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# Resource Book

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B2+



# Business Partner

# Coursebook contents

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Ask students to give you a brief description of the photo. What do they think is happening? How could it be related to the unit title, *Market research*? (The photo shows a focus group taste-testing meat. It was taken in 1935 in Maryland, USA.) Refer students to the quote and briefly discuss it with the class. What do they think it means? Do they agree? Elicit answers around the class, encouraging students to give reasons.

## 1.1 > Market research methods

### GSE learning objectives

- Can follow the main points in a linguistically complex presentation or lecture, if provided with written supporting material.
- Can extract specific details from a TV programme on a work-related topic.
- Can distinguish between main ideas and supporting details in a linguistically complex presentation or lecture.
- Can answer questions in a survey using linguistically complex language.
- Can give a presentation about a product or service offered by a company or institution.
- Can give clear presentations highlighting significant points with relevant supporting detail.
- Can prepare a linguistically complex questionnaire in order to gather data.

### Warm-up

Ask students if they have ever participated in market research, for example by being stopped in the street or in a shopping mall by researchers. What was the research about? What questions were they asked? What did they reply? Then ask them about their experience with market research questionnaires, for example the ones often received by email after going to a shop, hotel or restaurant, or after taking a flight. Do they respond to the questionnaires? Do they get the feeling that their replies are taken into account?

### Lead-in

Students discuss market research surveys.

1 Take students quickly through the questions. For question 2, explain if necessary that it refers to participating in surveys rather than administering them. Get students to discuss the questions in pairs or groups first, then invite different students to share their answers with the class. Note that students' answers may vary widely, depending on whether they are pre-work or in-work and how much experience they have had as consumers.

#### Possible answers

- 1 It gives them information to help them set strategies and make business decisions. They can also find out what their competitors are doing.
- 2 Students' own answers
- 3 They get information about potential customers or target audiences as they discover peoples' opinions and attitudes to their products.

## Video

Students watch a video about types of market research.

2 Explain the activity and teach or elicit the meaning of *launch* (a new product). Give students a few minutes to complete the activity individually or, in weaker classes, in pairs. Then elicit answers around the class, listing students' ideas on the board so that they can refer to them when they do Exercise 3.

#### Possible answers

street/online surveys, focus groups, personal interviews, observation and field trials

3 > 1.1.1 Refer students to the list on the board and ask them to watch the video to see which of their ideas are mentioned. They should also note down any new ideas which were not discussed in Exercise 2. Play the video, then check answers with the class.

#### Basic points mentioned in video

**Primary research:** gathering new data from customers  
**Secondary research:** consists of data that already exists and is publicly available  
**Methods:** (online) surveys, focus groups, in-depth interviews, desk research

4 > 1.1.1 Give students time to read the statements and check that they understand these words before playing the video again: *focus group, in-depth interview, gather, enlarge, sample size, carry out (research)*. Play the video and get students to compare answers in pairs before checking with the class. In weaker classes, students may need to watch the video twice for this activity: once to decide whether the statements are true or false and then a second time to correct the false statements.

- 1 T (*It can be used to help launch a new product into the market and test its appeal. It can help a brand with its performance and effective communications, ...*)
- 2 F (*In order to generate the information needed, some companies have in-house market research teams while others outsource projects to specialist companies.*)
- 3 T (*Primary research consists of gathering new data from consumers, and this can be in the form of surveys, focus groups or in-depth interviews.*)
- 4 F (*Surveys gather responses from a large number of people ... Focus groups bring together a small number of carefully selected people to explore their perceptions of a product or an issue.*)
- 5 F (*What you can also do is think about the sample size you use when looking at a particular audience and reducing that to make it more affordable.*)
- 6 T (*Whether primary or secondary, the key to useful market research is to plan carefully and keep it relevant in order to gain the most valuable feedback and insights on which future strategy can be based.*)

5 Put students in pairs or small groups and before they begin, elicit the meanings of *primary research* and *secondary research*. Give them 3–4 minutes to discuss in their pairs/groups, then get brief feedback from the class.

## Extra activities 1.1

**A** ▶ 1.1.1 Explain to students that the sentences highlight some of the main points from the video. Give them time to look through the whole exercise, then get them to complete it individually or in pairs. Point out that the matches must be grammatically coherent as well as make sense. Play the video for students to check their answers, then go through them with the class. The main focus of this activity is not vocabulary, but you could teach some words if students ask about them during feedback.

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

**Vocabulary:** Terms in market research

Students look at vocabulary related to market research.

**6A** Explain the activity and draw students' attention to the word *collocations* in the rubric. Elicit or give a brief definition of it (two or more words that are often used together to give 'blocks of meaning'). Point out that these can be combinations of different types of words, e.g. noun + noun, verb + noun or adjective + noun. Elicit or give one or two examples for each type (e.g. *market research, sales team, time management, hold a meeting, do a course, save money, heavy traffic, strong coffee, high quality*). Then give students time to complete the activity, using their dictionaries if necessary. In weaker classes, you could let them work in pairs. Check answers with the class and clarify meanings as necessary.

1 online 2 focus 3 customer 4 in-depth 5 desk  
6 launch 7 target 8 sample

**6B** You could do this as a whole-class activity, checking answers as you go along.

**adjective + noun:** online surveys, primary research, in-depth interviews, secondary research

**verb + noun:** launch a product

**noun + noun:** focus groups, customer satisfaction, desk research, target audience, sample size

**7** Explain the activity and point out to students that nouns will go with noun-type definitions, adjectives with adjective-type definitions and so on, but they should beware of words that can have more than one part of speech, for example *impact* and *gauge*, which can be both nouns and verbs. Get students to complete the exercise individually or in pairs. In weaker classes, you could give students the part of speech for each word before they do the matching. Check answers with the class, clarifying meanings as necessary.

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

**8** Students have already seen and discussed most of the vocabulary items here, so you could get them to complete the exercise individually and then to compare answers in pairs before checking with the class. In weaker classes, however, you may prefer to do this as a whole-class activity, checking answers and clarifying meanings as you go along.

1 information to find out how good a product is  
2 new data 3 using market research tools 4 has  
5 people 6 watch their reactions to

## Extra activities 1.1

**B** This activity practises key vocabulary from the lesson. It is a consolidation exercise, so you may prefer students to complete it individually and then compare answers in pairs before class feedback.

1 product tester 2 Quantitative research  
3 in-depth interviews 4 desk research  
5 focus group 6 data analysis 7 online surveys  
8 target audience

**9** Put students in pairs, go through the instructions with them and remind them to use vocabulary from Exercises 6A and 7. Give them 2–3 minutes to discuss the questions in their pairs, then invite different students to share their answers with the class. Encourage them to give reasons.

**Project:** How market research affects brands

Students develop a brand for a new product.

**10A** Put students in small groups and explain that they are going to develop a *brand profile* for a product. Go through the instructions with them and give them a couple of minutes to choose a product. Point out that it can be any everyday product they use, as long as they can think of two well-known brands for that product. Then go through the questions with them and explain that in order to create a profile for each brand, they need to answer these questions about each one. Point out *visible* in the third question and check that they understand its meaning (*visibility* is the frequency at which people see, hear and read about the brand via different marketing channels; it is about drawing the customer's attention to the brand). Give groups plenty of time to create their brand profiles while you monitor and help them as necessary.

**10B** In their groups, students now invent a new product and then write questions for a market research survey for that product. Explain that they should think of a new product which is somehow related to the one they chose in Exercise 10A. This could be a product of the same type/category or even the same product, but with different features. First, allow students plenty of time to 'create' their product. They should think about details such as its use, price, (special) features, etc. Once their product is ready, they should think about questions for a market research survey. Remind them of their discussion in Exercise 9, where they talked about what kind of information a company would need to get before launching a new product. You could let students decide how many questions to include or you may prefer to specify the number yourself, depending on the time available and/or the size of your class. Allow 5–8 minutes for students to write their questions. During the activity, monitor and help them as necessary.

**10C** Students now work with another group to carry out their surveys. Explain that they are going to take turns to be the respondents and researchers, and set a time limit for each survey. Ask researchers to note down the respondents' answers as they will need them for the next part of the task.

**10b** Do this part of the task in four stages. First, ask students to return to their original groups and explain that they will use the respondents' answers to create a brand profile for their product. Remind them of the profiles they created in Exercise 10A and point out that they should think about how to address the respondents' needs and wishes. Allow plenty of time for this stage, then explain that they are going to present their ideas to the respondents they worked with in Exercise 10C. Give them 3–5 minutes to prepare their presentations. Then put them in the same groups of respondents and researchers and ask them to take turns to present their ideas. Set a time limit for each presentation. Finally, allow each group of respondents 3–4 minutes to give feedback on whether their needs and wishes were taken into account. If time allows, round off the task by inviting a few groups to share their experience with the class: What was their product? What was their brand profile for it? What kind of information did they try to obtain from the respondents? How did they change their brand profile to cater for the respondents' needs and wishes? Do the respondents feel their needs and wishes were addressed?

MyEnglishLab: Teacher's resources: extra activities

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Workbook: p.4 Exercises 1–3

## 1.2 Working with a focus group

### GSE learning objectives

- Can follow a discussion in which speakers use some idiomatic language.
- Can understand the speaker's point of view on most topics delivered at natural speed and in standard language.
- Can correctly use positive/positive (Br Eng), positive/negative and negative/positive question tags.
- Can use a range of negative question tags.
- Can use a range of positive question tags.
- Can use polite questions to build rapport in work-related social situations.
- Can engage in extended conversation in a clearly participatory fashion on most general topics.
- Can ask closed questions to check facts and details.

### Warm-up

Ask students to talk about the people they ask/would ask for advice before buying an expensive product or service, such as an electric bicycle or exotic holiday – friends, colleagues, family? What do they learn from these discussions? Where else do they look (e.g. people talking about their experiences with the product/service on social media, videos of people using products and services, company websites, consumer/specialist print magazines)? Which source(s) do they trust most? Why?

## Lead-in

Students talk about focus groups.

**1** Put students in pairs and give them a minute to read the definition of *focus group*. Give pairs 2–3 minutes to discuss the questions. As feedback, you could ask for a show of hands for who would/would not like to participate in a focus group, and then invite different students to share their opinions with the class, giving reasons.

**2** You could do this as a whole-class activity, eliciting answers and clarifying meanings as you go along. Alternatively, get students to complete the exercise individually and then to compare answers in pairs before class feedback.

- 1 diverse 2 participants 3 criteria 4 target customers  
5 moderator

## Listening

Students listen to a focus group discussion.

**3A** Give students a minute to read the statements and, if time allows, get them to discuss in pairs or small groups first. Reassure students that they are not expected to know the answers here – they should only give their opinions. Get brief feedback from the class, accepting any reasonable answers as long as students can justify them.

**3B** ▶ 1.01 Explain that students are going to hear the first part of a focus group meeting, where the moderator is welcoming the participants, and check their guesses from Exercise 3A. Play the recording, then check answers with the class. In stronger classes, you could play the recording a second time, asking students to correct the false statements.

- 1 T (*It's really important for us to gather information on what customers or users really need, and their attitudes towards new products or new ideas.*)  
2 T (*My job as moderator is to ask questions and to keep the discussion on topic.*)  
3 F (*... I encourage people to speak out: ... you are very welcome to disagree with each other ...*)  
4 F (*... you are a diverse group ...*)  
5 T (*Thank you also for agreeing for this session to be recorded; this is only so that I can listen to the discussions again in case there is anything I missed during the session.*)

**4** ▶ 1.02 Give students time to look at the items in the box and ask you any vocabulary questions they may have, then play the recording. To check answers, you could play the recording again and tell students to ask you to pause each time one of the topics in the box is mentioned.

convenience, eating healthy food (calories and fat in food), people's jobs, where people work or study

**5** ▶ 1.02 Give students a minute to read the questions, then play the recording, twice if necessary, and check answers with the class.

- 1 They work or study in the city centre.
- 2 They don't all go out. George brings something from home.
- 3 No, some say they have 30 minutes and others an hour.
- 4 They see the nutritional values, information about fat and calories in the food and if it is vegetarian or vegan. They also see which restaurants offer each meal and where the restaurants are.
- 5 Picking it up from the restaurant, eating it there or having it delivered.

**6** 1.03 Explain that students are going to hear the last part of the focus group discussion and need to listen for a new type of question the moderator asks. Play the recording, then check the answer with the class.

She asks them rating questions by giving them numbers between 1 and 10 and asking them to rate aspects of the app.

**7** 1.03 Get students to complete this exercise individually or, in weaker classes, in pairs. Encourage them to read the whole sentence each time and think about the meaning and type of word needed for each gap. In weaker classes, or if students struggle, you could provide some more letters for each word (e.g. for question 1: *im\_\_s\_\_n*). Play the recording for students to check their answers. Write (or invite students to write) the missing words on the board, to check that they have spelt them correctly, and clarify meanings as necessary.

1 impression 2 appealing 3 features 4 expectations  
5 honestly 6 convinced

**8** Before students discuss the questions, elicit a brief description of the app and what it offers (a list of different lunch menus, with photos of and details on each one, restaurants offering each meal and their location, and the option to order the meals online, deciding whether to have them delivered or pick them up from the restaurant). Put students in pairs and give them 3–4 minutes to discuss the questions, then get brief feedback from the class.

### Extra activities 1.2

**A** 1.01 1.02 1.03 This activity provides students with extra listening practice. Ask them to work individually and give them a minute to read through the questions and options before playing the recordings. With stronger classes, you could ask them to check if they can answer any of the questions before listening again and then listen to check/complete their answers.

1 b 2 a 3 c 4 c 5 a 6 a 7 c 8 b

## Grammar: Question tags

Students study and practise question tags.

**9A** 1.04 Write on the board: *Focus groups can be very helpful, can't they?* Underline *can't they* and elicit what it is (a question tag). Explain or elicit that question tags are short questions added to the end of statements to turn them into questions. We use them when we want to check if something is true or when we expect/invite someone to agree with us. Do not go into detail about how question tags are formed yet – students will look at this in the next exercise. Give them time to complete the exercise individually and then get them to compare answers in pairs. Play the recording for them to check/complete their answers.

1 is there 2 wouldn't you 3 doesn't it 4 are there  
5 doesn't it 6 wouldn't they

**9B** This is best done as a whole-class activity. Refer students to the sentences in Exercise 9A and try to elicit the rules for forming question tags. Help them with questions such as: *Is sentence 1 positive or negative? (negative) What about the question tag – is it positive or negative? (positive) What is the subject in sentence 2? (you) What subject do we use in the question tag? (you) What tense is 'combines' in sentence 3 in? (Present Simple) Which auxiliary verb do we use to form questions in the Present Simple? (do/does).* After discussing the answers, refer students to the Grammar reference on page 118, go through the explanations and examples with them and clarify any points as necessary.

The general rule is to use *be*, an auxiliary or modal verb and the subject from the original sentence. When the original sentence is positive, we add a negative tag, and vice versa.

- 1 original sentence is negative, so we add a positive tag
- 2 original sentence is positive, so we add a negative tag
- 3 original sentence has no auxiliary, so we use a form of *do* in the tag
- 4 original sentence has a negative adverb, so we add a positive tag
- 5 original sentence has *that*, so we use *it* and a singular verb
- 6 original sentence has *someone*, so we use *they* and a plural verb

### Pronunciation bank

#### p.114: Intonation in question tags

##### Warm-up

Refer students to the explanation in the box and go through it with them. Copy the two examples onto the board (including the arrows for rising and falling intonation), model the rising intonation for the first question tag and invite a few students to repeat it. Do the same for the second example. Point out that the different intonation patterns change the function of the question tag each time: a rising intonation shows that we are asking a real question – we really want to know if something is true. A falling intonation shows that we are just checking or expect the listener to agree with us.