

3rd Edition

Intermediate

MARKET LEADER



Business English Course Book

David Cotton David Falvey Simon Kent

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What is *Market Leader*, and who is it for?

Market Leader is a multi-level business English course for businesspeople and students of business English. It has been developed in association with the *Financial Times*, one of the leading sources of business information in the world. It consists of 12 units based on topics of great interest to everyone involved in international business.

This third edition of the Intermediate level features completely updated content and a significantly enhanced range of authentic resource material, reflecting the latest trends in the business world. If you are in business, the course will greatly improve your ability to communicate in English in a wide range of business situations. If you are a student of business, the course will develop the communication skills you need to succeed in business and will enlarge your knowledge of the business world. Everybody studying this course will become more fluent and confident in using the language of business and should increase their career prospects.

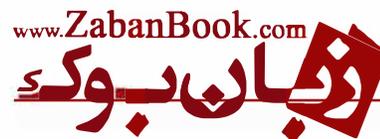
The authors



David Falvey (left) has over 25 years' teaching and managerial experience in the UK, Japan and Hong Kong. He has also worked as a teacher trainer at the British Council in Tokyo, and was until recently Head of the English Language Centre and Principal Lecturer at London Metropolitan University.

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Simon Kent (right) has over 20 years' teaching experience, including three years as an in-company trainer in Berlin at the time of German reunification. He is currently a Senior Lecturer in business and general English, as well as having special responsibility for designing new courses at London Metropolitan University.



What is in the units?

You are offered a variety of interesting activities in which you discuss the topic of the unit and exchange ideas about it.

VOCABULARY

You will learn important new words and phrases which you can use when you carry out the tasks in the unit. You can find definitions and examples, and listen to the pronunciation of new vocabulary in the i-Glossary feature on the DVD-ROM. A good business dictionary, such as the *Longman Business English Dictionary*, will also help you to increase your business vocabulary.

READING

You will read authentic articles on a variety of topics from the *Financial Times* and other newspapers and books on business. You will develop your reading skills and learn essential business vocabulary. You will also be able to discuss the ideas and issues in the articles.

LISTENING

You will hear authentic interviews with businesspeople and a variety of scripted recordings. You will develop listening skills such as listening for information and note-taking. You can also watch the interviews on the DVD-ROM.

LANGUAGE REVIEW

This section focuses on common problem areas at intermediate level. You will become more accurate in your use of language. Each unit contains a Language review box which provides a review of key grammar items.

SKILLS

You will develop essential business communication skills, such as making presentations, taking part in meetings, negotiating, telephoning, and using English in social situations. Each Skills section contains a Useful language box, which provides you with the language you need to carry out the realistic business tasks in the book.

CASE STUDY

The Case studies are linked to the business topics of each unit. They are based on realistic business problems or situations and allow you to use the language and communication skills you have developed while working through the unit. They give you the opportunity to practise your speaking skills in realistic business situations. Each Case study ends with a writing task. After you've finished the Case study, you can watch a consultant discussing the issues it raises on the DVD-ROM.

WORKING ACROSS CULTURES

These four units focus on different aspects of international communication. They help to raise your awareness of potential problems or misunderstandings that may arise when doing business with people from different cultures.

REVISION UNITS

Market Leader Intermediate third edition also contains four revision units, each based on material covered in the preceding three Course Book units. Each revision unit is designed so that it can be completed in one session or on a unit-by-unit basis.

Brands

'Products are made in the factory, but brands are made in the mind.'
 Walter Landor (1913–1995), branding pioneer

OVERVIEW

VOCABULARY

Brand management

LISTENING

Successful brands

READING

Building luxury brands

LANGUAGE REVIEW

Present simple and present continuous

SKILLS

Taking part in meetings

CASE STUDY

Hudson Corporation



STARTING UP

A Work with a partner. List some of your favourite brands. Then answer these questions.

1 Do you / Would you buy any of the following brands? Why? / Why not?

Coca-Cola	Ikea	Microsoft	Tesco	Chanel
IBM	General Electric	Virgin	Nokia	Kellogg's
Toyota	Google	Intel	Samsung	Ford
McDonald's	Mercedes-Benz	Disney	Marlboro	China Mobile

2 Which of the brands above do you think feature in the top-ten Interbrand list in both 1999 and 2007? (Check your answer on page 134. Are you surprised?)

3 Pick some of the brands above which interest you. What image and qualities does each one have? Use these words and phrases to help you.

value for money	upmarket	timeless	well-made	classic
durable	inexpensive	cool	reliable	stylish
fashionable	sexy	sophisticated	fun	

4 How loyal are you to the brands you have chosen? For example, when you buy jeans, do you always buy Levi's? Why do people buy brands?

5 Why do you think some people dislike brands?

B CD1.1 Listen to two speakers talking about brands. What reasons does each person give for liking or disliking brands? Which person do you agree with?

VOCABULARY

Brand
management

A

Match these word partnerships to their meanings.

B
R
A
N
D

- 1 loyalty
- 2 image
- 3 stretching
- 4 awareness
- 5 name

- a) the title given to a product by the company that makes it
- b) using an existing name on another type of product
- c) the ideas and beliefs people have about a brand
- d) the tendency to always buy a particular brand
- e) how familiar people are with a brand (or its logo and slogan)

P
R
O
D
U
C
T

- 6 launch
- 7 lifecycle
- 8 range
- 9 placement
- 10 endorsement

- f) the set of products made by a company
- g) the use of a well-known person to advertise products
- h) when products are used in films or TV programmes
- i) the introduction of a product to the market
- j) the length of time people continue to buy a product

M
A
R
K
E
T

- 11 leader
- 12 research
- 13 share
- 14 challenger
- 15 segment

- k) the percentage of sales a company has
- l) customers of a similar age, income level or social group
- m) the best-selling product or brand in a market
- n) information about what consumers want or need
- o) the second best-selling product or brand in a market

B

Complete these sentences with word partnerships from Exercise A.

B
R
A
N
D

- 1 No one recognises our logo or slogan. We need to spend more on advertising to raise brand awareness.
- 2 Consumers who always buy Sony when they need a new TV are showing
- 3 A fashion designer who launches his or her own perfume is an example of
- 4 The of Mercedes-Benz is such that its products are seen as safe, reliable, luxurious, well made and expensive.

P
R
O
D
U
C
T

- 5 George Clooney advertising Nespresso is an example of
- 6 A consists of introduction, growth, maturity and decline.
- 7 Tesco's wide means that it appeals to all sectors of the UK market.
- 8 The use of Aston Martin cars and Sony computers in James Bond films are examples of

M
A
R
K
E
T

- 9 Microsoft is the in computer software.
- 10 In countries with ageing populations, the over-60s age group is becoming an increasingly important
- 11 Pepsi is the in carbonated soft drinks.
- 12 Focus groups and consumer surveys are ways of conducting

C

Discuss these questions.

- 1 What are the advantages and disadvantages for companies of product endorsements?
- 2 How can companies create brand loyalty?
- 3 Can you give any examples of successful or unsuccessful brand stretching?
- 4 Think of a cheap or expensive idea for a product launch.
- 5 What other market segments can you identify (e.g. young singles)?
- 6 What action can companies take if they start to lose market share?

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See the DVD-ROM
for the i-Glossary.

LISTENING
Successful brands



Chris Cleaver

Watch the interview on the DVD-ROM.

A CD1.2 Chris Cleaver is Managing Director, Business Brands at Dragon Brands. Listen to the first part of the interview and tick the points that he makes.

A brand ...

- 1 helps people to become familiar with a product.
- 2 gives a product an identity.
- 3 increases the sales of a product or service.
- 4 enables the target consumer to decide if they want the product or not.

B CD1.3 Listen to the second part of the interview and answer the question.

What is the main function of a brand?

C CD1.4 Listen to the final part. In which two ways has Chris Cleaver's company helped Nokia?

D Think of three brands you really like and discuss what 'appealing and persuasive' ideas they communicate to you.

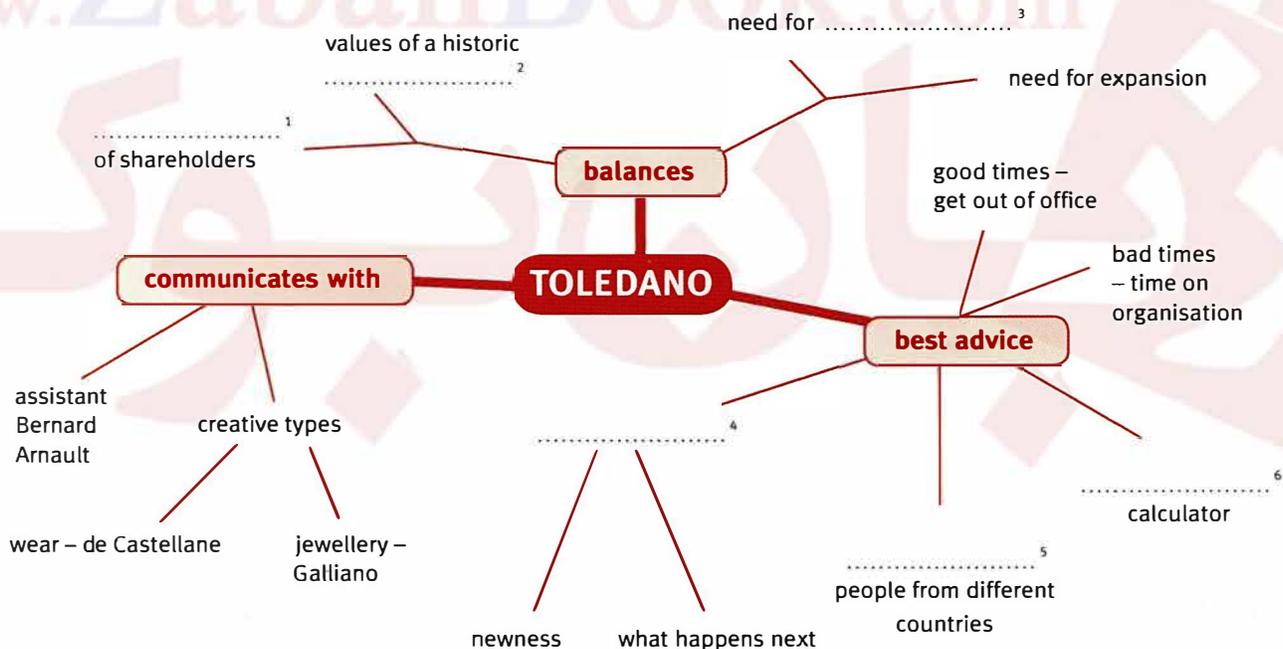
READING
Building luxury brands

A What is the brand image of Dior?

B Skim the article on the opposite page quickly and say which of the following points are mentioned:

- 1 The high profit margins on bags
- 2 Investing in markets that may take some time to grow
- 3 People are ready to pay a lot of money for very high-quality things because they are beautiful.
- 4 Building customer loyalty through ready-to-wear

C Read the article and complete the notes in the maps below. Then correct the ten mistakes.



Restless pursuer of luxury's future

by Vanessa Friedman

Sydney Toledano (Dior's Chief Executive) is one of the longest-serving chief executives in the luxury industry. As the industry goes global, he must balance the demands of shareholders and the values of a historic label, the need for exclusivity and the need for expansion.

He routinely communicates with his demanding boss, Bernard Arnault, main shareholder of Christian Dior, and a number of creative types, including Dior's clothes designer John Galliano and jewellery designer Victoire de Castellane.

'The best advice I ever got was that, when times are bad, you need to get out of the office; when things are good, you can spend time on the organisation,' says Mr Toledano, who travels almost every week to one of Dior's 224 stores round the world. 'You have to look for newness, look for what is happening next. Forget the calculator. Understand the people from different countries and what they want.'

It was by spending time in China in the 1980s, for example, when he worked at the French leather-goods house Lancel, that Mr Toledano first

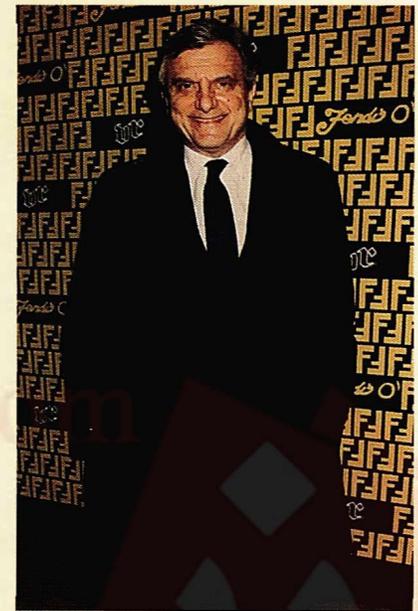
realised China would one day be prime territory for luxury.

'I met some factory owners, and they were working so hard, but then they would bring you to a restaurant and it was clear they wanted to enjoy life,' he says. 'And I thought: one day these people are going to have money and they are going to spend it.'

A few years later, Bernard Arnault contacted him. 'The interview took 15 minutes. He knew exactly what he wanted,' says Mr Toledano: to take a small couture house he had bought out of bankruptcy and build it into the biggest luxury group in the world. Mr Arnault has used Dior to create LVMH (Louis Vuitton Moët Hennessy, the world's largest luxury group).

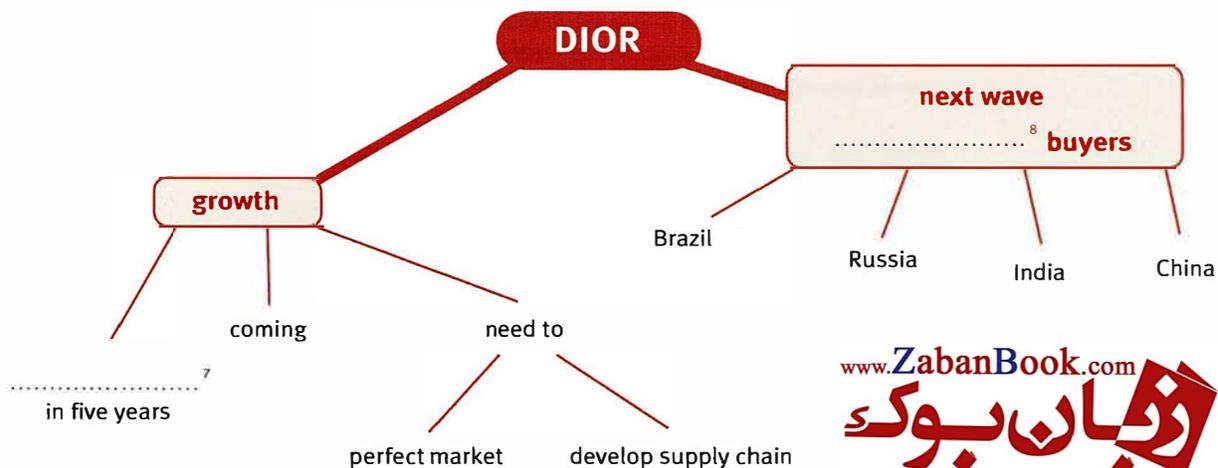
'Christian Dior can double in five years,' he says. 'There may be difficult times coming, but if you look at the Middle East, China, even Europe, I believe there is growth coming, and we have to develop our network and perfect our supply chain.'

The next wave of luxury buyers is now in the new territories: the Middle East, Russia, Hong Kong and South Korea.



Sydney Toledano, CEO Dior

Mr Toledano believes not only that a brand should go to its customers but that it should anticipate their needs and invest early in markets that may not show real growth for up to six years.



LANGUAGE REVIEW

Present simple and present continuous

The present simple and the present continuous have several uses.

- We use the present simple to give **factual information**, for example about company activities.
*Christian Dior Couture **makes** luxury, ready-to-wear fashion.*
*Dior Homme **targets** the male consumer.*
- We use the present simple to talk about routine activities or habits.
*Toledano routinely **communicates** with his demanding boss.*
*Toledano **travels** every week to one of Dior's 224 stores.*
- We use the present continuous to talk about ongoing situations and projects.
*Fashion house Christian Dior **is now selling** baby bottles.*
- We use the present continuous to talk about temporary situations.
*Dior **is currently looking** to recruit a marketing director for the UK and Ireland.*

→ Grammar reference page 146

A Which of the time expressions below do we usually use with the present simple? Which do we usually use with the present continuous? Which are used with both?

usually	this year	every day	now
often	nowadays	once a month	currently
at the moment	these days	six months ago	

B Complete these sentences with the present simple or the present continuous form of the verbs in brackets.

- At the moment, eBay (work) with brand owners to remove fake items.
 - eBay now (spend) \$20m a year analysing suspicious sales.
- Louis Vuitton usually (sell) its products through authentic Louis Vuitton boutiques.
 - At the moment, Louis Vuitton (negotiate) with Hubert de Givenchy.
- Both Apple and BlackBerry (launch) important new products this year.
 - These days, a lot of people (have) a BlackBerry.

C Complete this text with the present simple or the present continuous form of the verbs in brackets.

The Google brand¹ (grow) rapidly. According to the Millward Brown Brandz report, it² (hold) first place in the list of top 100 brands. In fact, the IT field³ (dominate) the top-ten corporate brands. Google⁴ (operate) websites at many international domains, the most popular being www.google.com, and⁵ (generate) revenue by providing effective advertising opportunities. Google always⁶ (focus) on the user, and consumers usually⁷ (see) Google as quite trustworthy.

Nowadays, companies⁸ (begin) to recognise that brands are amongst their most valuable assets. They understand that brands⁹ (become) ever more powerful in driving business growth. Strong brands¹⁰ (generate) superior returns and protect businesses from risk. Google currently¹¹ (hold) the top position, but it has to keep innovating if it wants to remain number one. BlackBerry and Apple are the two fastest-growing brands in the top 100, and China Mobile¹² (grow) steadily, too.

SKILLS

Taking part in meetings



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A CD1.5 Four marketing executives at a sports sponsorship agency are talking about finding a new sponsor for their client, a well-known media company. Listen to the conversation and answer the questions.

- 1 Why does the client want to change the sport they sponsor?
- 2 Which four sports do the executives consider?
- 3 Which sport does Mario suggest? Why does he suggest it?
- 4 What must David do before he contacts Larry Harrington's agent?

B CD1.5 Listen again and complete the extract.

- Joy Well, there are several possibilities.¹ ice hockey? It's an incredibly fast, exciting sport, it's very popular in America and in a lot of European countries.
- David OK, that's a possibility.², Natasha? Would ice hockey be a good choice?
- Natasha Mmm,³. It's not really an international sport, is it? Not in the same way as baseball, for example, or ... tennis.
- David⁴ – baseball's got a lot more international appeal, and it's a sport that's got a good image. I don't know about tennis – I'm not sure it would be suitable. Mario,⁵?
- Mario⁶, motor racing would be perfect for our client. It's fast, exciting, and the TV coverage of Formula One races is excellent. They would get a lot of exposure, it will really strengthen their image.
- David That's a great idea, Mario.⁷ get in touch with Larry Harrington's agency and see if he's interested? Harrington's young, exciting – he'd probably jump at the chance to work with our client. They're a perfect match. But first I must check with our client and make sure they're happy with our choice.

C Which of the phrases in Exercise B are:

- | | |
|------------------------|----------------------------|
| 1 asking for opinions? | 3 agreeing or disagreeing? |
| 2 giving opinions? | 4 making suggestions? |

D Role-play this situation.

Jeanne de Brion is a jewellery company in Boston, USA. A year ago, it launched a line of jewellery with the brand name 'Cecile'. This is the name of the French designer who created the collection. Unfortunately, the Cecile line has not achieved its sales targets. Three directors of the company meet to discuss how to improve sales.

Work in groups of three. Read your role cards, study the Useful language box and then role-play the discussion.

Student A: Turn to page 134.
Student B: Turn to page 140.

Student C: Turn to page 143.

USEFUL LANGUAGE

ASKING FOR OPINIONS

How do you feel about that?
What do you think?
What's your view?

GIVING OPINIONS

I think / I don't think that's a good idea.
In my opinion, we need new products.

AGREEING

That's true.
I agree.
Absolutely.
Exactly.
I think so, too.

DISAGREEING

I see / know what you mean, but I think there's a problem.
I'm not so sure.
Maybe, but that's not enough.

MAKING SUGGESTIONS

I think we should reduce our prices.
How about a special promotion?
Why don't we talk to the big stores?
Maybe / Perhaps we could offer incentives.

HUDSON CORPORATION



A luxury luggage manufacturer is facing increased competition from cheaper imports. It must decide how to protect its brand and create new markets for its products.

Background

Hudson Corporation, based in New Jersey, USA, makes top-of-the-range luggage and travel accessories. It is a well-known brand name in the USA. Its suitcases and bags are associated with high quality, traditional design and craftsmanship. Hudson emphasises in its advertising that its products are 'made in America'. Recently, the company's market share in the USA has decreased. One reason for this has been the increased competition from Asian companies selling similar products at much lower prices.

A year ago, the management decided to boost sales by entering the European market, focusing initially on Switzerland, Germany, France and Italy. They set up a branch office and warehouse facility in Zurich, which would be the base for their European expansion.

What problems do you think Hudson will face on entering the European market? Make a list of your ideas.

Market research

Hudson recently set up a series of focus groups to find out how consumers perceived the company's brand in the USA.

Which of the findings do you think may have contributed to the company's lower market share in its home market?

Do you think Hudson's luggage and bags are:	% of people answering 'yes'
expensive?	72
exclusive?	56
value for money?	48
good quality?	82
old-fashioned?	68
exciting?	15
innovative?	18



CD1.6 Four of Hudson's American managers are talking about the problems they could face in Europe. **Listen and make notes on the key points.**

Grammar reference

1 Present simple and present continuous

Present simple

We use the present simple:

- 1 to give factual information, for example about company activities.

*Unilever **makes** a wide variety of consumer goods.*

***Does it market** these goods globally?*

*It **doesn't sell** in every sector.*

- 2 to talk about routine activities or habits.

*I always **buy** the supermarket's own brand of detergent.*

***Do you usually pick up** groceries on the way home?*

*He **doesn't choose** clothes with designer labels.*

- 3 for actions and situations which are generally true.

*Many consumers **prefer** well-known brands.*

- 4 for timetables and scheduled events.

*We **launch** the new range on 15 January.*

Present continuous

We use the present continuous to:

- 1 talk about ongoing situations and projects.

*We're **developing** a completely new image for the brand.*

***Are you still working** with those designers?*

*They **aren't saying** anything to the press this time.*

- 2 describe temporary situations.

*We're **testing** a new logo at the moment.*

***Are they offering** a good discount during the launch period?*

- 3 describe trends.

*The number of people shopping online is **growing**.*

- 4 talk about personal arrangements and plans.

*I'm **meeting** Frau Scharping next week.*

2 Talking about the future

- 1 We use *going to* to talk about what we intend to do or what someone else has already decided to do.

*I'm **going to** buy a new car.*

*She's **going to** tell us about the ideas they've come up with for the ad campaign.*

Both *going to* and *will* are used for predictions.

*There's **going to be** a flight of capital from the West towards India and China.*

*The Fortune Garment Company **will** continue to lose market share unless it solves its problems.*

- 2 We use *'ll* to make a spontaneous promise or offer to do something.

*'I haven't got time to do this myself.'
'Don't worry. I'll give you a hand.'*

- 3 We use the present continuous to talk about fixed plans or arrangements.

*I'm **meeting** Mrs da Silva next week.
She's **arriving** on Wednesday.*

- 4 We use the present simple to talk about a schedule.

*The flight **leaves** at 15:50 tomorrow.*

In time clauses, we use the present simple to refer to future time. It is incorrect to use *will* in a time clause.

*We won't start until everyone **gets** here.*

*I'm going to go round the world when I **retire**.*

*As soon as I **have** the results, I'll give you a ring.*

*Come and see me before you **go**.*

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7 Modal verbs

Advice

- 1 We can use *should* and *shouldn't* to give or ask for advice.

You **should** always learn something about a country before visiting it.

Should I invite our agents out to dinner after the meeting?

He **shouldn't** ask so many personal questions.

Should often follows the verbs *suggest* and *think*.

I think we **should** find out more about them before signing the contract.

- 2 For strong advice, we can use *must* or *mustn't*.

They **must** pay their bills on time in future.

You **mustn't** refuse if you're offered a small gift.

Obligation/Necessity

- 1 We often use *must* when the obligation comes from the person speaking or writing.

We **must** ask them to dinner when they're over here.

- 2 We use *mustn't* to say that something is prohibited, it is not allowed.

You **mustn't** smoke in here.

- 3 We often use *have to* to show that the obligation comes from another person or institution, not the speaker.

You **have to** renew your residence permit after three months. (This is the law.)

Lack of obligation / Lack of necessity

We use *don't have to* when there is no need or obligation to do something.

You **don't have to** wait for your order. You can collect it now.

Compare the uses of *must not* and *don't have to* to here.

We **mustn't** rush into a new partnership too quickly. We **don't have to** make a decision for at least six months.

8 -ing forms and infinitives

- 1 We sometimes use one verb after another verb. Often, the second verb is in the infinitive form.

We **are continuing to cut** our manufacturing costs.

Management **agreed to offer** generous redundancy terms to all staff affected.

The verbs below are often followed by the infinitive.

<i>intend</i>	<i>attempt</i>	<i>promise</i>	<i>plan</i>
<i>mean</i>	<i>try</i>	<i>arrange</i>	<i>offer</i>
<i>want</i>	<i>pretend</i>	<i>hope</i>	<i>forget</i>
<i>seem</i>	<i>fail</i>	<i>wish</i>	<i>expect</i>
<i>claim</i>	<i>guarantee</i>		

- 2 Sometimes, the second verb must be in the -ing form. This depends on the first verb.

The decision **involves reducing** our heavy losses.

The verbs below are usually followed by the -ing form.

<i>admit</i>	<i>appreciate</i>	<i>contemplate</i>
<i>give up</i>	<i>involve</i>	<i>deny</i>
<i>enjoy</i>	<i>consider</i>	<i>carry on</i>
<i>mean</i>	<i>mind</i>	<i>justify</i>
<i>can't stand</i>	<i>don't mind</i>	<i>remember</i>
<i>resent</i>	<i>detest</i>	<i>recommend</i>
<i>risk</i>	<i>delay</i>	<i>miss</i>
<i>suggest</i>	<i>avoid</i>	<i>put off</i>
<i>look forward to</i>		

Some verbs can be followed by the -ing form or the infinitive form without a big change in meaning.

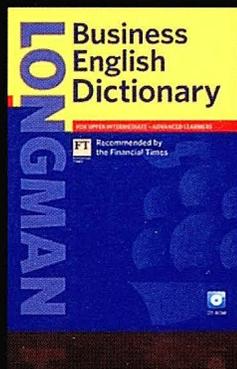
She **started loading** the software. /
She **started to load** the software.

Sometimes, however, the meaning changes.

She **stopped to read** the manual.
(She stopped what she was doing in order to read the manual.)

She **stopped reading** the manual.
(She no longer bothered to read the manual.)

3rd Edition



We recommend the Longman Business English Dictionary to accompany the course.

Intermediate

MARKET LEADER

Market Leader 3rd Edition has been completely updated to reflect the fast-changing world of business using authoritative and authentic business sources such as the *Financial Times*®.

The 3rd Edition Course Book includes:

- All new **reading texts** from the **Financial Times**® and other authentic sources
- All new **case studies** with **opinions on DVD-ROM** from successful consultants who work in the **real world of business**
- All new **listening texts** reflecting the **global nature of business**, with interviews that can be viewed on the DVD-ROM
- New **'Working Across Cultures'** spreads
- New **Vocabulary Trainer** www.marketleader.vocabtrainer.net

The DVD-ROM includes:

- Video interviews with **business experts**
- All Course Book audio
- New **i-Glossary**
- Practice exercises

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CEFR	
A1	Elementary
A2	Pre-Intermediate
B1	Intermediate
B2	Upper Intermediate
C1	Advanced
C2	



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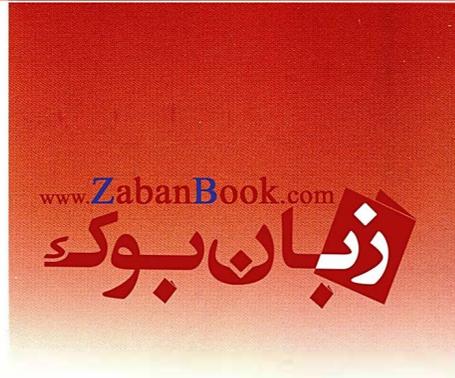
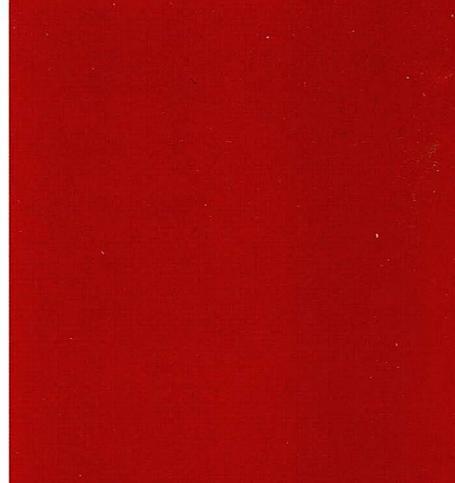
3rd Edition

Intermediate

MARKET LEADER

Business English Practice File

John Rogers



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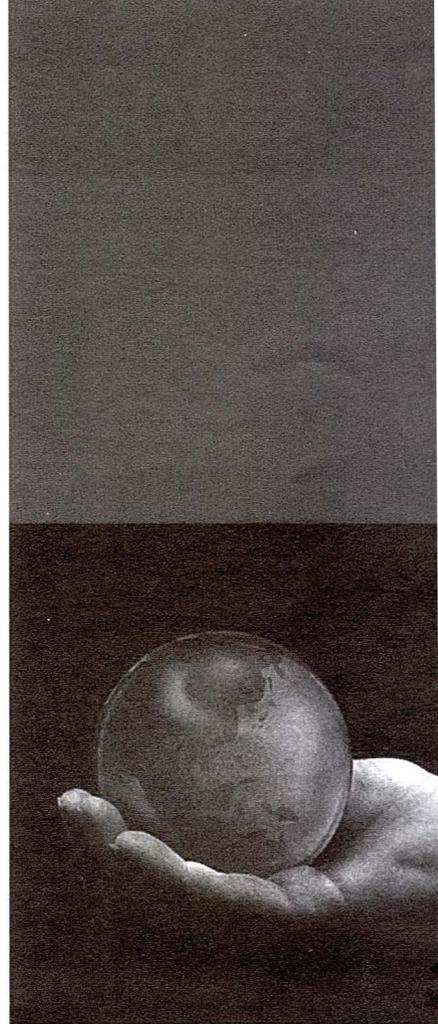
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	LANGUAGE WORK			TALK BUSINESS	
	VOCABULARY	LANGUAGE REVIEW	WRITING	SOUND WORK	SURVIVAL BUSINESS ENGLISH
UNIT 7 CULTURES page 28 / page 66	Review and extension: focus on idioms	Modals	Unscrambling texts Completing a letter Editing	Individual sounds: Silent letters Connected speech: Weak forms: <i>have to</i> Stress and intonation: Highlighting	Social situations
UNIT 8 HUMAN RESOURCES page 32 / page 68	Review and extension: <i>employment</i> words and collocations	Gerunds and infinitives	Completing a job advertisement Sequencing a letter of application Editing	Individual sounds: Sound / spelling relationships Connected speech: Consonant–vowel links Stress and intonation: Words ending in <i>-tion</i> , <i>-ssion</i> , or <i>-sion</i>	Telephoning Dictating and taking down strange words Using stress to correct information
UNIT 9 INTERNATIONAL MARKETS page 36 / page 70	Review and extension: <i>trade</i> words and collocations	Conditional sentences	Completing a letter Correcting a letter Editing	Individual sounds: Consonant groups Connected speech: Contracted forms: conditionals Stress and intonation: Conditional sentences	Negotiating
UNIT 10 ETHICS page 40 / page 72	Review: <i>ethics</i> words and collocations	Tense review	Linking words Sequencing an e-mail Editing	Individual sounds: The sound /ʌ/ Connected speech: Weak and strong forms of <i>was</i> and <i>were</i> Stress and intonation: Question tags	Listening practice Giving advice and making suggestions
UNIT 11 LEADERSHIP page 44 / page 74	Words to describe character	Relative pronouns Defining and non-defining relative clauses	Completing an e-mail Formal vs informal language Editing	Individual sounds: The sound /ɜ:/ Connected speech: Consonant–vowel links Stress and intonation: Identifying stressed syllables	Presentations Listening practice
UNIT 12 COMPETITION page 48 / page 76	Review and extension: <i>competition</i> words, collocations and idioms	Passive sentences	Rewriting an e-mail Matching and sequencing Editing	Individual sounds: Contrasting /ɔ:/ and /əʊ/ Connected speech: Contracted forms Stress and intonation: Identifying word stress	Tactful responses
SHADOWING: page 53		ANSWER KEY: page 78		AUDIO SCRIPTS: page 89	

VOCABULARY

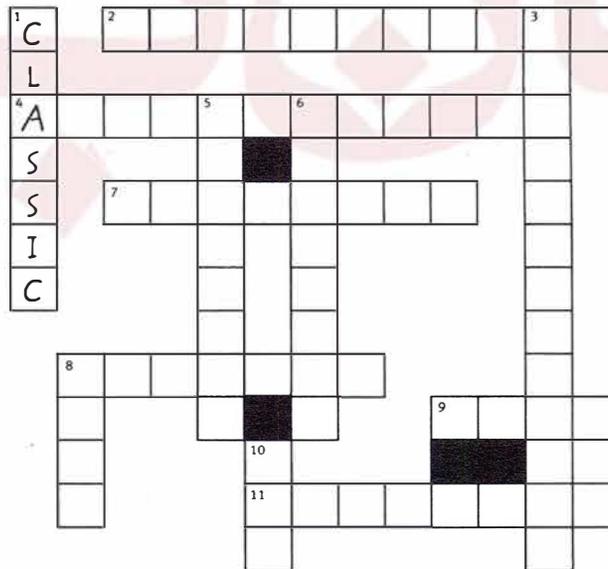
A Use the clues to complete the crossword puzzle.

Across

- 2 Something that is does not cost a lot to buy or use. (11)
- 4 An brand is one that people think will give them a higher position in society. (12)
- 7 A product has no defects. (4-4)
- 8 A product is attractive and fashionable. (7)
- 9 If you say that something is a product, you think it is very good. (4)
- 11 goods are expensive and intended to appeal to people in a high social class. (8)

Down

- 1 A *classic* product is one that has been popular for a very long time. (7)
- 3 If a product is, it is worth the price you pay for it. (5, 3, 5)
- 5 If something is, you can trust it or depend on it. (8)
- 6 A brand is not affected by changes in fashion. (8)
- 8 A product is fashionable and exciting. (4)
- 10 If you say that something is, you think it is enjoyable. (3)



B Complete the word partnerships with *brand*, *product* or *market*.

- 1 *brand* loyalty
- 2 challenger
- 3 endorsement
- 4 stretching
- 5 lifecycle
- 6 share

LANGUAGE REVIEW

A Complete the sentences with the verbs from the box. Use each verb twice. Put each verb into the correct form and the correct tense – present simple or present continuous.

invest	sell	take	target	work
--------	------	------	--------	------

- Breitling and Cartier *sell* luxury watches around the world.
- It only our laboratory half an hour to test all the ingredients.
- Which market segment they usually ?
- Oh no! My printer properly. I'll ask Leila to run off a copy of the report for you.
- you more money in marketing this year?
- Their advertising agency never at weekends.
- Do you think we a big risk if we postpone the launch of our new model?
- Unfortunately, our range of soft drinks well at the moment.
- This time, we our advertising campaign on the young.
- Our company a lot in R&D. That's why we develop fewer new products than our competitors.

B Complete this text with the correct form, present simple or present continuous, of the verbs given. Then check your answers.

work Ralf Hinze¹ in the R&D department of the Antwerp-based company Merlin Foods Ltd, where he² a team of five responsible for all organic products under the brand name *Sunnyvale*. They³ about three new products each year.

manage This week, however, Ralf is not in his office. He⁴ in the lab. He the testing of an innovative range of soups and dressings, and⁵ a report.

develop He⁶ his job and is proud of his company. Indeed, Merlin Foods⁷ rapidly. It⁸ subsidiaries in France and Germany and⁹ Kilkenny Dairies (Ireland). Sales and earnings for the company¹⁰ far beyond expectations. The Sunnyvale brand in particular¹¹ hugely popular throughout Europe.

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C Study the information in Exercise B. Then write questions for these answers.

- *Where does Ralf Hinze work?*
In the R&D department at Merlin Foods Ltd.
-
About three each year.
-
In the laboratory.
-
He's supervising the testing of some new products.
-
No, he isn't. He's writing a report.
-
In France and Germany.
-
Yes, indeed. Far beyond expectations!

LANGUAGE +

D Tick the ten verbs which are not *normally* found in continuous forms. The first one has been done for you.

- | | | | |
|-----------|-------------------------------------|-------------|--------------------------|
| 1 agree | <input checked="" type="checkbox"/> | 8 prefer | <input type="checkbox"/> |
| 2 believe | <input type="checkbox"/> | 9 realise | <input type="checkbox"/> |
| 3 belong | <input type="checkbox"/> | 10 research | <input type="checkbox"/> |
| 4 compare | <input type="checkbox"/> | 11 seem | <input type="checkbox"/> |
| 5 consist | <input type="checkbox"/> | 12 stretch | <input type="checkbox"/> |
| 6 contain | <input type="checkbox"/> | 13 suppose | <input type="checkbox"/> |
| 7 depend | <input type="checkbox"/> | 14 surprise | <input type="checkbox"/> |

E Choose verbs from Exercise D to complete the sentences. Put them into the correct form of the present simple.

- It *seems* that our new range of equipment is becoming more and more popular.
- he to our proposal?
- Dreher has developed a new brand of beer that any alcohol.
- We may or we may not expand into China. It on the success of our products there.
- Our new range of toiletries essentially of environment-friendly deodorant sprays.
- all the respondents to the same market segment?

WRITING

A Read the passage below about brands and passion.

In most of the lines 1–13 there is **one extra word** which does not fit. Some lines, however, are correct. If a line is **correct**, put a tick (✓) in the space provided. If there is an **extra word** in the line, write that word in the space.

Companies must try either to make products that a few people love or products that many people quite like. An attempt to do both will not produce obstacles and conflicts. Two things that lie behind the craze for emotional involvement. The first is overcapacity: if there are too many products in every market segment, and this means it is hard to get attention for anything ordinary. Marketing consultants argue that it is not enough for companies to make up their consumer goods just a little better. Instead of, they should make only remarkable things that will make consumers take notice. The second factor is the increased ability of consumers to communicate their views about products, either good or bad. According to some experts, the Internet has increased by a factor of 10 the number of people and that one consumer can influence. Sometimes, companies take an advantage of this by using buzz marketing: they create a group of people who will generate enthusiasm for their products, for example by talking about them in our chat rooms.

- 1 ✓
- 2 not
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

B Stan Wouters, Sunnyvale Brand Manager at Merlin Foods Ltd, receives this e-mail from Liz Jansen, Managing Director of the company. Read the message, then write Stan's reply using his notes below.

From: Liz Jansen
To: Stan Wouters
Subject: Sunnyvale range

Hi Stan,

Sales of our range of soups under the Sunnyvale label are increasing month after month in France but are unfortunately falling rapidly in Germany, both in the North and the South.

Jan Kluis, our sales representative in that region, informs me that German customers find our products expensive – when they can find them at all!

I'd be grateful if you could look into the matter and let me have your recommendations as soon as you can.

Many thanks,

Liz

Stan's notes

The largest supermarket chain sells its own brand of soups at a much lower price
 + don't display our products properly
 Our packaging very similar to current market leader in Germany
 Competitors offer frequent discounts
 + visit supermarkets very often

Recommendations:

Jan doing a great job but why alone?
 Redesign packaging / highlight brand's qualities (natural ingredients)
 Offer managers incentives for them to put our products on top shelves
 Discounts / special promotions / etc.

TELEPHONING

A 57 Listen and complete the sentences.

- 1 Good My name's Emilio Conti.
- 2 I'd to speak to Mr Yosuke.
- 3 Can I a message?
- 4 I'm about your advertisement in the *Westland Echo*.
- 5 Just one, please. I'll put you through.
- 6 Hold
- 7 Could you him to call me back tomorrow?
- 8 I'm afraid Mr Andrade is in a just now.
- 9 I was if you could give me a little more information.
- 10 Good morning. How can I you?

M

B Look at items 1–10 in Exercise A. Write 'M' next to the items spoken by the person making the call, and 'R' next to those spoken by the person receiving the call.

57 Check your answers. Then listen again and practise.

LECTURING AND TAKING DOWN STRANGE WORDS

C 58 Listen and complete each column with the missing letters of the alphabet.

/eɪ/ as in play safe	/i:/ as in clean sheet	/e/ as in sell well	/aɪ/ as in my price	/əʊ/ as in go slow	/u:/ as in school rules	/ɑ:/ as in smart card
a	b g	f	.....	.....	.....	.....
h	c	.....	.....	.....	.....	.....
.....	d	.....	.....	.....	.....	.....
.....	e	.....	.....	.....	.....	.....

Tips

- The key words will help you remember the pronunciation of each letter of the alphabet.
- When dictating or taking down a strange word, you need to know how to pronounce each letter of the alphabet clearly and accurately.

D 59 Listen to the excerpts from phone conversations and write down the words that are spelt out.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

USING STRESS TO CORRECT INFORMATION

E Look at these excerpts from telephone conversations. Underline the part which Speaker B will stress to correct Speaker A.

- 1 A: So your office is at 36, Wellington Street.
B: No. It's Wellington Road, in fact.
- 2 A: The interview is on the twenty-first, is that right?
B: Sorry, no. It's on the twenty-third.
- 3 A: ... and your agent in St Petersburg is Konstantin Bupnov. B-U-P-N- ...
B: Sorry, that's spelt B-U-B-N-O-V.
- 4 A: And you graduated from the University of Almeria four years ago.
B: Well, that was five years ago, actually.

60 Listen to check your answers. Then listen again and practise Speaker B's replies.

INDIVIDUAL SOUNDS

A  **61 Write down the words you hear.**

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

What's the rule?

Some words (like 1–4) have two consonant sounds at the end, and some other words (like 5–8) may even have three. When you say those words, do **not** put a vowel sound between the consonants.

 **61 Check your answers. Then listen again and practise the words.**

B Complete the phrases with the words in the box.

wants	rates	forecast	exports
exempt	employment	discount	wallets

- | | |
|---------------------|-----------------|
| 1 belts and | 5 tax-..... |
| 2 needs and | 6 self-..... |
| 3 imports and | 7 a sales |
| 4 interest | 8 a bulk |

 **62 Listen to check your answers. Then listen again and practise the phrases.**

C Read the conversations and underline the groups of two or three consonant sounds at the ends of words.

- 1 A: Long-term prospects aren't bright, are they?
B: No. In fact, most economists forecast a slump.
- 2 A: Their new range of products is quite impressive.
B: Yeah. I particularly like their sports jackets and their silk scarves.
- 3 A: Is it true the sales conference has been cancelled?
B: No. It's just been postponed till the fifth of August.
- 4 A: So they offer a 2.5-per-cent discount for prompt payment?
B: That's right, yes. But I don't know if their price includes insurance.
- 5 A: We haven't met our sales targets yet.
B: Maybe not, but we've established excellent relationships with our agents.
- 6 A: To be honest, I thought our first contact was rather difficult.
B: Well, why don't you arrange to have lunch with them next time?

 **63 Check your answers. Then listen and practise the conversations.**

CONNECTED
SPEECH**D**  **64 Listen to how these contracted forms are spoken.**

I'll try.	We'd refuse.
He'll accept.	They'd agree.
She won't sign.	It wouldn't happen.
They won't accept.	She wouldn't answer.

E  **65 Listen and complete the sentences with a contracted form from Exercise D.**

- We look for another supplier.
- She agree to sign.
- I accept their offer.
- They try someone else.
- He get a high discount.
- You have no choice.
- It arrive on time.
- You have to agree.
- It be difficult.
- We sign.

STRESS AND
INTONATION**F**  **66 Listen and complete the sentences.**

1 you give us a more substantial discount,	we'll place a larger order.
2 you can cover insurance,	we'll sign the deal.
3 you agree to split transport costs,	we won't be able to place a firm order.
4 you can deliver this month,	there won't be any problems.
5 the price is right,	we'll buy everything you produce.

 **66 Listen again and practise the sentences. Notice the rising intonation on the conditional clause and the falling intonation on the main clause.**

NEGOTIATING

A  **67 Listen to five extracts from negotiations, and decide what each speaker is doing.**

- Write one letter (a–e) next to the number of the speaker.
- Use each letter once.

Speaker 1	a) exploring positions
Speaker 2	b) making a concession
Speaker 3	c) checking understanding
Speaker 4	d) refusing an offer
Speaker 5	e) playing for time

- 4 If it's all right, I'll *deal with* questions at the end of my presentation.
- 5 If there are no more questions, thank you again for *your attention*.
- 6 Thank you all for coming. Before we start, *I'd just like to say* a few words about myself.
- 7 Thanks for being such a *great audience*. I hope we meet again at our next convention.

79

[I = Interviewer; MC = Management Consultant]

I Making decisions is something most of us do every day. It is also something most of us very often dislike doing. This begs the question 'Why is that so?'

MC Part of the answer lies in the fact that any decision we make involves a certain amount of risk; it can have good or bad consequences. It is in our human nature to want to do the best we can, and we are afraid of failure. In fact, many people often refuse to make a decision, or postpone it indefinitely, simply for fear of the consequences.

Paralysed by fear, they are led to the wrong conclusion that doing nothing is necessarily better than making a bad decision. Therefore, it is of crucial importance to accept the fact that there is no such thing as a perfect decision.

Deciding involves choosing; choosing between different courses of action. In many ways, when we are faced with a choice, we should be grateful.

I What exactly do you mean?

MC I mean that whenever I make a decision, I become a more responsible agent, I shape events instead of allowing myself to be shaped by them.

I Of course we can't predict the consequences of our actions with full accuracy. Does that mean though that decision-making is like gambling?

MC Fortunately, it isn't. There are a number of principles which seem to guide effective decision-makers.

I For example?

MC The first step is to make sure we really understand the situation to which we are trying to respond through our decision. This involves gathering information and listening to other people involved.

Secondly, we need to brainstorm all the possible choices we have at our disposal. At this stage, we need to be daring, creative and adventurous, so we are able to come up with choices that weren't at all obvious at the beginning.

I I see what you mean. But presumably you also need to evaluate these choices?

MC Absolutely. And this is precisely the third step in the process. It is clear that some of the solutions listed in step two will be more realistic and more adequate than others.

I What sort of questions do I ask myself at this evaluation stage?

MC Well, for example, What difference will my choice make? Who will it affect, and How will it affect them? If necessary, can I go back on my decision? etc. etc.

I These guiding principles do sound extremely interesting but also very time-consuming. If I go

through all three preliminary stages before I act, do I not run the risk of missing the boat, as it were?

MC Time is of course a key issue. But in fact, it may take a good leader less time to go through those guiding principles than it took me to describe them! Those principles are meant precisely to speed up the process.

Finally, let's not forget that very often, the best decision is the timeliest one.

I So it's clearly a question of doing the right thing at the right time.

12 Competition

80

short course; go slow; lawn; loan

81

- | | |
|---------|---------|
| 1 call | 5 focus |
| 2 cause | 6 horse |
| 3 cope | 7 goal |
| 4 drawn | 8 store |

82

- 1 *They'd* try to dominate the market.
- 2 *We want to* overtake Samsung.
- 3 *I'll* listen to the news.
- 4 I'm sure *they* like the exhibition.
- 5 We know you *won't* take the company upmarket.
- 6 I don't think *you* agree.

83

compete; competitor; competition; competitive
 innovate; innovator; innovation; innovative
 invent; inventor; invention; inventive
 create; creator; creation; creative
 protect; protector; protection; protective

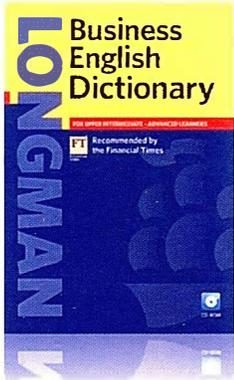
84

- 1 A: So we'll hold our next meeting in June.
B: Wouldn't September be better?
- 2 A: Of course, we'll order from Wilson's as usual.
B: Shouldn't we try another supplier this time?
- 3 A: They just agreed to a 10% discount for orders of 100 items or more.
B: Couldn't we insist on better terms?
- 4 A: Let's ask Crawley Engineering for a quote.
B: Aren't they too expensive?
- 5 A: I think we should cancel the deal at once.
B: Hadn't we better wait a few more days?
- 6 A: We can deliver in 45 days, not 30 as they expect.
B: Won't they be disappointed?
- 7 A: I'll ask Mark if he wants to negotiate this contract.
B: Wouldn't it be better to ask Jenny?

85

- 1 *Could you possibly* give us 30 days' credit?
- 2 *I'm afraid I can't* deliver in ten days.
- 3 *We were expecting* a bigger order.
- 4 *Unfortunately*, we aren't *in a position* to give you any credit.
- 5 *We might not be able* to do that.
- 6 *I'm sorry* to inform you that you haven't won the contract.

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