

Market Leader Intermediate: 3rd Edition

Recommended Pacing

Version 01

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Overview

There are 12 units in the third edition of Market Leader Intermediate. This guide gives a suggested pacing to help both you and the student get the most out of the book. You do not have to follow the pacing set out here, but it may help if you are unfamiliar with the book or new to teaching business English. Remember though that every lesson you teach must have a clear goal or purpose, and that you should always try to complete one section per lesson. Exceptions can be made of course, in case of student lateness, difficulties with the book, special lesson requests, or in the case of a student taking 3 or more lessons in a day.

Each row represents one lesson, and details the pages, sections, goals, and homework appropriate for a 40 minute man-to-man DMA lesson. Extra activities are also detailed, many of which can be found in the Market Leader Teacher's Resource Book (teacher's guide). This book is recommended reading for all instructors who use Market Leader.

Unit 1

Page	Activity	Goal
6-7	Starting-up, Vocabulary	Elicit brand related vocabulary, teach vocab on page 7, use to describe student's own company or opinions HW – Write sentences using target vocabulary
7	Listening	Pre-teach key vocabulary, do listening exercise together, discuss student's opinions on brands HW – Reading, pages 8-9
10	Language Review	Present grammar and do activities together, use present simple / continuous to describe student's own job / activities HW – Preview listening on page 11
11	Skills	Elicit and practice key phrases, role-play taking part in meetings HW – Preview background to case study
12-13	Case Study	Review useful phrases for taking part in meetings, check background then role-play task on page 13 HW – Writing task on page 13
Extra activities: <ul style="list-style-type: none"> • Revision section pages 32-33 • Text bank (teacher's guide) pages 114-117 • Resource bank (teacher's guide) page 174 • Resource bank – listening (teacher's guide) page 188 • Case Study Writing Task: Model Answer (teacher's guide) page 204 		

Unit 2

Page	Activity	Goal
14-15	Starting-up, Vocabulary	Introduce and practise using travel related BE vocabulary, ask the student to describe a business trip they have taken HW – Write a short passage about a business trip you have taken, using the vocabulary from the lesson
16	Listening	Pre-teach key vocabulary, do listening exercise together, discuss student's thoughts on the present / future of business travel HW – Reading, pages 16-17

18	Language Review	Present grammar and do activities together. Use future forms to discuss the student's plans and goals for the next quarter HW – Preview listening & useful language on page 19
19	Skills	Review useful language and listening activities, role play ex D at least once, or twice with feedback, do further role-play using student's own situation HW – Preview background to case study
20-21	Case Study	Briefly review background information, student presents and summarises problems listed on page 21. Role play discussion of problems and solutions as detailed in Task HW – Writing task on page 21

Extra activities:

- Revision section page 33
- Text bank (teacher's guide) pages 118-121
- Resource bank (teacher's guide) page 175-176
- Resource bank – listening (teacher's guide) page 189
- Case Study Writing Task: Model Answer (teacher's guide) page 205

Unit 3

Page	Activity	Goal
22-23	Starting-up, Vocabulary	Introduce and practise vocabulary for describing change, discuss a change that the student has experienced. HW – Write about a change in the workplace that you have experienced.
25	Listening	Pre-teach key vocabulary from listening activity, then do exercises together. Ask student to summarise listening passage, and offer own opinions. HW – Reading, pages 24-25
26	Language Review	Present grammar and do activities together. Use past simple and present perfect to describe changes that have happened recently in Japan. HW – Preview briefing notes & useful language on page 27
26-27	Skills	Introduce meeting differences in meeting etiquette between Japan and the West. Listen to example meeting and review useful phrases, then role-play meeting in ex D. Finally, role-play another meeting based on student's situation. HW – Preview background to case study
28-29	Case Study	Briefly review and confirm understanding of background information. Also review useful meeting phrases from page 27. Role-play meeting as detailed in task. HW – Writing task on page 29

Extra activities:

- Revision section page 34
- Text bank (teacher's guide) pages 122-125
- Resource bank (teacher's guide) page 177
- Resource bank – listening (teacher's guide) page 190
- Case Study Writing Task: Model Answer (teacher's guide) page 206

Working Across Cultures - Socialising

Page	Activity	Goal
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30	A-E	Use the exercises in the book to introduce phrases and strategies for introducing oneself at a business conference. Role-play this with student 2-3 times, with feedback between HW – Write a role-play of you introducing yourself at a conference
30-31	F-I	Use the exercises in the books to introduce further phrases and strategies for socialising at conferences. Role-play the task on page 31 2-3 times, with feedback between. HW 1 – Write a role-play of three people socialising at a conference HW 2 – Preview the revision section and complete any parts that have not been done
Extra activities:		
<ul style="list-style-type: none"> Revision section page 35 		

Review

Page	Goal
32-35	Review and check the activities in the book. This does not have to be done in one lesson. HW – Preview the vocabulary on page 37
<p>IMPORTANT – When the student finishes the first review section, use 15-20 minutes of class time to review the goals they set during their demo lesson. These should have been recorded in their profile. You should discuss;</p> <ul style="list-style-type: none"> How they are progressing against the goals set The workload of the book (too heavy / just right / too light) If the goals set are still relevant If their English needs are being met, or if they would like to change something about their classes 	

Unit 4

Page	Activity	Goal
36-37	Starting-up, Vocabulary	Introduce and discuss the vocabulary for describing company organisation. The student should use it to describe the organisation of their company or a company they know well. HW – Reading, pages 38-39
39	Language Review	Use the activities in the book to introduce and practise using noun combinations. The student should then describe their own job or workplace using the vocabulary. HW – Make 10 example sentences using the vocabulary in exercise D
40	Listening	Pre-teach key vocabulary, then do the listening activities together. Discuss the student's preferred working style as in ex E, and ask them to justify their answers. HW – Preview useful language on page 41
41	Skills	Use the listening activities to review the useful language and introduce the situation. Role-play the situation in ex F, then role-play again based on the student's own situation HW – Preview background to case study
42-43	Case Study 1	Briefly review the background information and confirm understanding, also review socialising language from pages 30-31. Role-play the first task on page 31, repeat with feedback HW – Preview the background and listening on page 32

43	Case Study 2	Briefly review the background and listening, listening again if necessary, ask the student to summarise the staff worries. Role-play the second task on page 43, then repeat with feedback. HW – Writing task on page 43
Extra Activities: <ul style="list-style-type: none"> • Revision section pages 62-63 • Text bank (teacher’s guide) pages 118-121 • Resource bank (teacher’s guide) pages 178-179 • Resource bank – listening (teacher’s guide) page 191 • Case Study Writing Task: Model Answer (teacher’s guide) page 207 		

Unit 5

Page	Activity	Goal
44-45	Starting-up, Vocabulary	Introduce and discuss the vocabulary for describing advertising. The student should use it to describe current advertising campaigns or campaigns run by their company. HW – Reading, pages 46-47
47	Listening	Pre-teach the key vocabulary, the do the listening activities together. Ask the student to describe viral advertising campaigns they have experience of. HW – Design an advertising campaign for your company or a product that you like
48	Language Review	Introduce the grammar point, the use the activities to practise it. Finally, ask the student to describe a famous advertising campaign, paying particular attention to their articles. HW – Preview useful language and exercises on page 49
49	Skills	Review the activities and useful language. Then practise starting presentations on a variety of subjects. At first these can be quite general or from the book, but should also include ones based on the student’s own experience Note – the target here is only the start of the presentation, not the whole thing HW – Preview background to case study and prepare an advertising campaign for one of the products or services on page 50
50-51	Case Study	Briefly review the background information, then evaluate the student’s advertising campaign. The student should then present it to you, as if you were a manager (Task no. 2). Give feedback and repeat the presentation HW – Writing task on page 51
Extra Activities: <ul style="list-style-type: none"> • Revision section pages 63-64 • Text bank (teacher’s guide) pages 122-125 • Resource bank (teacher’s guide) page 180 • Resource bank – listening (teacher’s guide) page 192 • Case Study Writing Task: Model Answer (teacher’s guide) page 208 		

Unit 6

Page	Activity	Goal
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52-53	Starting-up, Vocabulary	Introduce and discuss the vocabulary on financial terms. Some of this may be challenging, so be sure to check it yourself before the class. Go through the activities together and ask the student to summarise the economic situation in their country at present. HW – Use the vocabulary taught to write your answers to the questions in ex F.
54	Listening	Note – this section includes some financial terms, please be sure to check them before the class Pre-teach the key terms then go through the listening activities together. Discuss the issues of managing investments with the student, and make example sentences using the vocabulary taught HW – Reading, pages 54-55
56	Language Review	Introduce the key grammar, and use the activities to practise it. Present some new charts you pre-loaded from Google images, and ask the student to describe them. HW – Preview useful language on page 57
57	Skills	Practise the reading of the different figures in the useful language box, and the exercise, then have the student take dictation as you read more figures. Change roles, and practise again. HW – Preview background to case study including the listening activities on page 59
58-59	Case Study 1	Review the background information and check the answers to the listening section. Choose one of the pitches and work together with the student to develop a short presentation. Practise the presentation 2-3 times with feedback HW – Prepare a different pitch to give in the next class
59	Case Study 2	Note – this class requires some preparation on the teacher’s part First, make one of the pitches to the student and ask them to rate you. Use this to introduce useful language and structures. Then, the student should make their own pitch, prepared for homework. Repeat, with feedback HW – Writing task on page 59
<p>Extra Activities:</p> <ul style="list-style-type: none"> • Revision section pages 64-65 • Text bank (teacher’s guide) pages 126-129 • Resource bank (teacher’s guide) page 181 • Resource bank – listening (teacher’s guide) page 193 • Case Study Writing Task: Model Answer (teacher’s guide) page 209 		

Working Across Cultures – International Meetings

Page	Activity	Goal
60	A-D	Use the exercised to introduce Western meeting style – action oriented, focussed, clear agenda and purpose, defined roles. Role-play a meeting based on the student’s own situation, repeat with feedback. HW – Write a short passage on the differences between Japanese and Western meeting styles
60-61	E-G	Use the listening activity to add to the previous lesson’s topic of Western v Japanese style meetings. Role-play the meeting as detailed in the task

		Note – this role-play may take some time, so be sure to allow for it in your planning HW – Write an email to your boss summarising your meeting
Extra activities:		
<ul style="list-style-type: none"> Revision section page 65 		

Review

Page	Goal
62-65	Review and check the activities in the book. This does not have to be done in one lesson.
IMPORTANT – When the student finishes the second review section, use 15-20 minutes of class time to review the goals they set during the first review section. These should have been recorded in their profile. You should discuss;	
<ul style="list-style-type: none"> How they are progressing against the goals set The workload of the book (too heavy / just right / too light) If the goals set are still relevant If their English needs are being met, or if they would like to change something about their classes 	

Unit 7

Page	Activity	Goal
66-67	Starting-up	Use the activities in the book to introduce vocabulary and concepts important in cross-cultural awareness. Give the student some tips about how to behave in a business setting in your home country, and ask them to advise you about Japanese business etiquette HW – Write an email to someone from overseas who is planning a business trip to Japan, giving them advice on how to behave in different business situations
67	Listening	Pre-teach key vocabulary then use the listening exercises to introduce key points about cultural awareness. Ask the student to describe their own experiences of working overseas or with overseas clients and co-workers. HW – Preview the vocabulary on page 68
68	Vocabulary	Use the exercises to introduce and practise the use of the business idioms. Ask the student to talk about their own experiences, using the idioms taught (ex E) HW – Reading, page 69
70	Language Review	Present then practise the grammatical forms using the exercises. Give the student advice on how to behave in your home country, and ask for their advice on how to behave in Japan HW – Write a short passage similar to the one in ex B, but for your home country of a country you know well
71	Skills	Use the exercises to introduce and practise some small talk strategies. Role-play making small talk with the student, and repeat with feedback. HW – Preview the background to the case study
72-73	Case Study	Note – this class requires some preparation on the teacher’s part First, give a short presentation on your home country based on the instructions in the task on page 73. Then, ask the student to make their own presentation. Give feedback and repeat, then

		discuss what was new or surprising about the information presented HW – Writing task on page 73
<p>Extra Activities:</p> <ul style="list-style-type: none"> • Revision section pages 92-93 • Text bank (teacher’s guide) pages 130-133 • Resource bank (teacher’s guide) page 182 • Resource bank – listening (teacher’s guide) page 194 • Case Study Writing Task: Model Answer (teacher’s guide) page 210 		

Unit 8

Page	Activity	Goal
74-75	Starting-up, Vocabulary	Introduce and practise the human resources vocabulary using the activities. Ask the student to describe themselves, and their co-workers using the new terms. HW – reading, pages 76-77
77	Listening	Pre-teach the key vocabulary, then do the listening exercises together. Ask the student to describe the job-hunting procedure in Japan, and their own experiences if appropriate. HW – Reading, pages 54-55
78	Language Review	Introduce and practise the grammar using the activities in the book. Ask the student to describe their own situation using the target language. HW – Preview useful language on page 79
79	Skills	Review and practise the useful language using the listening activities. Role-play the situation a few times with feedback, then modify to the student’s own situation HW – Preview the background and profiles in the case study
80-82	Case Study	Briefly review the background, and summarise the kind of person required for the position. Have the student summarise each applicant’s strengths and weaknesses then role-play a meeting to agree on the best candidate. HW – Writing task on page 81
<p>Extra Activities:</p> <ul style="list-style-type: none"> • Revision section pages 93-94 • Text bank (teacher’s guide) pages 134-137 • Resource bank (teacher’s guide) page 183 • Resource bank – listening (teacher’s guide) page 195 • Case Study Writing Task: Model Answer (teacher’s guide) page 211 		

Unit 9

Page	Activity	Goal
82	Starting-up	Introduce and practise using the vocabulary to complete exercises and make further examples. Discuss the future development of international markets, using the target language. HW – Preview the listening on page 83
83-84	Vocabulary	Review the listening and use the activities to elicit and practise vocabulary for talking about free trade. Discuss the benefits and drawbacks of open and protected markets. HW – Reading, pages 84-85

86	Language Review	Introduce the grammar and practise it using the exercises in the book. Practise some basic negotiation using the conditional expressions. HW – Write a short role-play of a negotiation, similar to the one on page 86
87	Listening	Pre-teach the key vocabulary, then use the listening activities to elicit and discuss strategies for being a good negotiator. Ask the student to give you advice on how to be successful in negotiations. HW – Preview the useful phrases on page 88
87-88	Skills	Review the useful phrases and negotiation tips covered in the previous lessons. Do the role-play on page 88, then repeat with feedback. Time permitting, do another negotiation, tailored to the student's situation HW – Preview the background to the case study, including the roles on pages 138 and 142
89	Case Study	Review the background information and useful negotiation phrases. Do the role-play as detailed in the task, and repeat with feedback (time permitting) HW – Writing task on page 89
<p>Extra Activities:</p> <ul style="list-style-type: none"> • Revision section page 95 • Text bank (teacher's guide) pages 138-141 • Resource bank (teacher's guide) page 184 • Resource bank – listening (teacher's guide) page 196 • Case Study Writing Task: Model Answer (teacher's guide) page 212 		

Working Across Cultures – Doing Business Internationally

Page	Activity	Goal
90	A-B	Both exercises deal with mistakes made by business people working internationally. Discuss each in turn, then discuss the student's own experiences or those of their co-workers. HW – Write a short introduction to Japanese business etiquette, and highlight some frequently made mistakes
91	C	Pre-teach the key vocabulary, then use the listening exercises to elicit and discuss some common cultural mistakes. Ask the student about their own experience. HW – Writing task on page 91
<p>Extra activities:</p> <ul style="list-style-type: none"> • Revision section page 95 		

Review

Page	Goal
92-95	Review and check the activities in the book. This does not have to be done in one lesson.
<p>IMPORTANT – When the student finishes the third review section, use 15-20 minutes of class time to review the goals they set during the second review section. These should have been recorded in their profile. You should discuss;</p> <ul style="list-style-type: none"> • How they are progressing against the goals set • The workload of the book (too heavy / just right / too light) • If the goals set are still relevant 	

- If their English needs are being met, or if they would like to change something about their classes

Unit 10

Page	Activity	Goal
96-97	Starting-up, Vocabulary	Introduce and practise the vocabulary for discussing business ethics. Use the situations in ex E on page 97 to provoke discussion and ask the student to justify their opinions. HW – Reading, pages 98-99
99	Listening	Pre-teach the key vocabulary, then use the listening exercises to elaborate on the vocabulary from the previous lesson. Discuss how companies can act ethically and environmentally. HW – Write a short report about how your company or a company you know well helps its employees to be kind to the environment.
99-100	Language Review	Introduce and practise the grammar using the exercises in the book. Ask the student to talk about their own experiences using narrative tenses, give feedback and repeat. HW 1 – Write an email to a friend using narrative tenses HW 2 – Preview the useful phrases on page 101
101	Skills	Review and practise the useful phrases using the exercises in the book. Role-play the situation in ex D, give feedback and repeat. HW – Preview the background to the case study, including the listening
102-103	Case Study	Review and summarise the background information, then role-play the meeting. Encourage the student to justify their opinions and choose an option for each dilemma. HW – Writing task on page 103
<p>Extra Activities:</p> <ul style="list-style-type: none"> • Revision section pages 122-123 • Text bank (teacher's guide) pages 142-145 • Resource bank (teacher's guide) page 185 • Resource bank – listening (teacher's guide) page 197 • Case Study Writing Task: Model Answer (teacher's guide) page 213 		

Unit 11

Page	Activity	Goal
104-105	Starting-up, Vocabulary	Introduce and practise the vocabulary for talking about leadership and character. Discuss the student's own experiences, either as leader or follower. HW – Write a short passage detailing your answer to one of the questions in ex F
105	Listening	Pre-teach the key vocabulary, then use the listening exercises to elicit ideas about business leadership. Discuss what qualities a good business leader requires. HW – Reading, pages 106-107
107-108	Language Review	Introduce and practise the grammar using the exercises in the book. Discuss the opinions expressed in the article, and ask the student to justify their agreement / disagreement. HW – Preview the useful phrases on page 109 and prepare a short presentation on one of the topics from ex D.

108-109	Skills	Elicit and discuss some tips for giving good presentations. Review the useful phrases, then ask the student to give their prepared presentation. Give feedback, and repeat. HW – Preview the background to the case study
110-111	Case Study 1	Review the background information and confirm understanding. Discuss the pros and cons of each strategy on page 111, and choose the best one. Work with the student to prepare the structure of a presentation to persuade the board to accept this proposal HW – Prepare to give your presentation on your chosen strategy
111	Case Study 2	The student will give a presentation on their chosen strategy, give feedback then repeat. After the second presentation, role-play a Q&A session between you as a member of the board, and them as the presenter. HW 1 – Writing task on page 111 HW 2 – Complete the quiz on page 112
<p>Extra Activities:</p> <ul style="list-style-type: none"> • Revision section pages 123-124 • Text bank (teacher’s guide) pages 146-149 • Resource bank (teacher’s guide) page 186 • Resource bank – listening (teacher’s guide) page 198 • Case Study Writing Task: Model Answer (teacher’s guide) page 214 		

Unit 12

Page	Activity	Goal
112-113	Starting-up, Vocabulary	Review the student’s answers to the quiz, then introduce and practise the competition idioms. Use them to discuss the student’s own experiences and opinions HW – Reading, pages 114-115
115	Listening	Pre-teach the key vocabulary, then use the listening exercise to elicit opinions on competition and monopolies. Discuss the situation in Japan, and the student’s own opinions. HW – Write a short report about the level of competition in Japanese industry
116	Language Review	Introduce the grammar and practise it using the exercises in the book. Ask the student to describe their own company’s activity, or that of a company they know well, using passive tenses. HW – Preview the useful phrases on page 117
117	Skills	Review and practise the useful phrases using the listening activities, then role-play the situation. Give feedback and repeat, then adapt to the student’s own situation HW – Preview the background to the case study, including the information on the three suppliers
118-119	Case Study	Review the background information and ask the student to choose the most attractive supplier. Role-play as the buyer, and elicit the missing information from the student. Change roles, and role-play again for a different supplier. Time permitting, role-play again for the third. HW – Choose the best supplier and complete the writing task on page 119
<p>Extra Activities:</p> <ul style="list-style-type: none"> • Revision section pages 124-125 		

- Text bank (teacher’s guide) pages 114-117
- Resource bank (teacher’s guide) page 187
- Resource bank – listening (teacher’s guide) page 199
- Case Study Writing Task: Model Answer (teacher’s guide) page 215

Working Across Cultures – Communication Styles

Page	Activity	Goal
120	A-D	Use the activities to elicit some ideas about differing communication styles. Discuss how these differ in the student’s home country and overseas. HW – Prepare to give a presentation on communication styles in your home country. Look at the task on page 121 for an outline and structure
121		The student will give a presentation on communication styles in their home country. Give feedback and repeat, then role-play a Q&A session, with the teacher as audience. Time permitting, encourage the student to ask questions about your home country HW – Prepare a short presentation on the difference in communication styles between your home country and other countries.
Extra activities:		
<ul style="list-style-type: none"> • Revision section page 125 		

Review

Page	Goal
122-125	Review and check the activities in the book. This does not have to be done in one lesson.
<p>IMPORTANT – When the student finishes the fourth review section, use 15-20 minutes of class time to review the goals they set during the third review section. These should have been recorded in their profile. You should discuss;</p> <ul style="list-style-type: none"> • How they are progressing against the goals set • The workload of the book (too heavy / just right / too light) • If the goals set are still relevant • If their English needs are being met, or if they would like to change something about their classes 	

Level-up Test

Level-up Test
<ol style="list-style-type: none"> 1. Set the level-up written test as HW in the last lesson of the book 2. In the following lesson, check the written test and complete the level-up speaking test. 3. Add the scores together to determine the next step