

Teacher's notes: Level 1 (Intermediate)

Worksheet A

A. Vocabulary

With stronger students, don't give them the correct answers until they have read the text and have had a chance to add to or change their original answers. If you have time, encourage them to check each other's answers using a learners' dictionary before you give them the correct answers.

Key:

1. *potential*; 2. *anticipate*; 3. *word of mouth*; 4. *stockpiled*; 5. *warehouse*; 6. *incur*; 7. *efficiently*; 8. *effectively*; 9. *return*; 10. *bankruptcy*

B. Pre-reading

Get students to discuss the pre-reading task in pairs and small groups and ask them to note down their ideas. Compare their answers with the whole class once they have read the text.

C. Comprehension

Encourage students to underline or highlight the specific words or expressions in the text they used to decide on their answers.

Key:

1. *F. Although it is always sensible to do market research, "Of course the situation may change ..."* [Forecasting, line 6]
2. *T. Doing so would be "unwise".* [Forecasting, line 10]
3. *T. Using resources effectively "... does not mean operating 'at survival level' ... That would be very risky."* [Improving return on investment, lines 3-6]
4. *T. "This is particularly the case where a lot of money has been invested in research and development ..."* [Improving return on investment, lines 7-9]
5. *F. If products are poorly received in the market, "... spending a lot of money on marketing does not solve their problem."* [Reducing the level of risk, lines 5-6]

D. Vocabulary development: Collocation

All the expressions in this activity are useful for marketing, so encourage students to note them down in their personal vocabulary notebooks. Point out the importance of noting combinations of verbs and complements rather than trying to learn each in isolation.

Key:

1. *b*; 2. *d*; 3. *a*; 4. *h*; 5. *e*; 6. *g*; 7. *c*; 8. *f*

E. Discussion

Get students to discuss this in groups. Ideas might include:

- Surveying the class for suggestions and then voting on a shortlist. (Either get them to give their own suggestions for a choice of subjects to put in the shortlist or issue them with a choice.)
- Forecasting demand, e.g. how many students would be likely to study the new subject?
- Checking how the subject fits in with the existing curriculum: does it link in with other subjects currently being taught? Would the time allocated to other subjects need to be cut to make room for it on the timetable?
- Deciding on the resources needed to teach the subject. Is there a teacher in the school who could teach it or would a new one need to be hired? If the choice is something like photography, would each student need to be given a camera?

The focus here is on working out *how* to do the research. They do not actually need to go on and do it, although this would be a good way of concluding the activity if there is time.

Worksheet B

A. Pre-listening

Either get students to do this in pairs or groups, or brainstorm ideas with the whole class. Review students' notes with the whole class once they have listened for the first time.

B. Comprehension 1

Get students to note down the words and expressions they used to decide on their answers. (If necessary, you could allow them to look at the script while you are checking their answers.)

Encourage stronger students to try answering the questions from memory before they listen again.

Key:

1. *F. He has answered questionnaires but doesn't say that he has designed them.*
2. *F. "The questionnaire comes quite late in the process ..."* [Carla, paragraph 3, lines 3-4]
3. *T. "Sometimes there just isn't time to do*

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research." [Carla, paragraph 7, line 1]

4. F. "We couldn't afford to wait to research the product ..." [Carla, paragraph 7, line 3]
5. T. "We can simply buy these reports from market research companies." [Carla, paragraph 9, line 3]
6. F. She says that internet research is now "more common", but not that it is more reliable or accurate. [Carla, paragraph 13, line 2]
7. T. "Or we actually go to supermarkets and observe customers' behaviour." [Carla, paragraph 13, lines 7-8]
8. F. "... we also circulate it to other people in the company." [Carla, paragraph 17, line 3]

C. Comprehension 2

Check students' answers by replaying the conversation and pausing after each stage is mentioned.

Key:

Stage 5 is not mentioned.

D. Professional vocabulary

This all relates to marketing, so students should record the expressions in their personal vocabulary notebooks once you have gone through the correct answers with them.

Key:

1. customer satisfaction; 2. research tool; 3. launch, range; 4. sectors; 5. focus, potential, moderator; 6. in-depth interview; 7. completed, collect, analyze

E. Discussion

This can either be done in groups or as a whole class.

F. Project

Get students to work in groups. Encourage them to delegate each of the tasks to a specific group member, but ensure they have an initial planning/brainstorming meeting and then a review meeting before they give their final presentation to the rest of the class.