

## 1

# Market entry strategies

## Overview of the unit

### 1.1 Theory: An overview of market entry strategies

'The most important single fact about a free market is that no exchange takes place unless both parties benefit.'

*Milton Friedman*

Market entry is when a company or individual sells a new or existing product to a group of consumers not previously targeted in any geographical region. It can be achieved through a variety of means including acquisition, cooperation, expansion of distribution channels or innovation. The option a seller takes when deciding how to enter a market depends on the country and the product or service that is being sold. Furthermore, each option has its own legal and financial implications.

Common market entry options include direct exporting, where the seller contacts potential customers overseas and sells to them directly, or uses an agent who takes a percentage for their efforts. Indirect exporting involves the seller selling to a distributor who then resells directly. Other market entry strategies include a partnership or joint venture, where a local company is set up and is authorised to sell, represent or manufacture the seller's product. There is also licensing and franchising, whereby the seller authorises another individual or company to use their intellectual property. This gives the licensee or franchisee the right to manufacture the product using the seller's technology and/or the ability to operate the seller's business model and brand. Royalties are given as a percentage of sales from licensed intellectual property.

Finally, there is Greenfield development, where manufacturing facilities in the target market are established and built up at the beginning.

### 1.1 Theory: An overview of market entry strategies

#### Introduction

- 1 Group learners to discuss products they use and their origin and to fill in the table. Alternatively, in small groups, brainstorm brands and their nationality on the board.
- 2 Learners discuss the questions in their groups or hold a class discussion.

#### Suggested answers

Possible risks: not knowing the market, not understanding the customers' needs and habits, paying too much for services and supplies, foreign currency devaluations, political risks, war.  
 Possible opportunities: sales growth in new markets, economies of scale with potentially lower unit costs, understanding new ways of doing things, i.e. gaining expertise and know-how.

### 1.2 Practice: Entering the global market

#### Profile: Quintessentially

Quintessentially is a British company founded in 2000 by Ben Elliot, Aaron Simpson and Paul Drummond. It is headquartered in London and has over 60 offices worldwide, a portfolio of 32 sister businesses and a staff of almost 700 covering its market. Developing an idea based on exclusive hotel 'concierge' services, the company describes itself as a 'luxury lifestyle company' providing a tailor-made, individual and specialist service which is available round the clock, every day of the year. Its ethos is to provide specialist advice, insider access and exclusive benefits in the areas of property, art, fashion, dining, luxury travel, event production and publishing. As the world's leading private members' club it provides unlimited access to privileges, preferential rates and bespoke services to clients seeking travel bookings, restaurant recommendations and access to exclusive events such as award ceremonies and film premieres.


### 1.3 Skills: Brainstorming

Brainstorming is synonymous with idea generation and is quite often a face-to-face group task, where the group combine their thought processes in a creative atmosphere to find solutions to a problem. In addition to the face-to-face group context, brainstorming can also use new electronic media such as video conferencing. It can also happen on a one-to-one basis, which some commentators think is more focused.

Overall, the effectiveness of brainstorming techniques is measured in terms of the quality and quantity of the ideas generated in relation to the amount of time and effort put in. It is influenced by participants welcoming outlandish ideas, postponing judgement and generating as many ideas as possible within an atmosphere where the ideas generated can be combined and improved upon without loss of face.

#### Listening: Defining different types of market entry strategies

1.02

- 1 Learners work alone to complete the task then check in pairs.
- 2 Play  1.02 and elicit the answers.
- 3 Play the track again for learners to take notes. Elicit the advantages and disadvantages.

#### Answers

1 e 2 a 3 b 4 f 5 c 6 d

#### Answers

1 Indirect exporting – Advantages: Export houses are easy for foreign companies to use. Useful as a first entry step to get a feeling for a new market.

- 2 Direct exporting – Advantages: Using a company that already produces other complementary products allows you to access their client base.
- 3 Acquisition – Advantages: You acquire a presence in the country with a ready list of customers. Disadvantages: Problems integrating your acquisition into your own existing business. Acquisition will require some restructuring. Problem of valuation – difficult to know how much the company is really worth.
- 4 Greenfield development – Advantages: You can design everything afresh. You don't have difficulties of integration associated with acquisition. Disadvantages: No customer base and no distribution and sales structure and network.
- 5 Joint venture – Disadvantages: 80% failure rate in first five years. Local company will eventually grab your know-how and technology and then end the partnership.
- 6 Franchising – Advantages: Gives franchisor a lot of control – for example, you can stipulate the price and the way the product is sold.

#### Audio script

Dr Dennis De

#### Indirect exporting

Small and medium-sized companies can use export agents based in the exporter's home country, or use export houses to enter international markets. They buy from the supplier and sell to their customers in a different country. If most of the companies or the customers you want to address, let's say in Japan, don't know you, they don't know how reliable you are as a supplier. Or how good and reliable your products are. So if an export house already has good relationships with customers, it's very easy for foreign companies to use them. Companies use the service of export houses and export agents as a first entry step to get a feeling for the market.

#### Direct exporting

At some point, after testing the market through indirect exporting, you might look for a corporate partner in the target market you're exporting to. That could be a distributor or could also be another company; it's usually not a competitor, but a company that sells a certain variety of products and can nicely complement its product portfolio with your product. So they have their customers in the country already and you're basically surfing that.

#### Acquisition

Acquisition can be a very interesting way of entering a country because you're acquiring a presence in a country and a list of customers this company happens to have already. So that makes life easier for you. You might even have some production within the country; all of that is very helpful. The problem often is integrating your acquisition. You'll have some restructuring to do, and some integrating of this new business with your business. The other problem is one of paying the right price. What is the company really worth?

#### Greenfield development

If you do a Greenfield it's like planting a new garden; you can design everything afresh according to your plans. Completely new production facilities. There's a lot of freedom – you don't have all the difficulties and integration that you have with acquisition. So these are huge advantages. The disadvantage is that you don't have a customer base you start off with. So you're not buying into a given distribution or sales structure.

#### Joint venture

A joint venture involves two companies setting up a third together that they jointly own – the new joint venture company. In my experience it's not a useful strategy for companies to pursue, as roughly eighty percent of all joint ventures actually

fail within the first five years. That's because the motivation behind setting up the JV is different for the two companies involved. Basically the local company, in China for example, wants to gain know-how and technology and offers access to its customers in China to the international company through a fifty-fifty joint venture. Eventually the local company will have understood and grabbed the know-how and doesn't need you any longer, because it has the access to its customers anyway.

#### Franchising

Franchising is a sales model – a distribution model. So you have a particular product, or a way to serve a product, like coffee for instance. Take Starbucks. This is the right to serve coffee in a certain way with certain mugs and a certain logo and in a certain fashion – a system. And you, as the franchisor, can rent out this right, and charge the franchisee a percentage of their turnover for the right to run the franchise. The franchise model is going to give you a lot of control because when you rent out the right to sell your products using your brand you do so under certain conditions. You may want to stipulate the way the product is sold for instance, the way it's presented. You might even define the price at which it is sold.

### Critical analysis

Pair learners to discuss the questions before eliciting a few of their ideas.

#### Suggested answers

The main advantage of a joint venture is that it doesn't require a vast amount of funds to set up. It therefore gives the company the possibility to access new markets, resources and specialised staff while also sharing the risks and costs with a partner.

### Language focus: Market entry terms and concepts

- 1 Pair learners to complete the descriptions then check with the class. Alternatively, ask learners to write a brief description of the terms before matching them and checking.

#### Answers

- 1 electronic distribution
- 2 overseas production
- 3 risk exposure
- 4 exit strategy
- 5 profit opportunity
- 6 control
- 7 commitment

- 2 Briefly discuss the question with the class as a whole.

#### Answers

Overseas production would be included in: joint ventures, acquisition, franchising (each franchisee is a service delivery centre in that new market), Greenfield site development (new production facilities abroad).

### Reading: Entry strategy overview

- 1 Learners work in pairs to predict if the statements are true or false. They read the text to check and feed back to the class.

#### Answers

- 1 False (in indirect exporting there is no direct contact with customers)
- 2 False (there is no sequential process and each strategy involves differing levels of risk)
- 3 False (smaller companies have fewer options)
- 4 True
- 5 True
- 6 False (it is often hard to change without substantial risk)
- 7 False (success depends on the ability to configure the need for profit with exposure to risk)
- 8 True

- 2 Learners discuss the question in pairs before feeding back to the class.

### Output: Select an appropriate market entry strategy

#### Stage 1

Put learners into three groups of roughly equal size and direct each group to the relevant pages. Allow a few minutes for reading, and then check their understanding of the roles, e.g. *What advantages and disadvantages do you have to discuss?*

#### Stage 2

Regroup learners to include at least one member of the groups in stage 1 to retell what they have read and decide on the best market entry. You may wish to take a whole class vote on the best market entry strategy.

## 1.2 Practice: Market entry strategies

### Profile: Quintessentially

#### Introduction

- 1 Write *conciierge* on the board and elicit what it could mean, e.g. doorman, advisor, porter. Ask learners to read the definition and discuss possible services as a whole class.

#### Suggested answer

Guests could use a concierge service to help them organise bookings for theatres, events and trips and to book taxis.

- 2 Pair learners in larger classes to discuss similarities and differences and elicit a few of their ideas.

#### Suggested answer

The concierge service in a hotel and the service that Quintessentially provides are similar in that they can both organise bookings and tickets for places and events in the local area you are staying. However, Quintessentially go beyond the normal service offered by a hotel in that they can also help with investments, deal with more unusual requests and offer assistance in different geographical locations. You are not dependent on staying in the hotel.

### Listening 1: Quintessentially client profile



Learners predict the answers then listen to the recording to check. Play 1.03 again if necessary then check as a class.

#### Answers

- 1 60% male: 40% female
- 2 35–55 (but can be younger)
- 3 business people and entrepreneurs, also celebrities and models
- 4 travel a lot, like the finer things in life, do exciting and interesting things
- 5 closed Sydney Harbour Bridge for a marriage proposal

#### Audio script

**Interviewer:** Can you tell us something about who the typical Quintessentially member is?

**Paul Drummond:** The typical profile is sixty percent male, forty percent female and between thirty-five and fifty-five, but obviously can be younger or older. They tend to be business people or entrepreneurs, and successful in their own right. Obviously we have celebrities in the entertainment business, models and so on, but typically it is your high net worth business traveller, or business executive.

**Interviewer:** And in terms of personality, lifestyle and aspirations?

**Paul Drummond:** The key determining factor is that members travel a lot. They are typically people who like the finer things in life and are sophisticated in that way, and like to do exciting and interesting things. They won't be reclusive millionaires.

**Interviewer:** What kind of unusual requests do members make?

**Paul Drummond:** The first thing I want to say is that the majority of what we do is very practical – assisting members when they are going from A to B to C to D. But in terms of unusual requests there have been many: for example, we closed the Sydney Harbour Bridge so a member could propose to his partner at the top of it.

### Intercultural analysis


Pair learners to discuss the questions then elicit a few of their ideas.

#### Suggested answer

Wealthy people are more internationally mobile than other sections of the population; they may well have studied overseas and have friends, contacts and interests abroad. As such there is a high probability that the lifestyle, aspirations and tastes of the rich in one country will be internationalised. This means in practice that luxury lifestyle companies such as Quintessentially can offer more standardised services. Cultural differences will still be apparent, but there will be less need for high levels of differentiation of products and services.

### Listening 2: Characteristics of new country markets and local partners

1.04

- 1 Ask learners to predict possible answers in pairs.
- 2 Play  1.04 before re-pairing learners to check answers. Elicit what Quintessentially does when it looks for a new market, what it assumes and what the main aim is.

#### Answers

- 1 high net worth individuals
- 2 vibrant restaurant scene
- 3 existing membership network
- 4 very important
- 5 think again
- 6 well positioned
- 7 entrepreneurial
- 8 the brand's sake

#### Audio script

**Interviewer:** What are some of the issues you consider when deciding on entering a new country market?

**Paul Drummond:** We look to see whether there's a good base of high net worth individuals who could potentially be members. Is there a vibrant restaurant scene, a nightclub scene, events party scene?

**Interviewer:** How do you choose a local partner?

**Paul Drummond:** Typically we're approached through our existing membership network. Somebody has joined up, really liked the service and then gone 'Well, you're in New York and you're in London—why aren't you in Kuwait, or Saudi Arabia?' And then we have gone and met with them, got to know more about them and then worked out if there is a business opportunity for them and for us in their city.

**Interviewer:** How important are first impressions when you actually meet that potential partner for the first time?

**Paul Drummond:** Oh, I think they're very, very important, because it is fundamentally a people business. So if your first impressions aren't spot on, or aren't positive anyway, then you need to think again. I mean, it's not a hundred percent as I'm sure you know, but this business is driven by the dynamism of the individuals in it. And so we take it as read that potential partners are well connected, sophisticated and well positioned within, you know, whatever country it is. What I'm always looking for is people who are entrepreneurial. People who have lots of energy and are driven to succeed. What we don't really want are people who are attracted by the brand for the brand's sake.

- 3 Pair learners into different nationalities if possible to discuss the questions. Re-pair them to report on their discussions. You could extend the activity using a game of word association with 'first impressions', 'high net worth individual' 'attractive market' etc.

#### Suggested answer

- 1 Having liquid assets generally means they have money to spend on enjoying the type of lifestyle that companies such as Quintessentially promote. Wealthy people with property assets but minimal cash are unlikely to sell their assets to finance a lifestyle of spending on services promoted by Quintessentially.

### Listening 3: Quintessentially's market entry strategy

1.05

- 1 Focus on the diagrams. Elicit how learners would describe them, e.g. *hub*, *spoke*, *wheel*, *hierarchical*, then discuss the question as a whole class.

#### Suggested answer

Diagram A shows a company with branches that are answerable to the head office, but there is less hierarchy and we can assume more autonomy to make decisions locally. Diagram B shows a company with a line of hierarchy where everything is controlled by the head office.

- 2 Learners predict their answers, listen to the recording, and then check their answers.

#### Answers

- 1 franchise model
- 2 Diagram A
- 3 The partner pays the capital costs to set up the office, which also allows for fast expansion; a local partner knows and understands the local culture and market.
- 4 It allows the company to provide a consistent high standard of service.

#### Audio script

**Interviewer:** What is Quintessentially's preferred method of entry into a new international market?

**Paul Drummond:** Our preferred one is through a franchise model. We've got our own offices which we own a hundred percent of, and we operate a kind of hub and spokes structure. So in each of the regions of the world we have a wholly owned office. So America is New York, London is Europe, Dubai is Middle East and Africa, and Hong Kong is the Far East. And then off that we typically run franchises which are managed by the hub office. There are a number of reasons for that – one is, obviously, the partner takes the capital costs involved in setting up the office. And I don't think we would have expanded as quickly as we have without that. But it's not just about the cost side of things. It's actually very important for the cultural side too. What do I know about the local society and contacts in, for example, South Korea and Seoul? Well, now it's a lot more, but before it was very little.

**Interviewer:** What kind of control of your international operations does Quintessentially head office feel is desirable?

**Paul Drummond:** We are a brand and service business, so it's important that the brand is projected in a consistent way across the world. And it's important that when a member goes to Athens or São Paulo, that they are treated the same, at the same high level. And so control is a key factor – I mean, it's a cliché, but 'you are only as strong as your weakest link', and if a member has a horrific experience in, er, Seoul or Tokyo, even if they mostly spend their time in London or New York, then they're going to remember that experience.

### Transferable skill: Using a diagram to take notes

- 1 Replay  1.05 for learners to label the correct diagram before feedback.

#### Answer

The wheels in Diagram A are the regional markets: America, Europe, Middle East and Africa, Far East. The hubs (centres) of the wheels are the four hub cities for these markets: New York, London, Dubai, Hong Kong.

- 2 Learners discuss the questions in pairs before comparing their answers in groups.

**Answers**

- The ends of the spokes represent the franchise offices. The hub cities are wholly owned branches of Quintessentially. These wholly owned offices manage the franchises for that particular region.
- 'Hub and spokes' is both a metaphor and a visual representation of an international organisational structure. It refers to a wheel where the hub is clearly the centre of operations, to which the individual spokes are attached.

**Language focus: Adding emphasis to explanations**

- 1 Focus learners' attention on the sentences and elicit how they are constructed. You could draw attention to the term 'introductory phrases' and their construction.

**Answers**

These sentences begin with the word *What* or a noun phrase such as *The key determining factor is ...*, *The first thing I want to say is ...*. The first part of the sentence finishes with a form of the verb *to be*. Both parts of the sentence contain a verb. These types of constructions are known as *cleft sentences*.

- 2 Learners work in pairs to think of more examples. Then elicit ideas from the class, e.g. *the main advantage is, the big disadvantage is, our biggest concern is*.

**Suggested answers**

the main advantage is ... , the big disadvantage is ... , our biggest concern is ... , the biggest task facing us is ... , the main reason is ... , the thing is ... , What is important here is ... , What we need is ...

- 3 Write the sentences on the board and elicit learners' ideas on how to make them stronger.

**Suggested answers**

- What is important to remember is (that) joint ventures often fail.
- The benefit of the franchise model is (that) it allows Quintessentially to standardise quality.

- 4 Learners complete the sentences individually. Then pair them to compare their ideas. Ask them to agree or disagree with each other's views. Alternatively, in smaller classes, ask a learner to read out a sentence and ask the others to agree or disagree with the statement.

**Suggested answers**

- ... to decide if you can do business with this person.
- ... recruiting senior managers with strategic vision.
- ... that they understand the local market.
- ... to get good PR coverage in local markets.
- ... failing to find the right local partner.

**Output: Selecting a franchise partner in a new country market**

**Stage 1**

Group learners appropriately and refer them to page 137 to read the profiles. Ask them to come to agreement about which partner they would sign a contract with and why.

**Stage 2**

Ask learners to complete the sentences about their choice individually. Then make larger groups for them to come to a consensus agreement about where to open an office.

Alternatively, in smaller classes you could assign one market to each learner and ask them to defend their choice to the rest of the group using the summary sentences.

**1.3 Skills: Brainstorming**

**Introduction**

- 1 Pair learners to organise the stages of brainstorming, then form new pairs to compare their ideas and feed back to the whole class briefly.

**Answer**

4, 2, 5, 1, 3

- 2 Group learners and ask them to think of as many different uses for an everyday object as they can. You may wish to use pictures instead of objects. You could do this by setting a target, at least ten different uses. Re-group them to report back on their discussions.

**Listening 1: Principles of running a classic brainstorming session**

1.06



- 1 Learners predict the guidelines they think will be mentioned and then listen. As feedback, discuss the importance of the non-mentioned points as well as those that are mentioned.

**Answer**

Guidelines mentioned: 1, 4, 5, 7, 8, 10, 11

**Audio script**

**Manager:** One of the best ways of generating ideas is brainstorming. Everybody used to brainstorming? It's really easy, very easy. What you do, you have your group together, and you have a facilitator, somebody that presents the problem, and you also have somebody that's going to be the scribe. Their job is just writing – on a whiteboard or a flipchart. You sit round and you tell them that they can say anything they like, no holds barred, and nobody's going to criticise anything they say. The problem is presented, and they think about it for a minute, and then they say anything that comes into their head. And I mean anything. And the scribe just writes it up, as fast as he can. The idea is that it's quantity that breeds quality. Because the more ideas you get, the better your problem-solving is likely to be. If you only get a few ideas, you've only got a few things to look at. Whereas the more ideas you get, the more chances you've got of getting something that's really good. But you don't at any stage say, 'What did you say that for?' – you know, something like that, you just don't do that sort of thing. You allow people to say what they like, write it down. Also you have to set a time limit because people get tired, it takes a lot of energy to do this, and concentrate on it. So you set your time limit, right we'll have say twenty minutes, half an hour at the most, then you stop and look at it, and say 'Anybody want to add anything else?' When you've finished, you just tear off all your flipcharts, and put them up round the room so people can read them. You then move on to the selective phase where you start to narrow ...

- 2 Group learners to discuss the questions before briefly discussing them as a whole class.

#### Answers

- Guideline 8
- In the selective phase, people select information that best solves the problem posed at the beginning of the brainstorming session. Whilst the emphasis in the first phase is on generating a large quantity of ideas, the emphasis in the second, selective phase is on quality. The selective phase is more controlled, and creative and lateral thinking tend not to be used.

### Listening 2: A problematic brainstorming session



- 1 Write *aim* on the board and elicit possible meanings, e.g. *point, purpose, reason, target*, before instructing them to listen for the aim of the session and elicit the answer.

#### Answer

The aim is to list the reasons why they need to be consistent when dealing with customer enquiries.

#### Audio script

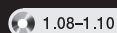
**Manager:** ... that's the situation. Erm, what I'd like to do is now if maybe ... if you can kind of work in groups or perhaps two or three of you on the ... on the flipchart. List down reasons why you think that we need to be consistent with the way we deal with customer enquiries. Anything that goes through your head, such as the need to follow a company standard. Also, remember the customer feedback was that we are inconsistent in answering calls. That was particularly ...

- 2 Pair learners to discuss the questions before re-pairing them to report their discussions.

#### Answer

There is no problem posed which the participants need to solve. Instead, they are given the solution and told to come up with reasons to support it. In addition the manager 'leads' participants to the answer that he wants – the reference to following the company standard and customer feedback. Classic brainstorming sessions allow for creative thinking.

### Language focus: Using fluent pronunciation features to move discussions forward



- 1 Learners predict possible links. Then listen to mark them before comparing in pairs and giving class feedback.

#### Answers

- Mandy, what do you think about that?
- That's a great idea!
- What about building on Paul's idea to ...

#### Audio script

- Anyone else got anything to add here?
- Mandy, what do you think about that?
- That's a great idea!
- What about building on Paul's idea to ...

- 2 Pair learners to practise saying the sentences. Discuss why the words are linked.

#### Answers

The rule is that we link two words together when the end of the first word finishes with a consonant or consonant cluster (e.g. /ŋk/ in *think*) and the start of the second word begins with a vowel (e.g. /ə/ in *about*).

- 3 & 4 Ask learners to say the sentences aloud before they write them. Elicit their ideas on the board. Then play before asking learners to repeat the sentences. You could also ask learners to write down what they hear, and then say them. Elicit the standard spelling on the board.

#### Answers and audio script

- We're going to start by looking at ...
- How about going with Ian's idea to ...
- Let's go with this idea of ...
- Maybe we should go with Dave's idea of ...

- 5 Play and elicit which slogan matches which company.

#### Answers

- McDonald's
- L'Oréal
- Nike

#### Audio script

- I'm lovin' it
- Because you're worth it
- Just do it

- 6 Replay , asking learners to write the slogans in full. They could say the slogans individually or you could say them as a whole class.

#### Answers

- McDonald's: I'm lovin' it (aymlovinit)
- L'Oréal cosmetics: Because you're worth it (becuzyaworthit)
- Nike: Just do it (jusdoit)

### Critical analysis

Pair learners to discuss the questions before brief whole-class feedback.

### Output: Brainstorming a new brand slogan

#### Stage 1

Elicit some brands that the learners are familiar with. Decide on one to focus on.

#### Stage 2

Group learners, ask them to choose a facilitator and refer them to the relevant pages. Ask the facilitators to prepare for their brainstorming session and ask the others to review ways of adding emphasis to explanations from the unit. Tell them they have six minutes to conduct their brainstorming session in their groups.

In smaller classes you could always use only one of the types of brainstorming, or discuss the best one before using it.

#### Stage 3

Make two groups and ask them to compare results and create an advertising slogan in a time limit of 10 minutes.

**Worksheet 1** (see page 127)

**Improve your knowledge of aspects of pronunciation**

Level **C1 +**

Time **55–60 minutes**

**1 Lead-in** (10 minutes)

Pair learners to discuss the questions.

**Suggested answers**

- Depends on learner's opinion – sometimes natives don't realise that their audience is using a second language.
- Defined as the relative prominence of a syllable within a word.
- Defined as how we say things. It is classed as falling, rising, rise-fall or fall-rise.
- Depends on learners' L1. Examples could include expressing disapproval, expressing surprise, formation of questions, etc.
- If learners are unfamiliar with the phonemic chart, explain that the symbols represent the phonemes, or sounds, used in the pronunciation of English. You could give examples of words using some of the sounds.  
 In pairs, learners discuss those they find difficult – this will vary according to their L1. Write the sounds on the board and elicit words including those sounds. You could extend this by doing a minimal pairs exercise, e.g. /ʃ/ and /tʃ/, /i:/ and /ɪ/, /æ/ and /ʌ/, /θ/ and /ð/, etc.

	Monophthongs				Diphthongs			
Vowels	ɪ	ɪ	ʊ	ʊɪ	ɪə	eɪ	voiced unvoiced	
	e	ə	ɜ:	ɔ:	ʊə	ɔɪ	əʊ	
	æ	ʌ	ɑ:	ɒ	eə	aɪ	aʊ	
Consonants	p	b	t	d	tʃ	dʒ	k	g
	f	v	θ	ð	s	z	ʃ	ʒ
	m	n	ŋ	h	l	r	w	j

**2 Odd word out** (10 minutes)

Learners work in pairs to find the odd sound out. You could pronounce the example to help them.

**Answers**

/ʌ/ company	budget, <del>bullet</del> , substitute, judge, production
/tʃ/ launch	pitch, switch, structure, <del>characteristic</del> , chain
/æ/ shadow	<del>horizontal</del> , massive, analyse, tablet, lack
/ə/ dependant	entrant, conspicuous, rival, ferocious, <del>franchising</del>
/i:/ team	boutique, technique, bean, <del>resort</del> , piece

**3 Connected speech** (15 minutes)

- Write the sentences on the board and drill them by saying them very slowly to start off with, gradually building up speed. Elicit where learners think the words are linked. Focus on final constant, initial vowel links. You could elicit other links, e.g. consonant–consonant, or discuss weak forms and contractions in more advanced groups.

**Answers**

- Let's start with a quick ice-breaker and then generate some ideas in three groups.
- What a brilliant idea! We should implement it immediately!
- I believe that it is quantity that breeds quality.
- We tend to think our target profile group are successful in their own right.
- What about franchising as an option?

- Changing word stress in sentences affects tone of voice. As an extra activity, ask individual learners to say the sentences in different ways, e.g. *boring*, *exciting*, *offensive*. Elicit how the others would react if somebody spoke to them this way. You could extend the activity and ask them to write the sentences as if sent by text message and whether it is similar to the way they hear them. For example, a bored speaker would not emphasise any words while an excited speaker would emphasise the words that carry meaning, as below.

**Answers**

- Let's **start** with a quick **ice breaker** and then **generate** some **ideas** in **three groups**.
- What a **brilliant** idea! We should **implement** it **immediately!**
- I **believe** that it's **quantity** that breeds **quality**.
- We **tend** to think our **target profile** group are **successful** in their own **right**.
- What** about **franchising** as an **option**?

**4 Setting up a website role play** (25 minutes)

- Group learners to brainstorm ideas for the *Pronunciation help!* website. You could use some of these ideas to stimulate discussion:
  - Individual sounds pronunciation app
  - Pronunciation bingo with the phonetic script
  - Phoneme dominoes with individual sounds and words
  - Marking individual word stress exercises
  - Writing the script for a clip of Mr Bean
  - Minimal pairs with problem sounds
  - Transcribing exercises
- Learners present their ideas to the class. Elicit which website would be most successful, and why.