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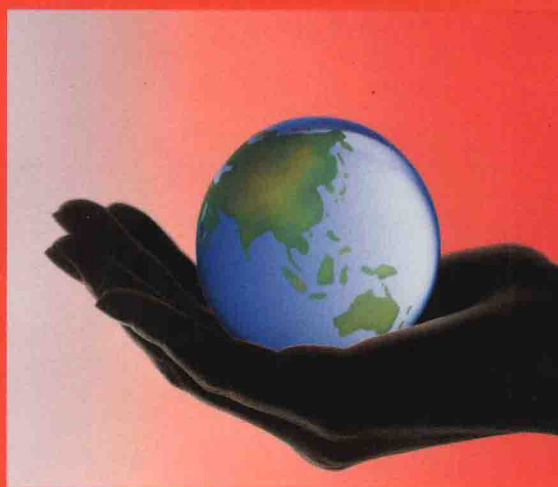
附多媒体学习光盘

a new language course for tomorrow's business leaders

Second Edition

# MARKET LEADER

Intermediate Business English Course Book



## 体验<sup>®</sup>商务英语 综合教程 3

(第二版)

David Cotton David Falvey Simon Kent

《体验商务英语》改编组



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## 第二版前言

《体验商务英语》（第一版）系列教材自2005年8月出版以来，以其鲜明的特色、真实生动的内容、较强的教学操作性，在国内高等院校商务英语教学实践中得到了广泛认可，并入选普通高等教育“十一五”国家级规划教材。

2011年，中国加入世界贸易组织已十年。随着我国融入全球商务大环境的进程不断加快，对具备英语语言技能和商务专业知识的复合型人才的需求日益增长；而商务英语课程在各类院校开设的范围不断扩展，尤其是商务英语专业在各高校的正式设立，也促使商务英语教学与研究不断向专业化迈进。同时，网络技术、数字技术、多媒体技术等高新技术在教育领域的广泛应用，为商务英语教学资源的立体化建设带来了新的机遇。在这样的背景下，高等教育出版社于2011年组织专家力量，推出了《体验商务英语》系列教材（第二版）。

《体验商务英语》系列教材（第二版）的改编情况如下：

### 教材体系更加完善

1. 综合教程由四册增至五册，即增编了高级教程，能够更加灵活地满足读者的多样化需求。
2. 《体验商务英语听说教程》（第二版）增加了视频资源及配套练习，并与原版教材的配套视频资源（Video Resource Book）整合，成为全新的《体验商务英语视听说教程》，增强了课堂教学的直观性与丰富性。

### 内容设置更加合理

1. 更新了大部分阅读、听力材料以及案例分析，做到与时俱进。
2. 改编组对第一、二册的语言点和语法知识作了部分增加和替换，使其更加适应我国学生英语学习的特点；在《同步练习》中增加了英汉、汉英互译练习，帮助学生巩固相关知识的理解及运用。

### 配备立体化教学资源

1. 《综合教程》（1~5）均配有多媒体学习光盘，包括MP3录音和自主学习软件（Self-Study CD-ROM）。自主学习软件以单元主题为主线，设置了大量练习，从语言运用、商务背景知识介绍及重点案例分析等方面强化课堂学习内容。视频模块（Videos）以情景剧模拟商务场景，为学生扩大知识面、增强交际能力提供支持。
2. 《教师用书》（1~5）均配有测试软件光盘（Test Master CD-ROM），提供了丰富的教学参考资源，包括各单元介绍、入门测验、进度测验、单元测验等，以及相关音频和视频材料，使用灵活方便。

《体验商务英语》系列教材（第一版）面世以来，高等教育出版社为配合教材的推广，以教学论坛、教学培训、科研立项等形式，开展了一系列活动，使体验式的商务英语教学的理念和模式深入人心。相信《体验商务英语》系列教材（第二版）将为我国的商务英语教学注入新的活力，为人才培养和社会发展做出贡献。

改编组  
2011年12月

## 第一版前言

为了迎接入世挑战,满足高等院校和广大学习者提高商务英语技能的需求,高等教育出版社引进了培生教育集团出版的*Market Leader*和*Powerhouse*系列教材,将这两套教材改编为《体验商务英语》系列教材。该系列教材由《综合教程》、《同步练习》、《听说教程》、《教师用书》以及配套的录音带和录像资料组成。该系列教材为学习者提供了全新的学习方式,即在体验中学习商务英语,进而提高运用英语进行商务交际的能力。针对中国人学习商务英语的特点,改编组在原教材的基础上补充了有关商务知识的注释和有中英文注释的词汇表。

《体验商务英语》系列教材具有全球化视野和时代特色,其特点主要表现在以下几个方面:

**将国际商务活动的真实内容引入课堂教学,体验真实的商务世界。**在商务英语教学中,缺少真实的商务活动,商务活动与英语教学不能充分融合,这一直是困扰教师的难题。本系列教材为商务英语教学提供了大量真实、生动的素材,使学生在掌握语言技能的同时,了解现代国际商务的现状,以达到在体验商务中学习语言、提高商务交际能力的目的。这一特色反映在选材上是丰富多彩的国际商务内容,涉及现代市场经济条件下商务活动的各个方面和时代课题,如全球化、国际营销、技术创新、营销策略、企业文化、市场竞争、经营风险、危机管理、电子商务等等。

**角色扮演和案例学习将体验式学习引向深入。**本系列教材的突出特色是任务式、体验式的教学活动设计。《综合教程》和《听说教程》的每个单元都有角色扮演和案例学习等交际任务。每个交际任务都以真实的商务交际情景为参照,交际任务目标明确,鼓励学习者在完成交际任务的过程中复用所学语言知识,提高交际能力,将自己的经历和观点融入交际活动之中。

**教学设计严谨,为体验式学习打好基础。**《综合教程》的每个单元通过讨论与学习者相关的话题导入教学。然后是相关商务词汇、听力和阅读、语法和商务技能的学习。中间穿插形式多样的任务活动。最后,在充分学习、掌握相关内容和技能的基础上,进行案例学习和商务写作练习。《听说教程》的单元设计以语言和商务技能为主线,商务词汇、语法的学习与讨论相结合,听力和阅读部分配有角色扮演等交际活动,最后是案例分析或技能运用。整体编排层层递进,前面的学习为角色扮演、案例学习等实践型交际训练打下了基础。

**教学资源丰富,为体验式教学提供有力支持。**《综合教程》和《听说教程》主要供课堂教学使用。《综合教程》的大部分素材源自《金融时报》等著名财经报刊近年的文章,具有时效性,语言简练、鲜活。《听说教程》的素材比较多样,有当代电影中的对白节选和小说片断等。与《综合教程》配套的《同步练习》可供自主学习和测试使用,《教师用书》还提供了可复印的补充阅读、补充技能练习等课外学习资料,教师可选择使用。配套录音和录像资料(包括短片、著名企业家访谈等)提供了生动的视听素材,可作为课堂教学或补充学习使用。

**从学习者的需求和兴趣出发编写,使体验式学习更方便。**《综合教程》中的主题全部通过在师生中广泛调研精心挑选,反映了大部分学习者的需要和兴趣,可激发学生进一步学习、探索。词汇、语法的学习和语言技能训练与商务话题紧密结合,在规范语言的同时增添了针对性和趣味性。语法学习部分篇幅短小,内容精练,例句生动,书后还附有语法复习部分,使语法学习更加方便。此外,活泼的版式,具有启发性的图片,使商务英语的学习更加形象、直观。

本书是《综合教程》第3册,有14个单元,内容涉及现代企业管理和商务活动,包括品牌、旅行、组织、变化、金钱、广告、文化、就业、贸易、质量、商业道德、领导能力、创新、竞争等主题。每单元围绕主题进行相关语言和技能的学习。书后附写作活动(Writing file)、角色扮演(Activity file)、语法总结(Grammar reference)以及词汇和注释(Glossary and notes)等。

《体验商务英语》系列教材的适用面广,既可以作为国际经贸、国际金融等涉外专业的商务英语教材,也可以作为英语专业商务英语教材,还可以作为大学英语选修课教材和行业培训教材。



# Introduction

## What is *Market Leader* and who is it for?

*Market Leader* is a multi-level business English course for businesspeople and students of business English. It has been developed in association with the *Financial Times*, one of the leading sources of business information in the world. It consists of 14 units based on topics of great interest to everyone involved in international business.

This new edition of the Intermediate level features new authentic texts and listenings throughout, reflecting the latest trends in the business world. If you are in business, the course will greatly improve your ability to communicate in English in a wide range of business situations. If you are a student of business, the course will develop the communication skills you need to succeed in business and will enlarge your knowledge of the business world. Everybody studying this course will become more fluent and confident in using the language of business and should increase their career prospects.

### The authors



**David Falvey** (*left*) has over 27 years' teaching and managerial experience in the UK, Japan and China. He has also worked as a teacher trainer at the British Council in Tokyo, and is now Head of the English Language Centre and Principal Lecturer at London Metropolitan University.

**Simon Kent** (*centre*) has over 22 years' teaching experience including three years as an in-company trainer in Berlin at the time of German reunification. He is currently a Senior Lecturer in business and general English, as well as having special responsibility for designing new courses at London Metropolitan University.

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

## What is in the units?

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### Starting up

You are offered a variety of interesting activities in which you discuss the topic of the unit and exchange ideas about it.

### Vocabulary

You will learn important new words and phrases which you can use when you carry out the tasks in the unit. A good business dictionary, such as the *Longman Business English Dictionary* will also help you to increase your business vocabulary.

### Discussion

You will build up your confidence in using English and will improve your fluency through interesting discussion activities.

### Reading

You will read authentic articles on a variety of topics from the *Financial Times* and other newspapers and books on business. You will develop your reading skills and learn essential business vocabulary. You will also be able to discuss the ideas and issues in the articles.

### Listening

You will hear authentic interviews with businesspeople. You will develop listening skills such as listening for information and note-taking.

### Language review

This section focuses on common problem areas at intermediate level. You will become more accurate in your use of language. Each unit contains a Language review box which provides a review of key grammar items.



**Skills**

You will develop essential business communication skills such as making presentations, taking part in meetings, negotiating, telephoning, and using English in social situations. Each Skills section contains a Useful language box which provides you with the language you need to carry out the realistic business tasks in the book.

**Case study**

The Case studies are linked to the business topics of each unit. They are based on realistic business problems or situations and allow you to use the language and communication skills you have developed while working through the unit. They give you the opportunities to practise your speaking skills in realistic business situations. Each Case study ends with a writing task. A full writing syllabus is provided in the Market Leader Practice File.

**Revision Units**

Market Leader Intermediate new edition also contains two revision units, based on material covered in the preceding seven Course book units. Each revision unit is designed so that it can be completed in one session or on a unit-by-unit basis.

# Map of the book

## Discussion

## Texts

## Language work

## Skills

## Case study

### Unit 1 Brands

page 6

Talk about your favourite brands

Discuss two authentic product promotions

Reading: Outsourcing production – *Financial Times*

Listening: An interview with a brand consultant

Words that go with brand and product

Present simple and present continuous

Taking part in meetings 1

Caferoma: Solve the problems of a leading brand

Writing: e-mail

### Unit 2 Travel

page 14

Talk about your travel experiences

Reading: Air rage – *Guardian*

Listening: A business traveller's priorities

British and American travel words

Talking about the future

Making arrangements on the telephone

Work, rest and play: Choose a suitable hotel for a seminar in France

Writing: e-mail

### Unit 3 Organisation

page 22

Rank status symbols in order of importance

Reading: Flexibility in the workplace – *Fast Company*

Listening: An interview with the partner of a management consultancy

Words and expressions to describe company structure

Noun combinations

Socialising: introductions and networking

Auric Bank: Choose the best way to reorganise customer services.

Writing: report

### Unit 4 Change

page 30

Discuss attitudes to change in general and at work

Rank stressful situations

Reading: Change in retailing – *Financial Times*

Listening: An interview with a business transformation director

Words for describing change

Past simple and present perfect

Taking part in meetings 2

Acquiring Metrot: Agree on changes at a company that has been taken over

Writing: action minutes

### Unit 5 Money

page 38

Do a quiz and discuss attitudes to money

Reading: Two financial reports – *Financial Times*

Listening: An interview with the founder of a finance firm

Words and expressions for talking about finance

Describing trends

Dealing with figures

Angel Investments: Choose a company to invest in

Writing: e-mail

### Unit 6 Advertising

page 46

Discuss authentic advertisements

Discuss good and bad advertising practices

Reading: Successful advertising – *Guardian*

Listening: An interview with the head of planning at an advertising agency

Words and expressions for talking about advertising

Articles: *a, an, the*, zero article

Starting presentations

Focus Advertising: Create and present an advertising campaign

Writing: summary

### Unit 7 Cultures

page 54

Discuss the importance of cultural awareness in business

Reading: Advice for doing business across cultures

Listening: An interview with a trainer in cultural awareness

Idioms for talking about business relationships

Modals of advice, obligation and necessity

Social English

See also: the social-cultural game on pages 138 and 139

Visitors from China: Plan a visit by a Chinese manufacturer

Writing: e-mail

### Revision unit A

page 62

Writing file: page 132    Activity file: page 140    Grammar reference: page 150

	Discussion	Texts	Language work	Skills	Case study
<b>Unit 8 Employment</b> page 68	Choose the most important qualities for getting a job  Describe best and worse experiences at work	<b>Reading:</b> Retaining good staff – <i>Financial Times</i>  <b>Listening:</b> An interview with an executive search consultant	Words to describe the recruitment process and personal character  Indirect questions and statements	<b>Managing meetings</b>	Slim Gyms: Choose the best candidate for the job of General Manager  Writing: letter
<b>Unit 9 Trade</b> page 76	Discuss ideas about globalisation	<b>Reading:</b> Fair trade – <i>Guardian</i>  <b>Listening:</b> An interview with an expert on negotiating	Words for talking about international trade  Conditions	<b>Negotiating</b>	Ashbury Guitars: Negotiate a deal with an overseas guitar manufacturer  Writing: e-mail
<b>Unit 10 Quality</b> page 84	Discuss ideas of quality	<b>Reading:</b> Old-fashioned quality – <i>Financial Times</i>  <b>Listening:</b> An interview with the Senior Vice President of a prestigious hotel chain	Words for talking about quality control and customer service  Gerunds and infinitives	<b>Complaining on the telephone</b>	Brookfield Airport: Work out an action plan following complaints from passengers  Writing: report
<b>Unit 11 Ethics</b> page 92	Discuss questions of ethics at work  Rank a list of unethical activities	<b>Reading:</b> Business ethics – <i>Financial Times</i>  <b>Listening:</b> An interview with a bank executive	Words to do with <i>honesty</i> or <i>dishonesty</i>  Narrative tenses	<b>Problem-solving</b>	Profit or principle? Decide if a manager has acted unethical and what action to take  Writing: letter
<b>Unit 12 Leadership</b> page 100	Discuss the qualities of good leadership	<b>Reading:</b> Profile of a leading Chief Executive – <i>Financial Times</i>  <b>Listening:</b> An interview with an expert in leadership training	Words to describe character  Relative clauses	<b>Decision-making</b>	Orbit Records: Discuss ideas to save a failing music retailer  Writing: e-mail
<b>Unit 13 Innovation</b> page 108	Talk about innovations in your daily life and in the twentieth century	<b>Reading:</b> In-company innovation – <i>Fortune magazine</i>  <b>Listening:</b> An interview with an expert on presentations	Words and expressions to describe innovations  Passives	<b>Presentation techniques</b>	Style is everything: Prepare a product presentation for a competition  Writing: short article or press release
<b>Unit 14 Competition</b> page 116	Do a quiz on how competitive you are	<b>Reading:</b> Losing competitive edge – <i>Financial Times</i>  <b>Listening:</b> An interview with the Marketing Manager of a credit card business	Idioms from sport to describe competition  Modals of probability	<b>Negotiating</b>	Beverly Watches: Choose the best supplier  Writing: e-mail
<b>Revision unit B</b> page 124					

## OVERVIEW ▼

- Vocabulary**  
Brand management
- Listening**  
Why brands matter
- Reading**  
Outsourcing production
- Language review**  
Present simple and present continuous
- Discussion**  
Two promotions
- Skills**  
Taking part in meetings 1
- Case study**  
Caferoma



Harley-Davidson

‘Truly great brands are more than just labels for products.’

*Tony O'Reilly (1936– ), Irish entrepreneur*

## Starting up

**A** List some of your favourite brands. Then answer these questions.

- 1 Are they international or national brands?
- 2 What image and qualities does each one have? Use the following words and phrases to help you.

value for money	luxurious	timeless	well-made
top of the range	durable	inexpensive	cool
reliable	stylish	fashionable	well-designed

- 3 Why do people buy brands?
- 4 Why do you think some people dislike brands?
- 5 How loyal are you to the brands you have chosen?  
For example, when you buy jeans, do you always buy Levi's?

**B** A recent survey in 2010 named the brands below as the world's top ten. Which do you think is number one? Rank the others in order.

HP	Nokia	Google	General Electric	Intel
IBM	Microsoft	Coca-Cola	McDonald's	Disney

Check your answer on page 144. Are you surprised?

**C**  1.1 Listen to two speakers talking about brands. What reasons does each person give for liking or disliking brands?



## Vocabulary

Brand  
management

## A Match these word partnerships to their meanings.

- |  |                |   |
|--|----------------|---|
| <b>B<br/>R<br/>A<br/>N<br/>D</b>             | 1 loyalty      | a) the name given to a product by the company that makes it |
|  | 2 image        | b) using an existing name on another type of product        |
|  | 3 stretching   | c) the ideas and beliefs people have about a brand          |
|  | 4 awareness    | d) the tendency to always buy a particular brand            |
|  | 5 name         | e) how familiar people are with a brand                     |
| <b>P<br/>R<br/>O<br/>D<br/>U<br/>C<br/>T</b> | 6 launch       | f) the set of products made by a company                    |
|  | 7 lifecycle    | g) the use of a well-known person to advertise products     |
|  | 8 range        | h) when products are used in films or TV programmes         |
|  | 9 placement    | i) the introduction of a product to the market              |
|  | 10 endorsement | j) the length of time people continue to buy a product      |

## B Complete these sentences with word partnerships from Exercise A.

BRAND

- The creation of Virgin Cola, Virgin Air, Virgin Rail and Virgin Bride is an example of *brand stretching*.
- Consumers who always buy Levi's when they need a new pair of jeans are showing .....
- Not enough people recognise our logo; we need to spend a lot more on raising .....

PRODUCT

- David Beckham advertising Vodafone is an example of *product endorsement*.
- A ..... consists of introduction, growth, maturity and decline.
- The use of BMW cars and Nokia phones in James Bond films are examples of .....

## C Make sentences of your own using the word partnerships in Exercise A.

## Listening

Why brands  
matter

## A 1.2 Sandra Greaves is a consultant at Wolff-Olins, a leading international brand consultancy based in London. In the first part of the interview she talks about why we need brands. Listen and complete these extracts.

- Brands are all about .....
- You know what a brand is ....., what it ....., what it's going to .....
- You actually trust it to ..... again.
- One thing about brands is they add a lot of ..... and ..... and ....., as well as giving you the power to ..... things.

## B 1.3 Listen to the second part of the interview and tick the points below which Sandra makes.

- People are very loyal to successful brands.
- Even successful brands are seen as just a product or a service.
- Apple was popular because it wasn't a big corporation.
- Apple customers felt that the Mac was an easy product to use.

## C 1.4 Listen to the example Sandra gives of how Wolff-Olins helped a company with its branding and answer these questions.

- What was the company?
- What is its business sector?
- What advice did they receive?



## Reading

### Outsourcing production

**A** Why do some companies make luxury products abroad rather than at home?

**B** Read the article and answer these questions.

- 1 Which brands are mentioned? Do you know which country each is from?
- 2 Which companies make all of their products in their own country?

# Made in Europe

By Jo Johnson, Fred Kapner and Richard McGregor

Almost every fashion label outside the top super-luxury brands is either already manufacturing in Asia or thinking of it. Coach, the US leather goods maker, is a classic example. Over the past five years, it has lifted all its gross margins by manufacturing solely in low-cost markets. In March 2002 it closed its factory in Lares, Puerto Rico, its last company-owned plant, and outsources all its products.

Burberry has many Asian licensing arrangements. In 2000 it decided to renew Sanyo's Japanese licence for ten years. This means that

almost half of Burberry's sales at retail value will continue to be produced under licence in Asia. At the same time however, Japanese consumers prefer the group's European-made products.

Sanyo is now reacting to this demand for a snob alternative to the Burberry products made in its factories across Asia by opening a flagship store in Tokyo's Ginza, where it sells Burberry products imported from Europe.

In interviews with the FT, many executives say the top luxury brands will continue

to be seen, particularly in Asia, as European. Domenico De Sole of Gucci says: 'The Asian consumer really does believe – whether it's true or not – that luxury comes from Europe and must be made there to be the best.'

Serge Weinberg, Chief Executive of Pinault Printemps Redoute, which controls Gucci, says it will not move Gucci's production offshore. Yet some in the industry recognise that change may be round the corner even for the super-luxury brands. Patrizio Bertelli, Chief Executive of Prada, says: 'The "Made in Italy" label is important but what we are really offering is a style, and style is an expression of culture.' He therefore recognises that quality fashion items may

not always need to be produced in Italy.

Amitava Chattopadhyay, Professor of Marketing at Insead, the business school, says: 'A brand is a set of associations in the mind of the consumer and one of these is the country of origin. For luxury goods, the role of the brand is crucial. To damage it is a cardinal sin and no brand manager will want to get the balance between manufacturing location and the brand image wrong.'

From the *Financial Times*

**FINANCIAL TIMES**  
World business newspaper.

**C** Which of these statements are true? Correct the false ones.

- 1 Coach no longer has a factory in Puerto Rico.
- 2 Coach, like many other companies, is outsourcing its products to reduce costs.
- 3 Some Japanese people choose to buy Burberry products made in Europe rather than in Japan.
- 4 Sanyo's store in Tokyo sells Burberry products made only in Asia.
- 5 According to Domenico De Sole, the best luxury products are made in Japan.
- 6 Gucci is planning to outsource some of its products.
- 7 Patrizio Bertelli believes that luxury fashion products should always be made in Europe.
- 8 Amitava Chattopadhyay says that companies need to pay careful attention to where they manufacture their products.

**D** Choose the best summary of the article.

- a) Most manufacturers of luxury brands do not wish to produce their goods in low-cost countries because they believe that it will damage their brand image.
- b) Most manufacturers of top brands now produce their goods in low-cost countries. Consumers no longer care about where the products are manufactured.
- c) Asian consumers think that European luxury goods are of high quality. The current trend of making such goods in Asia could damage the reputation of these luxury brands.



Vocabulary file page 157

## Language review

Present simple  
and present  
continuous**The present simple and the present continuous have several uses.**

- We use the present simple to give factual information, for example about company activities.

*Coach **outsources** all its products.*

*Does Burberry **outsource** its products?*

- We use the present simple to talk about routine activities or habits.


*I always **buy** Armani suits. **Do** you usually **buy** designer brands?*

- We use the present continuous to talk about ongoing situations and projects.

*Sanyo **is now reacting** to this demand.*

- We use the present continuous to talk about temporary situations.

*We **are testing** a new brand at the moment.*

 page 150

- A** Which of the time expressions below do we usually use with the present simple? Which of the time expressions do we usually use with the present continuous? Which are used with both?

usually	this year	every day	now
often	nowadays	once a month	
currently	at the moment	these days	

- B** Complete these sentences with the present simple or the present continuous forms of the verbs in brackets.

- a) This year we ..... (try) to develop a brand with personality.

b) We usually ..... (develop) brands that say something.
- a) Powerful brand names ..... (create) strong consumer loyalty.

b) At the moment we ..... (look) for a new brand name that suggests something about the product's benefits and qualities.
- a) L'Oréal ..... (sell) cosmetics and toiletries to consumers around the world.

b) This year L'Oréal ..... (invest) over £180m in R & D .
- a) The marketing department always ..... (keep) within its budget.

b) Because the company made a loss last year, the marketing department ..... (try) to reduce costs.

- C** Complete the text below with the present simple or the present continuous forms of the verbs in brackets.

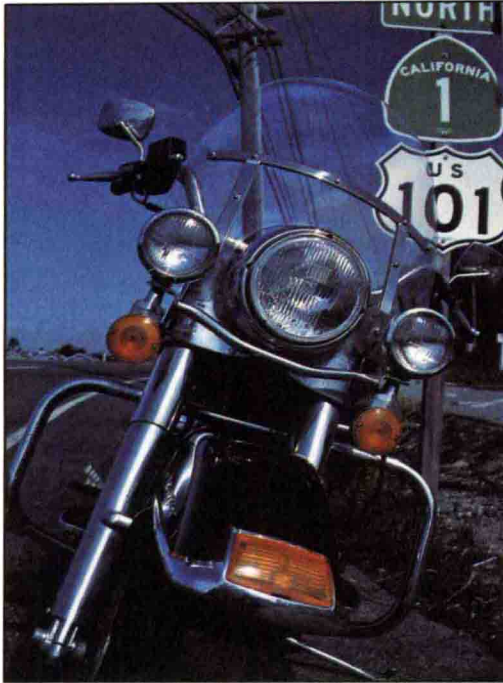
At the moment I .....<sup>1</sup> (work) for a cosmetics company. We offer a full range of cosmetic products and .....<sup>2</sup> (sell) cosmetics and toiletries around the world. Our main cosmetics brand .....<sup>3</sup> (dominate) the French market and it .....<sup>4</sup> (do) well in the rest of Europe at the moment, too. In fact, the brand .....<sup>5</sup> (become) more and more popular throughout the world and our market share .....<sup>6</sup> (grow) every day.

We usually .....<sup>7</sup> (develop) and .....<sup>8</sup> (extend) products under our existing brand name. The brand is distinctive and .....<sup>9</sup> (stand) out from the competition. However, this year we .....<sup>10</sup> (create) a completely new brand of cosmetics.



**Discussion****Two promotions**

- A** Work in pairs. Student A reads Case 1 and answers the questions. Student B reads Case 2 and answers the questions.

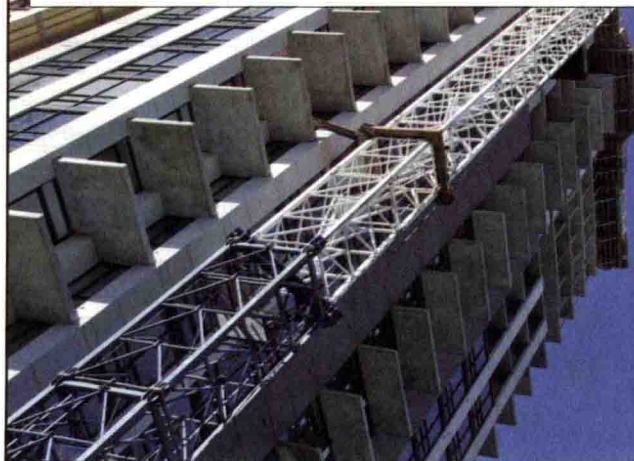
**Case 1 Harley Davidson**

In 2003 the Harley Davidson brand was 100 years old. Although its brand image is based on the spirit of wild and rebellious youth such as Marlon Brando in the film *The Wild One* (1954), the typical consumer is very different. They are likely to be rich, middle-aged accountants trying to recapture their youth. The average age of Harley Davidson customers is 46 compared with 36 for the rest of the motorbike industry. At the party to celebrate the centenary, the surprise performer was actually Elton John, rather than the Rolling Stones who many people had expected. This caused many of the 150,000 riders and dealers to leave the event very unhappy. Although sales and earnings for Harley Davidson have been increasing for the past 18 years, many people see trouble on the road ahead. The problem is Harley Davidson's typical customers come from the baby-boom generation (1946–1964) and, as these customers get older, Harley Davidson may find its market shrinking.

- 1 What is the brand image of Harley Davidson?
- 2 Why were many people unhappy about the music at the party?
- 3 What problem could Harley Davidson have in the future?
- 4 What can Harley Davidson do to preserve its sales? Should it change its brand image? Should it look for new market segments? Should it stretch its brand?

**Case 2 JCB**

- 1 Where does the name JCB come from?
- 2 What was surprising about JCB's customer research?
- 3 What sort of products do you think JCB developed as a result of its research?
- 4 Can you think of a similar example of brand-stretching in your country?



JCB is a world-famous engineering company. It was founded in 1945 by Joseph Cyril Bamford. He began his business working alone in a small garage. JCB makes construction and agricultural equipment such as tractors, earth-moving vehicles and loading machines. Now its world headquarters in England is one of the finest engineering factories in Europe. The company produces over 130 different models on four different continents and sells a full range of equipment in over 150 countries. It is truly a global brand.

JCB's research showed that its customers associated the company with the following brand values: 'yellow', 'digger' and 'durable'. Adults saw the brand as being very British, and suggesting an image of quality and being functional. Children, on the other hand, saw the brand as 'big', 'muddy' and 'fun'. JCB made a decision to stretch its brand.

- B** Share information about your case with your partner.

- What was the original brand image of the product in your case study?
- Who does the brand appeal to now?

**Skills**  
Taking part in meetings 1

**A**  **1.5 Four marketing executives at a cosmetics company, Marvel Plc, are talking about licensing their 'Luc Fontaine' product range to an Asian manufacturer. Listen to the conversation and answer the questions.**

- 1 Why do the marketing executives at Marvel Plc want to license their 'Luc Fontaine' product range?
- 2 What advantages does Susan Li offer to Marvel?
- 3 According to Barbara, what is the disadvantage of offering a licence to Susan Li?
- 4 What suggestion does Barbara make to her colleagues?

**B**  **1.5 Listen again and complete the extracts.**

- Marcia Alain, how ..... <sup>1</sup> about this?  
Is she the right person for us?
- Alain Definitely. In my opinion, she's ideal.
- Marcia Right. Valerie, what ..... <sup>2</sup> ?
- Valerie I ..... <sup>3</sup> because she's very good at marketing. I've met her several times.
- Marcia Barbara, you're shaking your head. ....  
..... <sup>4</sup> ?
- Barbara I'm ..... <sup>5</sup> agree. I don't think she's suitable at all.
- Marcia So what do you suggest then?
- Barbara ..... <sup>6</sup> find someone else. I do have someone in mind.
- Barbara In my opinion, his company has a lot to offer. ....  
..... <sup>7</sup> meet him and see if he's interested?

**C** **Which of the phrases in Exercise B are:**

- |                        |                            |
|------------------------|----------------------------|
| 1 asking for opinions? | 3 agreeing or disagreeing? |
| 2 giving opinions?     | 4 making suggestions?      |

**D** **Role play this situation.**

Jonson, a large department store in Chicago, USA, is losing money. Its main product areas are food, clothing and household furniture. Seventy percent of its revenue comes from clothing, twenty-two percent from food and eight percent from furniture. Three directors of the company meet to discuss the company's problems and how to solve them.

**Work in groups of three. Student A: turn to page 141. Student B: turn to page 147. Student C: turn to page 149. Read your role cards then role play the discussion.**

 *Vocabulary file* pages 157 and 161

**Useful language**

**Asking for opinions**

How do you feel about ... ?  
What do you think?  
What's your opinion?  
What's your view?

**Giving opinions**

I think ... / I don't think ...  
In my opinion ...

**Agreeing**

That's true.  
I agree.  
Absolutely / Exactly.  
I think so too.

**Disagreeing**

I see / know what you mean, but ...  
I'm afraid I can't agree.  
Maybe, but ...

**Making suggestions**

I think we should ...  
How about ... ?  
Why don't we ... ?  
Maybe / Perhaps we could ...