

3rd Edition

Intermediate

MARKET LEADER



Business English Teacher's Resource Book

Bill Mascull

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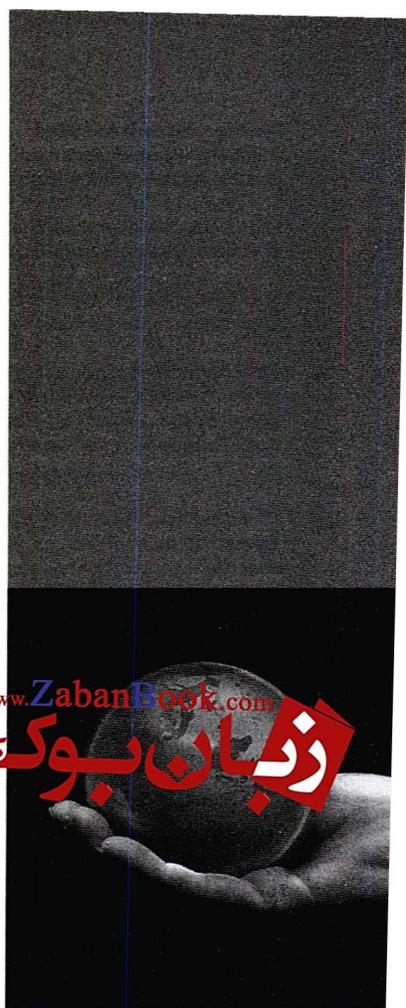
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FINANCIAL
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BUSINESS BRIEF

As the marketing expert Philip Kotler has said, 'The most distinctive skill of professional marketers is their ability to **create, maintain, protect and enhance brands.**' But, despite the best efforts of professional marketers, the list of top brands of today is not so different from that of 30 or 40 years ago: Coca-Cola, IBM, Ford and Hoover are all still there. A brand is a **set of associations** in the mind of the consumer. Consumers tend to form **emotional attachments** to foods and household goods they grow up with. These brands gain **mind share** in consumers at an early age, and **new brands** find it hard to compete with the **established brands.**

One area where new brands can appear is in **new categories.** For example, the names Amazon, Google and Facebook have emerged as extremely **strong brands** on the Internet in e-commerce, search and social networking respectively.

We tend to think of brands in relation to **consumer marketing** and **packaged goods**, and consumer goods companies will often employ **brand managers** to develop their brands. But the use of brands and branding is also important in **industrial** or **business-to-business (B2B) marketing**, where companies are selling to other companies rather than to consumers. In business-to-business marketing, substitute 'buyer' for 'consumer' and there will be similar issues of **brand awareness, brand image** and **brand equity**: the value to a company of the brands that it owns.

In business-to-business marketing, the company name itself is often its most important brand. A company's **image** and **reputation** will clearly be key to its success.

Brands and your students

Both pre-work and in-work students should have lots to say about their own **brand preferences** as consumers.

In-work students not involved in sales or marketing may say that brands do not directly concern them, but they should be able to discuss their organisation's reputation relative to its competitors. This is **brand positioning**: the way that a brand is perceived in relation to other brands.

Read on

Thomas Gad: *4D Branding*, FT Prentice Hall, 2000

David A. Aaker: *Building Strong Brands*, Simon & Schuster, 2002

Andy Milligan: *Brand it like Beckham*, Cyan, 2005

Philip Kotler and Kevin Keller: *Marketing Management*, Pearson, 2008

LESSON NOTES

Warmer

- Write two headings on the board: *Types of product* and *Brands*. Under the first heading, write some product types that you think your students will be interested in, for example *Cars, Clothes, Electrical goods, Soft drinks, Foods*.
- Then get students to suggest one or two brands for each category and write them up on the right-hand side of the board.
- Ask students to work in small groups and think of some more brands for each category. Go round the room to help where necessary.
- After a few minutes, ask each group for their ideas and add them to the right-hand column.
- Ask students why they chose the brands they did and if they have bought any of them recently. Anticipate but do not pre-empt the activities in the rest of the unit.

Overview

- Tell students that they will be looking at brands, one of the key parts of marketing.
- Ask students to look at the Overview panel at the beginning of the unit, pointing out the sections that you will be covering.

Quotation

- Ask one student to read the quotation at the head of the page. Ask other students if they agree with it and if so, why, and if not, why not. (If students are interested, you can tell them to look at www.landor.com after the class, to get information about the consultancy that still bears his name. This Walter Landor is not to be confused, by the way, with the nineteenth-century English poet of the same name.)
- A discussion may develop. Remember any points that may be relevant to later parts of the lesson, and tell students you will come back to them.

Starting up

This section introduces the main themes of the unit and provides speaking practice.

A

- Tell students to work in simultaneous pairs and make lists of their favourite brands and then answer the five questions.
- Go round the room and help where necessary, especially with the vocabulary in question 3.
- When they have finished, get two or three pairs to summarise their answers and discuss them with the whole group.

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- In relation to question 2, get students to look at the rankings on page 134. Ask the whole group if they are surprised by any of the answers. AT&T, a US telecoms group, and Marlboro have gone; new entries are Mercedes-Benz (perhaps surprisingly as it has been around for so long) and Nokia.
- Ask if they are surprised by the absence of any brands from the 2007 list (perhaps Google).
- Do a final check on the vocabulary in question 3 by giving definitions of the expressions and getting students to find the corresponding answers.
- Write up these expressions in a column for vocabulary on one side of the board. During the rest of the lesson, go on adding key vocabulary to this 'permanent' list, especially vocabulary relating to brands.

B CD1.1

- Tell students they are going to listen to two speakers talking about brands.
- Play the recording once right through and ask which speaker is in favour of brands and which against.
- Play each speaker's response again, explaining vocabulary that students find difficult and writing up key words in the list on the board.
- Go round the class and ask three or four students to say which speaker they agree with and why.

Vocabulary: Brand management

Students look at word partnerships with *brand*, *product* and *market*.

A

- If this is your first lesson with the students, tell or remind them about the idea of word partnerships, the idea that there are words that usually go with other words to form typical partnerships or combinations.
- Check students can pronounce the expressions with the correct stress. Get individual students to repeat difficult ones, e.g. 'brand aWAREness'.
- Get students to work on the exercise in pairs. Go round the class and assist where necessary.
- Then ask the whole class for the answers.

1 d	2 c	3 b	4 e	5 a	6 i	7 j	8 f	9 h
10 g	11 m	12 n	13 k	14 o	15 l			

B

- Still in pairs, get students to work on the exercise. Go round the class and assist where necessary.
- Then ask the whole class for the answers and work on any remaining difficulties.

brand

1 awareness 2 loyalty 3 stretching 4 image
(You could point out that 'raise awareness' is another form of word partnership, this time between a verb and a noun.)

product

5 endorsement 6 lifecycle 7 range 8 placement

market

9 leader 10 segment 11 challenger 12 research

C

- Put students into pairs. Go round the class and assist where necessary. (If this is the first lesson, point out the existence of the i-Glossary, which is on the DVD-ROM supplied with the Course Book.)
- If there is interest and time, there could be class discussion of some of the issues raised, for example, the use of celebrities to endorse products and the products that they endorse.

 i-Glossary
Listening: Successful brands

Students listen to Chris Cleaver, Managing Director, Business Brands at Dragon Brands, a London-based consultancy. In the first two parts of the interview, he talks about the function of brands. In the third, he talks about work that he did for Nokia, to illustrate a particular point about brands.

A  CD1.2

- Explain to students who Chris Cleaver is and where he works. If necessary, explain *consultancy*, an organisation that sells expertise and advice in particular areas to other companies.
- Play the recording once through.
- Then play it again, stopping after each sentence to explain any difficulties (e.g. *manifestation*, *recognition*, *perception*), but without giving away the answers.
- Then play it a third time, stopping after each sentence so that students can complete the exercise.
- With the whole class, ask individual students for the answers. Explain any remaining difficulties.

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

- Depending on level, play the recording two or three times, explaining any difficulties as above. Here, *raft of important information* may cause problems.
- On the last play-through, get students to give the answer:

A brand's main function is 'to enable you to choose one thing from another – often in markets where there is very little actual difference between, you know, the product'.

- Encourage students to give answers in their own words, paraphrasing this.

C  CD1.4

- Again depending on level, play the recording two or three times, explaining any difficulties as above.
- On the last play-through, get students to give their answers.

Chris Cleaver's company has helped Nokia:

- with the question of what the Nokia brand represents and how customers relate to it – to get them to think of it as the 'master brand'.
- to develop parts of their offer (point out this specialised use of *offer*) and keeping the brand fresh with multimedia devices, not just 'phones'.

(Point out Chris's use of *Firstly* and *And* to signpost these two main ideas.)

- For lower-level classes, you may at this point want to play the whole interview again while students look at the script on page 152.
- If there is time and interest, discuss with students the brands that cause them real excitement and passion, in similar ways to Nokia (e.g. Apple and its iPod and iPhone). If relevant, go back to some of the examples they gave in the Warmer section.

D

- Divide the class into groups of three and get them to discuss the question.
- Go round the class to assist where necessary.
- Bring the whole class to order and get a member of each group to give its 'findings'. Encourage discussion with the whole class.

➔ Resource bank: Listening (page 188).

- Students can watch the interview with Chris Cleaver on the DVD-ROM.

Reading: Building luxury brands

Students read an article about a luxury-goods company and its efforts to get into new markets.

A

- Ask students what sort of products have a 'luxury' category and what luxury brands they can think of for each product. Which are related mainly to cars, which to clothes, which to cosmetics, etc.? For example, Rolls Royce (still the epitome of luxury cars, even if the brand is used mainly in connection with aircraft engines now), Gucci, Hermes, Burberry (clothes) and, hopefully, Dior... (perfumes/cosmetics).
- Then ask the pre-question in the Course Book: What is the brand image of Dior? (Elicit or explain words such as *luxurious*, *exclusive*, *sophisticated*.)

B

- Draw attention to the four points and then get students to skim the article individually or in pairs to look for them. Go round and assist where necessary with language problems.
- Bring the class to order and elicit and discuss the answers.

The only point specifically mentioned is:

- 2** Investing in markets that may take some time to grow: '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.' (lines 24–28)
- '... 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.' (lines 67–71)

C

- Get students to read the article individually or in pairs in order to fill in the maps. Go round and help with any difficulties.
- Bring the class to order and elicit answers to complete the maps.

1 demands	5 understand
2 label	6 forget
3 exclusivity	7 double
4 look for	8 of luxury

- Then elicit the ten mistakes in the maps.



- 1** Bernard Arnault is Sydney Toledano's boss, not his assistant. (line 11)
- 2, 3** Galliano and de Castellane need to be swapped round in relation to clothes and jewellery. (lines 14–16)
- 4, 5** Swap round two pieces of advice: 'when times are bad, you need to get out of the office; when things are good, you can spend time on the organisation'. (lines 18–21)
- 6, 7** In the Dior map, swap round: 'we have to develop our network and perfect our supply chain'. (lines 60–61)
- 8, 9, 10** Russia is correct, but the other three markets are not. They are, in fact, the Middle East, Hong Kong and Korea. (lines 64–65)

- If there is time and interest, get students to talk about their own companies (or ones they would like to work for) and how their markets will develop over the next few years, using some of the language from the article, e.g. *We have to develop our ... and perfect our ... in ...*.

➡ Text bank (pages 114–117)

Language review: Present simple and present continuous

Students look at the (sometimes tricky) differences between these two tenses. They will have met these tenses before, of course, but choosing the correct one will probably go on causing problems even when your students become more advanced speakers. Here, students have a chance to revise and consolidate their knowledge.

- With the whole class, go through the commentary and examples in the panel. Point out that present continuous is used for temporary activities, even if they are not going on right now. For example, you can say, *Dior is currently looking to recruit a marketing director for the UK and Ireland*, even if it's late at night and no one is doing any looking at the time you're speaking.
- If necessary, depending on the level of the group, quickly revise the formation of affirmatives, negatives and questions in each tense by writing examples of each on the board.
- Point out the existence of the Grammar reference section at the end of the Course Book, especially if you have not done this before. If time permits, go through the information on page 146 or ask students to do this for homework.

A

- With the whole class, go through the list, explaining where necessary. (Only *currently* and *nowadays* are likely cause problems at this level.)
- Get students to say which expressions are used with each tense, reminding them of the difference: present simple (PS) for general facts and routines and present continuous (PC) for temporary situations.

usually (PS)	this year (PC)
every day (PS)	now (PC)
often (PS)	nowadays (PC)
once a month (PS)	currently (PS and PC)
at the moment (PS and PC)	these days (PS and PC)

B

- Get students to work on the exercise in pairs. Go round the room and give assistance where necessary.
- With the whole class, go through the exercise, asking for answers.

- a) is working
 - b) spends (or *spend*) (Explain that you can treat a company as singular or plural.)
- a) sells (In this case, the singular must be used to agree with *its products*.)
 - b) is negotiating (or *are negotiating* but this wouldn't be consistent with the previous sentence)
- a) are launching
 - b) have (because *have* is not used in the continuous in this context; *are having* would be very strange here)

C

- Still in pairs, get students to work on the exercise. Again, go round the room and give assistance where necessary.
- Go through the answers with the whole class, explaining any difficulties.

- | | |
|--------------|-----------------|
| 1 is growing | 7 see |
| 2 holds | 8 are beginning |
| 3 dominates | 9 are becoming |
| 4 operates | 10 generate |
| 5 generates | 11 holds |
| 6 focuses | 12 is growing |

Skills: Taking part in meetings

In this section, students listen to a meeting where there are differences of opinion and learn key language for participating in meetings.

A  CD1.5

- Play the recording once. Ask students what it's about. (Four marketing executives at a sports sponsorship agency are talking about finding a new sponsor for their client, a well-known media company. They look at various sports, choose one and agree to contact their client about it, before contacting an advertising agency that one of the executives has in mind.)
- Get students to look at the four questions, explain any difficulties and play the recording again, stopping after they hear the answer to each question and elicit the answer. (With lower-level groups, you may have to play the recording several times.)

- 1 The football club that the client currently sponsors is asking for too much money, and the client is looking for a sport with more excitement and a bigger effect.
- 2 Ice hockey, baseball, tennis, Formula One motor racing
- 3 Motor racing because it is fast, exciting and has good TV coverage, which means that the client would get a lot of exposure (explain this word). It would strengthen their image. (Explain, if necessary, by pointing out the connection between *strengthen* and *strong*.)
- 4 He must contact the client to see if they are happy with the choice. (Point out the use of the expression *happy with*.)

B  CD1.5

- Get students to look through the items with the missing expressions.
- Then play the recording again, stopping after each item to elicit the answer.

- 1 How about
- 2 What do you think
- 3 I'm not so sure
- 4 That's true
- 5 how do you feel about this
- 6 In my opinion
- 7 Why don't we

- Get students to read the conversation in simultaneous groups of four. Then ask one group to read it for the whole class.

C

- Ask the whole class quickly for their answers to the four questions.

- 1 Asking for opinions: What do you think, How do you feel about this
- 2 Giving opinions: In my opinion ...
- 3 Agreeing or disagreeing: I'm not so sure, That's true
- 4 Making suggestions: How about ..., Why don't we ...

- Point out to students that this opinion language is very important and that it's worth learning these expressions by heart. Bring their attention to the Useful language box and get individual students to read out the different expressions. Help with pronunciation where necessary.

D

- Get students to look at the general role-play information. Ensure that they understand the situation.
- Get students to work in threes. Tell students who is A, B and C in each three. (Do not let students choose, as this wastes time.)
- Go round the room and help students to prepare their roles where necessary.
- When students are ready, tell them to start their 'meetings'. Go round and monitor good performance and common mistakes, especially in opinions language, e.g. *I am agree with you*.
- When students have finished, point out five good performance points and five key mistakes, quickly writing up correct versions on the board.
- Then get one of the threes to repeat their meeting for the whole class, paying attention to the key points you have covered.
- At this point, round off the activity by getting the whole class to look at the Useful language box, checking understanding and pronunciation of expressions, especially ones that have not come up so far.

One-to-one

- Role-play the discussion with the student taking one of the roles and you taking another.
- Don't dominate the discussion, but say enough to keep it going and allow your student to make their points.
- At the same time, monitor the language that your student is using. Note down strong points and points that need correction or improvement. Come back to these after the discussion.
- If there is time and interest, do the role play again with you and the student taking other roles and getting your student to integrate the corrections that you made in the first role play.

➔ Resource bank: Speaking (page 174)

CASE STUDY

Hudson Corporation

In this case study, 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. Students analyse the situation, suggest solutions and make a final decision.

If this is the first case study you have done with the group, be sure to prepare it carefully before the class. Read the information in the introduction of this Teacher's Resource Book on *Case studies that work* (page 5).

In the class, pay particular attention to breaking the case study clearly into its component parts and making sure that students understand and follow the structure of what you are doing. Clear and timely instructions are key to this.

Background

- Read aloud, or get a student to read aloud, the background information. Explain any difficulties. Write the headings on the left-hand side of the table and elicit information from students to complete the right-hand side of the table.

Company	Hudson Corporation
Brand name	Well-known, associated with high quality, traditional design and craftsmanship (teach this last word if necessary)
Market share	Declining in the USA because of increased competition from Asia
Competitors	Asian competitors offer similar products at lower prices
Recent developments	Entered Europe a year ago – Switzerland, Germany, France and Italy. Office and warehouse in Zurich used as a base for expansion.

- Get students to discuss the possible problems in pairs.
- Bring students to order and discuss as a class.

For example:

- The company doesn't know the European market as well as the US one
- Its products may not match European tastes
- It may face new and different competitors
- It may experience distribution problems

Market research

- Tell students that one of them will be giving a mini-presentation of the information from the focus groups. (Explain *focus groups* – small groups of typical consumers who are asked to discuss and give their opinions about products.) Then divide students into groups of four to study the information. (Tell students who is in each group to avoid wasting time.)
- In each group, one of the students then has to present the information to the other three, using

appropriate language, e.g. *Nearly three-quarters of the people in the focus groups thought that Hudson products were expensive, but only 56 per cent considered that they were exclusive. ...* Go round and assist with any difficulties.

- Call the class to order, and choose one presenter to do the presentation again for the whole class. Underline the importance of the correct use of the language mentioned above.

Listening CD1.6

- Explain who the speakers are (Hudson executives: Cornelius, Diana, Ruth and Tom) and play the recording right through once or twice. Explain any difficulties.
- Get students to say what it's about by writing the names on the left-hand side of the table in the order shown and eliciting information from students about each speaker's views to complete the table as follows.

Diana	Hudson will have to do a lot of advertising. May need to adapt their products for European markets.
Ruth	Have to get pricing right. Can charge high prices if we position (teach this use of the word) the brand as one for luxury goods, justifying high price. Europeans less price-conscious than Americans.
Tom	Go downmarket (explain this), reduce prices and increase volumes (explain).
Cornelius	Increase range and stretch brand (explain).

Marketing strategies for Europe

- Tell students they will be studying the information here in relation to what they have just heard. They will have to match each strategy with one of the speakers above. (Some of the strategies here were not mentioned by any of the speakers – point this out.)
- Divide students into the same groups of four and get them to study the information. Go round the class to explain any difficulties and get students to do the matching task.
- Bring the class to order and get a student from one of the groups to explain the matches. (You may have to play the recording again to confirm the answers to the students.)

- Reposition the brand, sell product in medium price range – Tom
- Develop the Hudson brand – Ruth
- Hire a top designer – not mentioned
- Develop a wider product range – Cornelius
- Stretch the Hudson brand – Cornelius
- Develop sales using e-commerce – not mentioned

Task

- Explain the task to the whole class. They will be role-playing a meeting between the four Hudson executives, who have to consider the advantages and disadvantages of each option and choose two of the marketing strategies they will use to expand sales in Europe.
- Get students to work in the same groups of four as above. Appoint a chair for each group to open the meeting, invite contributions and summarise the discussion at the end. (Go round the room and explain this to the chairs.)
- Tell chairs to start their meetings. Go round the room and monitor the language being used. Note down strong points and points that need correction or improvement.
- When each meeting has finished with the chair summarising the discussion, bring the whole class to order.
- Get the chairs to say what happened in their groups, which two strategies they chose and why.
- Then discuss the strategies with the whole class meeting as one group.

Feedback

- Praise the strong language points that you heard and work on five or six key points that need improvement, especially in relation to the language of opinion and discussion.

One-to-one

Go through the information in the Course Book with your student. Explain any difficulties. In the task, you and your student are Hudson executives. Discuss the advantages and disadvantages of the different solutions. Don't dominate the discussion, but say enough to keep it going and allow your student to make their points.

At the same time, monitor the language that your student is using. Note down strong points and points that need correction or improvement. Come back to these in order to work on them after the student has said which two strategies are best.

- You can also refer to the *Case study commentary* section of the DVD-ROM, where students can watch an interview with a consultant discussing the key issues raised by the case study.

Writing

- Set the writing task for homework or get students

to do it in pairs in class. Give a rough maximum number of words for the e-mail – perhaps 150 words, depending on the level of class.

➔ Writing file, Course Book page 127

➔ Resource bank: Writing (page 204)

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AT A GLANCE

	Classwork – Course Book	Further work
<p>Lesson 1 <i>Each lesson (excluding case studies) is about 45 to 60 minutes. This does not include time spent going through homework.</i></p>	<p>Starting up Students talk about some travel issues and listen to people discussing travel problems.</p> <p>Vocabulary: British and American English Students look at the differences in travel terminology between the two varieties of English.</p> <p>Listening: Hyatt Hotels Sholto Smith, Area Sales Director for a hotel group, talks about developments in the industry.</p>	<p>Practice File Vocabulary (pages 8–9) i-Glossary (DVD-ROM) Resource bank: Listening (page 189) Course Book Listening (DVD-ROM)</p>
<p>Lesson 2</p>	<p>Reading: What business travellers want Students compare articles about business travel: one about a businessman who travels a lot and one about travelling on a budget.</p> <p>Language review: Talking about the future Students work on tenses used to talk about the future and how they differ in their uses.</p>	<p>Text bank (pages 118–121)</p> <p>Practice File Language review (page 10) ML Grammar and Usage</p>
<p>Lesson 3</p>	<p>Skills: Telephoning: making arrangements Students listen to phone calls where people make arrangements and then role-play conversations.</p>	<p>Resource bank: Speaking (pages 175–176)</p> <p>Practice File Getting the message right (page 57)</p>
<p>Lesson 4 <i>Each case study is about 1½ to 2 hours.</i></p>	<p>Case study: BTS Students suggest solutions to problems that the client of a business travel agency has had when using the services the agency has arranged.</p>	<p>Resource bank: Writing (page 205)</p> <p>Practice File Writing (page 11)</p> <p>Case study commentary (DVD-ROM)</p>

For a fast route through the unit focusing mainly on speaking skills, just use the underlined sections.

For one-to-one situations, most parts of the unit lend themselves, with minimal adaptation, to use with individual students. Where this is not the case, alternative procedures are given.

DARRELL MERCER, INVESTMENT DIRECTOR AT PSIGMA INVESTMENT MANAGEMENT

A  CD1.37 Listen to part one and match the verbs (1–5) to the expressions (a–e) that they relate to.

- | | |
|-----------|--------------------------------------|
| 1 provide | a) the strategy for the client |
| 2 have | b) investment solutions |
| 3 achieve | c) a certain level of return |
| 4 design | d) capital |
| 5 manage | e) that strategy on an ongoing basis |

B Now match the expressions in Exercise A to their meanings (i–v).

- i) obtain income from an investment
- ii) decide how a client's money is to be invested
- iii) continue to invest money in the best way
- iv) offer different ways of investing money
- v) possess money available to invest

C  CD1.38 Listen to part two. Darrell Mercer uses these expressions (a–f) to introduce the different asset classes. Put them into the order in which they occur.

- a) We then look at ...
- b) And then we have the final asset class ...
- c) We also look at ...
- d) So moving up the scale of risk we go from ...
- e) We look at ...
- f) We then look at ...

D  CD1.39 Listen to part three and find two-word expressions that mean the following.

- 1 good things to invest in, in general
- 2 the way an economy starts growing, then grows faster, then slows down, over a period of time
- 3 a period when an economy is getting smaller
- 4 a good place to invest so that your money does not lose value
- 5 actions to improve one's financial situation after a difficult period
- 6 countries that are growing very fast and becoming much richer

Unit 4

A

- 1 False (It's very important to go beyond that.)
- 2 True
- 3 True
- 4 True
- 5 False (It's also about promotion and other rewards.)
- 6 True

B

If you want to start an analysis, we have a survey tool – it's on a website, orgdna.com, where you can answer just a small number of questions about your organisation and then we compare that to answers from about 40,000 other executives and we can recognise patterns, and that helps us to say that your organisation is like these other organisations, and so we can get some learning from comparable organisations. And we call that the 'orgdna profiler'. It gives you a superficial view and it's a good place to start the conversation. But then we have to go much deeper. And we usually organise both workshops with the executives and probes into particular aspects that seem to be particularly interesting. So, for example, we might take a single major controversial decision and look at how that was actually made, and really you often find that the reality is quite different from the theory.

C

- | | |
|-----------------|-----------------|
| 1 manufacturing | 4 geography |
| 2 marketing | 5 business unit |
| 3 function | 6 headquarters |

D

- | | |
|---------------|------------|
| 1 run | 4 operates |
| 2 responds | 5 ships |
| 3 figure; out | 6 report |

Unit 5

A

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

B

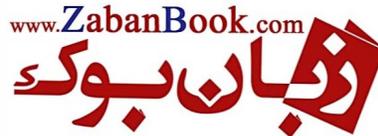
- | | |
|------------|----------------|
| 1 identify | 4 articulate |
| 2 agree | 5 brief |
| 3 air | 6 come up with |

C

- 1 recommendations
- 2 presentation
- 3 debate
- 4 execution phase
- 5 creative material
- 6 channels of distribution

D

- 1 True
- 2 False (Here it is used to talk about an idea that spreads over the Internet, by word of mouth, etc.)
- 3 False (It's a noun used to talk about what something contains.)
- 4 True
- 5 False (It's used here to talk about something that's so good it's shocking.)
- 6 True

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Unit 6

A – B

1 b iv 2 d v 3 c i 4 a ii 5 e iii

C

d, a, f (or f, a), c, e, b

D

- | | |
|-----------------------|--------------------|
| 1 attractive areas | 4 safe haven |
| 2 economic cycle | 5 recovery play |
| 3 economic depression | 6 emerging markets |

Unit 7

A

- 1 True
- 2 True
- 3 False (A frustrating experience is one where you do not get what you want.)
- 4 False (Someone who is keen to do something wants to do it immediately.)
- 5 True
- 6 False (If a business contact entertains you, they might take you to a restaurant, invite you to their home, etc.)

B

- | | |
|---------------|-----------------------------|
| 1 assignments | 4 expectations |
| 2 skill set | 5 adaptability, flexibility |
| 3 traits | 6 parameters |

C

I think also one of the key features of the successful international businessperson is to be non-judgemental. For instance, if you're coming from an Asian culture, er, to try and do business with, er, a Western culture, er, for certain the way that people do things will be fundamentally different – er, the hierarchy, the structure, the decision-making process, the seniority and the influence of the people you're doing business with – will be fundamentally different. Er, you may not agree, you may not approve of the way that business is done in another culture; but the way that people do business in that culture is as a result of many, many years of, of development and so you have to be accepting, er, that it may be not to your liking and it may be different, but it is not wrong.

Unit 8

A

d, f, b, a, c, e

B

- | | |
|-------------|---------------|
| 1 recommend | 5 employ |
| 2 interview | 6 clippings |
| 3 advice | 7 prove |
| 4 appear | 8 demonstrate |

C – D

e – it's likely that
 f – in the last few years
 g – really
 b – at the same time
 d – all over the world
 a – totally
 c – in general

Unit 9

A

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

B

- | | |
|-----------------|-----------------|
| 1 competitive | 5 win-win |
| 2 high-conflict | 6 appropriate |
| 3 win-lose | 7 well prepared |
| 4 co-operative | |

C

... effective negotiators are able to watch for when there is more scope for negotiation. What I mean by that is, the ability to be able to look out and listen for what we call 'soft exposing give-aways'. These are the small bits of language around proposals that will tell you that your counterpart, the person on the other side of the table, has more negotiation room. And these are words like 'I'm looking for ... roughly ... in the region of ... around about ... I'd like ... I'm hoping for ... currently ... right now ... er, probably'. Er, these are words that negotiators spot to help them understand just how movable the other side is. And so language itself is very important and the control of that language; but also the ability to listen. Because the more information you have, the more powerful you become, because information is power.

Unit 10

A – B

1 c iii 2 d iv 3 b i 4 e ii 5 f v 6 g vi 7 a vii

C

f, h, c, b, g, e, a, d

D

- Two organisations that work together are in *partnership*, which is a type of *collaboration*.
- Protecting the environment is referred to as *conservation*.
- The chance to do something is an *opportunity* to do it.
- People who do research are *researchers*.
- Data* is a plural word used to talk about scientific information.
- People who work on a project are *involved* in it.
- Someone who promotes the environment is referred to here as an *ambassador*.

Unit 11

A

- | | |
|--------------|--------------------------|
| 1 courage | 4 emotional intelligence |
| 2 indecisive | 5 sensitive |
| 3 respect | 6 coldness |

B

- | | |
|--------------|---------------------------|
| 1 indecisive | 4 courageous |
| 2 sensitive | 5 respectful |
| 3 cold | 6 emotionally intelligent |

C

- | | |
|------------------------|---------------------|
| 1 natural born leaders | 4 leadership skills |
| 2 evidence | 5 coincidence |
| 3 charisma | 6 their skill set |

D

- True
- True
- False (You keep doing it until you succeed, and don't give up.)
- True
- False (They like you.)
- False (You were born with it.)
- True
- False (You do things in unusual ways.)

Unit 12

A

- False (It's a public body.)
- False (It also looks at matters in regulated industries.)
- False (He mentions water, energy and communications, but not cars.)
- True
- True
- False (The correct expression is 'ownership structure'.)
- True

B

- dynamics
- suppliers; providers; players
- concentrated; concentration
- competitive
- static

C

We could contrast that with another enquiry that we did, completed about two years ago, into what's known as liquid petroleum gas for domestic users. Essentially, this is for customers who are not supplied for energy through pipes – they live in remote areas, and therefore they need the gas, which is also known as propane, propane, delivered to their house and put in a tank. Again this is a market with only four major players in it, concentrated in the same way in nominal terms like the groceries industry, but we found a far more static market. Er, we found that customers were not switching between the companies, the companies were not competing with each other, erm, and consequently we were finding higher prices, less innovation and less choice.

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CASE STUDY WRITING TASK: MODEL ANSWER

To: raj.patel@rashidsinghenterprises.in
 From: carolina.aguilar@fashionhouse.com

Dear Mr Patel

It was a pleasure to meet you in Mumbai last week. If you can agree to the following as the outcome of our negotiation, we will place our order immediately.

- Goods: 1,000 necklaces @ \$115 and 1,000 bracelets @ \$95 to be shipped immediately, and 2,000 more of each at the same prices by November 15. 3,000 earrings (i.e. 1,500 pairs at \$50 per pair) to be shipped by November 30
- Delivery: As the orders are very urgent, we would like delivery by air – charges to be paid by us.
- Trade discount of 2.25% off your list prices. (We hope you will be able to offer a bigger discount on future orders.)
- Returned goods: we will return any unsold goods within one month, and the amount will be credited to our account against future orders. We agreed that there will be no refunds for unsold goods.
- Guarantee: one year for bracelets and earrings, and you kindly offered us a three-year guarantee for necklaces.
- Payment: I agreed to discuss this with our accounts people. They say that we can currently offer a 10-per-cent deposit when the order is placed, with the remainder 60 days after delivery. (I'm sorry we can't offer better terms, but this is now company policy, and we are not able to vary it.)

Looking forward to hearing from you, and, hopefully, to doing business with you.

Best wishes

Carolina Aguilar
 Buyer, Fashion House Inc.

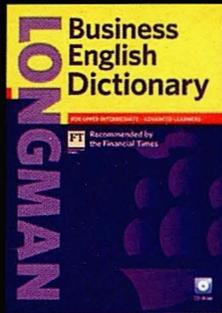
A Reluctantly, Raj Patel agreed to the payment terms in the e-mail above. It is now mid-March, and all the goods were delivered on time by November 30 last year, but Fashion House has still not paid any of the invoices sent by Rashid Singh Enterprises, despite several reminders.

The Head of Accounts at Rashid has sent e-mails to the salespeople, telling them not to accept any more orders from Fashion House, but the salespeople have been deleting the e-mails without reading them.

You are the Head of Accounts at Rashid Singh. Write a notice for the sales office notice board, informing salespeople about the situation and telling them not to accept any more orders from Fashion House. (See the Writing file, Course Book page 131, for the format of notices.)

B Look again at the completed minutes of a meeting in the Language review section on page 116 of the Course Book. Write the corresponding action minutes for the same meeting. You can add your own information where necessary. (See the Writing file, Course Book page 129, for the format of action minutes.)

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