**Listening Lesson 3**

**Description**

This lesson includes a series of activities on the topic of franchising within the fast-food industry. These activities develop learners’ listening ability and prepare them for the extended listening task.

**Teacher’s Notes**

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| **Aims of the lesson** | * to present and practise some key vocabulary related to the fast-food industry and franchising opportunities * to raise awareness of the format and requirements of the longer multiple-choice listening task * to develop techniques and strategies for this task type based on practising sample tasks |
| **Time required** | 45–60 minutes |
| **Level** | Suitable for B2 level |
| **Materials required** | * Student’s Worksheets 1–3 * audio recording to accompany Student’s Worksheet 3 |

**Procedure**

1. Explain that the lesson will be about the fast-food industry and will prepare learners for the longer multiple-choice listening task in the Linguaskill Business Listening test.
2. Ask learners to suggest names of fast-food companies. Expect them to suggest companies such as McDonald’s, KFC, Subway, Pret a Manger, Dominos etc. Put learners in small groups and ask them to talk about what makes these brands successful.
3. Feedback suggestions onto the board. Identify or elicit key features, such as price, brand image and advertising. Explain that many of these businesses operate under the franchise model. Give learners **Student’s Worksheet 1** and ask them to complete the text on franchising using the vocabulary in the box.

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| **Student’s Worksheet 1**  **Answer Key**  **1.** expansion  **2.** franchisor/franchiser  **3.** concept  **4.** outlets  **5.** standards  **6.** franchisee  **7.** investment  **8.** established |

1. Feedback on the task in Student’s Worksheet 1. Check understanding of the vocabulary and encourage learners to expand their vocabulary by building word families, i.e. expansion > expand; investment > invest, investor; established > establish.
2. Explain to learners that the vocabulary from Student’s Worksheet 1 is all included in a Listening task about a fast-food franchise. Explain that they are going to look at some extracts from the Listening text and at the related questions to develop some techniques for answering three-option multiple-choice questions. Make learners aware that in the Listening test they will see the questions only, not the script.
3. Give learners **Student’s Worksheet 2**. Ask learners to look at the question wording in **Exercise 1** and underline ‘first franchise outside the USA’ and ‘someone’. Then ask them to look at the script and underline how this information is expressed there. Check responses. Explain that being aware of synonyms and paraphrasing like this will help them with Listening tasks.

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| **Student’s Worksheet 2**  **Exercise 1**  **Answer Key**  first franchise outside the USA = oldest international outlet  someone = person  someone from Italy = an Italian gentleman |

1. Tell learners that they will now look at two more examples of paraphrasing. Ask them to look at **Exercise 2** on **Student’s Worksheet 2** and identify which parts of the scripts are connected to the words underlined in the two questions.

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| **Student’s Worksheet 2**  **Exercise 2**  **Answer Key**  Question 2  plans for international expansion = decide which countries to target for expansion  rapidly growing markets = markets that are growing quickly  markets which already have Taste outlets = established markets  Question 3  expansion abroad = worldwide expansion  different types of locations = non-traditional outlets away from … mall  You may want to point out to students that in multi-item Listening tasks of this kind, the listener is assisted in identifying the relevant part of the script: there is often a paraphrase match between the question (e.g. expansion abroad) and the part of the script that will be relevant to answering the question (e.g. worldwide expansion). |

1. Check responses. Ask learners to look at both exercises on **Student’s Worksheet 2** and answer the questions. For each question, tell them to think about why the other options are not correct.

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| **Student’s Worksheet 2**  **Answer Key (Questions 1 – 3)**  **Question 1**  A – not correct. Canada is the market, not the person. Also, Hong Kong is described as the ‘first market outside of the United States’, so Canada is not the first franchise location either.  B – not correct. Hong Kong is the market, not the person. The first franchisee ‘had contacts in Asia’ but was not from Asia.  C – correct. ‘someone from Italy’ in the question is expressed as ‘an Italian gentleman’ in the text. Point out to learners that they need to listen carefully to identify the information – the cue for this question (‘the first person’) is not immediately followed by the answer, so they have to keep listening. |

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| **Student’s Worksheet 2 (continued)**  **Answer Key (Questions 1 – 3)**  **Question 2**  A – not correct. The text mentions ‘population’ twice, but there is no mention of the age of the population.  B – correct. ‘the ten markets that are growing quickly’  C – not correct. ‘established markets’ is connected to ‘markets which already have Taste outlets’, but these are not a focus because ‘there’s no room for growth’.  **Question 3**  A – correct. ‘non-traditional outlets away from main streets …’  B – not correct. The text mentions ‘partnership’, but not ‘new’ partnerships.  C – not correct. This is an example of ‘word-spotting’. The text mentions ‘biggest’ and ‘large’, which makes this option tempting, but the references are to ‘success’ and ‘organisations’, not ‘units’. |

1. Check responses. Ask learners to recall the three key strategies for longer multiple-choice Listening tasks that have been highlighted in the previous activities.

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| **Key strategies**   1. Use synonyms and paraphrasing to identify the relevant information. 2. Be aware of ‘word-spotting’ – don’t assume an answer is correct just because you hear words from the question in the text. 3. Keep listening carefully. The relevant information may be a long way from the cue in the text, or information that seems correct may be ruled out by later information. Remind learners that they hear the Listening recording twice, so they can use the second time to confirm their answer choices. |

1. Ask learners to put **Student’s Worksheet 2** away. Give them **Student’s Worksheet 3** with the full Listening task. Play the recording and ask learners to answer the questions. Tell them that they have already answered the first three questions. Ask learners to check their answers with a partner before playing the recording a second time. You can mention that in the Linguaskill Business Listening test the candidate is able to control when to start listening to the audio.

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| **Student’s Worksheet 3**  **Answer Key**  Note: the answers to Questions 1–3 are included under Stage 8 above.   1. C (‘the nature of its product’ = ‘its menu’/‘a healthier alternative to traditionally fatty fast foods’) 2. B (‘franchisees … quality control’ = ‘franchisees … responsible for making sure the Taste experience is the same in every country’) 3. A (‘incentives for franchisees to expand’ = ‘we encourage them to do this [become multi-unit owners] by reducing the franchise fee’) |

1. After checking the correct responses, you could ask learners to explain why the other options were not correct.
2. Finish the lesson with small group discussions about the advantages and disadvantages of franchises from the perspective of franchisers and franchisees.

**Audio Script**

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| **F:** I’ve got with me Don Demolina, the founder of Taste, the phenomenally successful sandwich bar chain, which has been voted the food industry’s most successful franchise of the year for the fifth year running. Congratulations Don.  **M:** Thanks very much.  F: I’d like to talk about your international success as our listeners might not be so familiar with the extent of your operations abroad…  **M:** Sure.  **F:** Taste’s oldest international outlet isn’t where you might expect…  **M:** Yes. Well. Hong Kong does predate Canada as our first market outside of the United States. It just so happened that the first person who showed an interest in becoming an international franchisee was, strangely enough, an Italian gentleman who had contacts in Asia. Our attitude then was, “If you like Taste, and you think it would work then we’ll teach you the concept and how it works and you go make it work.” Things are a little more structured now.  **F:** How do you decide which countries to target for expansion?  **M:** We have to look at a number of things. In some new markets only a certain percentage of the population may be interested in our product. So we have to look at population and demographics. In some established markets there’s no room for growth so we’ve decided to really focus on the ten markets that are growing quickly and have the biggest potential for expansion.  **F:** How do you explain your recent worldwide expansion?  **M:** One thing we’ve been able to develop, in partnership with our franchisees, of course, is opening non-traditional outlets away from main streets and the shopping mall. Not just in gas stations, which have been our biggest success in the US, but in large organisations such as colleges, hospitals, stadiums… Plus airport lounges. They’ve all worked really well.  **F:** Why do you think Taste has been voted franchiser of the year? Is it your global strength?  **M:** Our size undoubtedly gives us a high profile but I believe the key to Taste’s ongoing success in such diverse markets is its menu – in fact, many franchisees join the network not just because they see a good business opportunity but also because of their belief and commitment to offering a healthier alternative to traditionally fatty fast foods.  **F:** It must be difficult to maintain standards over such huge distances?  **M:** Well that’s where a franchise system has so many advantages. The franchisees are our partners – not our employees – so checking up on them isn’t necessary in the same way that it would be in a different business model. We have different groups of franchisees who are responsible for making sure the Taste experience is the same in every country. They meet regularly to discuss the direction of the company and to ensure staff have the training they need.  **F:** What is it about the Taste franchise model that makes it so successful?  **M:** Basically our aim is to keep the investment low and the operation simple, and make it appealing to a lot of people who couldn’t get into business before. We’re very proud of the fact that a high percentage of Taste franchisees become multi-unit owners. We encourage them to do this by reducing the franchise fee they pay and providing financing programs for owners to open more outlets.  F: Well you’ve given us … |

**Student’s Worksheet 1**

**Exercise 1**

**Look at the text below. Complete each gap using the words in the box.**

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| **Fast-food franchises** |
| Fast-food restaurants such as McDonald’s and KFC can be found all over the world. They are instantly recognisable as belonging to the same brand, but most are run independently.  The global **1.** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ of companies like these is based on a business model known as franchising. The company – or **2.** \_\_\_\_\_\_\_\_\_\_ - grants the right to use their existing business **3.** \_\_\_\_\_\_\_\_\_\_ and brand image and to sell their product in new local branches, or **4.** \_\_\_\_\_\_\_ . Systems are put in place to maintain **5.** \_\_\_\_\_ across all branches in the chain.  The **6.** \_\_\_\_\_\_\_\_\_ pays an initial fee for the right to run this new business, as well as a percentage of sales once the business is up and running. This is an attractive business opportunity for many, because their **7.** \_\_\_\_\_\_\_\_\_\_\_\_ gives them access to an  **8.** \_\_\_\_\_\_\_\_\_\_ business, a well-known product and an extensive training and support programme. |

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| established franchisee outlets investment  franchisor expansion standards concept |

**Student’s Worksheet 2**

**Exercise 1**

**1.** Taste’s first franchise outside the USA was started by someone from

**A** Canada.

**B** Hong Kong.

**C** Italy.

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| **F:** Taste’s oldest international outlet isn’t where you might expect … |
| **M:** Yes. Well. Hong Kong does predate Canada as our first market outside of the United States. It just so happened that the first person who showed an interest in becoming an international franchisee was, strangely enough, an Italian gentleman who had contacts in Asia. Our attitude then was, “If you like Taste, and you think it would work, then we’ll teach you the concept and how it works and you go make it work.” Things are a little more structured now. |

**Exercise 2**

**Which parts of the audio script below are connected to the words underlined in questions 2 and 3?**

2. The company’s plans for international expansion focus on

A markets with a young population.

B rapidly growing markets.

C markets which already have Taste outlets.

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| **F:** How do you decide which countries to target for expansion? |
| **M:** We have to look at a number of things. In some new markets only a certain percentage of the population may be interested in our product. So, we have to look at population and demographics. In some established markets there’s no room for growth so we’ve decided to really focus on the ten markets that are growing quickly and have the biggest potential for expansion. |

3. Expansion abroad has been achieved by

A using different types of locations.

B developing new partnerships.

C opening larger units.

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| **F:** How do you explain your recent worldwide expansion? |
| **M:** One thing we’ve been able to develop, in partnership with our franchisees, of course, is opening non-traditional outlets away from main streets and the shopping mall. Not just in gas stations, which have been our biggest success in the US, but in large organisations such as colleges, hospitals, stadiums … . Plus airport lounges. They’ve all worked really well. |

**Student’s Worksheet 3**

**For these questions, choose the correct answer.**

**Read the questions first. You will listen twice.**

You will hear an interview with Don Demolina, the founder of Taste, a US-owned international sandwich bar franchise.

1. Taste's first franchise outside the USA was started by someone from
   1. Canada.
   2. Hong Kong.
   3. Italy.
2. The company's plans for international expansion focus on
3. markets with a young population.
4. rapidly growing markets.
5. markets which already have Taste outlets.
6. Expansion abroad has been achieved by
   1. using different types of locations.
   2. developing new partnerships.
   3. opening larger units.
7. Don thinks Taste has won the 'Franchiser of the Year' award because of
8. the efforts of its franchisees.
9. the size of its operations.
10. the nature of its product.
11. Taste maintains standards across its international retail outlets through
    1. strict checks on franchisees.
    2. the involvement of franchisees in quality control.
    3. regular training programmes for franchisees.
12. Why does Don think the Taste franchise model is so successful?
13. It provides incentives for franchisees to expand.
14. It targets people with previous franchise experience.
15. It offers a medium-risk business opportunity.