

Market Leader Pre-Intermediate: 3rd Edition

Recommended Pacing

Version 01

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Overview

There are 12 units in the third edition of Market Leader Pre-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	Elicit career related vocabulary, go through the exercises on pages 6-7 together, use the target language to talk about the student's own career path or plans. HW – Preview vocabulary section on page 7
7-8	Vocabulary	Pre-teach or review key vocabulary, go through exercises together, use target language to discuss student's own experiences. HW – Reading, pages 8-9
9	Listening	Pre-teach key vocabulary, then do listening exercises together. Discuss student's own ideas for ex E. HW – Review tape-scripts and underline new words
10	Language Review	Present grammar and do activities together. Use modals to role-play business situations, tailored to student's own situation. HW – Preview useful phrases on page 11
11	Skills	Present and review phrases using activities. Role play making and receiving phone calls, tailored to the student's own situation. HW – Preview background and profiles from case study.
12-13	Case Study 1	Review and summarise background information. Practise presenting strengths and weaknesses of candidates. HW – Choose the best candidate for the position, and prepare to present reasoning
13	Case Study 2	Briefly review background and profiles. Introduce phrases for meeting to discuss options, then role-play task on page 13. Repeat with feedback. 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 target language using activities. Ask student to describe own company or company they know well. HW – Write a short report introducing a company you know well
16	Listening	Pre-teach key vocabulary, do listening exercise together, discuss student's thoughts on running their own company HW – Reading, pages 16-17
18	Language Review	Present grammar and do activities together. Use present simple / present continuous to discuss the student's habits / current situation. HW – Preview useful language and listening on page 19
19	Skills	Review useful language and listening activities, student gives presentation from ex G, then repeats after feedback. HW – Preview background to case study
20-21	Case Study	Review background information, present phrases for meeting to discuss opinions. Role-play task on page 21, repeat with feedback if time allows. HW – Writing task on page 21
Extra activities: <ul style="list-style-type: none"> • 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 talking about sales. Discuss the student's own shopping habits. HW – Write example sentences using target language
24	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 modals to describe student's own work duties and responsibilities. HW – Preview activities and useful language on page 27
27	Skills	Review useful language and activities, then role-play negotiation. Repeat following feedback and tailor situation to student's own, time permitting HW – Preview case study background and listening
28-29	Case Study	Briefly review and confirm understanding of background information. Also review useful meeting phrases from page 27. Role-play negotiation as detailed in task. HW – Writing task on page 29
Extra activities: <ul style="list-style-type: none"> • 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 – Saying ‘no’ Politely

Page	Activity	Goal
30-31	A-E	Use the exercises in the book to introduce cultural differences regarding saying “no”. Ask the student to explain how these compare to their own culture. HW – Write a short presentation about how to say “no” in Japanese business.
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 practise using target language using the activities in the book. Work with the student to brainstorm some new business ideas. HW – Use the word partnerships to write up your own great idea
37-38	Listening	Pre-teach key vocabulary, then do the listening activities together. Ask the student to summarise, then discuss future business ideas HW – Reading, pages 38-39
40	Language Review	Present and practise grammar using the activities, ask the student what they were doing at various times in the past. HW – Preview listening and useful language on page 41
40-41	Skills	Use the listening activities to review the useful language and introduce the situation. Role-play the situation in ex E, then role-play another meeting 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. Discuss the questions at the top of page 43, then brainstorm some ideas of your own with the student. HW – Prepare to present and discuss your own idea
43	Case Study 2	Briefly review the background, then role-play ex 2 in the task. Challenge the student to give reasons and to justify their answers.

	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	Introduce and practise using the target language. Share advice on how to deal with the stressful situations in exercise C. HW – Write a short report on how you relax and reduce your stress
45-46	Vocabulary	Present and practise target language using activities in the textbook. Discuss Japanese cultural attitudes towards stress in the workplace. HW – Write a short report - What are the main causes of stress in the workplace?
46	Listening	Pre-teach key vocabulary, then do listening activities together. Ask student to summarise listening, then present their ideas on work-life balance and how it differs between Japan and the West. HW – Reading, page 47
48	Language Review	Present and practise the grammar using the activities in the book. Ask the student to talk about their experiences and to provide more detail using present perfect / past simple. HW – Preview listening and useful language on page 49
49	Skills	Use listening activities to review useful language. Role-play situations in E, providing feedback between each one. Given time, role-play again based on the student’s own situation. HW – Preview case study background and listening
50-51	Case Study	Review background and confirm understanding. Also review useful phrases from page 49. Role-play task, then repeat with feedback time allowing. 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
52-53	Starting Up, Vocabulary	Introduce and practise entertaining vocabulary. Practise describing various Japanese foods, as if for overseas guests. HW - Write a paragraph explaining the best place to take overseas guests out for dinner.
54	Listening	Pre-teach key vocabulary, then go through the activities together. Discuss the student’s own experience of corporate entertaining.

		HW – Reading, pages 54-55
56	Language Review	Present and practise the grammar using the textbook. Ask and answer questions using phrasal verbs. HW – Preview listening and useful language on pages 56-57
56-57	Skills	Review the useful language using the listening activities. Role-play the situation in exercise F, then repeat with the student’s own information. HW – Preview case study information
58-59	Case Study	Review the background information, and present some phrases for discussing advantages / disadvantages. Role-play the meeting, then repeat with feedback. HW – Writing task on page 59

Extra Activities:

- 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 – Doing Business Internationally

Page	Activity	Goal
60	A	Use the activity to elicit and present some vocabulary for discussing international business culture. Complete Task 1 together. HW – Ex B and task 2
61	C-D	Complete the listening activity, then summarise the information on Morocco, Mexico, and Korea. Ask the student to compare to Japanese business culture. HW – Write an email to an overseas colleague giving advice on how to do business in Japan

Extra activities:

- 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.
<p>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;</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 7

Page	Activity	Goal
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66-67	Starting Up, Vocabulary	Note – This section includes some economics vocabulary. Please be sure to check this before the lesson Present and practise the target language using the activities in the book. Ask and answer questions about the economic situation in your country and the student's. HW – Write a short paragraph summarising the economic situation in Japan.
68	Listening	Pre-teach key vocabulary then use the listening exercises to introduce ideas about new business. Ask the student to describe situation for new businesses in Japan. HW – Reading, pages 68-69
70	Language Review	Present and practise the grammar using the activities in the book. Ask the student to talk about their plans using time clauses. HW – Preview the listening and useful language on page 71
71	Skills	Practise saying the different kinds of numbers, with feedback where appropriate. Role-play the situation in exercise D, then repeat with the student's own situation. HW – Preview background information for case study
72-73	Case Study 1	Review background and confirm understanding. Practise stating advantages and disadvantages for each option. HW – Summarise the advantages and disadvantages for each option and prepare to discuss them.
72-73	Case Study 2	Briefly review the background, and phrases for stating advantages and disadvantages. Role-play the meeting and rank the options. 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	Starting Up	Present and practise the marketing vocabulary using the activities in the book. Discuss liked and disliked marketing campaigns. HW – Outline the four Ps for a marketing campaign for a product or service you like
75	Vocabulary	Present and practise the marketing vocabulary using the activities in the textbook. HW- Use today's vocabulary to describe your company's products, or the products of a company you like.
76	Listening	Pre-teach key vocabulary, then go through the listening activities together. Ask the student about the product lifecycle of their company's products. HW – Reading, pages 76-77
78	Language Review	Present and practise using the grammar point using the activities. Have the student interview you about your job / hobbies / etc. HW – Preview the listening and useful language on page 79
79	Skills	Review the useful language and situation using the listening activities. Role-play the situation in ex H, then repeat with the student's own situation.

		HW - Preview the background to the cast study
80-81	Case Study 1	Review the background information and confirm understanding. Discuss how to improve sales, as detailed in ex 1 of the task. HW – Prepare to present your ideas on how to improve sales
81	Case Study 2	Briefly review the background information, then listen to the student’s presentation on how to improve sales. Give feedback, and repeat. HW – Writing task, 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
82-83	Starting Up, Vocabulary	Use the activities to introduce vocabulary and phrases for making plans. Then, use it to discuss the student’s own experience. HW – Write a short paragraph about how you make plans in your office or at home.
84	Listening	Pre-teach key vocabulary, then go through the listening activities together. Discuss student’s experience of making business plans. HW – Reading, pages 84-85
86	Language Review	Introduce the grammar and practise it using the exercises in the book. Discuss the student’s plans for home and work over the coming months. HW – Preview the listening and useful language on page 87
87	Skills	Review the useful language and introduce the situation using the listening exercise. Role play the situation in C, then repeat with feedback. HW – Preview background to case study, pages 88-89
88-89	Case Study 1	Review the background information, and brainstorm ideas for magazine topics. Discuss the questions at the top of page 89, then listen to the CD and compare your answers to those of the executives. HW – Prepare a plan for the new magazine. Use the “Key questions” on page 89 to guide you
89	Case Study 2	Quickly review the background information, then present some phrases for holding a planning meeting. Role-play the task on page 89, then provide feedback on the student’s performance. 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 – International Conference Calls

Page	Activity	Goal
90	A-F	At the start of the class, ask the student for tips on how to make conference calls effectively. Go through exercises A-F together, then compare the student's tips to those in the book. HW – Prepare for the role-play by thoroughly reviewing all of the role cards.
91	Task	Role-play the task, then repeat with feedback. Work with the student to make a list of the 5 best tips for successful conference calls. HW – Listen to your recording and take the minutes for the meeting
Extra activities:		
<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	Starting Up	Introduce the key vocabulary using the exercises from the book. Show the student some pictures of famous leaders / managers (sporting, political, business) and ask them to describe their strengths and weaknesses. HW – Write a short paragraph about the best manager you have ever had.
97	Vocabulary	Use the exercises in the book to introduce and practise the vocabulary. Ask the student to describe their current manager, and their ideal manager. HW – Write a short paragraph about your ideal manager.
98	Listening	Pre-teach the key vocabulary then go through the exercises together. Discuss what kind of manager the student would like to be. HW – Reading, pages 98-99
100	Language Review	Use the exercises to introduce and practise reported speech. Ask the student to report 4-5 things co-workers have said to them that week. HW – Preview the listening and useful language on page 101

100-101	Skills	Use the activities to introduce the situation and the useful language. Role-play the situation in ex G, then repeat with feedback. HW – Preview the case study background on pages 102-103
102-103	Case Study 1	Review the background information and confirm understanding. Ask the student to summarise the information provided about each of the consultants. HW – Prepare for the meeting detailed in the Task on page 103
103	Case Study 2	Review and summarise the background information, then introduce some useful phrase for the meeting style. Role-play the meeting. HW – Writing task on page 103

Extra Activities:

- 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 using the exercises from the book. Ask the student about their experiences and co-workers. HW – IF you work in an international team, how do you think different nationalities behave in the workplace?
105	Listening	Pre-teach the key vocabulary, then use the listening exercises to elicit ideas about resolving disputes. Discuss ideas for successfully dealing with disputes. HW – Reading, pages 106-107
108	Language Review	Introduce the grammar, then practise using the activities in the book. Take turns asking and answering conditional questions with the student. HW – Preview and practise useful language on page 109
109	Skills	Use the activities to introduce the situation, then do the role-play in ex E. Repeat with feedback, using the student’s own information if possible. HW – Preview case study background and listening
110-111	Case Study	Quickly review and summarise the background information. Present some useful phrase for a meeting to discuss opinions. Role-play the meeting, using your own opinions. Repeat with feedback, time permitting HW – Writing task on page 111

Extra Activities:

- 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	Introduce and practise the vocabulary using the activities in the book. Discuss the products made by the student's company, or a company they know well. HW – Write a short paragraph detailing the product lifecycle of something in your home.
114	Listening	Pre-teach the key vocabulary, then do the listening exercises together. Discuss what the student's favourite product is. HW – Reading, pages 114-115
116-117	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 pages 118-119
118-119	Case Study 1	Review the background information and confirm understanding. Hold a short meeting to discuss the pros and cons of each of the products presented on page 119 HW – Choose one produce, and prepare a presentation to promote it
119	Case Study 2	Quickly review the situation, then ask the student to give their prepared presentation. Ask questions about the product. Time permitting, repeat with feedback. HW – Writing on page 119
Extra Activities: <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 – Preparing to do Business Internationally

Page	Activity	Goal
120-121	A-E	Use the activities in the book to introduce some of the differences in international business cultures. Ask the student about their own experiences and give some information about your own country. HW – Prepare a short presentation for the task on page 121
121	F-H & Task	Begin by listening to the example presentation. Then, the student gives their own short presentation on business culture in their country. Ask some questions, and repeat with feedback. HW – Write an email to an overseas colleague who is preparing for a business trip to Japan giving some advice on how to behave.
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