on difficult decisions, prioritising options and completing charts. Throughout,

students are encouraged to draw upon their life and business experience.

Vocabulary

Essential business vocabulary is presented and practised through a wide variety of creative and engaging exercises. Students learn new words, phrases and collocations, and are given tasks which help to activate the vocabulary they already know or have just learnt. A Vocabulary File at the end of the book gives students the opportunity to revise core vocabulary from the Course Book units under topic headings. There is further vocabulary practice in the Practice File.

Discussion

There are a number of discussion activities in the book. Their main purpose is to build up students' confidence in expressing their views in English and to improve their fluency.

Reading

Students read interesting and relevant authentic texts from the *Financial Times* and other business sources. They develop their reading skills and acquire essential business vocabulary. The texts provide a context for language work and discussion later in the unit.

Listening

The authentic listening texts are based on interviews with business people and experts in their field. Students develop their listening skills such as prediction, listening for specific information and note-taking.

Language review

These sections develop students' awareness of the common problem areas at intermediate level. They focus on accuracy and knowledge of key areas of grammar. If students already know the grammar point, this section works as a quick check for them and the teacher. If they need more explanation they are referred to the Grammar reference at the end of the Course Book.

There is further grammar practice in the Practice File and in the Business Grammar (see *Extending the course* below).

Skills

This section helps learners to develop their communication skills in the key business areas of presentations, meetings, negotiations, telephoning and social English. Each section contains a Useful language box which provides students with the support and phrases they need to carry out the business tasks in the regular role play activities.

Case studies

Each unit ends with a case study linked to the unit's business topic. The case studies are based on realistic business problems or situations and are designed to motivate and actively engage students. They use the language and communication skills which they have acquired while working through the unit. Typically students will be involved in

discussing business problems and recommending solutions through active group work.

All of the case studies have been developed and tested with students in class and are designed to be easy to present and use. No special knowledge or extra materials are required. For teaching tips on making the best use of the case studies, see *Case studies that work* below.

Each case study ends with a realistic writing task. These tasks reflect the real world of business correspondence and will also help those students preparing for Business English exams. Models of writing text types are given in the Writing File at the end of the Course Book.

4 Using the course

Accessibility for teachers

Less experienced teachers can sometimes find teaching Business English a daunting experience. They may be anxious about their lack of knowledge of the business world and of the topics covered in the course. Market Leader sets out to provide the maximum support for teachers. The *Business brief* section at the beginning of each unit in the Teacher's Resource Book gives an overview of the business topic, covering key terms (given in bold, and which can be checked in the *Longman Dictionary of Business English*) and suggesting a list of titles for further reading and information.

Authenticity of content

One of the principles of the course is that students should deal with as much authentic content as their language level allows. Authentic reading and listening texts are motivating for students and bring the real world of business into the classroom, increasing students' knowledge of business practice and concepts. Due to its international coverage the *Financial Times* has been a rich source of text and business information for the course.

The case studies present realistic business situations and problems and the communication activities based on them – group discussions, simulations and role plays – serve to enhance the authenticity of the course.

Flexibility of use

Demands of Business English courses vary greatly, and materials accordingly need to be flexible and adaptable. Market Leader has been designed to give teachers and course planners the maximum flexibility. The course can be used either extensively or intensively. At the beginning of each unit in the TRB are suggestions for a fast route through the unit if time is short. This intensive route focuses mainly on speaking and listening skills. If the teacher wants to extend this concentration on particular skills, optional components are available in the course (see *Extending the course* below).

5 Case studies that work

The following teaching tips will help when using case studies.

- 1 Involve all the students at every stage of the class. Encourage everyone to participate.
- 2 Draw on the students' knowledge of business and the world.

- 3 Be very careful how you present the case study at the beginning. Make sure your instructions are clear and that the task is understood. (See individual units in the TRB for detailed suggestions on introducing the case study.)
- 4 Ensure that all students have understood the case and the key vocabulary.
- 5 Encourage the students to use the language and communication skills they have acquired in the rest of the unit. A short review of the key language will help.
- 6 Focus on communication and fluency during the case study activities. Language errors can be dealt with at the end. Make a record of important errors and give students feedback at the end in a sympathetic and constructive way.
- 7 If the activity is developing slowly or you have a group of students who are a little reticent, you could intervene by asking questions or making helpful suggestions.
- 8 Allow students to reach their own conclusions. Many students expect there to be a correct answer. The teacher can give their own opinion but should stress that there usually is no single 'right' answer.
- 9 Encourage creative and imaginative solutions to the problems expressed.
- 10 Encourage students to use people management skills such as working in teams, leading teams, delegating and interacting effectively with each other.
- 11 Allocate sufficient time for the major tasks such as negotiating. At the same time do not allow activities to drag on too long. You want the students to have enough time to perform the task and yet the lesson needs to have pace.
- 12 Students should identify the key issues of the case and discuss all the options before reaching a decision.
- 13 Encourage students to actively listen to each other. This is essential for both language practice and effective teamwork!

6 Extending the course

Some students' needs will require more input or practice in certain areas, either in terms of subject matter or skills, than is provided in the Course Book. In order to meet these needs, Market Leader provides a wide range of optional extra materials and components to choose from.

Teacher's Resource Book

The Text Bank provides two extra reading texts per unit, together with comprehension and vocabulary exercises.

The Resource Bank provides copiable worksheet-based communication activities, linked to the skills introduced in the Course Book units.

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Brands

At a glance

	Classwork – Course Book	Further work
Lesson 1 <i>Each lesson (excluding case studies) is about 45–60 minutes. This does not include administration and time spent going through homework.</i>	<p>Starting up Ss's attitudes to brands</p> <p>Vocabulary: Brand management Ss look at word partnerships with 'Brand' and 'Product'.</p> <p>Listening: Why brands matter A brands specialist talks about the importance of brands and an example of successful branding.</p>	<p>Practice File Vocabulary (page 4)</p>
Lesson 2	<p>Reading: Outsourcing production Ss read an article about the risks when luxury goods companies move their production abroad.</p> <p>Language review: Present simple and present continuous Ss look at the differences between these two tenses.</p>	<p>Text bank (pages 130–133)</p> <p>Grammar reference (CB page 150)</p> <p>Practice File Language review (page 5)</p>
Lesson 3	<p>Discussion: Two promotions This discussion about the merits of two different promotions provides fluency practice.</p> <p>Skills: Taking part in meetings 1 Ss listen to a meeting where there is a difference of opinion and learn key language for participating in meetings.</p>	<p>Resource bank (page 199)</p> <p>Practice File Making suggestions (page 63)</p>
Lesson 4 <i>Each case study is about 1½ to 2 hours.</i>	<p>Case study: Caferoma A company is facing the problem of falling market share. Ss analyse the situation, suggest solutions and make a final decision.</p>	<p>Practice File Writing (page 6)</p>

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

For 1 to 1 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

As the marketing expert Philip Kotler has said, 'The most distinctive skill of professional marketers is their ability to **create, maintain, protect** and **enhance brands**.' But, despite the best efforts of professional marketers, the list of top brands of today is not so different from that of 30 or 40 years ago: Coca-Cola, IBM, Ford and Hoover are all still there. Consumers tend to form **emotional attachments** to foods and household goods they grow up with. These brands gain **mindshare** in consumers at an early age and **new brands** find it hard to compete with the **established brands**.

One area where new brands can appear is in **new categories**. For example, the names Dell and Easyjet have emerged as extremely **strong brands** in built-to-order PCs and low-cost airlines respectively, industries that have not existed for very long.

We tend to think of brands in relation to **consumer marketing** and **packaged goods**, and consumer goods companies will often employ **brand managers** to develop their brands. But the use of brands and branding is also important in industrial or business-to-business marketing, where companies are selling to other companies, rather than to consumers. As Amitava Chattopadhyay says in this unit of the Course Book: 'A brand is a **set of associations** in the mind of the consumer.' In business-to-business marketing, substitute '**buyer**' for 'consumer', and there will be similar issues of **brand awareness, brand image** and **brand equity**: the value to a company of the brands that it owns. A company's **image** and **reputation** will clearly be key to its success.

Brands and your students

Both pre-work and in-work students should have lots to say about their own **brand preferences** as consumers.

In-work students not involved in sales or marketing may say that brands do not directly concern them, but they should be able to discuss their organisation's reputation relative to its competitors. This is **brand positioning**: the way that a brand is perceived in relation to other brands.

Read on

Brand Management, Harvard Business Review paperbacks, 2002

David A Aaker: *Building Strong Brands*, Simon & Schuster, 2002

Leslie de Chernatony and Malcolm MacDonald: *Creating Powerful Brands*, Butterworth Heinemann, 2003

Jean-Noel Kapferer: *Reinventing the Brand: Can Top Brands Survive the New Market Realities?* Kogan Page, 2001

Philip Kotler: *Marketing Management*, European Edition, FT Prentice Hall, 2002; Chapter 13: 'Managing Product Lines and Brands'.

Lesson notes

Warmer

- Write two headings on the board: *Types of products and Brands*. Under the first heading, write some product types that you think Ss will be interested in, e.g. *Cars, Clothes, Electrical goods, Soft drinks, Foods*.
- Then get Ss to suggest one or two brands for each category and write them up on the right-hand side of the board.
- Ask Ss to work in small groups and think of some more brands for each category. Go round the room to help where necessary.
- After a few minutes, ask each group for their ideas and add them to the right-hand column.
- Ask Ss why they chose the brands they did, and if they have bought any of them recently. Anticipate but do not pre-empt the activities in the rest of the unit.

Overview

- Tell Ss that they will be looking at brands, one of the key parts of marketing.
- Ask Ss to look at the Overview section at the beginning of the unit, pointing out the sections that you will be covering in this lesson and those that you will be covering in later lessons.

Quotation

- Ask one student to read the quotation on page 6. Ask other Ss if they agree with it – if so, why – if not, why not. (But the quotation is difficult to disagree with!)
- A discussion may develop. Remember any points that may be relevant to later parts of the lesson, and tell Ss you will come back to them.

Starting up

This section introduces the main themes of the unit and provides speaking practice.

- A**
 - Tell Ss to work in simultaneous pairs and make lists of their favourite brands and then answer the five questions.
 - Go round the room and help where necessary, especially with the vocabulary in question 2.
 - When they have finished, get two or three pairs to summarise their answers and discuss them with the whole group.
 - Do a final check on the vocabulary in question 2 by giving definitions of the expressions and getting Ss to find the corresponding answers.
 - Write up these expressions in a column for vocabulary on one side of the board. During the rest of the lesson, go on adding key vocabulary to this 'permanent' list, especially vocabulary relating to brands.

B

- Still in their pairs, get Ss to rate the brands. Write up results from each pair quickly on the board.
- Then get Ss to look at the rankings on page 144. Ask the whole group if they are surprised by any of the answers.

C

- 1.1**
 - Tell Ss they are going to listen to two speakers talking about brands.
 - Play the recording once right through and ask which speaker is in favour of brands and which against.
 - Play each speaker's response again, explaining vocabulary that Ss find difficult and writing key words in the list on the board.
 - Go round the class and ask three or four Ss to say which speaker they agree with, and why.

Vocabulary: Brand management

Ss look at word partnerships with 'brand' and 'product'.

A

- If this is your first lesson with the Ss, tell them about the idea of word partnerships, the idea that there are words that usually go with other words to form typical partnerships or combinations.
- Check Ss can pronounce the expressions with the correct stress. Get individual Ss to repeat difficult ones, e.g. 'brand aWAREness'.
- Get Ss to work in pairs on the exercise. Go round the class and assist where necessary.
- Then ask the whole class for the answers.

1 d 2 c 3 b 4 e 5 a 6 i 7 j 8 f 9 h 10 g

B

- Still in their pairs, get Ss to work on the exercise. Go round the class and assist where necessary.
- Then ask the whole class for the answers.

Brand

1 brand stretching 2 brand loyalty 3 brand awareness
(You could point out that 'raise awareness' is another form of word partnership, this time between a verb and a noun.)

Product

1 product endorsement 2 product lifecycle
3 product placement

C

- Give the pairs time to think of some examples. Go round the class and assist them where necessary.

If Ss are short of ideas, get them to think of particular examples of the expressions, for instance brands that they themselves are loyal to, soaps on television and the product placement they have seen in them, particular celebrities and the products they endorse, etc.

- ⊗ With the whole class, ask pairs for their examples. Correct any mistakes.
- ⊗ If there is interest and time, there could be class discussion of some of the issues raised, e.g. the use of celebrities to endorse products and the problems that follow if the celebrity becomes involved in a scandal or criminal case.

Listening: Why brands matter

Ss listen to Sandra Greaves, a consultant at Wolff-Olins, a leading international brand consultancy based in London. In the first part of the interview she talks about why we need brands. In the second part, about an example of successful branding. In the final part she gives an example of how Wolff-Olins helped a company with its branding.

A 1.2

- ⊗ Explain to Ss who Sandra Greaves is and where she works. If necessary, explain 'consultancy', an organisation that sells expertise and advice in particular areas to other companies.
- ⊗ Play the recording once through.
- ⊗ Then play it again, stopping after each sentence to explain any difficulties, but without giving away the answers.
- ⊗ Then play it a third time, stopping after each sentence so that students can complete the exercise.
- ⊗ With the whole class, ask individual Ss for the answers. Explain any difficulties, for example this particular use of 'deliver'.

- 1 Brands are all about trust.
- 2 You know what a brand is about, what it means, what it's going to deliver.
- 3 You actually trust it to deliver time and time again.
- 4 One thing about brands is they add a lot of colour and enjoyment and fun, as well as giving you the power to choose things.

B 1.3

- ⊗ Depending on your Ss, play the recording two or three times, explaining any difficulties as before. Here, 'inspire fierce loyalty' and 'off-putting' may cause problems.
- ⊗ On the last play-through, get Ss to give the answers. Also get Ss to say why 2 and 3 are not correct – see below.

- 1 ✓
- 2 'They're much more than just a product or a service.'
- 3 'It's against big corporations, though it is a big corporation itself.'
- 4 ✓

C 1.4

- ⊗ Again depending on the level of your Ss, play the recording two or three times, explaining any difficulties.
- ⊗ On the last play-through, get Ss to give the answers.

- 1 Orange.
- 2 Mobile phones.
- 3 Not to call the service Microtel, but to create something completely new, based on the idea of optimism. (Of course, the answer to question 3 could be phrased differently. The important thing is for Ss to express the key point in their own words.)

- ⊗ For lower level classes, you may at this point want to play the whole interview again while Ss look at the script on page 235.
- ⊗ If there is time and interest, discuss with students the brands that cause them real excitement and passion, in similar ways to Apple and Orange. If relevant, go back to some of the examples they gave in the Warmer section.

Reading: Outsourcing production

Ss read an article about luxury goods companies that move their production abroad, and the impact that this might have on their brands.

A

- ⊗ Ask Ss to define outsourcing. (There are two, related, definitions. Outsourcing can be where companies stop making goods or parts for these goods and subcontract this work to other companies, which may or may not be in the same country. But in this article the idea is very much that the luxury goods companies are subcontracting to cheaper suppliers abroad.)
- ⊗ Ask Ss to give some examples of outsourcing that they know about, perhaps in relation to their own organisations, or ones they would like to work for.
- ⊗ Ask what types of products are included under 'luxury goods'. (Clothing, leather goods, expensive perfumes, ...) and what luxury goods brands they can think of (Gucci, Hermes, Burberry, ...)
- ⊗ Then ask the pre-reading question in the Course Book: Why do some companies make luxury products abroad rather than at home? The answer is because it is cheaper, mainly because of cheaper labour.

B

- ⊗ Get Ss to read the article individually or in pairs. Go round and assist where necessary with language problems.
- ⊗ With the whole class, go through two or three of the language points that have caused problems. Add key brands-related and other expressions to the permanent list on the board.