

**3rd Edition Extra**

with business skills lessons and self-assessment

**Advanced**

# MARKET LEADER



**Business English Course Book**

Iwonna Dubicka Margaret O'Keeffe

**FT** Publishing  
FINANCIAL TIMES

GLOBAL SCALE  
of English

ALWAYS LEARNING

PEARSON

3rd Edition

Advanced

# MARKET LEADER

Business English Course Book

Iwonna Dubicka Margaret O'Keeffe



# Contents

	LISTENING AND DISCUSSION	READING AND LANGUAGE	BUSINESS SKILLS	CASE STUDY
<b>UNIT 1 FIRST IMPRESSIONS</b> → page 6	First impressions in presentations	<i>It's not what you know</i> Adverbs	Networking Writing: formal and informal register	Movers and shakers Writing: formal letter
<b>UNIT 2 TRAINING</b> → page 14	Apprenticeships	<i>Training leaders to connect the dots</i> Emphasising your point	Clarifying and confirming Writing: effective e-mails	Training at Carter & Randall Writing: e-mail (summarising decisions)
<b>UNIT 3 ENERGY</b> → page 22	Clean energy	<i>The danger of losing touch with reality</i> Articles; countable and uncountable nouns	Decision-making Writing: layout and structure of reports	Energy saving at Tumalet Software Writing: report

## WORKING ACROSS CULTURES: 1 INTERNATIONAL PRESENTATIONS

→ page 30

## REVISION UNIT A

→ page 32

	LISTENING AND DISCUSSION	READING AND LANGUAGE	BUSINESS SKILLS	CASE STUDY
<b>UNIT 4 MARKETING</b> → page 36	Customer relationship management	<i>Is the customer always right? Yes, she is.</i> <i>What women really want!</i> Defining and non-defining clauses	Making an impact in presentations Writing: presentation slides	Re-launching Home2u Writing: press release (product endorsement)
<b>UNIT 5 EMPLOYMENT TRENDS</b> → page 44	The future of work	<i>Gigonomics: And what don't you do for a living?</i> -ing forms and infinitives	Resolving conflict Writing: avoiding conflict in e-mails	Delaney: call-centre absenteeism Writing: e-mail (improving an e-mail by avoiding conflict)
<b>UNIT 6 ETHICS</b> → page 52	Trust me: corporate responsibility	<i>The corporate conscience: Sherron Watkins, Enron whistleblower</i> <i>Drug whistleblower collects \$24m</i> Modal perfect	Ethical problem-solving Writing: meetings and action points	Dilemmas at Daybreak Writing: press release (damage limitation)

## WORKING ACROSS CULTURES: 2 ETHICAL INTERNATIONAL BUSINESS

→ page 60

## REVISION UNIT B

→ page 62

## LANGUAGE REFERENCE

→ page 126

## WRITING FILE

→ page 142

	LISTENING AND DISCUSSION	READING AND LANGUAGE	BUSINESS SKILLS	CASE STUDY
<b>UNIT 7 FINANCE</b>	Sustainable banking	<i>Day of reckoning for innumerate bankers</i> Multiword verbs	Managing questions	Dragons & Angels Writing: e-mail (an investment proposal)

→ page 66

<b>UNIT 8 CONSULTANTS</b>	Operations consulting	<i>Day in the life of a management consultant</i> Ellipsis	Negotiating Writing: summarising terms and conditions	New market opportunities Writing: e-mail (summarising terms and conditions)
-------------------------------	-----------------------	---------------------------------------------------------------	----------------------------------------------------------	--------------------------------------------------------------------------------

→ page 74

<b>UNIT 9 STRATEGY</b>	Strategy, goals and values	<i>Living strategy and death of the five-year plan</i> Rhetorical questions	Brainstorming and creativity Writing: mission statements	Stella International Airways: strategy for the skies Writing: summary
----------------------------	----------------------------	--------------------------------------------------------------------------------	-------------------------------------------------------------	--------------------------------------------------------------------------

→ page 82

**WORKING ACROSS CULTURES: 3 SOCIALISING**

→ page 90

**REVISION UNIT C**

→ page 92

	LISTENING AND DISCUSSION	READING AND LANGUAGE	BUSINESS SKILLS	CASE STUDY
<b>UNIT 10 ONLINE BUSINESS</b>	Developments in online business	<i>The new corporate firefighters</i> Rhetorical devices	Presentations: thinking on your feet	The fashion screen Writing: summary

→ page 96

<b>UNIT 11 NEW BUSINESS</b>	Advice for start-ups	<i>Go the distance with a one-trick pony</i> <i>Work longer, work older</i> Cleft sentences	Chasing payment	Healthy growth for OTC Tech Writing: e-mail (proposal for growth strategy)
---------------------------------	----------------------	---------------------------------------------------------------------------------------------------	-----------------	-------------------------------------------------------------------------------

→ page 104

<b>UNIT 12 PROJECT MANAGEMENT</b>	Issues in project management	<i>Fine-tune your project schedule</i> Instructive texts	Teleconferencing	Creating a world-class port Writing: report
---------------------------------------	------------------------------	-------------------------------------------------------------	------------------	------------------------------------------------

→ page 112

**WORKING ACROSS CULTURES: 4 MANAGING AN INTERNATIONAL TEAM**

→ page 120

**REVISION UNIT D**

→ page 122

**ACTIVITY FILE**

→ page 149

**AUDIO SCRIPTS**

→ page 167

# Introduction

## 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 or studying international business.

This third edition of the Advanced 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 a professional environment and will broaden your knowledge of the business world. Everybody studying this course will become more fluent and confident in using the language of business in a variety of contexts and should further their career prospects.

### The authors



**Margaret O'Keeffe** (*left*) has over 20 years' teaching experience. Based in Barcelona, she is a freelance teacher-trainer, course designer and in-company English language teacher. Her background is in research and planning, working for both British Airways and British Telecom before becoming a teacher. She has taught at the Universitat Pompeu Fabra, and the Servei Extern d'Idiomes, Universitat de Barcelona, Spain. She also writes materials for coursebooks and multimedia, and co-authored the English language modules for the Universitat Oberta de Catalunya.

**Iwonna Dubicka** (*right*) has over 20 years' experience as a Business English trainer in Barcelona, including six years as Director of Studies of English at In Company Languages. She has also taught for SEI, Universitat de Barcelona, as an online tutor for the Universitat Oberta de Catalunya, and is currently a freelance teacher for ESADE's Executive Language Center in Barcelona. Together with Margaret O'Keeffe, she has co-authored various titles published by Pearson Education, such as *English for International Tourism* (Pre-intermediate) and *Lifestyle* (Intermediate).

## What is in the units?

### VOCABULARY

You are offered a variety of discussion questions as an introduction to the theme of each unit. You will hear authentic interviews with businesspeople. You will develop listening skills, such as listening for key information, note-taking and summary writing. In this section, you will also extend your vocabulary by learning useful new words and phrases. A good business dictionary such as the *Longman Business English Dictionary* or a monolingual dictionary for advanced learners such as the *Longman Dictionary of Contemporary English* will also help you to increase your business vocabulary.

### READING AND LANGUAGE

You will read authentic articles on a variety of contemporary topics from the *Financial Times* and other newspapers and books on business management. You will develop your reading skills. You will also be able to discuss and respond to the issues in the articles. There is a language review after each article and related exercises in the Language reference section for each unit. You will be able to revise language and structures which are common problem areas for advanced learners. You will become more accurate in your use of English at an advanced level.

### BUSINESS SKILLS

You will develop essential business communication skills, such as giving presentations, dealing with questions, taking an active part in meetings, negotiating, strategies for telephoning and teleconferences, English for networking, as well as using the language for a variety of business writing tasks. Each Business skills section contains a Useful language box which provides you with the language you need to carry out the realistic tasks in the Course Book.

### CASE STUDY

The *Market Leader* case studies are linked to the business topics of each unit. They are based on business problems or situations and allow you to use the language and communication skills you have developed while working through each unit. They give you the opportunities to practise your speaking, listening, reading and writing skills in realistic contexts. Each case study ends with a follow-up writing task. A full writing syllabus is provided in the *Market Leader* Practice File.

### 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 Advanced* third edition also contains four review units which recycle and revise material covered in the preceding three Course Book units. Each review unit is designed so that it can be completed in two sessions or on a unit-by-unit basis.

# First impressions

*'You don't get a second chance to make a first impression.'*  
Anonymous

## OVERVIEW

### LISTENING AND DISCUSSION

First impressions in presentations

### READING AND LANGUAGE

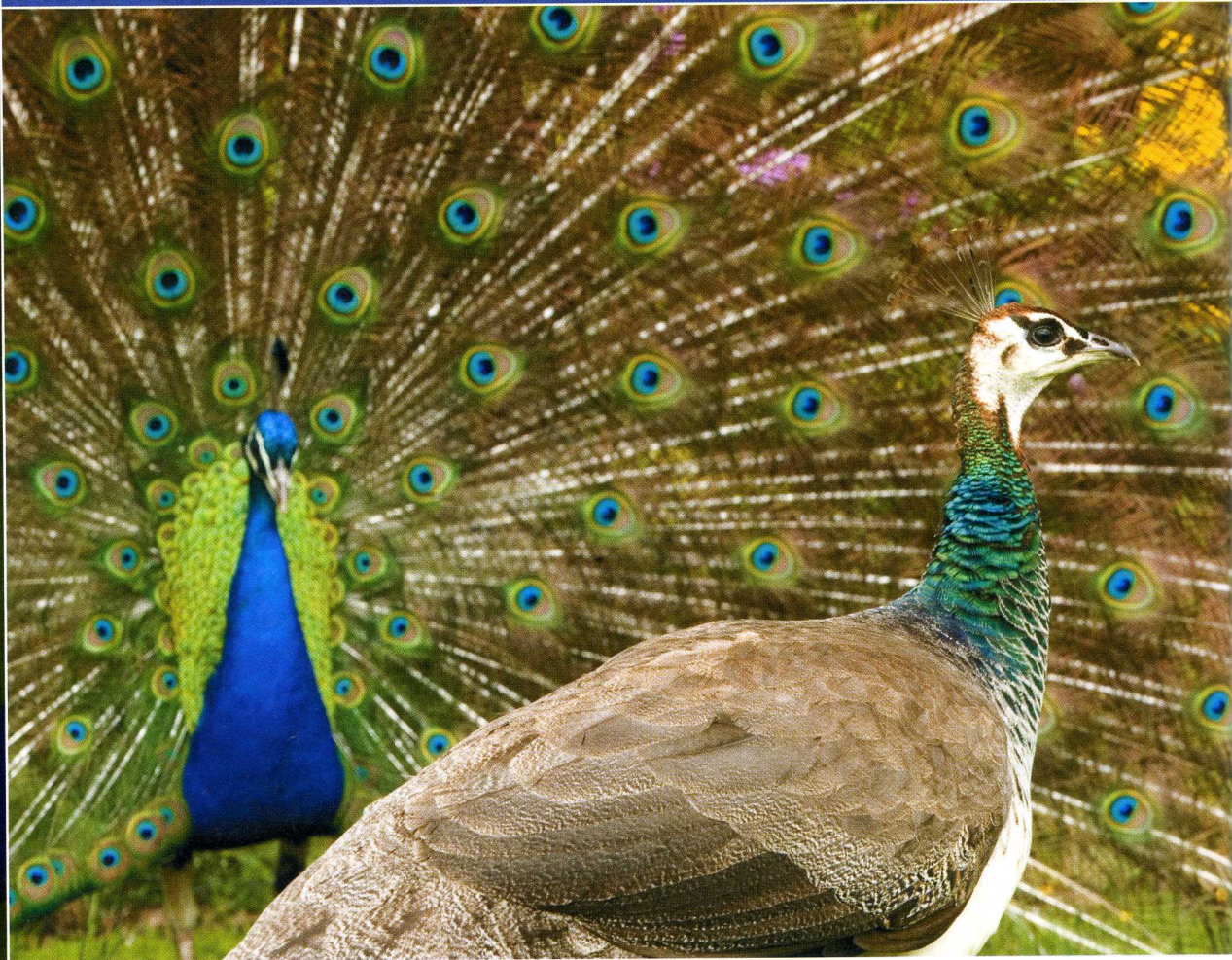
*It's not what you know*  
Adverbs

### BUSINESS SKILLS

Networking  
Writing: formal and informal register

### CASE STUDY

Movers and shakers



## LISTENING AND DISCUSSION

### First impressions in presentations



Anneliese Guérin-LeTendre

#### A Discuss these questions.

- 1 What reasons can you think of for giving a presentation to an audience?
- 2 What is the hardest part of giving a presentation?
- 3 How can you secure your audience's attention at the start of a presentation? Think of three useful techniques.
- 4 Have you ever heard a speaker who you felt was truly inspirational? What techniques did they use to engage the audience?
- 5 What, for you, are the ingredients of a great presentation?
- 6 What impact do you think body language can have on a presenter's success? Think of some examples of good and bad body language.

#### B CD1.1 Anneliese Guérin-LeTendre is an intercultural communications expert who works with Communicaid, a culture and communication-skills consultancy. Listen to the first part of the interview and answer these questions.

- 1 What percentage of communication is said to be non-verbal?
- 2 How do audiences form a first impression of a presenter?

#### C CD1.2 Listen to the second part of the interview. What four aspects of verbal and non-verbal communication does Anneliese talk about?

**D**  CD1.2 Listen again and complete these tips with one word in each gap. Which tip do you find the most useful?

- The way you stand, known as .....<sup>1</sup>, is important. Try to be .....<sup>2</sup> but not rigid. Take .....<sup>3</sup> of the space and don't hide behind the table or .....<sup>4</sup>. Use a remote to 'liberate you from your laptop'.
- Use eye contact to .....<sup>5</sup> the whole room, not just the first few rows.
- The way you use .....<sup>6</sup> and intonation can produce all sorts of light and dark .....<sup>7</sup> in your voice that add interest and get the audience paying attention. Avoid shouting. Try out the microphone beforehand.
- Control your gestures so that they don't become a .....<sup>8</sup> to the audience.

Watch the interview on the DVD-ROM.



**E** What do you think these words from the second part of the interview mean? Match the words (1–4) to the definitions (a–d). What examples did Anneliese give of these?

- |   |            |    |                                                                                       |
|---|------------|----|---------------------------------------------------------------------------------------|
| 1 | mannerism  | a) | keep moving your hands or feet because you are bored or nervous                       |
| 2 | flick      | b) | slight movement of something you are wearing so that it is neater or more comfortable |
| 3 | fidget     | c) | way of speaking or moving that is typical of a particular person                      |
| 4 | adjustment | d) | make something move with a sudden, quick gesture                                      |

**F** What other examples of distracting gestures and behaviour have you noticed in presentations? What else can distract you?

**G** What do the verbs in this box mean? Use them in the correct form to complete the advice below.

lean   lean towards   nod   nod off   slouch   stare   wander



### Decoding the silent signals

You can also improve your presentation by noticing the messages your audience sends back to you through their own body language. Check out their reactions to what you're saying. Are people .....<sup>1</sup> their heads in agreement or are they .....<sup>2</sup>? If they look puzzled, stop and allow them to ask questions.

Watch for signals of boredom or misinterpretation. Are they .....<sup>3</sup> you to listen or are they .....<sup>4</sup> back with their arms folded? When members of your audience are .....<sup>5</sup> in their seats letting their eyes .....<sup>6</sup>, it usually means they're uninterested in what you're saying. But if they're sitting with their arms folded across their chest, .....<sup>7</sup> at you, they may have been offended by something you've said. If you're paying close attention, you can catch this and clarify your statement without any negative feelings.

**H** Is this advice true for audiences in your country? What other types of behaviour indicate an audience's reaction to a presentation?

**I** Prepare a two-minute introduction to a presentation on one of these topics.

- |                    |                                    |
|--------------------|------------------------------------|
| A passion of mine  | What I love about ...              |
| My ideal weekend   | A memorable business trip          |
| A special occasion | Three important moments in my life |

**J** Watch your colleagues' presentations. Make a note of two positive aspects of each presentation and one possible distraction.



**READING AND LANGUAGE**

**A** What do you understand by the expression *It's not what you know, but who you know that counts?* Do you think networking is more important in some of these professions than others?

accountancy banking the civil service law  
the media medicine politics teaching

**B** What are your views on networking? To what extent do you agree with these statements? Compare and discuss your answers.



	strongly agree	partially agree	disagree
1 Networking just means socialising with my colleagues and friends.			
2 Networking is all about finding lots of useful business contacts.			
3 Networking with business contacts is insincere and manipulative.			
4 Online social networking is as useful as face-to-face networking.			
5 Networking involves getting lots of help from others.			

**C** Read the article on the opposite page and compare the writer's views on networking with your own. What points does he make in relation to the five statements in Exercise B?

**D** Read the article again and find words or expressions which mean the following.

- 1 met someone you know when you were not expecting to (paragraph 2)
- 2 develop and use fully (paragraphs 3 and 5)
- 3 morally doubtful (paragraph 3)
- 4 not related to anything previously mentioned (paragraph 5)
- 5 when you recommend someone to another person for work (paragraphs 6 and 7)
- 6 move from one place to another in large amounts (paragraph 10)
- 7 caring about other people more than about yourself (*two expressions*) (paragraph 10)

**E** Look at these extracts from the article and indicate where the adverbs in brackets should go. Sometimes more than one answer is possible.

- 1 We have enough friends and contacts. (*already*)
- 2 You have more than 150 close contacts. (*probably*)
- 3 The dilemma is how to leverage existing contacts. (*successfully*)
- 4 It is important to determine how well your contacts understand what you do. (*also*)
- 5 One investment bank had a system for asking for two referrals. (*merely*)
- 6 The chances of receiving a referral are increased if they understand what you do. (*greatly, exactly*)
- 7 High-level networking is a face-to-face activity. (*primarily*)
- 8 If you connect with your network on this beneficial basis, the financial rewards will flow. (*mutually*)

➔ Language reference: Adverbs page 126

# It's not what you know

by Mike Southon

It is often said that your personal value is not what you know, but who you know. This is powerful motivation for recent graduates to build their personal networks. But some of us may conclude that we already have enough friends and contacts – the challenge is making the best use of those that we already have.

Mathematics supports this argument. If you have been in business more than 20 years, you probably have more than 150 close contacts – people you like and respect and would recognise if you bumped into them out of their work context. If you add to this all the people in *their* close networks, this aggregates to potentially more than 20,000 agreeable and interesting people.

It is not a problem to identify other networking prospects. We all have a drawer full of business cards and often a large number of online connections. The dilemma is how to successfully leverage existing contacts without appearing sleazy and manipulative.

The most important lesson to learn from the best-connected individuals is that little of their networking activity is carried out with any specific business goal in mind. They concentrate their effort on people they most like and who seem to like them back.

Even for the shyest individual, all that is required to leverage their network is to generate a list of people whose company they enjoy and invite them to a private dinner. This would be apropos of nothing in particular other than the pleasure of good company.

The tools for engineering a mutually successful outcome of such events are well explained by one of Europe's leading business networking strategists, Andy Lopata. His website explains that connecting is not enough; it is important also to determine how well your contacts understand what you do and then



Andy Lopata, Networking Strategist

how inspired they might be to provide a referral.

Lopata provides networking training and is always amazed to discover how few companies have an effective referral strategy. One investment bank merely had a system for asking for two referrals at the end of every meeting, regardless of whether they had built up any trust with the client. Lopata says the chances of receiving a referral are greatly increased if they understand exactly what you do and the problems you solve, have a high level of trust and understand how you help people. Your chances of receiving a referral are increased if you are also perceived to have a wider purpose to your working life.

Lopata recommends making a detailed assessment of your best contacts, the people they know, their willingness to refer you to them and how you might inspire them to make

that introduction, for free. While some people offer direct financial rewards for referrals, seasoned networkers mostly make introductions on the basis that everyone gains a benefit, including the prospect of referrals in return.

While high-level networking is primarily a face-to-face activity, Lopata agrees that online tools accelerate the process.

Expert networkers work on the basis that if you connect with your network on this mutually beneficial basis, the financial rewards will flow. Successful networking should be selfless and altruistic, giving referrals without remembering your simple favour, and receiving them without forgetting their kind gift.

**F** Which of the networking strategies mentioned in the article do you find most useful? Which do you think you will probably never use? Why? / Why not?