

Learning objectives in this lesson

Identifying the main gist of the article, reading a text for specific detail, and introducing collocations for talking about products and competition in the market and practising using them in a question and answer conversation.

- 1 Before students discuss the questions, elicit words for common technological products such as *laptops*, *cameras*, *DVDs*. (Note that students also deal with this kind of vocabulary for technology in *Unit 4 of Business Result Elementary*). Then ask students to discuss the questions in pairs before feeding back to the rest of the class.
- 2 Ask students to read the text quickly and answer the questions. You could also ask them to underline any key words or phrases that help them answer the questions.

Answers

- 1 video cameras
- 2 Pure Digital Technologies is doing well for the following reasons:
 - its products are easy to use and fit in your pocket
 - it has successfully competed with companies like Sony
 - its products sell to the mass market
 - its main selling point is 'quality at a reasonable price'.

Extension

Ask students to say which markets their companies are doing well in and why.

- 3 Ask students to read the text again in more detail to decide if the statements are true or false.

Answers

1 T 2 F 3 T 4 F 5 F 6 T 7 T 8 F

- 4 Ask students to match the words to form collocations. They can then refer to the text to check their answers. If you think your students will find this difficult, tell them to find the collocations in the text first, rather than guessing and checking afterwards.

Answers

traditional manufacturer	competitive advantage
well-known brands	high quality
huge growth	mass market
hi-tech machines	reasonable price

- 5 Ask students to choose the collocations that could replace the words in **bold**. Encourage students to refer back to the text to help them understand the meaning of the collocations. Provide help if necessary.

Answers

- | | |
|----------------------------|-------------------------|
| 1 huge growth | 5 competitive advantage |
| 2 traditional manufacturer | 6 high quality |
| 3 mass market | 7 reasonable price |
| 4 hi-tech machines | 8 well-known brands |

Extra activity

Check that the students can hear and produce the right word stress on the multiple-syllable words from **4** and **5**. Write the words on the board, then read them out and ask students to underline the syllable with most stress: *traditional*, *manufacturer*, *market*, *machines*, *competitive*, *advantage*, *quality*, **reasonable*.

* Note that *reasonable* has only three syllables, although it looks like it should have four. You might need to point out to students that the 'o' is silent.

- 6 Ask students to work in pairs and take turns to ask and answer the questions. Afterwards ask some students to share their answers with the rest of the class.

Extension

Ask students to write out their answers to questions 1–5 in **6** in full and make sure they include the collocation from the question.

- 7 Ask students to look at the text again and find three words. These could include some of the new collocations in **4** as well as the unknown words in the glossary. When they have chosen the words, ask students to compare their choices in pairs and encourage them to explain why the words will be useful. Make sure that students can pronounce these words and that they know how to use them correctly in a sentence.
- 8 Ask students to discuss the questions in small groups. Take feedback from the whole class.

Possible answers

lower price, improve / update their current camera, attract new customers of different ages or interests etc., improve quality, move into other areas (such as larger more hi-tech video cameras), produce other types of hi-tech products, offer wider range, provide more after sales services