Focuses on language that is relevant and immediately useful to working adults

Students are presented with new language...

...develop confidence, accuracy and correct pronunciation in controlled activities...

...and quickly start speaking and using the language early on in the lesson

‘La progression grammaticale suit les besoins linguistiques des stagiaires et les actes de parole les plus fréquents, par exemple l’introduction très tôt de « can »’

Equipe de formateurs, IFOCOP Langues
Ideal for 30 to 40 hour courses, Powerbase is a highly communicative course for low-level adult learners who need to operate in English as quickly as possible.

- Each lesson has a clear objective and uses an easy-to-follow double page layout
- Covers the language needed for simple exchanges, for travel and for basic business communication, such as email and using the telephone
- Regular practice and revision of essential grammar and skills builds confidence quickly

For adults who need English for work, travel and everyday situations

Students end every lesson with a communicative speaking activity – even at beginner level.
Intelligent Business Coursebook
Learn Business . . . Do Business

Produced together with The Economist magazine, Intelligent Business features authentic graded articles, Economist-style page design to develop students’ knowledge of the business world and the skills to work within it. The Coursebooks include:

- varied topics such as success, insurance, productivity and data (at pre-intermediate level) and law, teamworking, banking and energy (at upper intermediate level)
- a comprehensive business glossary to actively expand students’ professional vocabulary knowledge and use
- a ‘Dilemma and Decision’ section in every unit which asks students to evaluate a real-life business dilemma
- a pocket Style Guide which features practical guidance in writing and authentic business documents like emails, minutes and reports.

The Workbook includes an audio CD with extra listening material, BEC exam-style exercises and an authentic Practice Test

The Teacher’s Book has resources for the Coursebook and Skills Book and the Test Master CD-ROM provides fully editable tests for all stages of the course.

‘The texts from the Economist are worth reading. This is what I was looking for, in preparation for oral exams, discussion groups and using vocabulary that they have already acquired. The texts provide enough material to give the students topics around which they can talk; and the type of texts refer to up-to-date business environments.’

Andrew Milne, ISEG Toulouse

Intelligent Business
Pre-Intermediate – Upper Intermediate

Pre-intermediate
Christine Johnson

Intermediate – Upper Intermediate
Tonya Trappe and Graham Tullis
Unit 5
Technology

The pace of change

Keynotes

The rapid pace of technological development is affecting every aspect of our personal and professional lives. Consumer electronics products are making our lives more comfortable and entertaining. New and more innovative models are coming onto this almost saturated market all the time. The facility of browsing and uploading onto or downloading from the Internet has changed forever the way we work and view the world. Nanotechnology is a new growth market, which promises to bring smaller, lighter, more portable technological devices. But nowhere has technology more deeply changed our lifestyle than in the field of mobile telecommunications.

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

See inside back cover for CEF correlation chart
The preview gets students talking and thinking about the topic and introduces useful vocabulary.

Unique selling features

1. Read the descriptions of some of the latest hi-tech products. Which ones would you like to own or use, and why?

A. Dell is designing a new shoe containing a battery-powered microphone and electronic sensor to help the shoe respond to changing weather conditions.

B. Chrysler has designed a warning accelerating pedal that alerts motorists to slow down when it is environmentally wise. The system tells the driver when an intersection is approaching to avoid sudden stops that waste fuel.

C. A wireless portable Internet radio developed by stations on the web.

2. Look at the different mobile phones below and on the opposite page. Which one do you like most, and why?

1. Clamshell
2. Jackknife
3. Clip-on
4. Gaming console

Describing features and functions

1. Listen and match the descriptions you hear with the phones above.
2. Listen again and complete the information.

a. Features: It has two hands, it is an old-fashioned mobile phone but can also be connected to a computer.

b. Features: It is a new product for the company and has more functions for both a personal and business use.

c. Features: The phone is a new model that suggests mobile phones could be designed to perform in the future.

d. Features: When opened, it has a mobile phone display. They developed it as a digital camera.
The products featured are up-to-date with current business practices and developments.

**Speaking**

Work in pairs. Take turns to describe the Blackberry mobile phone. If either or both of you own mobile phones, talk about how they compare with the Blackberry.

**Reading**

**Continuous improvement**

1. Read the text on the following page. What are the different ways in which mobile phone companies can boost revenues by a) increasing sales and b) encouraging people to use their phones more?

2. Read the text again and answer the questions:
   1. What are the features of the new mobile phone for dogs?
   2. What does the writer mean when he says the mobile phone industry is a victim of its own success?
   3. How are some countries allowing poor people to use mobile phones?
   4. How can the potential market for mobile phones in Japan be at least five times greater than the population?
   5. Why is it good to make use of people's phones when they are asleep?

**Speaking**

What reasons can you think of for installing phones on dogs, and in cars, laptop computers, household appliances and industrial machinery? Can you think of other useful places where phones could be installed?

Are mobile phones a good thing for society in general? Are there any disadvantages to having 24-hour phone communication?
Continuous Improvement!

The march of the mobiles

Is there any limit to the potential market for mobile communication?

As the result of a growing demand for mobile phones, the market for mobile communications has been booming in recent years. Europe is the fastest-growing market in the world, and Africa is the fastest-growing in the least-developed parts of the world. Companies such as Nokia and Ericsson have taken advantage of this growth, making mobile phones a necessity for many people around the world.

1 As a result, the industry is becoming more competitive, with many companies introducing new and innovative products every year. This has led to a decrease in prices, making mobile phones more accessible to a wider range of people.

2 The march of the mobiles continues as technology advances, with new features and functionalities being added to mobile phones every day. The future of mobile communication looks bright, with even more exciting developments on the horizon.

Glossary

- **start-up**: A newly formed company
- **untapped market**: A market which has not yet been exploited
- **saturated (market)**: A market where there is no growth in sales for a product

Authentic articles from The Economist provide authoritative topical content.
All units have vocabulary development and writing activities. The style guide includes examples and advice for writing business documents.

### Vocabulary 1

Match the nouns (1-9) from the text with their meanings (a-i).

1. design (para 1)
2. model (para 1)
3. subscriber (para 9)
4. laptop (para 3)
5. appliance (para 3)
6. sensor (para 3)
7. network (para 4)
8. coverage (para 4)
9. download (para 8)

a. a piece of equipment used for a specific task
b. an area where mobile technology can operate
c. a particular type of machine
d. software or information that can be moved from one electronic device to another
e. a device to read information
f. a portable computer
g. a person paying to hire a telephone line
h. a set of connected technologies or systems
i. the appearance of something because of the way it has been planned and made

### Vocabulary 2

In the text there are examples of compound nouns such as subscriber growth and household appliances (para 3). Join the nouns in box 1 to the nouns in box 2 to form compound nouns. Some words in box 1 can go with more than one word in box 2.

<table>
<thead>
<tr>
<th>Internet</th>
<th>market</th>
<th>Information</th>
<th>company</th>
<th>profit</th>
<th>consumer</th>
</tr>
</thead>
<tbody>
<tr>
<td>product</td>
<td>market</td>
<td>technology</td>
<td>manager</td>
<td>access</td>
<td>share</td>
</tr>
</tbody>
</table>

### Practice

Complete the article about Motorola's new strategy with the appropriate form of words from Vocabulary 1 and 2.

Patanjali Warrier, Motorola's chief technology officer, is launching a new strategy, he says, that will lead to more mobility. This, he hopes, will increase the number of subscribers. In the past, saturated mobile phone market Nokia is the mobile phone giant, but not in terms of Motorola, which is number two in the highly competitive industry. With an increasing number of companies trying to attract more and more customers, all telecommunications companies have seen their...shrinking. Many big telecom companies are facing pressure from shareholders to find new growth markets and expand strategies. In an effort to boost today's economic growth, the company has become an array of 4G technologies and innovations that have come up with plans to do just that. They intend to start by commercializing this technology...for example, combining wireless and multimodal technologies in their new mobile phones. Warrier...the latest...has been described as a wrap-up of engineering, marketing and innovation.

Motorola also plans to wrap up the connection between home, work, a mobile and mobile environment by providing easy and high-speed...of information, voice, and text. Customers will be able to get videos...in which they are always connected. The company even intends to gear up...so that mobile devices can be used on planes. Phones let you talk when you are on a plane. When you do everything everywhere.

Write a formal email from Patanjali Warrier to the Motorola staff, outlining her plans for the company's future. (See Style guide, page 20.)
A case-study-style activity. Students are presented with a situation based on a real-life business dilemma... students provide solutions to the dilemma by activating their new knowledge of business language and concepts... and write up their conclusions in a business-style format.

**Intelligent Business Sample material**

From the Intelligent Business upper intermediate course book

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**Dilemma: Turning ideas into reality**

**Brief**
The National Endowment for Science and Technology (NIST) was set up to maximise creativity and innovative potential. They give financial backing in the form of grants and loans as well as advice on production and marketing strategies to organisations with new technological inventions. They are less interested in short-term results than other providers of capital and they consider the social and cultural value of products to be as important as the longterm commercial value.

**Task 1**
Work in small groups. Read the descriptions of the applicants for a NIST grant below. Discuss the merits of each product in terms of innovative potential, long-term returns and the social and cultural impact of the technology.

**Task 2**
As members of the NIST committee that awards grants, decide which product your group would choose to back, and develop your own arguments as to why this technology is of particular importance. Prepare to present your views to the committee.

**Task 3**
Each group should present their chosen product and say why it is the most worthy. As a class, decide on the winning product.

---

**Decision:**

Now turn to page 145 and read what NIST decided.

---

**Point and click for learning on the move**

HyperTag Ltd wants to produce interactive mobile multimedia technology. Their technology uses handheld computers which, when pointed at an electronic device near an exhibit at a museum or an art gallery, can offer lots of relevant information including text, video, pictures, and sound.

**NanoChildren to fight bioterrorism**

Nanotechnology has developed a way of synthesizing body first defense, using computer- and limited to detecting bioterrorist viruses but can spread rapidly and dramatically reduce costs for pharmaceutical companies.

**Vision of the Future**

Canvas have come up with a revolutionary invention in optics, which will lead to the production of energy-efficient, low-cost, high-performance displays and ultimately home cinema and TV. In the future, displays have been either thin and expensive or space-consuming and cheap.
Intelligent Business Skills Book

Learn Business . . . Do Business

The Skills Books have been designed specifically to be used with learners in formation continue who need to put their knowledge of English into practice. The emphasis is on speaking and the business skills, such as telephoning, meetings, presentations, writing and socialising.

Each unit focuses on language strategies for a practical area of business English skills. The language is presented through listening extracts. Learners then perform similar tasks and are invited to analyse their own performance.

Providing approximately 30 hours of classroom-based material, the Skills books are ideal for one-week intensives or short courses.

Learners can study at home or in the resource centre with the free Skills book CD ROM. It has interactive exercises, video extracts and activities (available at intermediate and upper intermediate levels) and all the listening material for the book.

The Skills books also include:

• a step-by-step guide on key business practices in the Good Business Practice reference section at the back of the book

• an extensive grammar reference section

• a cultural awareness syllabus
The skill areas that this unit will cover are broken down into manageable, focussed objectives.

‘What do you think’ exercise gets students thinking about the issues involved in the skills area.

Unit 13 Run a meeting

| Manage time | Keep to the point | Close the meeting |

Meetings and time

What do you think?

- What was the best or worst meeting that you have been to this year?
- What made it good or bad?
- Have you been in a meeting that finished much later than scheduled?
- Is it useful to have an agenda in a meeting? Why?
- Do you usually discuss AOB (Any Other Business) at the start, middle or end of a meeting?

Good business practice, page 77

The management team at the Imperial Hotel is having a project meeting to discuss the opening of a new spa complex. The meeting is running late and the team still has three agenda points to discuss. Listen to part of the meeting and tick the topics that are discussed. What extra topic is mentioned at the meeting, but is not on the agenda?

Agenda
- Schedule for the opening
- Catering
- Interviewing staff
- Uniforms for spa staff
- Press release
2 Listen again and tick the phrases that you hear.
1 We're running out of time. ☐
2 Could we quickly talk about... ? ☐
3 We must finish by three o'clock. ☐
4 We need to be quick. ☐
5 We don't have much time. ☐
6 OK – it's time to finish. ☐

Grammar reference: Adjectives and adverbs, page 94

Task 1
Groups of 4
20 minutes

Objective: Manage time
You are in a meeting that is going to finish in five minutes. There are still three agenda points to discuss. Read through the agenda points quickly and note down any ideas that you have. Discuss all the agenda points with your group and use phrases from Listening 1 to manage the time.

Staff reward scheme: We achieved good results this year:
- How can we reward the staff?
- Reception: How can we make the reception area more interesting for visitors?
- Paternity leave: Several members of staff have enquired about the possibility of taking unpaid paternity leave. Should we introduce it for all staff?

Analysis
2 minutes

What do you say?
5 minutes

Keeping to the agenda
Match the phrases 1-6 with the headings a-c.
1 We need to focus on the main point.
2 Let's get back to the point.
3 Can we keep on track?
4 Let's move on.
5 Now where were we?
6 What's our next point?
a Keep to the point
b Return to the point
c Move on to a new topic
Attitudes to time in meetings

In some cultures, attitudes to time in meetings are relaxed and there might not be a formal agenda. In other cultures, people have a more structured attitude to meetings, they are expected to begin and end on time and keep to a pre-set agenda. Which style is more common in your country? Complete your culture profile on page 82.

<table>
<thead>
<tr>
<th>Relaxed</th>
<th>Structured</th>
</tr>
</thead>
<tbody>
<tr>
<td>People may come and go at different times throughout the meeting. Topics do not have to be discussed in a particular order. The meeting goes on as long as necessary, until everyone agrees on a decision. Agreement is more important than deadlines.</td>
<td>The meeting has a set start time and it is not polite to be late or to leave before the end. A formal agenda is circulated before the meeting. Items are discussed in the order that they appear on the agenda. The meeting has a pre-agreed time to finish and all decisions should be agreed by that time.</td>
</tr>
</tbody>
</table>

Task 2 Groups of 3

Objective: Keep to the point

Step 1 Preparation

You are going to have a staff meeting. Look at the three items on the agenda.

Agendas:
1. Decide on a colour scheme for the new staff restaurant.
2. Decide on the date of the staff summer party.
3. English courses – should staff pay for their own coursebooks?

Read your information for the meeting carefully and prepare what you want to say.
Student A turn to page 97.
Student B turn to page 100.
Student C turn to page 102.

Step 2 Meeting

Start the meeting. Keep to a time limit of three minutes for each agenda item. There is no chairperson, all members of the group are equally responsible for managing time and keeping to the subject.

Did you use phrases to keep to the point? If the subject went off the point, were you able to use phrases to return to the item?
All the listening material for the book is included on the CD ROM.

Self assessment section encourages students to reflect on their progress.
Intelligent Business Companion Website

Breaking Business News!

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

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, they illustrate the business skills introduced in the Course Books and Skills Books.
Market Leader

In tune with today’s business issues

Created with the Financial Times newspaper, Market Leader uses authoritative authentic sources to explore topical business issues and builds the professional standard of language needed to communicate in the modern world of business.

Each Course Book contains 12-14 topic-based units, depending on the level, with additional review units.

Teacher’s Book Packs are available for Pre-Intermediate, Intermediate and Upper Intermediate levels, with DVD and Test-master CD ROM.

The New Edition of the Pre-Intermediate level features:

• 100% new texts, reflecting the latest trends in the business world
• New Practice File, Test File and new photocopiables and text bank material in the Teacher’s Resource Book
• Course Book also available with Class Audio CDs

Free Teacher Testing Resources
The Teacher’s Books include the new Test Master CD-ROM which contains fully editable tests (not available at elementary and advanced levels). See p. 51 for more information
The opening image and quotation engage students’ interest in the unit topic.

**Great ideas**

### Starting up

Which of the following statements do you agree with? Which do you disagree with? Why?

1. There are no new ideas.
2. Most of the best ideas are discovered by accident.
3. Research and development is the key to great business ideas.
4. There is nothing wrong with copying and improving the ideas of others.
5. The best way to kill an idea is to take it to a meeting.

What should companies do to encourage new ideas?

### Vocabulary

**Verb and noun combinations**

1. to take advantage of an opportunity
2. to raise somebody's status
3. to enter a market
4. to extend a product range
5. to meet a need
6. to make a breakthrough

- a) to offer a larger variety of goods
- b) to do or provide something that is necessary
- c) to do something when you get the chance to do it
- d) to make an important discovery or change
- e) to start selling goods or services in a new area
- f) to make somebody look or feel more important
Business & Professional English

Listening sections feature authentic interviews with real business people and experts in their field. Students develop their listening skills such as prediction, listening for specific information and note-taking.
Market Leader
Sample unit from the Market Leader New Pre-Intermediate course book

4 Great Ideas

Read Three great ideas

Discuss these questions.
1. What examples of great business ideas do you know?
2. What makes a business idea really great? Brainstorm as many points as you can. For example, it results in an increase in sales and profit.

Work in groups of three. Make quick notes in answer to the questions below about your article.
Student A: Read article 1.
Student B: Read article 2.
Student C: Read article 3.

1. What industry sector is the article about?
2. What is the great idea?
3. What makes the idea unusual?
4. What problem does this idea solve?
5. What are the benefits of this idea?

<table>
<thead>
<tr>
<th>Student A</th>
<th>Student B</th>
<th>Student C</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Million Dollar Homepage</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1. Internet advertising</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2.</td>
</tr>
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<td></td>
<td></td>
<td>3.</td>
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<td></td>
<td>4.</td>
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<td></td>
<td></td>
<td>5.</td>
</tr>
</tbody>
</table>

Ask your partners the five questions in Exercise B and make notes as you listen.

Article 1

Ferrari attraction

By Bernard Sharp

The Ferrari dealership in Las Vegas had a problem when it opened. About 1,000 people a day were coming in to admire the Ferraris and look at sports cars parked on the showroom floor. Staff spent so much time on crowd control at selling cars.

The dealership began charging a $50 entrance fee to anyone not wanting to buy a car or not bringing one in for service.

With about one-third of the daily visitors choosing to look at the prospective buyers, the dealership would bring in close to $50,000 a month in admission fees—plus selling $100,000 cars a month, of which a little more than half are used models. Prices for the cars range from $177,000 for a Ferrari F430 to $350,000 for an old 355.

An analyst observed that it was interesting that the dealers were using their showrooms as a car showroom, while General Motors almost had to pay people to go to its dealerships.

FINANCIAL TIMES
The reading texts provide a context for language work and discussion later in the unit.

**Article 2**

**PepsiCo’s sweet taste of success**

by Anita Jain

If all goes right, PepsiCo’s sweetest and juiciest orange will soon grow in Arizona.

PepsiCo is a multinational empire whose name is synonymous with the joy of drinking. However, its recent growth has not been without its share of controversies. Since the 1990s, PepsiCo has been involved in a series of legal battles over the use of the term “soda” and the company has faced criticism for its role in the obesity epidemic.

The company has, however, been successful in adapting to changing consumer trends. With the rise of health-conscious consumers, PepsiCo has made significant investments in healthier products, such as the “Pepsi Max” and “Aquafina” brands. The company has also expanded its presence in emerging markets, particularly in Asia and Latin America, where it has seen strong growth in recent years.

**FINANCIAL TIMES**

**Article 3**

**Million Dollar Homepage**

by Kate Mckenzie

Twenty-one-year-old Alex Tew was looking for ways to make money for his university studies. In August 2000, he had a bright idea: sell words on a webpage.

Alex Tew’s website was simple: it offered users the chance to buy and sell words for a dollar each. The minimum purchase price was set at $100,000. People could browse the site and place bets on the value of words. By the end of the month, the website had generated more than $1 million in revenue. Alex Tew had made a million dollars with his one-word website.

The idea was a stroke of genius. By creating a market for words, Alex Tew had found a way to make money in a new and innovative way. His website became a sensation, and he was featured on national news programs. The story of his success was a reminder that innovation and creativity can lead to financial success.

**FINANCIAL TIMES**

**Discuss these questions in pairs.**

1. Would you pay to visit a car showroom, or any other showroom? Why (not)?
2. What projects are your government and global companies working on together?
3. What are the possible advantages and disadvantages of governments and global companies working together on projects?
4. Why do you think Alex Tew’s idea received some criticism?
Market Leader

Sample unit from the Market Leader New Pre-Intermediate course book

The skills section in every unit develops the skills needed to carry out business tasks.

The language review section develops students’ awareness of the common problems at pre-intermediate level. For more explanation, students can refer to the grammar reference at the end of the Course Book.

4. Great Idea

Language review

Past simple and past continuous

Study these examples:
a) Our company was selling products earlier for all in competitions (past continuou)
b) We were trying to produce a new design when suddenly we had a great idea. (past condition)
c) Last year we spent a lot on advertising and attracted lots of new customers. (past simple)

Now read through these rules.

• We use the past continuous to talk about something that was going on around a particular time in the past, as in example a).
• We often use the past continuous to describe an action which was already in progress when something else happened, as in example b).
• We use the past simple to talk about actions or events that were completed, as in example c).

Read the first part of the Max Factor story and complete it with the correct form of the verbs in brackets.

In many parts of the world, Max Factor has become a famous brand of cosmetics. Yet few people know that Max Factor, who was born in the USA in 1875, is also the name of the inventor of those cosmetics. Apparently, it was Max …………………… (worked / was working) as an apprentice to a chemist, making all kinds of potions, that he ……………… (developed / was developing) an interest in cosmetics.

He ……………………. (lived / was living) in Moscow when he ……………………. (opened / was opening) his own shop, selling a range of handmade cosmetics.

Now complete the second part of the story with either the past simple or the past continuous of the verbs given.

The story goes that one day, some members of the Russian nobility ……………………. (noticed) the beautiful makeup worn by some travelling theatre actors who ……………………. (proclaimed) for them. So they ……………………. (engaged) Max Factor’s services for the royal family.

In 1909, Factor ……………………. (opened) a new kind of make-up for cinema actors in Los Angeles, where he ……………………. (sold). By the time he ……………………. (died), he ……………………. (introduced) his products to the public, all major actresses ……………………. (used) his salons.

Skills

Successful meetings

Which of the following do you agree with? Why?

1. The best number for a meeting is six people or fewer.
2. Never have food or drink during a meeting.
3. Always start and finish a meeting on time.
4. You should sit around a table when you have a meeting.
5. A meeting must always have a leader.
6. At a formal meeting each person should speak in turn.

A. Freestyle is a sports equipment company. It has developed a new product, a pair of swimming goggles which adapt to each person’s face and eyesight. The Marketing Department held a meeting to discuss the launch of the product. Listen to the meeting. Then answer these questions:

1. What are the two aims of the meeting?
2. Why does Kathrina want to launch the goggles early in the year?
3. Which months for the launch do the participants discuss?
4. Which types of shops does John want to target?
Great Ideas

Listen again. Tick the expressions which Inga, the chairperson, uses.

1. Can we start, please?
2. The purpose of this meeting is to decide the date of the launch.
3. Katharina, what do you think?
4. OK, let’s hear a few more views.
5. Nadia, how do you feel about this?
6. You’re right, Katharina. Let’s get back to the point.
7. OK everyone, I think on balance we agree...
8. I want us to talk about sales outlets now.

Listen to the meeting again and complete these extracts.

Katharina: Hi, everyone, I’m thinking about February or March. There’s a gap in the market for our products. Why wait any longer?
Inga: ...Kenneth, what’s your opinion?
Kenneth: Well, I think ... about February. It’s a bit early in the year...
Nadia: ... The price should be high. I’d say, at least £50.
Inga: ... Which outlets do you think we should target?
Julia: ... we should start with the specialist stores. That’s where most customers buy their products.
Inga: What ... by specialist stores, Julia?

Useful Language

Chairperson

Beginning the meeting
Can we start please? Right, let’s begin.

Stating the aim
The main aim of the meeting is...
The purpose of this meeting is to...

Participants

Giving opinions
I think...
I’m in favour of...

Making suggestions
Perhaps we should...
We could...

Useful words the students need to carry out the role-plays

Business & Professional English

Role-play. Work in groups of five to six people. Role cards are on pages 17, 31, 54, 60, 64 and 66.

Freestyle has developed a new tennis racket called Worldbeater. It is light but gives the player increased power and control. It will be launched in the US. The Marketing Department holds a meeting to discuss a strategy.

Read your role card. Then hold the meeting. At the end, the chairperson should summarise your decisions.
CASE STUDY

Fabtek

Introduction
Fabtek is a small company based in Hamburg. It has produced a revolutionary type of fabric called Protean.

The case study at the end of each unit asks the students to respond to a challenging business situation, based on the unit topic.

Here are three of Ana’s award-winning products.

1. Dazle – A range of shoes for young women
   Selling points:
   • Light and comfortable – adapt to the shape of a person’s foot
   • Their colour can be changed at any time
   • Shiny, smart and very durable
   • Ideal for dancing

2. Protean steering wheel
   Selling points:
   • Better grip for drivers
   • Safer than all other steering wheels
   • Very pleasant to the touch
   • Low production costs

3. Protean watch straps
   Selling points:
   • Waterproof and easy to clean
   • Anyone can wear them – no one else
   • More beautiful than other straps
   • Light up in the dark

Listen to an excerpt from a company presentation and complete the fact sheet about Protean. Use up to three words each time.

PROTEAN FACT SHEET

PROTEAN’S MAIN FEATURES
1. Made from fibres, (…………………)
   • nylon and polyester; can be made very thick, or so thin that it can be stretched through.
2. It is very soft to the touch, and also (……………).
3. Can be made in any (…………………).

FABTEK’S FUTURE PLANS
• Fabtek believes that Protean has great (…………………).
• Wants to increase sales by (…………………).
• Other manufacturers to produce new products with Protean.
• A ready has a licensing agreement with them, (…………………).

Unit 4 Sample unit from the Market Leader New Pre-Intermediate course book.
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FT correspondent

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Fourcade is not actually in France but we’re a rare exception,” says Mr. Koffler, the 29-year-old chief executive. “If you phone the business owner, you’ll find someone working on the Internet, often at home, said Mr. Naud, who started the business in 1991. “We’re very different from the French model – we’re an Internet company.”

What these businesses are doing at home in France’s smart eighth anniversary are designing some of the most interesting and popular products in the world. Launched in 2002 as a broadband Internet service, the French has been sold for £20.09 a month (more than 50% of the cost)

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