

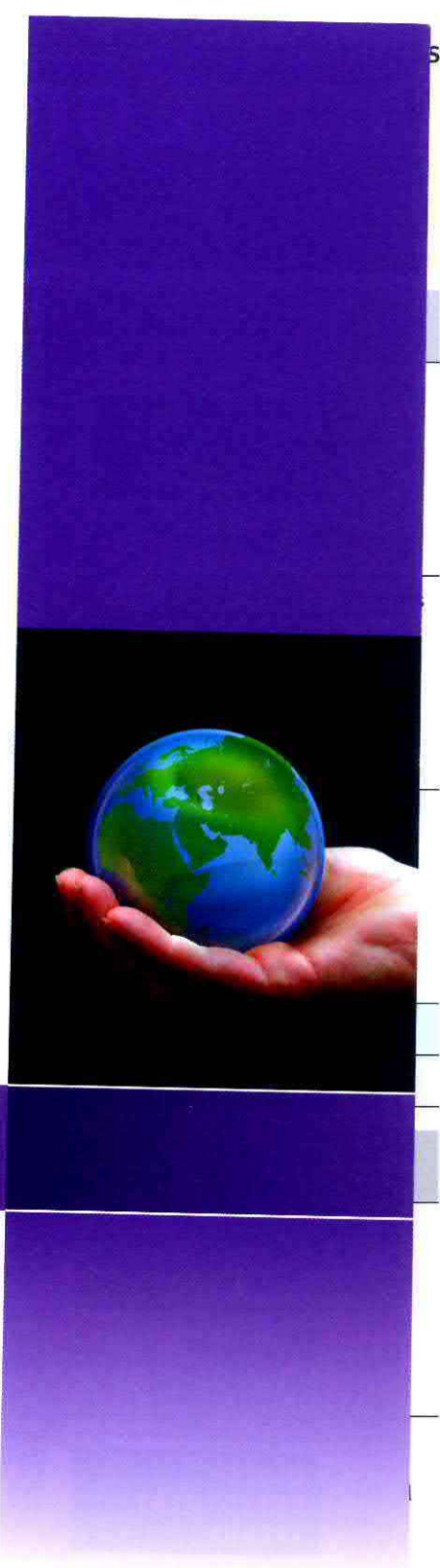
3rd Edition

Advanced

MARKET LEADER

Business English Course Book

wonna Dubicka Margaret O'Keeffe



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Contents

	LISTENING AND DISCUSSION	READING AND LANGUAGE	BUSINESS SKILLS	CASE STUDY
UNIT 1 FIRST IMPRESSIONS → 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
UNIT 2 TRAINING → 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)
UNIT 3 ENERGY → 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
UNIT 4 MARKETING → 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)
UNIT 5 EMPLOYMENT TRENDS → page 44	The future of work	<i>Giganomics: 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)
UNIT 6 ETHICS → 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
UNIT 7 FINANCE → page 66	Sustainable banking	<i>Day of reckoning for innumerate bankers</i> Multiword verbs	Managing questions	Dragons & Angels Writing: e-mail (an investment proposal)
UNIT 8 CONSULTANTS → page 74	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)
UNIT 9 STRATEGY → page 82	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

WORKING ACROSS CULTURES: 3 SOCIALISING → page 90

REVISION UNIT C → page 92

	LISTENING AND DISCUSSION	READING AND LANGUAGE	BUSINESS SKILLS	CASE STUDY
UNIT 10 ONLINE BUSINESS → page 96	Developments in online business	<i>The new corporate firefighters</i> Rhetorical devices	Presentations: thinking on your feet	The fashion screen Writing: summary
UNIT 11 NEW BUSINESS → page 104	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)
UNIT 12 PROJECT MANAGEMENT → page 112	Issues in project management	<i>Fine-tune your project schedule</i> Instructive texts	Teleconferencing	Creating a world-class port Writing: report

WORKING ACROSS CULTURES: 4 MANAGING AN INTERNATIONAL TEAM → page 120

REVISION UNIT D → page 122

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

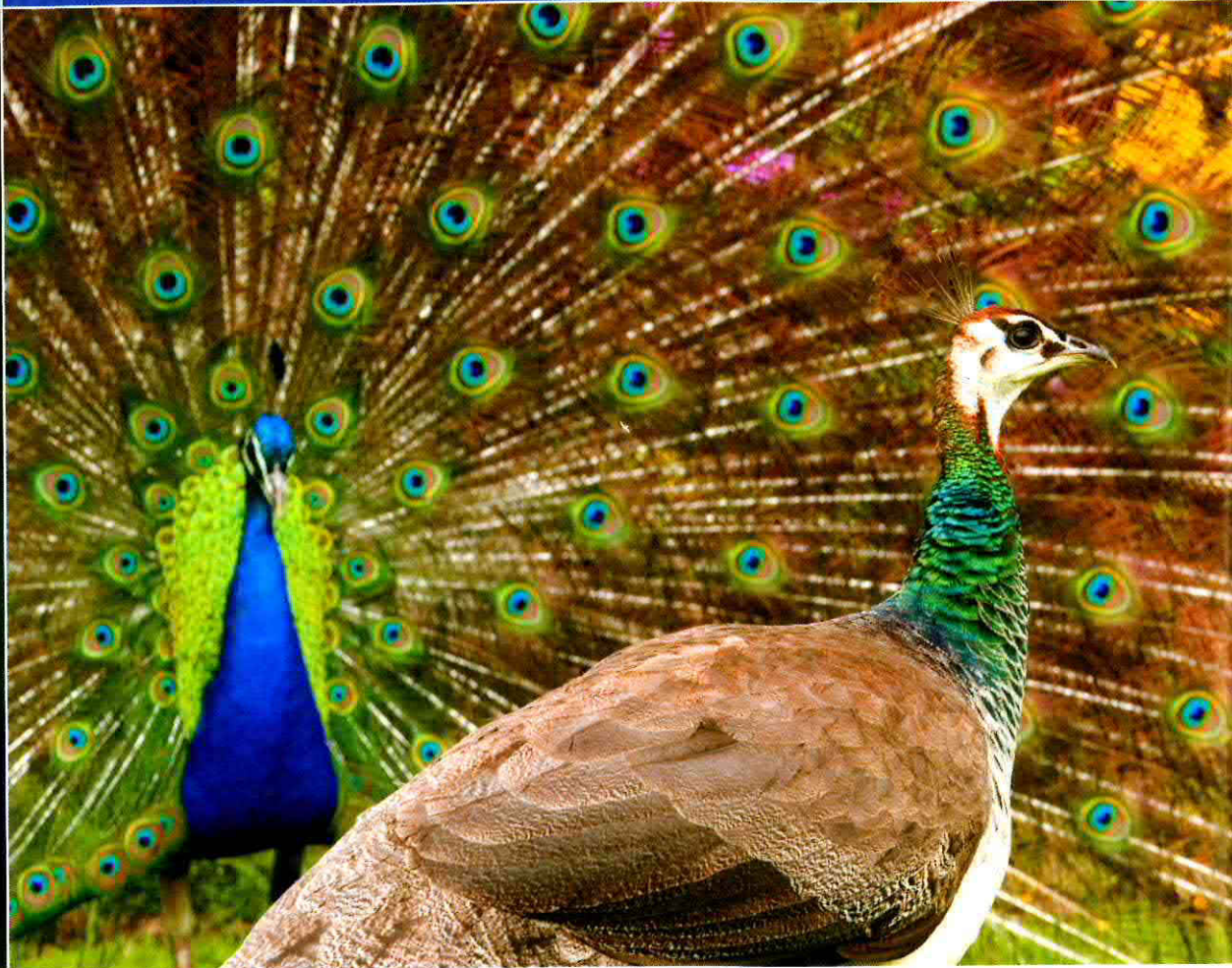
It's not what you know
Adverbs

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 as¹, is important. Try to be² but not rigid. Take³ of the space and don't hide behind the table or⁴. Use a remote to 'liberate you from your laptop'.
- Use eye contact to⁵ the whole room, not just the first few rows.
- The way you use⁶ and intonation can produce all sorts of light and dark⁷ 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 a⁸ 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 people¹ their heads in agreement or are they²? If they look puzzled, stop and allow them to ask questions.

Watch for signals of boredom or misinterpretation. Are they³ you to listen or are they⁴ back with their arms folded? When members of your audience are⁵ in their seats letting their eyes⁶, it usually means they're uninterested in what you're saying. But if they're sitting with their arms folded across their chest,⁷ 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.

- met someone you know when you were not expecting to (paragraph 2)
- develop and use fully (paragraphs 3 and 5)
- morally doubtful (paragraph 3)
- not related to anything previously mentioned (paragraph 5)
- when you recommend someone to another person for work (paragraphs 6 and 7)
- move from one place to another in large amounts (paragraph 10)
- 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.

- We have enough friends and contacts. (*already*)
- You have more than 150 close contacts. (*probably*)
- The dilemma is how to leverage existing contacts. (*successfully*)
- It is important to determine how well your contacts understand what you do. (*also*)
- One investment bank had a system for asking for two referrals. (*merely*)
- The chances of receiving a referral are increased if they understand what you do. (*greatly, exactly*)
- High-level networking is a face-to-face activity. (*primarily*)
- 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?

BUSINESS SKILLS

Networking



A Work in pairs. Look at these tips on networking with people you don't know, or don't know very well. Which of them are essential, desirable or best avoided in your culture? What other useful tips can you think of?

- Tell the other person as much as possible about your products/services.
- Compliment the other person on their talk, clothes, appearance, etc.
- Ask the other person lots of questions about themselves.
- Arrange to go for a drink together with each other's boss.
- Introduce the other person to someone you know before moving away.

B CD1.3, 1.4 Listen to two conversations between some conference delegates. Tick the strategies that you hear the speakers using. Which of them could you use as an ice-breaker? What other ice-breakers do you know?

- | | |
|-----------------------|--|
| 1 Introduce yourself. | 5 Check the pronunciation of someone's name. |
| 2 Compliment someone. | 6 Swap business cards. |
| 3 Ask for an opinion. | 7 Refer to future contact. |
| 4 Agree with someone. | 8 Introduce someone to someone else. |

C CD1.3, 1.4 Good networkers often ask open questions. Complete these questions. Which of them did you hear? Listen again if necessary.

- 1 What the conference so far?
- 2 in your part of the world?
- 3 most about living in your city?
- 4 for asking, but how much do you earn, by the way?
- 5 of any good places to eat near here, do you?
- 6 asking where you are from?
- 7 I didn't enjoy the dinner very much last night.?
- 8 I don't think you've met (*name of person*), ?

D Work in pairs. Decide which questions from Exercise C you would use when networking. Think of five questions of your own. What kind of questions *shouldn't* you use when networking?

E CD1.3 Listen to Conversation 1 again, or look at the audio script on page 167. What do the people say to break the ice and keep the conversation going?

F Look at the expressions in the Useful language box on the opposite page and answer these questions.

- 1 Which expressions did you hear in Conversation 2?
- 2 Which ones would you like to use next time you are networking?
- 3 What do you usually say to move away and start talking to someone else?

G Role play. Introduce yourself to another participant at an international conference.

Student A: Turn to page 149.

Student B: Turn to page 159.

Writing: formal and informal register

H Your local Chamber of Commerce has asked you to give a talk at an important business event on a subject of your choice. Complete each gap in this invitation using the most suitable words or expressions (a, b or c) below.

From: Metropolitan Chamber of Commerce
 Subject: 'Business Today' event

Dear ...,

.....¹ you that the Metropolitan Chamber of Commerce is organising a special event from 17 to 20 November on the subject of 'Business Today'.

.....² if you could³ and give a talk to the local business community on a topic of your choice. We expect local businesspeople and dignitaries to be present, including the Minister of Business and Innovation.

If you⁴ participate in this prestigious event,⁵ confirm your attendance and the subject of your talk no later than 31 August.⁶ a speaker's proposal form.⁷ whether you wish to come to the charity dinner that will be held on the last day of the conference?⁸ any further details, please⁹ to contact me.

.....¹⁰ forward to hearing from you.

Kind regards
 Gloria Patterson
 Events Manager, Metropolitan Chamber of Commerce

- | | | |
|---------------------------|---------------------------|-------------------------------------|
| 1 a) I'm writing to tell | b) I am writing to inform | c) I'd like to tell |
| 2 a) We'd be so happy | b) It would be great | c) We would be delighted |
| 3 a) attend | b) come along | c) make it |
| 4 a) want to | b) wish to | c) feel like |
| 5 a) would you mind | b) can you please | c) I would be grateful if you could |
| 6 a) Please find attached | b) I'm attaching | c) Here's |
| 7 a) Please tell me | b) I'd also like to know | c) Could you also let me know |
| 8 a) If you want | b) If you need | c) Should you require |
| 9 a) just | b) do not hesitate | c) don't hesitate |
| 10 a) Looking | b) I'm looking | c) I look |

I Write a reply accepting the invitation, but requesting more information, e.g. ask about the event details. Use formal or semi-formal language.

➔ Writing file page 142

USEFUL LANGUAGE

ICE-BREAKERS

Excuse me, could you do me a favour and (pass the water)?

That's a great calling card, if you don't mind me saying.

Do you mind me asking where you're from?

And how's ... in your part of the world?

I don't suppose you know of any good places to eat near here, do you?

INVOLVING OTHERS

I don't think you've met (*name*) from (*department, company, etc.*), have you?

You might like to meet (*name*).

He's/She's in your field.

FINDING THINGS IN COMMON

I always enjoy her talks, don't you?

It's funny you should say that, I think my colleague might ...

I was there not long ago, actually.

I thought your face looked familiar!

That's a coincidence! So am/have/do I.

I know what you mean. Neither am/have/do I.

KEEPING IN TOUCH

I'll write down my details for you.

(Do) give me a ring when you get back, won't you?

You must call me / look me up if you're ever in (*town/city*).

We should do lunch one day.

It'll be great to hear from you.

GETTING AWAY

(It's been) good talking to you.

Excuse me, but I've just seen a friend.

I'll see you later, hopefully.

Excuse me a moment. I'm afraid I have to make a quick call.

Movers and shakers

An international aid organisation wants to raise its profile and build contacts with influential people who can help its work

Background

Logistaid is an international humanitarian aid organisation that provides emergency assistance in more than 50 countries. It transports food, clothing and medical supplies and gives logistical help to underprivileged areas all over the world, especially to those regions that have poor local infrastructure, have suffered natural disasters or that are in conflict.

Logistaid is currently trying to increase its donations from the public and attract well-known figures to take an interest in the organisation in order to raise its international profile.

A group of influential people has been invited to a charity dinner to increase public awareness of the organisation's work. The people invited to the dinner are 'movers and shakers' – successful businesspeople, sports personalities and politicians, as well as people who work in the media.

A planning meeting

Work in groups. You are employees at Logistaid. Hold a meeting to decide on the missing information in the formal invitation that has been prepared (see right) and discuss these questions concerning the charity event.

- 1 Which successful businesspeople and celebrities are you going to invite?
- 2 What else should you take into account when deciding on the ticket price?
- 3 Which members of Logistaid and/or guests should give a speech during the dinner?
- 4 What kind of entertainment will you provide at the event, if any?
- 5 What kind of follow-up are you going to have after the event?

Logistaid

12 September
Dear Sir/Madam

I am delighted to invite you to the event of the year, the **Movers and Shakers Gala Dinner!** This night to remember will take place at on Friday 14 October at Tickets are priced at €..... each and per cent of the proceeds will be donated to Logistaid.

Please find enclosed an information pack about our logistical work in over 50 countries and news of our latest projects. These have included getting essential medical aid and food supplies to earthquake victims in South-East Asia, helping refugees to build new homes in Central Africa, and supplying teachers and educators to local schools in remote areas in Central America.

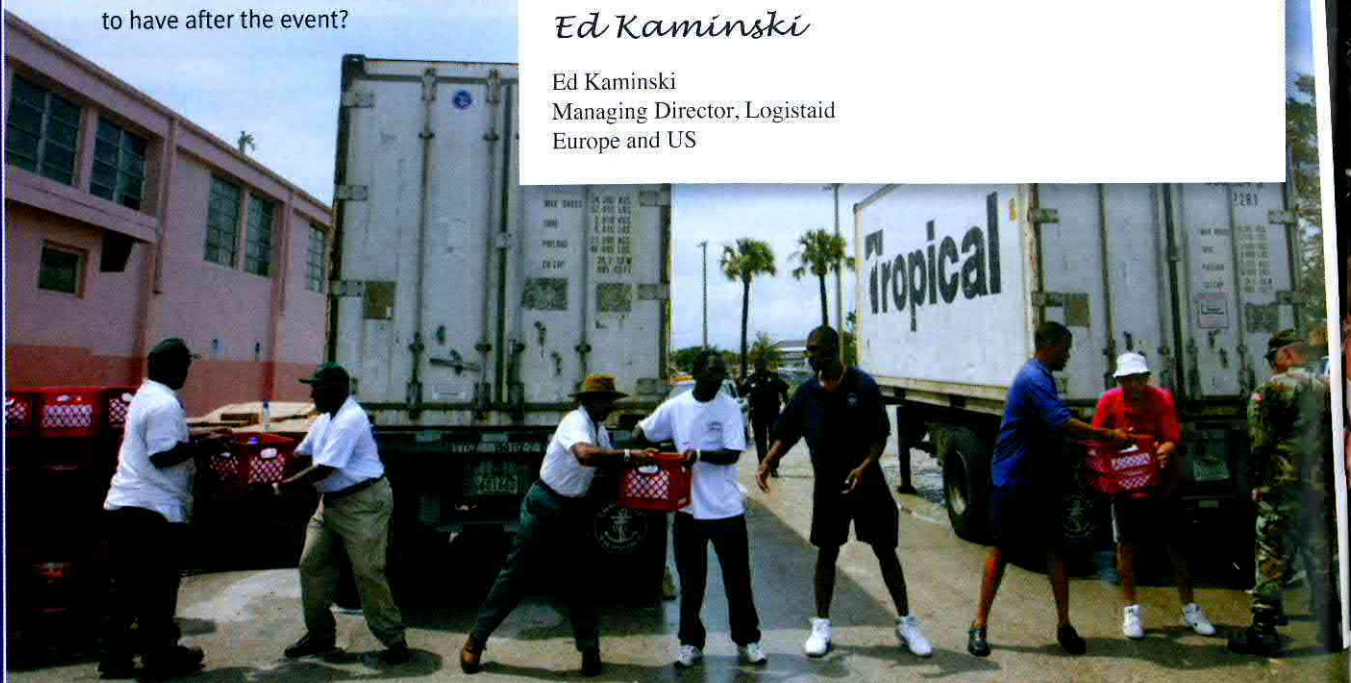
Please note that the Movers and Shakers Gala Dinner is a black-tie event and we are pleased to inform you that and will also be attending. We would be very grateful if you could reply in writing at your earliest convenience.

Should you require any further information about this special event, or wish to make a donation, do not hesitate to contact me.

Yours faithfully

Ed Kaminski

Ed Kaminski
Managing Director, Logistaid
Europe and US



CD1.5 You are attending the charity dinner for Logistaid and are listening to the Managing Director, Ed Kaminski, giving a speech. When and why did he get involved with Logistaid? What doesn't he talk about in his speech? How effective do you think his speech is?

Task

Work in groups of six. You are networking with some of the influential people at Logistaid's charity event.

Student A: See below.

Student D: Turn to page 164.

Student B: Turn to page 155.

Student E: Turn to page 158.

Student C: Turn to page 163.

Student F: Turn to page 158.

Student A

You are a director of Logistaid. You need to raise the international profile of the organisation and increase public awareness of its work. You are also thinking of setting up a special educational programme dedicated to children living in remote areas in developing countries where there are few schools and those that exist have few teachers and little or no resources. However, Logistaid would need substantial funding to set up this kind of programme.

Network with as many people as possible and find someone who:

- 1 could finance Logistaid's educational programme;
- 2 would be able to help increase its public profile;
- 3 shares one of your personal interests, e.g. film, sport, food, travel, etc.

Once you find a useful contact, agree to a further meeting before moving on and talking to someone else.

What happens next?

You are staff from Logistaid. You meet the day after the gala dinner to discuss the success of the event and ideas for the next stage. Consider these questions.

- 1 Who will you choose to promote Logistaid's new educational programme and raise your profile?
- 2 What will be their role, e.g. visiting disaster areas in developing countries, filming promotional videos?
- 3 What kind of publicity campaign will you organise?

Watch the Case study commentary on the **DVD-ROM**.



Writing

You are the Press Officer at Logistaid. Write a formal letter to your chosen public figure on behalf of the Managing Director. Include these points.

- 1 Thank them for attending the charity dinner. Mention how much money was raised.
- 2 Say you are very happy that they have been chosen to promote Logistaid's new educational programme.
- 3 Briefly describe any forthcoming event(s) you are organising and invite your chosen public figure to discuss more details about the campaign.

Writing file page 142



'It's all to do with the training: you can do a lot if you're properly trained.'
Elizabeth II, British monarch

OVERVIEW

LISTENING AND DISCUSSION

Apprenticeships

READING AND LANGUAGE

Training leaders to connect the dots
Emphasising your point

BUSINESS SKILLS

Clarifying and confirming
Writing: effective e-mails

CASE STUDY

Training at Carter & Randall



LISTENING AND DISCUSSION

Apprenticeships





Dr Bernd Atenstaedt

Watch the interview on the DVD-ROM.

**A** Discuss these questions.

- 1 What courses have you attended recently? Which have been the most rewarding?
- 2 Which format of training do you prefer – in groups, online or individual training with a coach? What are the pros and cons of each?
- 3 Have you ever done a work placement as part of a training programme? If so, how useful was it?

B  CD1.6 What do you think are the benefits of apprenticeships a) for the apprentice, and b) for the employer? Listen to the first part of an interview with Dr Bernd Atenstaedt, Chief Executive of German Industry-UK, and check your answers.**C**  CD1.7 Listen to the second part of the interview and complete these sentences using no more than four words in each gap.

- 1 About per cent of school leavers
- 2 The majority of apprentices like to work for, e.g.
- 3 Apprenticeship programmes in Germany usually last three and a half years, and apprentices at the start.
- 4 Apprentices tend to work and spend doing their vocational training.
- 5 Apprenticeships are well established in Germany: there even exists a including various for different kinds of professions.
- 6 Germany is proud of the two expressions and
- 7 They have been in talks with the to set up a similar in the UK.

D What are the training options for young people in your country?



Brendan, Managing Director



Falak, Master Technician



Rachel, Product Manager



Marieke, graduate

E CD1.8, 1.9, 1.10, 1.11 Listen to four people (Brendan, Falak, Rachel and Marieke) talking about their training experience. Write B, F, R or M for each initial question and answer the second one.

- 1 Who began as an apprentice? What type of apprenticeship was it?
- 2 Who has a university qualification? What in?
- 3 Whose parents weren't happy that he/she was leaving school at 16? Why?
- 4 Who was planning on going to university, but didn't? Why?
- 5 Who has worked in a variety of areas in their industry? Which ones?
- 6 Who has no work experience? Why?
- 7 Who worked abroad as part of his/her training? Where?
- 8 Who mentions the most rewarding thing about the job? What is it?

F Who gives the best advice for embarking on a career? What is it? What advice would you give Marieke?

G Complete the categories with the missing words related to training.

verb	noun	person
train	.....¹	..... / .....²
employ	.....³	..... / .....⁴
.....	apprenticeship	.....⁵
allow	.....⁶	.....
..... ⁷	education	.....⁸
intern	.....⁹	intern
qualify	.....¹⁰	.....
place	.....¹¹	.....
advise	.....¹²	..... / .....¹³
..... ¹⁴	graduation	.....¹⁵

H Complete these paragraphs about two of the speakers in Exercise E, using the correct form of the words in brackets.

Falak looks back on his¹ (*intern*) with a great sense of achievement. As a master² (*technique*), he is involved in research and³ (*develop*). Falak had always had an interest in aviation, so he got in touch with his local careers⁴ (*advice*). Falak has obtained several⁵ (*qualify*) in aeronautical maintenance and repair. Although he'd completed his apprenticeship, he did further⁶ (*train*).

Rachel says being an intern or doing a work⁷ (*place*) is a good way of getting some insight into an⁸ (*industrialist*), even if you don't always get a monthly⁹ (*allow*)! After finishing university, Rachel went on a¹⁰ (*graduation*) programme consisting of three different placements. At the end of the training, she was offered¹¹ (*employ*) as a sales analyst and now works as a product manager.

I Discuss these questions.

- 1 What advice would you give someone embarking on a career in your field of work or study?
- 2 In Germany, there are 340 recognised trades with apprenticeships. What kind of apprenticeships are the most popular in your country?
- 3 What can be done to encourage young people to take up vocational training?

READING AND
LANGUAGE

A Read the anecdote below about the Chinese fridge-maker Haier and answer these questions.

- 1 What lesson did the new boss want his employees to learn?
- 2 How would you react if a manager at your organisation did something similar?

FT

Creative destruction

by Ben McLannahan

Call it the legend of the sledgehammer. In 1985, the Qingdao Refrigerator Factory, a small enterprise in China's Shandong province, was in trouble: sales were slipping, customer complaints were high and rising.

The new boss, Zhang Ruimin, a 36-year-old economist dispatched from the municipal government, decided to take a

stand. Lining up 76 fridges found to be defective, he demolished one with a sledgehammer, then ordered the shocked staff to destroy the rest.

The tale has probably been embellished in the telling, but it speaks volumes of Mr Zhang's determination. A quarter of a century on, the Chairman and CEO has transformed the biggest

fridge-maker in Shandong into the biggest fridge-maker in the world. Along the way, he has broadened the portfolio: Haier sells more domestic appliances than any company in 19 product categories in China, and is the world's fourth-largest white-goods group by sales.

B Read the article below about Haier and discuss these questions.

- 1 What is Haier's approach to executive education?
- 2 What are the benefits of this approach?

FT

Training leaders to connect the dots

by Don Sull

Firms navigating through turbulent markets face many challenges. One of the most daunting, however, is how to develop their executives to manage effectively the range of diverse threats and opportunities that volatile markets generate. And how to provide this executive education in a way that offers good value for money and time.

The Chinese appliance maker Haier has risen from a nearly bankrupt collective enterprise 25 years ago to one of the most successful companies in China. Haier's leaders have done many things well, among them setting up a productive system of formal executive education designed to produce versatile general managers that Haier can deploy against a range of possible opportunities or threats.

When I visited Haier's headquarters in Qingdao a few years ago, I interviewed the faculty that ran their training centre, as well as many executives who participated in the company's programmes. Every Saturday morning, all Haier's senior executives based in China (totalling more than 70) attend a weekly training session. What training, you may



ask, could possibly justify half a day of Haier's 70 most senior leaders every week?

Executives bring current problems or opportunities to these sessions and work in teams of six to eight to discuss their individual challenges, explore possible solutions and discuss how best to implement proposed changes. Faculty mixes executives from different functions, business units and provinces to increase diversity of viewpoints and periodically rejigs the teams to keep them fresh. During the week, executives experiment with proposed solutions and report results back to their teammates in later sessions, discuss what worked and did not and explore ways to refine their actions.

This approach to executive education confers several benefits. First, it enables managers to understand interactions between various parts of the organisation and spot opportunities for productive collaboration. Second, ongoing exposure to the issues faced by different parts of the business helps executives to connect the dots to understand Haier's situation as a whole, rather than looking at the market through the window of their own silo. Third, this approach builds general management skills by helping executives hone the skills to recognise and deal with a range of challenges.

These courses are anything but 'academic', in the pejorative sense of 'divorced from practice'. Faculty coaches provide tools and functional training closely linked to the challenges and opportunities at hand. They also help the executives refine their action plan, devise practical ways to track progress and facilitate mid-course correction.

A downturn provides an ideal opportunity for companies to rethink how they can get the most value for their investment in executive development.

C Complete these summary sentences. Read the article again if necessary.

- 1 Haier's executive education involves training general managers to deal with ...
- 2 The writer of the article interviewed ...
- 3 More than 70 of Haier's senior managers take part ...
- 4 Executives on the programme discuss possible solutions to problems and then ...
- 5 Executive teams are mixed up regularly on the course to ...
- 6 Two of the main outcomes are that managers can better understand ...
- 7 Participants become more versatile as they learn to face different challenges ...
- 8 The coaches think of ways to check progress; they provide correction and ...

D Match these words or phrases in *italic* from the article (1–10) to the correct definition (a–j).

- | | |
|---|---|
| 1 periodically <i>rejigs</i> the teams (lines 45–46) | a) understanding something only from your own position and not that of others |
| 2 <i>confers</i> several benefits (line 54) | b) record the development of something or someone over time |
| 3 <i>spot</i> opportunities (lines 57–58) | c) chance to experience new ideas and ways of looking at things |
| 4 <i>ongoing exposure to</i> the issues (lines 59–60) | d) arranges in a different way |
| 5 <i>connect the dots</i> (lines 61–62) | e) too theoretical |
| 6 <i>looking ... through the window of their own silo</i> (lines 63–65) | f) brings/offers |
| 7 helping executives <i>hone</i> the skills (line 67) | g) notice something, especially when it is difficult to see |
| 8 in the <i>pejorative sense</i> (line 71) | h) with a negative meaning |
| 9 <i>divorced from practice</i> (line 72) | i) improve/refine |
| 10 <i>track</i> progress (line 78) | j) realise that something is related to something else |

E Discuss these questions.

- 1 How could you adapt Haier's approach to training to make it work in your organisation? What issues would you have to overcome?
- 2 How can colleagues learn from their team-mates rather than relying on a trainer?

F Why is the ability to emphasise important in business communication? Find examples in the article for each of these techniques.

- | | |
|-------------------------------|---|
| 1 Using lists of three | 4 Using interesting or extreme adjectives |
| 2 Using superlative forms | 5 Emphasising a negative statement |
| 3 Using two contrasting ideas | |

➡ Language reference: *Emphasising your point* page 128

G Your HR Manager has asked you to write for your organisation's intranet about a successful training course you have attended. Use some of the techniques from Exercise F to emphasise your points. Write 100–120 words and include the following:

- the outcome(s) of the training and why it has been successful;
- why you would recommend it for others;
- suggestions for any follow-up, e.g. further training.

BUSINESS SKILLS

Clarifying and confirming



A CD1.12, 1.13 Listen to two telephone conversations about the staff induction day at Ashley Pharmaceuticals. What is the purpose of each call? Which conversation is more formal, and why?

B Look at the expressions in the Useful language box below. Which of the expressions would you probably use with someone a) you know well, and b) you don't know so well?

C CD1.12 Listen to the first conversation again. What techniques does each speaker use to check or confirm the information they hear? Match each of the techniques (1–3) to the phrases (a–f).

- | | |
|---|--|
| 1 Echoing/rephrasing what was said | a) So, you didn't receive the programme we e-mailed you? |
| | b) Can I just check that? Did you say half past nine? |
| 2 Using questioning intonation to check information | c) And the room was ...? |
| | d) So, that's B15, thanks. |
| 3 Asking a direct question for confirmation | e) And it doesn't matter if I haven't got a copy of the programme? |
| | f) Sorry, could you give me your name again? |

D CD1.13 Listen to the second conversation again. How does the relationship between the speakers affect how they check, confirm and correct information?

E Role-play a phone call. Use appropriate techniques to check, confirm and correct information.

Student A: See below. Student B: Turn to page 149.

Student A

You are Mel Van Der Horst, the Training Manager at Ashley Pharmaceuticals. You have planned a series of courses with a freelance trainer. You now want to finalise the details and make some changes. Look at your notes and phone the trainer. Check and confirm the details, including the fees.

Course title	No. of participants	Date
Organisational skills	26	15 May (half day, p.m.)
Leadership skills		17 May (full day)
<i>Cancelled, not enough interest. Replace with Effective communication? Numbers and date to be confirmed.</i>		
Assertiveness training	30	23 May (half day, p.m.)
Team building	21	30 May (full day)

Fee schedule		
	Half day (3 hours)	Full day (6 hours)
Up to 12 participants	\$900	\$1,600
Up to 20 participants	\$1,500	\$2,800
Up to 30 participants	\$2,200	\$4,300

USEFUL LANGUAGE

CLARIFYING PHRASES AND QUESTIONS

- Would you mind repeating that / going over that again for me?
- Sorry, could I ask you to give me those details again?
- Could you explain/clarify what you meant by / when you said ... ?
- And the date was ... ?

CONFIRMING PHRASES AND QUESTIONS

- So that's nine o'clock on Thursday, then.
- Let me see if / make sure I understood you correctly. You're saying ...
- Is that right/correct?
- Can I just check that?
- I'd just like to confirm that.

CORRECTING MISUNDERSTANDINGS

- No, I meant to say that / what I meant was ...
- Not quite, it's ...
- Well, actually, what I said/meant was ...
- Not exactly, I said/meant that ...

Writing: effective e-mails

F Read these e-mail writing tips. Do you agree with them? What other tips would you add? What do you think are your own strengths and weaknesses when writing e-mails?

- 1 Make sure that the language is clear and concise.
- 2 Keep the sentences and paragraphs short, so your message is easy to read.
- 3 Maintain a polite tone. Even in the briefest messages include an opening greeting and a polite ending, e.g. *Best wishes*.
- 4 Use a subject header that relates to the content of the e-mail. Don't leave it blank.
- 5 Get to the point quickly. Emphasise key information and any action that is required.
- 6 Show consideration for the recipient and make requests politely, e.g. *I realise this is a busy time for you, but could you ...*
- 7 Give all the relevant background information that the recipient will need.
- 8 Personalise your e-mail to establish a good rapport, even if you have never met the recipient in person.
- 9 Proofread your message. Check that your spelling and grammar are correct.
- 10 Think about the impression your writing style will give the recipient.

G To what extent does this e-mail follow the advice in Exercise F?

From:	Al Gardiner
Subject:	FYI Database training via teleconference

Dear Caroline and Markus,

I'm writing to confirm what we agreed during our discussion about the training earlier today. Markus is responsible for leading the first session and he will send the agenda to participants. The main task of the session is to determine what the staff already know about the database and decide how many days of training are required. Markus should briefly explain the course objectives. I have attached these here. He can then interview each participant, finding out what their individual needs are. The time and date of the second session need to be agreed with the participants. It is my understanding that Caroline will be responsible for preparing and leading the second session. BTW I suggest that Caroline also introduces herself in the first session.

I'd be very grateful if you could confirm that these details are all correct.

Best wishes,

Al

H Look at these two situations and write an e-mail in response to each one. Decide which e-mail needs to be more formal and which can be less formal. Use some expressions from Exercise G to help you.

1 You work for a company where everyone is on first-name terms. You've heard something about a Staff Development Day on 14 May; you might like to attend, but you don't have any details about the event (e.g. focus, activities, length, participants, trainer(s) and location). You also have a meeting scheduled for that morning. Write to Pat Fischer, the Human Resources Manager, asking for more information. Find out if you need to attend the whole day. Remember to include a subject line.

2 You manage a team of 10 staff. You are organising interviews for the annual staff appraisals to discuss employees' performance and professional development. Send an e-mail to the team about this topic and ask them to reply, giving you three options for dates and times (in order of preference) when they can attend a session of about 90 minutes next month. Attach a staff feedback form to complete and return to you within 14 days. Remember to include a subject line.

Training at Carter & Randall

A large multinational is looking for a fast and efficient way of training its globally dispersed sales staff in the use of new technology

Background

Based in Cleveland, Ohio, US, and with operations in over 100 countries, Carter & Randall (C&R) is one of the world's leading consumer-goods companies. Its brand portfolio contains hundreds of household names.

The company's sales representatives play a crucial role in C&R's success. In this fiercely competitive market, they are the public face of the company with retailers, and need to provide excellent customer service. The company also relies on its sales force for timely market information about product sales, customer buying habits and competitor activity.

🔊 **CD1.14 – 1.17** Listen to some of the UK and Ireland sales team and take notes about their training needs. In what ways is C&R's training programme working well? If you were the Director of Sales, what would your priorities be for the coming year?



Amy Cheng,
graduate recruit



Charlie Turner,
Sales Representative



Kamal Satinder,
Regional Manager



Jessica Armstrong,
Regional Manager

Read this press release on C&R's intranet. What new challenge does the Director of Sales now face?

G10 mobile software for retail sales force

We have selected G10 Corporation's mobile technology solutions to maximize the productivity of our retail sales force.

The G10 mobile software runs on a PDA-style device, enabling our retail sales reps to manage and plan visits, execute in-store audits and analyze their performance. The software also allows us to electronically manage and distribute sales activities, and access results in real-time.

"C&R is always looking for solutions for its needs that will improve the company's products and services. The automated field solution will increase productivity, reduce costs, and ultimately benefit our customers," said Larry Bramson, C&R's Business Solutions Manager.

Implementation in the US, Western Europe, and Latin America will shortly be underway.

Task 1**Clarifying and confirming**

Work in pairs. Read your information and prepare for a meeting to discuss how to implement training for the new G10 software. Remember to check and confirm what is said at the meeting.

Student A: You are the Director of Sales (UK and Ireland). Read your information below.

Student B: You are the IT Project Manager (UK and Ireland). Turn to page 149.

Student A: Director of Sales (UK and Ireland)

- How long and what form should the training take? Sales reps need to be out on the road as soon as possible, and they get easily bored sitting in a training room.
- How can over 200 sales reps all over the UK and Ireland be trained up in a short period of time?
- Who should provide support post-training, and what documentation should there be?

Task 2**Devising a training programme**

Work in small groups. You are representatives from the Sales, IT and HR departments. Devise a training programme for the sales force in the UK and Ireland.

- What are your top three priorities?
- What are the goals and desired outcome of the training?
- Which training should be done by a) peers, b) line managers, c) the IT department, and d) external training companies?
- What training can be on a short, intensive basis? What extensive training is needed?
- Which training should be done a) face to face, b) online, and c) in a blended learning package? What are the pros and cons of these options?
- How will the training be evaluated?

Breaking news

It is two months later. Turn to page 149 and find out what has happened.

Watch the Case study commentary on the DVD-ROM.

**Writing**

You are the Director of Sales (UK and Ireland) for C&R. Write a covering e-mail to your colleagues thanking them for their input and summarising the main points you agreed in your meeting to devise a training programme. Say that you have attached a detailed training programme. Mention the goals, desired outcomes and evaluation of the training. Ask your colleagues to contact you if they have any queries or comments.

➔ Writing file page 145



'Giving society cheap, abundant energy would be the equivalent of giving an idiot child a machine gun.' Paul R. Ehrlich, US biologist and conservationist

OVERVIEW

LISTENING AND DISCUSSION

Clean energy

READING AND LANGUAGE

The danger of losing touch with reality

Articles; countable and uncountable nouns

BUSINESS SKILLS

Decision-making
Writing: layout and structure of reports

CASE STUDY

Energy saving at Tumalet Software



LISTENING AND DISCUSSION

Clean energy



Angus McCrone

A Discuss these questions.

- 1 Which energy sources are commonly used a) at home, and b) at places of work or study in your country?
- 2 Which sources of energy are considered to be a) the cleanest, and b) the dirtiest?
- 3 To what extent is solar energy used in the area where you live and work?
- 4 Would you be prepared to live in an area with wind turbines? Why? / Why not?

B  CD1.18 Bloomberg New Energy Finance provides news, research and analysis on energy. Listen to its Chief Editor, Angus McCrone, and complete this summary about the company.

Bloomberg New Energy Finance (NEF) provides news and in-depth analysis on clean energy. Clean energy includes¹ and solar, small-hydro, marine, geothermal and other² technologies and energy efficiency. They look at the markets and predict³. NEF also collates energy data from projects all over the world; for example, 155 billion dollars were invested worldwide in⁴ in 2008. They study factors such as falls in gas prices and whether that prevents people from investing in⁵ energy, and the possible affect on coal and nuclear energy.

C Which alternative energy supply would you feel happiest about using in the future, and why?

Watch the interview on the DVD-ROM.



D CD1.19 Listen to the second part of the interview and say which of these points are mentioned.

- 1 Currently the most mature clean energy is wind power.
- 2 People know where to locate wind turbines.
- 3 Energy supply and storage are the most important issues.
- 4 Solar power will become the most viable alternative energy.
- 5 New Energy Finance studies the price of carbon in the future.
- 6 When the technology falls in price, there will be a huge market for solar energy.

E Look at these word partnerships related to alternative energy. Which word in each group *cannot* form a partnership with the word in bold?

- 1 wind / tidal / carbon / wave **power**
- 2 alternative / consumption / renewable / clean **energy**
- 3 reduction / carbon / gas / solar **emissions**
- 4 **solar** power / panels / turbine / energy
- 5 **wind** turbine / power / renewable / farm
- 6 **fuel-cell** technology / photovoltaic / energy / car



F CD1.20 Listen to some experts being asked about reductions in carbon emissions and clean energy. Choose the most accurate ending for each of these sentences.

- 1 According to Speaker 1, the world's governments should ...
 - a) reduce carbon emissions worldwide by 2 per cent.
 - b) prevent global temperatures from rising.
 - c) replace gas and oil with renewable energy.
- 2 Speaker 2 thinks it is up to business to encourage ...
 - a) both industry and citizens to reduce their energy consumption.
 - b) companies to use alternative gases in their manufacturing processes.
 - c) companies to reduce CO₂ emissions by using alternative energy.
- 3 Speaker 3 says hydrogen-powered cars ...
 - a) are one example of fuel-cell technology.
 - b) work much better than electric cars.
 - c) can already be seen on the roads.



G CD1.21 Listen to the same speakers giving more opinions on energy and correct these sentences, according to what they say.

- 1 Speaker 1 thinks airlines should make donations to offset their carbon emissions.
- 2 Speaker 2 says paying a carbon tax would only work in certain industries.
- 3 Speaker 3 insists that wealthier countries should stop aid to developing countries.
- 4 Speaker 3 says that many people in developing countries still don't have fossil fuels.
- 5 Speaker 2 wouldn't mind living near a wind farm because it would improve the surrounding countryside.
- 6 Speaker 3 says having wind turbines is better than living next to a chemical plant.



H Discuss these questions.

- 1 Is there a carbon tax in your country? Why would/wouldn't you introduce one?
- 2 What else can governments do to ensure businesses reduce their carbon emissions?

READING AND LANGUAGE

A Discuss these statements about energy, deciding whether each one is True (T), False (F) or you don't know (DK). Give reasons for your answers.

- 1 A carbon tax on industry could help to reduce greenhouse gas emissions.
- 2 Changing to a low-carbon world can be achieved quite quickly.
- 3 Rapid growth of the world's population will soon increase demand for energy.
- 4 Most forms of alternative energy are easier to transport, store and use than oil and gas.
- 5 Private companies need government support to make technological advances.
- 6 Oil and gas prices will increase in the future.

B Read the article on the opposite page and, in pairs, compare your answers to Exercise A with Helge Lund's views.**C** Find the words or phrases in the article that are similar to or mean the following.

- 1 changing, especially in a way that improves a situation (paragraphs 1 and 4)
- 2 opposing change and refusing to accept new ideas (paragraph 2)
- 3 get involved in (paragraph 2)
- 4 controlling or limiting something in order to prevent it from having a harmful effect (paragraph 3)
- 5 gradually stopping someone from doing something they do habitually (paragraph 4)
- 6 ready to (paragraph 5)
- 7 organisation responsible for making sure that companies do not do anything illegal or harmful (paragraph 5)
- 8 say that something is not true (paragraph 7)
- 9 draws people's attention to something by making it easily visible (paragraph 7)
- 10 stop something from happening or developing (paragraph 7)
- 11 establishing (paragraph 8)
- 12 think of an idea, answer, etc. (paragraph 8)

D Discuss these questions.

- 1 In what ways are Helge Lund and Statoil both pioneers?
- 2 In what way does Helge Lund think government intervention in the energy industry is positive? In what way does he think it is negative? Do you agree?
- 3 In what ways can the pressure on global energy demand be curbed? Which do you favour?
- 4 Do you think energy companies should be in private or public hands? What are your reasons?

E Look at the nouns and articles in bold in the article. Why do we use the indefinite, definite or zero article in each case? Look at pages 129–130 of the Language reference and compare your answers.

→ Language reference: Articles; countable and uncountable nouns page 129

The danger of losing touch with reality

by Ed Crooks

Politicians often underestimate the massive challenge of cutting greenhouse gas emissions by moving away from **fossil fuels**, according to Helge Lund, Chief Executive of StatoilHydro, Norway's national oil and gas company, who is **an** adviser to the United Nations Secretary-General on energy.

Mr Lund is far from **the stereotype of the** die-hard oilman. He believes it is important to engage with the debate over climate change, and is **the only** oil company representative on the group advising the UN Secretary-General, on energy.

Norway has a **good record** for curbing greenhouse gas emissions from its oil industry, having been **one of the first** countries to impose a carbon tax, in 1991. Statoil is a pioneer of storing carbon dioxide underground, with projects in Norway and Algeria.

Mr Lund accepts that, in the future, his customers will use less of **the oil and gas** that his company produces. Yet even he is concerned that politicians are in danger of losing touch with reality in their push for a low-carbon world. Weaning the world off **oil and gas**, he says, will be harder than many people realise. 'Governments are moving away from the energy source that our entire civilisation is built on: hydrocarbons. That is not an easy task,' he says. 'It is very important that the debate is based on energy realities.'

The first of those realities is demography. By 2050, the world's population is set to grow to 9 billion, from about 6.8 billion today, while economic development lifts hundreds of millions out of poverty, enabling them to buy cars and fridges and air conditioning. That creates massive upward pressure on global energy demand which, given 'business as usual' policies, will rise by 45



per cent by 2030, according to **the** International Energy Agency, the rich countries' watchdog.

The second is the effectiveness of **hydrocarbons** – oil and gas – as energy sources that can be easily extracted, transported, stored and used. Few of today's alternatives offer anything like as attractive a combination of characteristics. Mr Lund's conclusion: 'You can see that planning to move away quickly from hydrocarbons is unrealistic.'

He does not deny the science of climate change, and says there is an 'urgent' need to respond to it. But he does want to stop responses that he thinks will be counter-productive. 'The debate is sometimes too simplistic, and overstates the opportunity for quickly changing to a low-carbon economy,' he says. 'If we start the discussion on an unrealistic basis, we are less likely to make any real progress.' The danger he highlights is of politically driven support for particular technologies, which he argues will stifle innovation.

'Some people seem to believe that

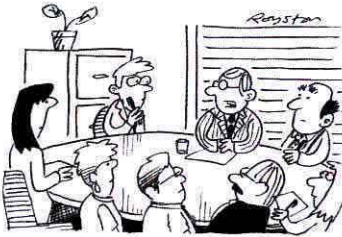
technology can be decided politically; it cannot,' he says. 'Technology advances best when you have competitive companies working on concrete projects.' That means setting a price for carbon, whether through a carbon tax or, as seems more politically feasible, an emissions trading scheme, and letting industry respond freely to that price to come up with profitable solutions.

'Oil and gas are finite resources, and we should expect that over time they will become more expensive, so we should use them more carefully,' Mr Lund says. 'We are going to be telling our customers to use less of the products that we make.'

If Mr Lund is right about the transition being slow, however, there is still plenty of profit to be made from Statoil's traditional business. Its gas reserves in Norway and around the world can also play an important role as a 'transition fuel', providing a lower-carbon alternative to coal-fired power generation while other forms of energy are built up.

BUSINESS SKILLS

Decision-making



'OK, all those in favour of delegating decision-making, shrug your shoulders.'

A How often do you attend decision-making meetings? How easy is it generally to reach decisions in meetings?

B Which of these statements best describes what happens in meetings you attend?

- 1 Decisions are already made by the managers beforehand. Most meetings are just informative.
- 2 Meetings are generally the best place to take important decisions.
- 3 Not everyone's opinion carries equal weight when we're deciding issues.
- 4 It takes a lot of convincing for me to change my mind during a meeting.
- 5 Arguing is a healthy part of trying to solve problems and reach decisions.
- 6 It's not always clear what decisions have been made, or who is responsible for carrying them out.
- 7 Humour is a good way to release tension during heated discussions at meetings.
- 8 Participants are sometimes reluctant to put forward proposals because they might be criticised.

C CD1.22 Listen to an extract from a meeting between three managers at an oil company: Alain, Tony and Caroline. What has happened, and what do they decide to do?

D CD1.22 Complete these expressions from the meeting. Then listen again if necessary. Match the expressions with the sections in the Useful language box below.

- 1 Would it to close the refinery for a while?
- 2 I'm not we want to disrupt production at this
- 3 So, we look into what's going on there urgently.
- 4 That said, I we should a decision until we have all the facts.
- 5 Here's a : an investigation team first.
- 6 I'm that another incident may not be so

E Why do you think Tony phrases his first proposal as a question? Why does Alain disagree indirectly?

F Work in groups of three. Look at your information and hold meetings in order to discuss your proposals and make decisions.

Student A: Look at your information on the opposite page.

Student B: Turn to page 150.

Student C: Turn to page 159.

USEFUL LANGUAGE

PUTTING FORWARD PROPOSALS

- We could consider ...
- One option would be to ...
- The best course of action is to ...

DISAGREEING INDIRECTLY

- I'm not so sure I agree with you there.
- I see things a little differently from you.

- Yes, but I'm not convinced that ...
- Another way of looking at it is that ...

EMPHASISING A POINT

- I *do* think it's important to act quickly.
- We just can't afford to ...
- I know I keep going on about this, but ...

AVOIDING MAKING DECISIONS

- Let's not make any hasty decisions.
- Let's keep our options open.
- We should think this through a bit more.
- I'm in two minds about it, really.

Student A

**Meeting 1**

You are the company CEO. Your company provides all its top management and sales staff with luxury cars. In order to cut costs, there is a proposal to replace these with smaller electric cars. You can see the argument for replacing the sales teams' cars, but you don't think this is a good idea for the morale of the management team. Meet the Sales Manager and the CFO to discuss your ideas and reach a decision. You chair the meeting.

**Meeting 2**

You are the Human Resources Manager. Your company is thinking about relocating to new, larger offices outside the city centre. You don't think this is a good idea because you live near the city offices, like many of your colleagues, and the transport links to the proposed location are very bad. Meet the Production Manager and the CEO to discuss your ideas and reach a decision.

**Meeting 3**

You are going to share a new office with your two colleagues. There is only one desk by the window and you think you should have it. Talk to your colleagues and try to reach a decision.

Writing: layout and structure of reports

G Complete the report-writing tips below with the words in the box.

draft errors headings layout plan readers register rewrite

Report-writing tips

Read a similar report first. Write a¹ or outline, and then your first². Always write with your³ in mind.

Edit your draft report for style and⁴, e.g. formal language, passive or active forms.

Proofread your report for typical⁵, e.g. subject-verb agreement, prepositions and punctuation.

Organise the⁶ and structure. Use an appropriate title,⁷ and sub-headings.

Revise and⁸ your report in order to improve it if necessary.

Take a break for a few hours and re-read your report before finalising it.

H Discuss these questions. Then check your answers on pages 146–147.

- 1 What is the logical order of these headings in a report? In what order would you write these parts of a report? Why?
 - a) Recommendations
 - b) Conclusions
 - c) Executive summary
 - d) Introduction
 - e) Findings
- 2 What is the difference between an introduction and an executive summary?
- 3 What other sections might be found in a report?

I Work in pairs. Look at the plan and recommendation report on pages 152–153. Re-organise the report so that the information is in a logical order. What else would you do to the report to improve the layout and structure?

➔ Writing file pages 146–147

Energy saving at Tumalet Software

A leading software company is developing strategies to reduce energy bills and operating costs

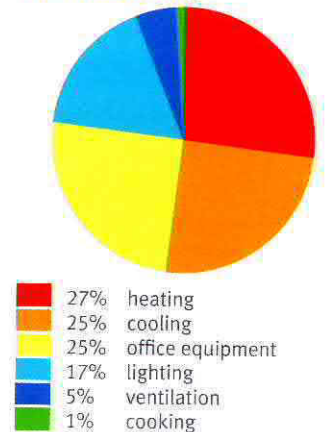
Background

Tumalet is a large software company based in California's Silicon Valley. The company's headquarters spans four buildings and comprises over 90,000 square metres of office space.

Tumalet is committed to improving energy efficiency and reducing its CO₂ emissions as part of its sustainable business strategy. Over the past five years, the company has invested half a million dollars in energy projects, which have resulted in US \$600,000 in savings, a total return on investment of 120 per cent.

A recent downturn in business and rapidly escalating electricity and gas prices are forcing the company to find new ways to reduce energy costs and minimise the impact of price increases on its operations.

Typical energy consumption in office buildings




Read this article. What initiatives have enabled Tumalet to reduce energy costs so far?

Green business makes sense

Commercial and residential buildings are a major source of energy consumption. According to the non-profit group, the US Green Business Council, they gobble up over one-third of the energy produced in the US, and account for 38 per cent of all carbon-dioxide emissions. Not just that, it's estimated that as much as 30 per cent of the energy consumed in office buildings is wasted. Companies once concerned about the affordability of sustainable business have found that green initiatives are good for the bottom line as well as the environment.

For the past five years, Tumalet has been improving energy efficiency at its Californian headquarters. Some of the retro-fits are surprisingly quick and simple. By switching to low-energy bulbs and dimming hallway lighting during the day, to make the most of natural light, the company made immediate savings on electricity bills. The company's low-cost policies of turning things off, turning things down, and keeping up with cleaning and maintenance has generated significant savings.

 **CD1.23** Listen to part of a meeting between Tumalet's Sustainable Business Manager, Joanne Hopper, and the Energy Project Team. Make a list of action points for them to work on.

Look at this article. How does this news affect Tumalet?

California utility expands rebates

Pacific Gas & Electric is expanding a program that provides financial incentives for companies to cut their energy use. PG&E, which serves much of Northern and Central California including Silicon Valley, has set aside US\$50 million to spend on a set of rebates and incentives over the next three years. Those rebates will go to customers who employ energy-saving technologies, such as high-efficiency power supplies. That's up from the \$7 million PG&E doled out last year, and the utility can increase the money available if enough

customers are interested, said Mark Bramfitt, the Head of PG&E's customer energy-efficiency program.

Bramfitt sees rebate programs as beneficial for both utilities and their customers. Utilities can save money by avoiding construction costs for new power plants or buying electricity at higher rates during peak times from other utilities, while businesses get to offset the cost of installing energy-saving technologies that can reduce their electricity bills.

Task

Work in groups of three. You are members of the Energy Project Team at Tumalet. You have been asked to investigate and propose some energy-saving ideas.

1 Read your information and prepare to present it to your colleagues at the meeting.

Student A: Look at your information below.

Student B: Turn to page 150.

Student C: Turn to page 159.

Student A

- Enabling staff to work virtually from home reduces office occupancy and energy costs.
 - Planting grass and other plants on the roof will act as natural insulation and reduce heating bills.
 - By contributing money to carbon-offset projects – such as forest planting – the company can compensate for its CO₂ emissions.
- 2 Hold a meeting to devise an energy strategy for your company. Use the agenda below. Decide who will chair the meeting.

ENERGY PROJECT TEAM MEETING

Agenda

- 1 Ways to encourage staff involvement in energy efficiency
- 2 Options for reducing and offsetting CO₂ emissions
- 3 Feasible sources of renewable energy and benefits
- 4 Schedule for short-term and long-term measures to save energy
- 5 Other measures as part of its sustainable business strategy (e.g. waste management, product packaging, transportation, water conservation)
- 6 AOB

Watch the Case study commentary on the DVD-ROM.



Writing

As a member of the Energy Project Team, write a report for Joanne Hopper outlining the options you considered and your recommendations for improving your company's energy efficiency.

➔ Writing file pages 146–147




1 International presentations

A Work in small groups. Look at these statements about presenting to an international audience. Do you agree or disagree with them? Why?

- 1 Humour is appreciated by audiences anywhere in the world.
- 2 In today's globalised business world, it's a waste of time to research your audience's cultural background.
- 3 A good presentation should be fast-paced and entertaining.
- 4 The speaker's appearance is an important aspect of the talk.
- 5 Greeting the audience by saying a few words in their language won't go down well.
- 6 The end of a presentation is the most important part.
- 7 The main problem for an international audience is the slang that presenters use.
- 8 The audience should never interrupt or ask questions during a presentation.

B Rewrite the statements in Exercise A, adding or changing any details you like, so that everyone in your group agrees with them.

C  CD1.24–1.26 Listen to three people talking about being an international presenter. What element of presentations do they talk about? What lesson(s) have they learned from their experiences?

D Complete the tips on the website below using the words in the box. Which tips are the most useful? What other non-verbal signals could a presenter look out for? Add a sentence to each section about your culture/country.

Q&A sessions self-deprecating privacy
 unnerving thumbs up hand gestures
 non-verbal signals punch lines

Know your audience

Lost in translation

Humour about situations works best across cultures – not ridiculing certain groups of people or being¹. Rarely tell jokes. Many jokes are culture-bound and will not have a clear meaning to the international part of the audience. Also, some² might have different meanings when taken literally by those for whom English is a second language.

Hands up all those who ...


Comfort levels with an audience's active participation differ greatly from culture to culture. Interaction between a presenter and the audience is appreciated and expected in the US. Some audiences are more willing to participate in³ than others. In some countries, such as Russia, it is normal for the audience to talk to each other during the presentation.

Gauging reactions

It is important to understand the⁴ from your audience, such as smiling and nodding. These signals are different in different cultures. For instance, an Asian person who nods and says Yes ... yes ... yes is probably just telling you that they have understood you, but is not saying that they agree. It can be a little⁵ if an audience gives relatively few signals, such as in Finland.

It's not just what you say

Some cultures are quite animated and will appreciate it when a presenter uses⁶ and expresses emotion through the body. However, others are unimpressed with exaggerated hand gestures and may find them distracting. The⁷ may mean 'good' in the USA and many parts of Europe, but it means something very different in Iran. Eye contact can also be a major intercultural difference. Some cultures consider strong eye contact a sign of sincerity; others find it rude and an invasion of⁸.

E  CD1.27 Listen to Anneliese Guérin-LeTendre, an intercultural communications expert. What are the four components of her training course on international presentations? Write one to three words in each gap.



- Explore what is meant by '.....¹' and '.....²'
- Look in detail at the³ of this⁴ and the⁵.
- Think about the use of⁶.
- Look at the⁷ of the client and how it needs to be⁸.

F  CD1.27 Listen again and answer these questions.

- 1 How does Anneliese Guérin-LeTendre define the 'culture iceberg'?
- 2 What might the audience want to know about the presenter?
- 3 What three types of communication might different audiences value?
- 4 How might an audience feel about the use of humour in a presentation?
- 5 What is 'context', and why is it an important consideration?

G Which of these aspects of culture would you put above the surface of the 'culture iceberg'? Which do you think are underlying and more difficult to notice? Why do you think so?

- dress code • attitude to time • age
- greeting styles • body language • humour
- emotion shown in public • physical gestures
- attitude to authority • directness of speech

Task 1

Work in pairs or small groups to prepare a five-minute presentation about what, in your experience, makes a good presentation in your profession, organisation, culture, country or a country you know well. Talk about some of these items:

- length of speech • level of detail
- visual aids • body language
- taboo subjects • Q&A sessions
- use of humour and personal anecdotes
- audience interaction and reactions
- seating arrangements

Task 2

Use the Internet to find a presentation in English, or an excerpt from a presentation, about a topic that interests you. What did you like/dislike about the presenter's style? Present your findings to the class.



VOCABULARY

1 First impressions

Complete the article below about body language in presentations with the words in the box. You will not need all of them.

contact fidgeting flick gestures leaning mannerisms
nodding posture scanning slouching staring upright wander

Body language is culture and context specific, and very few¹ are universally understood and interpreted. For instance, in most parts of the world,² your head is used to show agreement. However, in Bulgaria this gesture means 'no'. In the West, a high level of eye³ is regarded as a sign of sincerity. Yet, in many Eastern cultures, it can be considered rude and aggressive.

Presenters need to be aware of their own gestures and⁴, as well as those of the audience. Inexperienced speakers often show their nervousness by moving from one side to another,⁵ at one part of the audience only rather than⁶ the room, or⁷ with a pen.

.....⁸ is another aspect of body language; standing⁹ with your weight balanced on each foot makes you look confident and relaxed. Try to stand or sit up straight -¹⁰ can suggest lack of interest or enthusiasm.

ADVERBS

Put the adverb in brackets in the correct position in each sentence to complete these presentation tips.

- 1 I would recommend that you rehearse your presentation several times. (*strongly*)
- 2 Don't rely on PowerPoint. People come to see you, not the slides. (*heavily*)
- 3 It's important that your own personality comes across in the presentation. (*hugely*)
- 4 Check that all the multimedia equipment is working beforehand. (*properly*)
- 5 Try to breathe - it'll help you to relax. (*deeply*)
- 6 It's impossible to give the perfect presentation, so don't put too much pressure on yourself. (*utterly*)

SKILLS

Complete this conversation between two people during the morning break at a conference.

Jessica: Excuse me, could you d..... me a f.....¹ and pass me the orange juice?

Nazim: Certainly. Do you m..... m.....² asking where you're from?

Jessica: Well, from London originally, but I live in Birmingham now. And you?

Nazim: I thought your face l..... f.....³! You work at Cronwicks, right?

Jessica: That's right.

Nazim: So do I!

Jessica: Really? That's a c.....⁴! Which department are you in?

Nazim: Well, I used to be in Finance, but I transferred to the Dublin office recently.

Jessica: Dublin, very nice. And how's b.....⁵ in your part of the world?

Nazim: Not bad, not bad. It's starting to pick up again after the recession.

Jessica: I know what you m.....⁶. It's the same for us.

Nazim: Listen, it's been good talking to you, but would you e..... m.....⁷, I have to make a few phone calls.

2 Training

VOCABULARY

Complete the article below about training with the words in the box.

apprentices developed employees employer graduate intern internship qualification training

Apprenticeship programmes were first¹ in Germany. They are funded by the individual companies involved, and traditionally,² must find their own apprenticeships. The model enables school leavers to gain work experience, obtain a³ without going to university, and start earning money. In order to⁴, they need to pass an official exam run by the Chamber of Industry and Commerce.

Germans can also participate in other types of on-the-job⁵ in specialised schools for healthcare professionals, hotel workers or civil servants.

The⁶ model more common in the United States and Canada tends to be an isolated, short-term project as opposed to the three-year commitment of most German apprenticeship programmes. The benefit to the⁷ is often negligible, although having an⁸ pool does allow a company to pre-screen potential new⁹ before hiring them permanently.

EMPHASISING YOUR POINT

Complete the second sentence in each pair so that it emphasises the point, using the word in brackets. Use one to four words in each gap.

- The career's adviser wasn't very helpful.
The career's adviser helpful. (*anything*)
- The exam was long and quite difficult.
..... the exam long, quite difficult. (*not*)
- I didn't understand that last part of the lesson.
..... I didn't understand that last part of the lesson. (*what*)
- Her excellent qualifications got her the job.
..... her excellent qualifications the job. (*was*)
- Their language courses are very expensive.
Their language courses cheap. (*but*)
- Trainees gain practical work experience, and attend classes once a week.
..... trainees gain work experience; attend classes once a week. (*do*)

WRITING

1 Complete this e-mail with a word or short phrase in each gap.

From:	Annabel Harper
Subject:	Invitation: Hosting Effective Webinars

Dear Carla,

I¹ invite you to² a training session on Hosting Effective Webinars. This session will be delivered online, so that you can join us from the comfort of your living room, office or hotel!

The main purpose of the session³ provide you with the knowledge and skills required to effectively deliver professional training online using the Webex software. Please find⁴ an outline of the training.

This session will be⁵ on:

Wednesday September 1st 11.00–12.30 (EST) 16.00–17.30 (GMT)

If you would like to attend,⁶ me know by return e-mail.

For those of you who wish to⁷ this training, but are unable to at this date/ time, please respond that you are interested and I will add your name to a session to be held later in the year (date TBC).

If you have⁸ with regards to this training,⁹ to contact me.

Look¹⁰ to meeting you online.

Best regards,
Annabel

2 Write a reply to the e-mail in Exercise 1.

- Thank Annabel for the invitation.
- Explain briefly why you cannot do the training on that day.
- Request information about the later session.
- Ask what the technical requirements are in order to do the online training (e.g. a webcam).

VOCABULARY

3 Energy

Complete the sentences below about energy with the phrases in the box.

carbon tax energy efficiency fossil-fuel greenhouse gas emissions
renewable-energy solar panels wind farms wind turbines

- 1 The efficiency of on cloudy days can be boosted by simple reflectors – mirrors.
- 2 In many wealthy countries, have fallen in recent years as the global recession has taken hold.
- 3 Japan's top industries are opposed to a on them, as they say it would damage the economy.
- 4 Nine new offshore will create up to 70,000 permanent and temporary jobs in the UK.
- 5 According to the International Energy Agency (IEA), \$557bn was spent by governments in 2008 to subsidise the industry.
- 6 A report by analyst Bloomberg New Energy Finance concluded that in 2009, governments provided subsidies worth between \$43bn (£27bn) and \$46bn to and biofuel industries.
- 7 Celebrity chef Jamie Oliver wants to make his new restaurant in Cornwall more eco-friendly by installing two on the roof.
- 8 New EU legislation will make it compulsory for ratings to be published in all UK homes for sale advertisements.

ARTICLES

Complete this text with *the, a or an*, or leave the gap blank if no article is necessary.



A long way to go for electric mobility

by Peter Voser¹

While we cannot predict the future, it is clear that mobility is¹ growth market. Between now and 2050, one billion new vehicles will come onto² world's roads, mostly in Asia, more than doubling today's total.

Today if you ask³ 10-year-old child what will be his or her first car, the chances are⁴ response will be '.....⁵ electric one'. Electric mobility is⁶ talk of⁷ global village. That is not surprising.

However, hybrids are likely to out-compete full electric cars for⁸ some time to come. For one thing,⁹ journey range of batteries – currently less than 160km (100 miles) on¹⁰ single charge – needs to go up. In addition, making a big shift to electric vehicles would require¹¹ expansion in the world's capacity to mine and recycle lithium for the batteries.

Perhaps¹² most important thing is how we will generate the electricity itself. By themselves,

.....¹³ wind and solar will not be sufficient to power¹⁴ large-scale electric mobility, at least not for¹⁵ foreseeable future.

In¹⁶ coming years, like it or not, most electric vehicles will rely to¹⁷ large extent on conventional coal-fired power, which is responsible for¹⁸ fastest growth in greenhouse gas emissions worldwide. If electric mobility is to fulfil¹⁹ hopes of future customers, we will have to find ways to reduce emissions from²⁰ coal.

SKILLS

1 Correct the wrong word in each of these sentences heard in a meeting.

- 1 I know I keep going out about this, but it is important.
- 2 The best path of action is to call another meeting.
- 3 I'm not so clear I agree with you there.
- 4 Will it be an idea to issue a press release?
- 5 I'm in two heads about this proposal.
- 6 I don't think we should make any hurry decisions.
- 7 I see things a few differently from you.
- 8 Let's not run into a decision until we have all the facts.

2 Match each of the sentences in Exercise 1 to one of these functions.

- a) Putting forward proposals
- b) Disagreeing indirectly
- c) Emphasising a point
- d) Avoiding making a decision

Cultures 1: International presentations

Complete the sentences below with the words and phrases in the box. You will not need all of them.

delivery technique dress code establish credibility get straight to the point
 get the message across go down well interactive approach personal touch
 punch line self-deprecating take it for granted underlying

- 1 The 'culture iceberg' is the difference between what you can see on the surface and what are more subtle cultural differences.
- 2 The presenter told some funny stories about mistakes he'd made, but some of the audience seemed uncomfortable with his humour.
- 3 In the US and Europe, politicians will stick to the standard of dark suit and tie when they make public appearances.
- 4 As a young, female executive, I sometimes find I have to work harder to with an audience, so I make sure to mention my expertise.
- 5 Don't that everyone will understand you. You need to slow down, speak more clearly and avoid slang and idioms.
- 6 Audiences in the UK and US go for concise, lively presentations which, whereas German and French audiences appreciate more technical detail.
- 7 Jokes don't always Some audiences can interpret humour as being quite frivolous, even cynical.
- 8 A good use of visual information helps to during a presentation.
- 9 My typical involves a lot of movement and hand gestures, but I try to adapt this with international audiences so I don't distract people.
- 10 Sharing real-life experiences with the audience adds a to a presentation.

'Marketing today is dramatically different. It's no longer just market share and how much you can sell. It's also owning the customer relationship.' John Sculley, US businessman

OVERVIEW

LISTENING AND DISCUSSION

Customer relationship management

READING AND LANGUAGE

Is the customer always right? Yes, she is.
What women really want!
Defining and non-defining clauses

BUSINESS SKILLS

Making an impact in presentations
Writing: presentation slides

CASE STUDY

Relaunching Home2u



LISTENING AND DISCUSSION

Customer relationship management



Jonathan Reynolds

A Which of these opinions about marketing methods do you agree or disagree with? Interview your partner about their views and give reasons for your answers.

- 1 Cold-calling (randomly phoning prospective customers) can serve a useful purpose.
- 2 Mailshots (bulk advertising sent by post) should be banned.
- 3 Social media marketing (via YouTube, Facebook, etc.) will soon replace print and television marketing.
- 4 Text messaging is an acceptable way to market to customers.
- 5 I don't mind pop-up adverts on my favourite websites if it helps to keep them free.
- 6 Catalogues are a thing of the past. Most people want to consult websites now.
- 7 I'm happy to receive e-mails about special promotions.
- 8 Word-of-mouth referral is a powerful form of marketing.

B  CD1.28 Listen to the first part of an interview with Dr Jonathan Reynolds, Academic Director of the Oxford Institute of Retail Management and lecturer at the Saïd Business School. Complete this information with no more than three words in each gap.

Customer relationship management, CRM for short, refers to the systems and processes that companies use to¹. Some people associate CRM with the software used to manage interactions, such as e-mails and².

CRM is a way for organisations to create more³ businesses where the customer experience is⁴ of everything that the company thinks and feels about its market. Although CRM software seems systematic and mechanical, in a mass market it can help to record personal⁵. At the same time, it helps to manage interactions efficiently and provide a⁶ to the customer.

C Complete the extract below about customer-centric marketing with the expressions in the box.

customer experience customer loyalty direct mail multichannel relationship
long-term customers market share word-of-mouth referrals intrusive marketing

CUSTOMER-CENTRIC MARKETING


Most retailers cling to product-focused and promotion-centric models. However, there is increased consumer resistance to¹, such as unsolicited e-mails and². In response, some retailers are beginning to pay more attention to the³ and have adjusted their marketing practices so that they are delivering fewer, more relevant messages that reflect the⁴ they have with the customer, e.g. retail stores, website, and catalogs, or "brick, click, and flip".

Switching to a customer-centric marketing approach helps to increase⁵ and as a result, customers will buy more from you over a longer period of time. Research by Bain and Harvard Business School shows that the longer a customer stays with you, the greater the annual profit generated from that customer. These increased profits come from a combination of increased purchases, cost savings in marketing, and⁶.

The majority of multichannel retailers do not design their marketing programs around acquiring new customers that have the best potential to become⁷ and rewarding existing high-value, loyal customers with special treatment in order to retain them. Instead, they wrongly focus on⁸ as the key measure of success.

D Discuss these questions.

- 1 Do you think being more customer-centric leads to greater business success? Why? / Why not?
- 2 Which of the following do you think make a business more customer-centric? Are there any drawbacks to any of these?
 - E-mailing customers with personalised special offers
 - Using marketing intelligence to figure out the best time to phone customers
 - Sending customers a discount voucher or gift as a gesture of goodwill when resolving a complaint
- 3 What other examples of customer-centric business do you know of that work well?

E  CD1.29 Listen to the second part of the interview. What methods are retailers using to retain customers? Which does Jonathan Reynolds feel is the best, and which has the biggest drawbacks? Why?

F  CD1.30 Listen to the third part of the interview and answer these questions.

- 1 What exactly is 'the glass consumer'?
- 2 What does Jonathan Reynolds say about the different attitudes to privacy?
- 3 Which attitude best describes you?

Watch the interview on the DVD-ROM.



G Discuss these questions.

- 1 To what extent do you think you are a 'glass consumer'? Which companies do you think probably have the most information about you?
- 2 Which channels do companies most often use to contact you? Which do you think are the most effective? Which are the most annoying?
- 3 What do retailers do in your country to retain customers? Do you have any shop loyalty cards? What advantages do they give you?

READING AND LANGUAGE

A Work in pairs. Student A, read Article 1, and Student B, read Article 2 on the opposite page. Then discuss these questions and compare your answers with the information from both articles.

- 1 What percentage of consumer spending would you say is controlled by women?
- 2 Do you think the difference in salaries between men and women will narrow or widen?
- 3 Which retail sectors would you consider traditionally 'male'?
- 4 Why might a business run by a woman be more/less risky than one run by a man?
- 5 Can you name two companies that have successfully marketed their products for women?

B Read the article you didn't read in Exercise A and complete these marketing expressions from both articles.

Article 1

- 1 c.....spending
- 2 make stores more a.....to women
- 3 L..... a range of home products
- 4 based on a market s.....

Article 2

- 5 women are less likely to be i..... by a.....
- 6 ways of communicating such as w.....-of-m..... marketing and v..... marketing
- 7 a marketing h..... to t..... women
- 8 accommodate the i..... r..... of each customer

C Discuss these questions.

- 1 Who is in charge of consumer spending in a household you know well?
- 2 Do you think female consumers behave differently from male consumers? How?
- 3 How could you make stores appeal across genders, e.g. car showrooms?

D Identify four examples of defining and/or non-defining clauses in the articles. When do we use these kinds of clause?

➔ Language reference: *Defining and non-defining clauses* page 130

E What are the missing word(s) in these sentences from the articles? Why have they been left out?

- 1 *Women want more* is the latest title from Michael Silverstein, a senior partner at Boston Consulting Group. (Article 1, lines 1–3)
- 2 ... the number of women being educated grows at a faster rate than men. (Article 1, lines 11–13)
- 3 Silverstein and Sayre offer an ambitious and systematic view of the opportunities, based on a study of 12,000 women in 21 countries ... (Article 1, lines 38–42)
- 4 ... the book argues that consumer companies, still predominantly run by men, need to listen to female customers ... (Article 1, lines 55–58)
- 5 Harley-Davidson, long a symbol of male pride, has added a section on its website dedicated to women motorcyclists ... (Article 2, lines 34–37)
- 6 Women now buy 10 per cent of all Harleys sold ... (Article 2, lines 38–39)
- 7 What we do *not* do is provide specific financial products aimed at women only ... (Article 2, lines 58–60)

F Think of a friend who feels differently about shopping than you. What would their 'dream day' consist of? What would they (not) buy? How else would they spend their money in one day? Discuss your answers in small groups.