

3rd Edition

Upper Intermediate

MARKET LEADER



Business English Course Book

David Cotton David Falvey Simon Kent

FT Publishing
FINANCIAL TIMES



DVD-ROM

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TRAINER

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3rd Edition

Upper Intermediate













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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 international business.

This third edition of the Upper 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 previously Head of the English Language Centre and Principal Lecturer at London Metropolitan University.

David Cotton (centre) has over 40 years' experience teaching and training in EFL, ESP and English for Business, and is the author of numerous business English titles, including *Agenda*, *World of Business*, *International Business Topics* and *Keys to Management*. He is also one of the authors of the best-selling *Business Class*. He was previously a Senior Lecturer at London Metropolitan University.

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?

STARTING UP

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. The DVD-ROM also contains further practice exercises. 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 and find further practice exercises on the DVD-ROM.

LANGUAGE REVIEW

This section focuses on common problem areas at Upper 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. A Grammar reference section can be found at the back of the book and on the DVD-ROM. The DVD-ROM also provides extra grammar practice.

SKILLS

You will develop essential business communication skills, such as making presentations, networking, negotiating, cold-calling and dealing with communication breakdown. 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. The DVD-ROM supplements the Course Book with additional activities.

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 Upper 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.

Communication

'When people talk, listen completely. Most people never listen.'
Ernest Hemingway (1899–1961), American writer

OVERVIEW

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LISTENING

Improving communications

READING

E-mail: for and against

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Dealing with communication breakdown

CASE STUDY

The price of success



STARTING UP

A Think of a good communicator you know. Explain why he/she is good at communicating.

B What makes a good communicator? Choose the three most important factors from this list.

- fluency in the language
- an extensive vocabulary
- a sense of humour
- grammatical accuracy
- being a good listener
- physical appearance
- an awareness of body language
- not being afraid of making mistakes
- no strong accent

C What other factors are important for communication?

D Discuss these questions.

- 1 What forms of written and spoken communication do you like using? Why?
- 2 What problems can people have with the different forms of communication?
- 3 How do you think those problems can be solved?

VOCABULARY

Good communicators

A Which of these words apply to good communicators and which apply to bad communicators? Add two adjectives of your own to the list.

- | | | | | |
|------------|------------|-----------|------------|----------|
| articulate | coherent | eloquent | extrovert | fluent |
| focused | hesitant | inhibited | persuasive | rambling |
| reserved | responsive | sensitive | succinct | vague |

B Which of the words in Exercise A have these meanings?

- | | |
|------------------------------|----------------------------------|
| 1 concise | 5 clear and easy to understand |
| 2 reluctant to speak | 6 good at influencing people |
| 3 talking in a confused way | 7 outgoing |
| 4 able to express ideas well | 8 eager to react and communicate |

C Complete the extract below from a talk by a communication expert with the verbs from the box.

clarify confuse digress engage explain interrupt ~~listen~~ ramble

'Good communicators really *listen*¹ to people and take in what is said. They maintain eye contact and have a relaxed body language, but they seldom² and stop people talking. If they don't understand and want to³ something, they wait for a suitable opportunity.

When speaking, effective communicators are good at giving information. They do not⁴ their listener. They make their points clearly. They will avoid technical terms, abbreviations or jargon. If they do need to use unfamiliar terminology, they⁵ by giving an easy-to-understand example. Furthermore, although they may⁶ in order to elaborate a point and give additional information and details where appropriate, they will not⁷ and lose sight of their main message. Really effective communicators who have the ability to⁸ with colleagues, employees, customers and suppliers are a valuable asset for any business.'

D  CD1.1 Listen to the talk and check your answers.

E Think of a poor or bad communicator you know. How could they improve their skills? What advice would you give them?

See the DVD-ROM for the i-Glossary.



LISTENING


Improving communications




Alastair Dryburgh


Watch the interview on the DVD-ROM.



A  CD1.2 Listen to the first part of an interview with Alastair Dryburgh, an expert on communication. Does he think technology makes good communication easier?

B  CD1.2 Listen again. What four key points does Alastair make about communication?

C  CD1.3 Listen to the second part of the interview. Alastair gives an example of a company which has used technology to change the way it communicates with customers. Give reasons why it communicates well.

D  CD1.4 Listen to the final part, where Alastair is describing a bad customer experience. What mistakes did the company make, and how could they have improved the customer experience?

E Discuss an example you know of a company which communicates well with its customers or a company which communicates badly. What advice would you give to the bad communicator?

READING

E-mail: for and against

A What irritates you most about these forms of communication?

- e-mail
- mobile phone
- conference calling
- voicemail
- BlackBerry
- web presentation

B What are the advantages and disadvantages of using e-mail?**C** Read the article on the opposite page quickly and choose the best title.

- 1 Time to switch your BlackBerry off
- 2 How to deal with your inbox
- 3 A quiet word beats sending e-mail

D Read the article again and list the advantages and disadvantages of using e-mail. Does the writer mention any that you listed in Exercise B?**E** Find expressions in the article which mean the following.

- 1 looking at another person (paragraph 2)
- 2 upsetting or embarrassing someone by being rude or tactless (paragraph 2)
- 3 not be caught or punished when you have done something wrong (paragraph 4)
- 4 pretend something is true in order to deceive people (paragraph 4)
- 5 keeping writing or talking to someone, even though you do not see them often (paragraph 8)
- 6 aiming an idea or product at someone (paragraph 8)

F Complete this text with the expressions in Exercise E in the correct form.

I don't have a problem with him¹ his family whilst he's posted overseas and sending e-mails in office time. That's not the main issue. However, if he thinks he can² sending such abusive e-mails to colleagues, he is sadly mistaken and he'll have to face the consequences of his actions later. He is clearly³ about his colleagues and spreading nasty rumours. He'd be better off speaking to colleagues⁴ if he has problems with them. He's slightly better when speaking with customers, but he needs to think about who he's speaking to when he's⁵ our products to them. And he just doesn't know how to say no to people without⁶.

G Discuss these questions.

- 1 'Business is best done face to face.' Do you agree?
- 2 How could communication be improved in your organisation?
- 3 How will communication change in the office of the future?
- 4 What do you do when you receive a nasty e-mail?
- 5 Is communication better these days with all the new technology?

by Luke Johnson

E-mail might just be responsible for the productivity increases that economists tell us are the key to rising prosperity. But it could also be sending us all mad.

The truth is that business is generally best done face to face, and if that is impossible, then speaking via the phone. But too many of us now hide behind silent, typed communications. The trouble is that the recipient of an e-mail does not hear a tone of voice or see a facial expression; nor can the sender modify their message halfway through, sensing that it is causing offence. When you read an e-mail, you cannot tell the mood of the e-mailer.

A permanent written form is deadly if you are feeling impetuous and emotional. Too often I have made the mistake of sending an irritable response, which will have festered and angered the other end much more than a difficult telephone exchange. Spoken words fade, but e-mail is forever.

It is so much easier to be tough via e-mail, or to get away with weak excuses, or to make things up, or to say no. Almost invariably, it is more human and serious to have a real discussion rather than a bizarre online conversation. I know employees who have been fired for sending abusive e-mails, or who have faced severe legal consequences for writing something they should have just said verbally.

Everyone in business finds their inbox is almost swamped every day with spam. I notice I spend longer



and longer sorting out the e-mails that matter from all the junk. It has become, I'm afraid, a dangerously corrupted medium. Large companies suffer chronic overuse of 'reply to all'.

Moreover, e-mail can be a terrible distraction, especially if you use a BlackBerry. I was recently reprimanded for peeking at mine during a board meeting – a gross form of hypocrisy on my part, because I once threatened to sling out of the window any PDA-type devices being used in meetings I chaired. I have now vowed to switch off both BlackBerry and mobile in all meetings – anything less is uncivil.

It must be admitted that e-mail is hard to beat as a transmitter of documents and data. It forces the sender to carefully think through their arguments and express

themselves logically. It allows you to reply swiftly to a host of different questions when time is short. You don't have to worry about journey times or travel costs, unreliable postage or engaged phones or voicemail.

E-mail is a marvellously economical tool for keeping in touch with far-flung commercial contacts; you can send them a note at your leisure, 24 hours a day. It is also a terrific method of discreetly and directly pitching to someone powerful. It certainly beats trying to get a meeting or even reach them on the phone.

Like it or not, I could not do my job without e-mail. Meanwhile, I know a senior financier, an ex-chair of a FTSE company, who still has his secretary print out his e-mails for him to read so he can then dictate replies for her to e-mail back. Now that really is mad.

LANGUAGE REVIEW

Idioms

A

Complete the idioms below with the words from the box.

bush grapevine loop mouth nutshell picture
point purposes stick tail wall wavelength

- | | |
|--------------------------------------|--|
| a) to put it in a | g) can't make head nor of it |
| b) to get straight to the | h) to talk at cross-..... |
| c) to hear it on the | i) to beat about the |
| d) to put someone in the | j) to get it straight from the horse's |
| e) to get the wrong end of the | k) to be like talking to a brick |
| f) to be on the same | l) to keep someone in the |