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*Market Leader* is the business English course that brings contemporary business issues right into your classroom. Incorporating articles from the Financial Times newspaper, *Market Leader* has authentic texts, effective case studies and a wide range of components.

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Elementary - Upper-Intermediate
David Cotton, Simon Kent, David Falvey

Advanced
Iwonna Dubicka, Margaret O’Keeffe
Practices files (all levels)
John Rogers

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✓ The Test Master CD-ROM provides entry and exit tests and progress tests for all stages of the course.

Business and Professional English

Teacher’s Book Pack

✓ Business Briefs for each unit in the Teacher’s Book provide explanations of key business concepts.

Vocabulary e-commerce

A typical e-commerce transaction begins when you browse through a website and select an item you want to buy. You place an order for that item by clicking a button that puts it in your shopping cart. The software then takes you to a new screen. This screen displays the total amount you have to pay and asks you to enter your credit card details. Your computer then sends this information to the seller’s server, which verifies all the details. The transaction can be approved or rejected. If it is approved, the shopping cart program sends an e-mail to the seller telling them to verify the order, and an e-mail confirmation of the sale to you. Finally, the bank credits the seller’s account and debits yours.

- takes money out of
- puts money into
- shows
- rejected
- pays money into
- looks for information
- enters
- checks
- a place on the Internet
- business deal
- carry out
- trolley
- online
- order
- account
- credit card

Technology Toolkit

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Vocabulary page 154

Market Leader

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Business and Professional English

Recommend the Longman Business English Dictionary to your students, p.55
Listening sections feature authentic interviews with real business people and experts in their field.

---

### 10 The Web

#### Listening

**Effective websites**

You are going to hear an interview with David Bowen, a website consultant. Before you listen, complete the definitions below with the words from the box.

break down deliver draw up full

1. If you ... a list, a plan, etc., you think about it carefully and then write it down.
2. When cars, machines, etc. ... , they stop working properly.
3. If you ... a role, a task, an obligation, etc., you complete it.
4. If you ... something, you do what you promised to do or what you expected to do.

Complete these sentences about what people need to do for a business website to be effective using the verbs from Exercise A.

a) They must make sure that the website is easy to use, and it doesn't ...
   - break down over time.

b) They need to build a site that can ...
   - the necessary tasks, looking from the different viewpoints of a number of different users.

c) They need to ...
   - a list of tasks that they want their site to produce.

b) They need to understand what a website can ...
   - what's good at, and what's not so good at.

11.2 Now listen to the first part of the interview and number the points (a–d) in Exercise A in the order that David mentions them.

   a) ...... b) ...... c) ...... d) ......

11.3 Work in small groups. Tell each other about a good business website that you know, and what you like about it.

11.4 Listen to the second part of the interview and complete this extract.

The Otis elevator or lift company has a very interesting website because it actually helps people decide ..., lifts they want, ... they should be, and what capacity they need to be. So it's using the strengths of the Web to actually help people ...

11.4 Listen carefully to the last part of the interview. Decide whether these statements are true or false.

1. Television commercials and print media don't have an advantage over business websites.
2. If the message you want to communicate is complicated, use a website.
3. Television is much better than websites at getting across short messages.
4. The print media aren't very good at displaying high-quality images.
5. It's more difficult to make an image look beautiful on a computer screen than in a quality magazine.
Market Leader will...

- engage your students with current business topics and authentic materials from the Financial Times
- enable you to tailor the course to your students' individual needs using a wide range of components
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- give your students thorough grammar practice with the Grammar Reference Section at the back of the book
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Authentic, up-to-date articles adapted from the Financial Times and other newspapers
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Based around current articles in the Financial Times, lessons are written by top business English authors

Access to brand new ready-made lessons every week keeps students up-to-date with the latest stories from the world of business

The lessons develop a variety of skills areas, including reading, vocabulary building and pronunciation. An answer key is also provided.

Pre-Intermediate – Upper Intermediate

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Visit http://www.market-leader.net/sample-lesson.html to download a free sample
Intelligent Business gives you two clear paths for your business English course. Learn Business with the Coursebook using authentic materials from the Economist. Do Business with the Skills Book which provides training in key business skills.

Elementary - Upper Intermediate

Tonya Trappe and Graham Tullis, Irene Barral and Christine Johnson

What’s unique about the Intelligent Business Coursebook?

- Help your students develop key language skills with the introduction of key business concepts
- The pocket-sized Style Guide in the back of the Coursebook helps your students to write effective business documents such as e-mails and reports
- The ‘Culture at Work’ sections help your students do business in an international environment

Each unit opens with an Economist front cover style page, with an overview of the unit

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www.pearsonlongman.com/intelligent_business
Teacher Support

- The Test Master CD-ROM with the Teacher’s Book provides fully editable tests for all stages of the course.
- Connect to the business world with the Companion Website www.intelligent-business.org which provides free resources, and weekly articles from The Economist.
- Show business in action with the Intelligent Business DVDs.
- The Teacher’s Book provides all the support you need for all components of the course including photocopiable resources.
- Prepare your students for the BEC exams using the BEC-style exercises in the Workbook.

Introducing others

<table>
<thead>
<tr>
<th>Introduce people</th>
<th>Give information about people</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. This is Maria White.</td>
<td>my/She’s a designer manager.</td>
</tr>
<tr>
<td>b. Namaste.</td>
<td>He/She works at [head office].</td>
</tr>
<tr>
<td>c. Please / Nice to meet you.</td>
<td>He/She’s with [100%].</td>
</tr>
<tr>
<td>d.</td>
<td>He/She’s in charge of [accounts].</td>
</tr>
</tbody>
</table>

Working English

In formal situations, we use personal titles with people’s surnames.

1. Which of these names does not include a title? Which two titles are not possible in English?
   1. Dr Jones 2. Tony Jones 3. Miss Smith 4. Mr Dr Jones
   5. Mr Jones 6. Miss Smith 7. Mr Smith 8. Jones Mr.

2. Match the definitions with the five correct titles above.
   a. a woman who is married
   b. a woman who is married or unmarried
   c. a man who is married or unmarried
   d. a man or a woman who has a PhD or medical degree
   e. a woman who is not married
   f. a man who is not married

Listening 3

Listen to a team leader introducing Monica and Anton, two new members of a team, to each other. Complete the sentences with the correct name – Anton or Monica.

1. is in charge of marketing.
2. is a media consultant.
3. Listen again. Tick (√) the phrases a–f in Career skills that the speakers use.

Speaking

Work in groups of three. Take turns to be the group leader and introduce two new members of the team to each other. Include information about what each person does.

Name: Dr San Vaden
Job title: product manager
In charge of: product development

Name: Chris Morgan
Company: Flexi Design
Job title: consultant
In charge of: design on the project

Practice making introductions again, using real names and information.

This is Martina. She’s a sales manager. She’s with GIC.
This is Jean. He’s a student. He studies English.

Winner
English Speaking Union
English Language Award 2006

Nominee
British Council
Innovation Award

Recommend the Longman Business English Dictionary to your students, p.55
The Elementary Coursebook includes Dilemma and Decision sections in every unit, asking students to evaluate a real-life business dilemma. Students provide solutions to the dilemma by activating their new knowledge of business language and concept, and write up their conclusions in a business style format. Students can listen to the "best" solution as explained by an expert.
Business and Professional English

Intelligent Business Videos and DVDs

The Intelligent Business Videos and DVDs accompany the intermediate and upper intermediate levels. They each feature a drama in a business context. Integrated with the core syllabus, students can observe the business skills introduced in the Course Books and Skills Books.

Intelligent Business Companion Website

Free Premium Content from The Economist. Every week we add a newly published article so that you can use fresh business news in your classroom. Also available on www.intelligent-business.org:

- Online review tests for every unit
- BEC exam practice
- Bilingual business glossaries
- Handy links to business websites

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<table>
<thead>
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<th>Format</th>
<th>PAL VHS</th>
<th>NTSC VHS</th>
<th>DVD</th>
<th>Resource Book</th>
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<tr>
<td>B1-B2</td>
<td>978 0 582 84060 7</td>
<td>978 0 582 84062 1</td>
<td>1 405 83750 7</td>
<td>978 0 582 84799 6</td>
</tr>
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Upper Intermediate Video/DVD

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<th>DVD</th>
<th>Resource Book</th>
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</thead>
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<tr>
<td>B1-B2</td>
<td>978 0 582 84061 4</td>
<td>978 0 582 84063 8</td>
<td>1 405 83751 4</td>
<td>978 0 582 84807 8</td>
</tr>
</tbody>
</table>

Recommended the Longman Business English Dictionary to your students, p.55
Elementary -
Upper Intermediate

Irene Barral, Nikolas Barral and Christine Johnson

Each unit of the skills book focuses on the business skills your students

The activities on the Skills Book CD-Rom offer a ‘blended learning’ solution

The Skills Book can be used in conjunction with the Coursebook for more extensive courses or it can be used on its own for shorter, more intensive courses.

Unit 2: Talk about jobs

| Introduce someone | Introduce your team | Describe your daily routine |

What information do you usually give about a person when you introduce them in a business situation? What information do you give in a social situation? Choose from the following.

- name
- home town
- nationality
- company
- family
- interests
- job title
- department (e.g. finance, personnel, marketing)

Listen to two introductions. Which one is a business situation? What information do you hear about each person?

Listen again. Mark the boxes above 1 (first introduction) or 2 (second introduction).

Intelligent Business
Skills Book with CD-ROM

Elementary NEW: 978 1 405 88141 8
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Upper Intermediate: 978 0 582 84696 8
What's unique about the Intelligent Business Skills Book?

- Your students will develop confidence in communicating by learning key language through realistic business situations.
- Provide your students with focused training in the functional language they need for work including skills such as closing deals, handling conflict and public speaking.

Each unit contains three practical speaking tasks, which are designed to meet the objectives of the unit.

Recommend the Longman Business English Dictionary to your students, p. 55
Technical English is a practical course for students in vocational education or in training at work. Its syllabus covers the core language that students need to be successful in all fields of technical and industrial work.

Your students will be motivated by the contemporary topics covered in the book.

Listening activities are authentic and interesting for students.
Teacher Support

✓ The Teacher’s Book builds up the teacher’s confidence by presenting simple ‘need-to-know’ background facts on all specialist topics arising in the course
✓ Find additional information for specific industries from the companion website: www.pearsonlongman.com/technicalenglish

Vocabulary

5 Complete the table.

<table>
<thead>
<tr>
<th>Adjective</th>
<th>high</th>
<th>long</th>
<th>wide</th>
</tr>
</thead>
<tbody>
<tr>
<td>Noun</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6 Complete the sentences with the correct word in brackets.
1. The _________ of the road is 6 m. (wide/width)
2. The river is 230 km _________. (long/length)
3. The sea has a _________ of 330 m. (deep/depth)
4. These pylons are over 80 m _________. (high/height)
5. These oil wells are more than 700 m _________. (deep/depth)
6. The total _________ of the road is about 120 km. (long/length)
7. The tunnel is 15 m _________. (wide/width)
8. The _________ of the bridge is 130 m. (high/height)

Language

How high wide long deep is it? are they? It’s They’re 2 10 100 1000 kilometers miles/colour red green blue

Speaking

7 Make questions about the Millau Bridge. Use the specification chart in 4.
8 Work in pairs. Ask and answer your questions in 7.

Example: How long are the inner spans?
Engineer: They’re 342 metres long.

Task

9 Work in pairs. Find out the specifications of your partner’s bridge.
Student B. Turn to page 118.
Student A:
1. Ask Student B questions about the Akashi-Kaikyo Bridge. Complete your specifications chart.
2. Then change roles. Turn to page 114 and answer Student B’s questions about the Rio-Antirrio Bridge.

What makes the Coursebook special?

✓ Students from a wide range of specialisations can benefit from the accessible core material with topics that are interesting and stimulating
✓ Students’ motivation will be maintained with the clear presentation of subjects that reflect the latest technology
✓ The course material is relevant to students and will help them communicate effectively at work
The illustrations in the book are well designed and clearly labelled.

Language points are clearly presented.

**3 Future projects**

Start here

1. Work in pairs. Look at the picture. What is it? How does the vehicle move?

2. Listen to this radio interview and complete the specification chart.

<table>
<thead>
<tr>
<th>Trans-Atlantic Maglev Tube</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Location of tube</td>
<td>Under the Atlantic Ocean from Britain to the USA</td>
</tr>
<tr>
<td>Possible date of completion</td>
<td>2050</td>
</tr>
<tr>
<td>Length</td>
<td>km</td>
</tr>
<tr>
<td>Depth below sea level</td>
<td>m</td>
</tr>
<tr>
<td>Number of cables</td>
<td></td>
</tr>
<tr>
<td>Speed of train</td>
<td>km/h</td>
</tr>
<tr>
<td>Source of power for train</td>
<td></td>
</tr>
</tbody>
</table>

**Language**

Use will and won’t to predict a future fact or event.

- They/We will build it in 2050.
- My company will not build it.
- The engineers will build it.
- They/We won’t build it.
- You will build it in 2050.
- We won’t build it.
- In 2050, they will / No, they won’t.

3. Disagree with each statement.

1. The engineers will start the tube in 2020. (2080)
2. The tube will be under the Pacific Ocean. (Atlantic)
3. The tube will connect Britain with Europe. (the USA)
4. The train will use diesel. (magnetism)
5. The tube will contain compressed air. (a vacuum)
6. The trains will travel at 11,000 km/h. (6,000 km/h)

**Example:** They won’t start the tube in 2020. They’ll start it in 2050.
What makes the Workbook special?

- Consolidate class work and encourage self-study with the extended practice found in the Workbook.
- Further supplementary, industry-specific content on the Website supports the Workbook material making the course even more relevant to your student’s needs.

Social English section provides an opportunity to improve fluency through discussion around a variety of topics.
Intermediate

Graham Tullis and Tonya Trappe

With challenging reading and listening texts from a range of authentic business sources, *New Insights into Business* will really engage your students.

The thorough language and vocabulary syllabus together with the strong focus on business skills development gives students everything they need to function effectively in the workplace.

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Bring the exciting world of tourism into your classroom with this three-level course which uses authentic materials, including Dorling Kindersley Travel Guides. Recommended by the London Chamber of Commerce and Industry Examinations Board.

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</tr>
<tr>
<td>Intermediate: Peter Strutt</td>
</tr>
<tr>
<td>Upper Intermediate: Miriam Jacob and Peter Strutt</td>
</tr>
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</table>

<table>
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<tr>
<th>Elementary</th>
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</thead>
<tbody>
<tr>
<td>Anne Baude, Montserrat Iglesias and Anna Inesta</td>
</tr>
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</table>

This low level course develops the professional standard of English needed for the restaurant industry.

<table>
<thead>
<tr>
<th>Low-Intermediate</th>
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<tbody>
<tr>
<td>Lin Lougheed</td>
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This guide focuses on basic business writing and everyday written communication, including emails.

<table>
<thead>
<tr>
<th>High Intermediate</th>
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<tbody>
<tr>
<td>William R McKay, Helen Charlton</td>
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</table>

Includes formal letter writing, drafting, reading complex documents and grammatical accuracy.

<table>
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<tr>
<th>Low-Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Shirley Taylor</td>
</tr>
</tbody>
</table>

A comprehensive, easy-to-use reference book packed with valuable information, useful techniques, practical tips and guidelines.

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**For further information visit www.pearsonlongman.com/catalogue**