

Market Leader Upper-Intermediate: 3rd Edition

Recommended Pacing

Version 01

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Overview

There are 12 units in the third edition of Market Leader Upper-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	Use the activities in the book to introduce and practice the target language. Discuss the student's own experience with good and bad communicators. Write a short paragraph about the best communicator you have met
7	Listening	Pre-teach the key vocabulary, then use the activities to elicit ideas about communications. Discuss the student's own experience of companies communicating with their customers. HW – Reading, pages 8-9
9-10	Language Review	Introduce the language, then use the activities in the book to practice using it. Take turns asking and answering questions using the idioms. HW – Preview the useful language on page 11
11	Skills	Present the situation using the listening activity, then do the role-play together. Repeat with feedback HW – Preview the background information on page 12
12-13	Case Study 1	Review and summarise the background information, and confirm understanding. Read the recommendations on page 13, and discuss their pros and cons. HW – Prepare for the meeting by writing down the pros and cons of each recommendation, and listening to the CD.
13	Case Study 2	Quickly review the background information. Present some useful phrases for meeting to discuss pros and cons, then role-play. 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 – Reading, pages 16-17
17	Listening	Pre-teach key vocabulary, do listening exercise together, discuss student's thoughts on marketing strategies in Japan. HW – Write a short paragraph about how overseas companies market themselves in Japan
18	Language Review	Present the target language then use the activities to practise. Take turns asking and answering questions using the noun phrases. HW – Preview useful language on page 19
19	Skills	Use the activities to introduce the situation and review the useful phrases. Role-play the brainstorming meeting, then repeat with feedback. HW – Preview the background information to the case study
20-21	Case Study	Review background information and useful language for holding a brainstorming meeting. Role-play meeting, and repeat with feedback time permitting. 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	Starting Up	Use the quiz and listening activity to elicit vocabulary and ideas regarding relationship building. Discuss the best strategies for doing so in business. HW – Preview the vocabulary in ex A on page 23
23	Vocabulary	Review and practise the vocabulary using the activities. Discuss the student's own experience, and ask follow-up questions. HW – Write a short paragraph about the relations between two companies you know well
24	Listening	Pre-teach the key vocabulary, then do the listening activities together. Discuss similar relationships between Japanese companies and other countries. HW – Reading, page 24-25
26	Language Review	Present the grammar, then practise using the activities in the book. Take turns asking and answering questions using multi-word verbs. HW – Preview the useful language and listening on page 27
27	Skills	Review the situation and useful language using the activities. Role-play the situation in D, then repeat with feedback. HW – Preview case study background

28-29	Case Study 1	Review and summarise the background information to confirm understanding. Work together to brainstorm ideas for the meeting, using the points raised at the top of page 29
29	Case Study 2	Quickly review the background, then introduce some useful phrases for holding a meeting to discuss ideas. Role play the situation, then repeat with feedback. HW – Writing task on page 29
<p>Extra activities:</p> <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 – Doing Business Internationally

Page	Activity	Goal
30-31	A-E	Use the exercises to introduce and elicit some common issues that arise when doing business internationally. Compare those in the book to the student’s own experience. HW – Read the article on page 31 and answer the questions in Task 2
31	F-G	Review the article and discuss the student’s answers, then compare to the expert’s views in G. Ask advice for international businesses regarding the student’s own country. HW – Write a short article giving advice for overseas businesspeople visiting your home country
<p>Extra activities:</p> <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	Starting Up	Use the exercises in the book to introduce and practise the target language. Ask the student to describe successful people they know or know of. HW – Complete ex A on page 37

37-38	Vocabulary	Use the exercises in the book to introduce and practise the target language. Ask the student to define what success means to them, using the words you have learned. HW – Write a short paragraph about a successful company, and why they are successful
38	Listening	Pre-teach the key vocabulary, then use the listening exercises to elicit more ideas about business success. HW – Reading, pages 38-39
40	Language Review	Present the grammar, then practise using the activities in the book. Take turns asking and answering questions about famous companies using the tenses taught. HW 1 – Ex. C on page 40 HW 2 – Preview the useful phrases on page 41
41	Skills	Review the useful phrases and introduce the situation using the listening tasks. Do the role-play, then repeat with feedback. HW – Preview the background to the case study
42-43	Case Study	Review and summarise the background to confirm understanding. Also review the negotiation phrases from page 41, then do the role-play. Repeat with feedback, time permitting. HW – Writing task on page 43
<p>Extra Activities:</p> <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	Starting Up	Use the activities to introduce and practise the target language, then do the quiz on page 134. Discuss the contrast in job satisfaction between the student's country and yours. HW – Preview the vocabulary on page 45
45	Vocabulary	Use the activities to present and practise the target language. Ask the student to define what job satisfaction means to them. HW – Write a short paragraph about your perfect job, using the vocabulary you have learned
46	Listening	Pre-teach key vocabulary, then do listening activities together. Ask student to summarise listening, then present their ideas on staff motivation. HW – Reading, page 46-47
48	Language Review	Present the grammar, then practise it using the activities in the book. Ask the student to describe their own company's activity using passive tenses. HW – Preview the useful language on page 49
49	Skills	Present the situation and review the useful phrases using the activities in the book. Do the role-play, then repeat with feedback. HW – Preview the case study information on pages 50-51
50-51	Case Study	Review and summarise the background to confirm understanding. Role-play the meeting, and decide on some actions to take. HW – Writing task on page 51

Extra Activities:

- 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	Present and practise the risk related vocabulary using the exercises in the book. Ask the student their opinion on the biggest risks facing their country / company / etc. HW – Write a one paragraph risk analysis for your company or a company you know well
53-54	Listening	Pre-teach the key vocabulary, then go through the exercises in the book together. Compare Steve Fowler’s definition of risk with that that the student prepared for homework. HW – Reading, pages 54-55
56	Language Review	Present the grammar then practise it using the activities in the book. Take turns asking and answering questions using adverbs of degree. HW – Preview the useful language on page 57
56-57	Skills	Use the listening activity to introduce the situation, then review the useful language. Do the role-play, then repeat with feedback. HW – Preview the case study background
58-59	Case Study 1	Review and summarise the background information, to confirm understanding. Discuss the questions on page 58, then compare with the CD interview. HW – Read the documents detailed in part 1 of the task on page 59
59	Case Study 2	Note: The teacher should read the research documents detailed on page 59 before the lesson. Quickly review the background information, the student should then report the contents of the documents they read for homework. Discuss each and role-play the meeting detailed in the task. 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 – Working in New Markets

Page	Activity	Goal
60	A-D	Use the activities in the book to introduce and practise some vocabulary for discussing business culture. Briefly brainstorm some ideas for the student’s own home country

		HW – Prepare a presentation on business culture in your country, using the one in the book as a model
60-61	Task	Note: The teacher should prepare a brief presentation on business culture in their home country before the lesson. Start by having the student give their prepared presentation, then repeat with feedback. Role-play a Q&A session. Then give your own presentation, and have the student ask you questions. HW – Write a summary of the presentation your teacher gave
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, Vocabulary	Use the exercises in the book to introduce and practise management style vocabulary. Show the student some pictures of famous leaders / managers, and ask them to describe their style. HW – Write a short passage about what style of management you think is most effective.
67	Listening	Pre-teach the key vocabulary, then use the listening activities to elicit further ideas about management styles. Compare the student's homework to the ideas of the speaker. HW – Reading, pages 68-69
70	Language Review	Present then practise the grammar using the exercises in the book. Work together with the student to produce a short manager profile HW – Preview the listening and useful language on pages 70-71
70-71	Skills	Introduce the useful language, and review it using the listening activities. Give a short presentation about a product you know, then ask the student to do the same. Repeat with feedback. HW – Preview background information for case study
72-73	Case Study 1	Review background including listening, and confirm understanding. Summarise the issues facing S&L. HW – Look at the candidates on page 73, and choose who you think would be best. Prepare a short presentation about your decision.

72-73	Case Study 2	Briefly review the situation, then have the student present their homework. Role-play Q&A, then a meeting to come to a final decision. HW – Writing task on page 73
Extra Activities: <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	Use the activities in the book to introduce and practise the vocabulary. Discuss team effectiveness in an international workplace. HW – Write a short paragraph about what kind of team member you are.
75	Vocabulary	Present and practise the marketing vocabulary using the activities in the textbook. Take turns asking and answering questions about your respective teams using the target language. HW- Use today’s vocabulary to write a short paragraph about the make-up of your team or a team you have known.
76	Listening	Pre-teach key vocabulary, then go through the listening activities together. Ask the student about the role they usually take on in a team. HW – Reading, pages 76-77
78	Language Review	Present then practise the grammar using the exercises in the book. Ask and answer about well-known mistakes that companies made. HW – Preview the listening and useful language on page 79
79	Skills	Review the situation and the useful language using the tasks. Role-play the situation, then repeat with feedback. HW - Preview the background to the case study
80-81	Case Study 1	Review the background information and confirm understanding. Discuss the issues and brainstorm some solutions. Compare them to the plans in the book. HW – Prepare to hold a meeting to discuss the issues and their solutions.
81	Case Study 2	Briefly review the background information, then present some phrases for holding a meeting to discuss options. Role-play the meeting, and decide what actions to take. HW – Writing task, page 81
Extra Activities: <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	Note: This lesson contains some financial terms that the teacher should be sure to check before the class. Introduce and practise the vocabulary using the exercises in the book. Take turns asking and answering questions using the target language. HW – Write a short paragraph about how companies raise finance in Japan.
84	Listening	Pre-teach key vocabulary, then go through the listening activities together. Discuss the student's opinions about short-term financing and / or the financial crisis of 2007-8. HW – Reading, pages 84-85
86	Language Review	Introduce the grammar and practise it using the exercises in the book. Use the target language to discuss the student's company's activities and plans. HW – Preview the listening and useful language on page 87
87	Skills	Review the useful language and introduce the situation using the activities. Role play the situation in E, then repeat with the student's own information. HW – Preview background to case study, pages 88-89
88-89	Case Study	Review the background information to confirm understanding. Role-play the negotiation on page 89, then repeat with feedback. HW – Listening & Writing tasks on page 89
Extra Activities: <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 – Managing International Teams

Page	Activity	Goal
90	A-G	Use the activities in the book and the student's own information to gather and share information on managing international teams. Discuss some of the student's own experiences. HW – Prepare for the task on page 91
91	Task	Role-play the task, then repeat with feedback. As there are only two participants, you will have to modify the roles. HW – Listen to your recording and take the minutes for the meeting. Be careful to note down any decisions that were made.
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.

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;

- 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 using the target language using the activities in the book. Discuss the student's own experiences making or receiving complaints. HW – Write a short paragraph about a good or bad customer service you have had in a restaurant.
98	Listening	Review the student's homework, and use it to pre-teach key vocabulary. Use the listening exercises to elicit further ideas and discussion. HW – Reading, pages 98-99
100	Language Review	Present and practise the grammar, then discuss some further ideas for customer service guidelines. Discuss how these differ internationally. HW – Preview the useful language on page 101
101	Skills	Review the useful language using the activities. Take turns speaking and using the active listening skills to describe service experiences. Repeat with feedback. HW – Preview the case study information, pages 102-103
102-103	Case Study	Review the background and the complaints to confirm understanding. Introduce some phrases for a meeting to discuss priorities, then role-play. Repeat with feedback. HW – Writing task on page 103
Extra Activities:		
<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	Starting Up	Introduce and practise the target language using the exercises. Discuss recent crises, and be prepared to provide examples for the student. Note: Be sensitive when discussing natural disasters that may have occurred in Japan. HW – Write a short paragraph about a company that responded well to a crisis.

105	Vocabulary	Use the student's homework and the exercises in the book to introduce and practise crisis management vocabulary. Discuss why the company they wrote about was a good example. HW – Write a short paragraph about a company that responded poorly to a crisis.
105-106	Listening	Use the student's homework and the listening activities to introduce and practise further terms for crisis management. Discuss the similarities or differences between the company the student wrote about and the one featured in the listening. HW – Reading, pages 106-107
108	Language Review	Introduce the grammar, then practise using the activities in the book. Discuss past and potential crises using the conditional sentences. 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 C. Repeat with feedback, using the student's own information if possible. HW – Preview case study background and listening
110-111	Case Study 1	Review and summarise the background and listening to confirm understanding. Discuss the student's own thoughts, then compare them to the reactions on page 111 HW – Prepare for the role-play as either the company representative or the journalist
111	Case Study 2	Note: The teacher should be sure to read the background and role-cards before this lesson Quickly review the situation, then do the role-play together. Repeat with feedback HW – Writing task on page 111
<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	Starting Up	Introduce and practise the vocabulary using the activities in the book. Discuss examples of recent or well-known mergers and acquisitions. HW – Write a short paragraph about a recent or well-known merger or acquisition.
113	Vocabulary	Use the student's homework and the exercises in the book to introduce and practise the target language. Discuss M&A stories that have been in the news. HW – Write about an M&A story you have seen in the news recently.
114	Listening	Pre-teach the key vocabulary, then do the listening exercises together. Discuss the student's own experiences with new members of staff. HW – Reading, pages 114-115

116-117	Language Review	Introduce the grammar and practise it using the exercises in the book. Discuss the student's and your own predictions for the future. 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 on page 118
118	Case Study 1	Review and summarise the background, to confirm understanding. Introduce phrases for discussing opinions, then role-play a meeting to discuss and prioritise the criteria at the bottom of page 118 HW – Listen to the CD, and read the company profiles on page 119. Choose which you think would be the best choice.
119	Case Study 2	Quickly review the situation, then introduce phrases for a meeting to discuss advantages and disadvantages. Role-play the task, and decide which company to acquire. HW – Writing 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 – International Negotiations

Page	Activity	Goal
120-121	A-E	Use the activities in the book to introduce and discuss some ideas regarding the topic. Brainstorm some related ideas for the student's home country HW – Prepare a list of tips for successful negotiation in your culture.
121	Task	Take the role of either pair A or B. Role play the discussion to choose the 5 most important points for negotiating successfully in the student's culture. HW – Write an email detailing the points you have agreed on.
<p>Extra activities:</p> <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. 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; <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

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