

3rd Edition

Pre-intermediate

MARKET LEADER

Business English Course Book

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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 Pre-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.

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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?

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 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 Pre-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, 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. 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 Pre-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.

'Many people quit looking for work when they find a job.'
Steven Wright, US comedian

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VOCABULARY

Career moves

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Changing jobs

LANGUAGE REVIEW

Modals 1: ability, requests and offers

SKILLS

Telephoning: making contact

CASE STUDY

YouJuice



STARTING UP

A Discuss these questions.

- 1 How ambitious are you?
- 2 Do you have a career plan? Where do you want to be in 10 years' time?
- 3 Which of the following would you prefer to do?
 - a) work for one company during your career
 - b) work for several different companies
 - c) work for yourself

B Look at these activities (1–7). In pairs, match each activity to its corresponding area of work (a–g). Which of these areas do you work in or would you like to work in? Why?

- | | |
|--|-----------------------------------|
| 1 making/manufacturing things | a) Sales and Marketing |
| 2 being in charge of people and running the organisation | b) Finance |
| 3 selling products or services | c) Management |
| 4 dealing with clients/consumers | d) Human Resources (HR) |
| 5 working with figures | e) Production |
| 6 dealing with employees and training | f) Research and Development (R&D) |
| 7 investigating and testing | g) Customer Service |

C What should you do to get ahead in your career? Choose the four most important tips from this list. Compare your ideas in a group and try to agree on a final choice.


- | | |
|--|---|
| 1 Change companies often. | 5 Be energetic and enthusiastic at all times. |
| 2 Use charm with your superiors. | 6 Be the last to leave work every day. |
| 3 Attend all meetings. | 7 Find an experienced person to give you help and advice. |
| 4 Go to your company's social functions. | 8 Study for extra qualifications in your free time. |


VOCABULARY

Career moves

A These phrases (1–6) all include the word *career*. Match each of them to its correct meaning (a–f). Use a dictionary to help you.

- | | |
|------------------------|--|
| 1 career move | a) chances to start/improve your career |
| 2 career break | b) ideas you have for your future career |
| 3 career plan | c) an action you take to progress in your career |
| 4 career opportunities | d) a period of time away from your job to, for example, look after your children |
| 5 career path | e) a series of levels or steps in your working life |
| 6 career ladder | f) the direction your working life takes |

B  CD1.1–1.3 Listen to three people talking about their careers. Which person is at the beginning, in the middle and at the end of their career?

C  CD1.1–1.3 Listen again. Which of the phrases with *career* in Exercise A does each person use? Which of the experiences do you think are common?

D Complete the sentences below with the verbs in the box. Use a dictionary to help you.

climb decide ~~have~~ make offer take

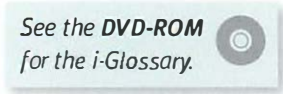
- Employees in large multinationals *have* excellent career opportunities if they are willing to travel.
- Some people a career break to do something adventurous like sailing round the world or going trekking in India.
- One way to a career move is to join a small but rapidly growing company.
- Certain companies career opportunities to the long-term unemployed or to people without formal qualifications.
- Ambitious people often on a career plan while they are still at university.
- In some industries, it can take a long time to the career ladder.

E Look at these groups of words. Cross out the noun or noun phrase in each group which doesn't go with the verb in *italics*.

- | | |
|--|---|
| 1 <i>make</i> a fortune / progress / a living / a training course | 4 <i>do</i> part-time work / a mistake / a nine-to-five job / your best |
| 2 <i>get</i> progress / a promotion / a bonus / fired (AmE) / the sack (BrE) | 5 <i>take</i> a pension / an opportunity / time off / early retirement |
| 3 <i>earn</i> commission / a part-time job / money / 40,000 per year | 6 <i>work</i> flexitime / anti-social hours / overtime / an office job |

F Complete each of these sentences with the appropriate form of a word partnership from Exercise E.

- 1 In banking, you can with the big bonuses and retire at 35.
- 2 When you, you can arrange your own schedule, so this is very convenient when you have children.
- 3 People who work in sales often have the opportunity to on top of a basic salary.
- 4 Luke is ambitious and does not want to be a sales assistant all his life. In fact, he hopes to and become Assistant Manager very soon.
- 5 Many students when they are at university because it fits in with their studies.
- 6 Goran is 59, but he does not want to In fact, he is taking on more work!



READING
Be aware of your online image

A Discuss these questions in pairs.

- 1 What social-networking sites do you a) know, and b) use?
- 2 Why do you use them?

B Scan the article below quickly and answer these questions.

- 1 What percentage of employers research candidates online?
- 2 Which social-networking sites are mentioned?
- 3 Who do Peter Cullen and Farhan Yasin work for?

by Andy Bloxham

Jobseekers have been warned that their Facebook profile could damage their employment prospects, after a study found that seven in 10 employers now research candidates online.

According to new figures released by Microsoft, checks on Facebook and Twitter are now as important in the job-selection process as a CV or interview.

The survey, which questioned human-resource managers at the top 100 companies in the UK, the US, Germany and France, found that 70 per cent admitted to rejecting a candidate because of their online behaviour.

But HR bosses also said that a strong image online could actually help job hunters to land their dream job. Peter Cullen, of Microsoft, said: "Your online reputation is not something to be scared of, it's something to be proactively managed. These days, it's essential that web users cultivate the kind of online reputation that they would want an employer to see."

Facebook *faux pas* include drunken photographs, bad language and messages complaining about work.

Farhan Yasin, of online recruitment network Careerbuilder.co.uk, said: "Social networking is a great way to make connections with job opportunities and promote your personal brand across the Internet. People really need to make sure they are using this resource to their advantage, by conveying a professional image."

But Mr Yasin cautioned job seekers to be aware of their online image even after landing the perfect job, after their own research found that 28 per cent of employers had fired staff for content found on their social-networking profile. He added, "A huge number of employers have taken action against staff for writing negative comments about the company or another employee on their social-networking page."



LIKE us on Facebook



adapted from the *Telegraph*

- C** Read the article again and choose the best headline (a, b or c).
- Complaining about your job could lose you your job
 - Facebook profile 'could damage job prospects'
 - Ambition is key to a successful career
- D** According to the article, how can social-networking sites make or break your career?
- E** In pairs, write a short list of things you should *not* do on your social-networking pages. You can include your own ideas.
- F** Should staff be allowed to use social-networking sites during the working day? Discuss.

LISTENING

Changing jobs



Melissa Foux

- A** CD1.4 Melissa Foux is the Finance Director of CSC Media Limited, a television company. Listen to the first part of the interview and answer these questions.

- How does she describe her current company?
- What was her previous job?
- Why is it easy to move from sector to sector in the finance world?

- B** CD1.5 Listen to the second part and complete this extract.

When I was a student, although I was studying¹, I thought I would like to do something² afterwards, and I actually did a summer³ with one of the big⁴ firms, which was an excellent way to get an⁵ of what the job would be like. I started off as an auditor, and it was through that⁶ that I got my first job.

- C** CD1.6 Melissa is asked if she has had any good advice during her career. Listen to the third part and number these points in the order in which she mentions them.

- maintain clarity
- be able to see the key point and the key decision you have to make
- do not overcomplicate things

- D** CD1.7 Listen to the final part and decide which was the interviewer's question (a, b or c).

- What is the most interesting question you have been asked at interview?
- What is the key difference between people who work in finance and those who work in research?
- How would you advise people who are starting their careers?

- E** In groups, discuss these questions.

- What do you hope to do in the future in your career?
- Do you think there is an ideal career for you? What is it? Why?
- What is the best advice you have been given during your career or your studies?

Watch the interview on the DVD-ROM.



LANGUAGE REVIEW

Modals 1: ability, requests and offers

Modal verbs are very common in English. Match these functions (a-c) to the examples (1-3).

- a) making an offer b) describing ability c) making a request

- 1 **Can** you help me?
Could you say that again, please?
- 2 **Can** I help you?
Would you like a cup of coffee?
- 3 I **can** speak Polish and Russian.
She **could** read and write before she was three.

➔ Grammar reference page 141

A Rearrange the words to make questions from a job interview. Then decide whether each question is a) making a request, b) making an offer, or c) asking about ability.

- 1 get / you / can / I / a drink / ?
Can I get you a drink? (b)
- 2 e-mail address / your / confirm / I / could / ?
- 3 can / you / spreadsheets / use / ?
- 4 speak / languages / any other / you / can / ?
- 5 about / tell / you / job / us / your present / more / could / ?
- 6 tell / your current salary / me / you / could / ?
- 7 would you / as soon as possible / your decision / let us know / ?
- 8 start / you / when / can / ?
- 9 like / tea / some more / you / would / ?

B Match the questions in Exercise A (1-9) to these interviewee's answers (a-i).

- a) It's €60,000 a year.
- b) Not very well, but I'm doing a course next week.
- c) I can let you know next week.
- d) Thank you. A cup of tea, please.
- e) The address is correct, but I've got a new mobile number.
- f) I'd love some. Thank you.
- g) Well, I'm currently supervising an HR project.
- h) Yes, I can speak Korean and Japanese.
- i) My notice period is two months.

C Work in pairs. Student A is an interviewer and Student B is an interviewee.

Student A: Follow the instructions below.

Student B: Answer the questions truthfully.

Then switch roles.

Student A

- Offer tea or coffee.
- Find out Student B's ability to:
 - 1 speak any languages;
 - 2 use Excel, PowerPoint or Publisher;
 - 3 drive.
- Ask Student B:
 - 1 to tell you about themselves;
 - 2 for the best number to contact them on tomorrow;
 - 3 to repeat the number;
 - 4 if they would like to work abroad;
 - 5 if there are any hours they wouldn't be able to work.