



MARKET LEADER

a new language course for tomorrow's business leaders

体验[®]商务英语

同步练习 4 *Practice File*

Upper Intermediate Business English



John Rogers Christine Johnson

《体验商务英语》改编组



高等教育出版社
Higher Education Press

图字: 01-2005-3344 号

Authorized Adaptation from the English language edition, entitled *Market Leader: Practice File Pack, Test File (Upper Intermediate Level)*, first edition, 0582435250, 0582487846 by John Rogers, Christine Johnson published by Pearson Education, Inc., publishing as Pearson Education Limited Copyright© 2001.

All right reserved. No part of this book may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or by any information storage and retrieval system, without permission from Pearson Education Inc. 未经许可, 不得以任何方式复制或传播本书内容, 违者必究。

China Adapted edition published by Pearson Education Asia Limited and Higher Education Press, Copyright© 2005

This Adapted edition is manufactured in the People's Republic of China, and is authorized for sale only in the People's Republic of China (excluding Taiwan and the Special Administrative Regions of Hong Kong and Macau).

此书是高等教育出版社自培生教育出版集团引进改编的版本。

For sale and distribution in the People's Republic of China exclusively (except Taiwan, Hong Kong SAR and Macau SAR).

仅限于中华人民共和国境内 (但不允许在中国香港、澳门特别行政区和中国台湾地区) 销售发行。

本书封面贴有 Pearson Education (培生教育出版集团) 激光防伪标签。无标签者不得销售。

图书在版编目 (C I P) 数据

体验商务英语同步练习. 4/ (英) 罗杰斯 (Rogers, J.), (英) 约翰逊 (Johnson, C.) 编; 《体验商务英语》改编组. —北京: 高等教育出版社, 2005. 7
书名原文: Market Leader Practice File, Test File (Upper Intermediate)
ISBN 7-04-017472-3

I. 体… II. ①罗…②约…③体… III. 商务—英语—高等学校—习题 IV. H319.6

中国版本图书馆 CIP 数据核字 (2005) 第 077759 号

出版发行 高等教育出版社
社 址 北京市西城区德外大街 4 号
邮政编码 100011
总 机 010-58581000

经 销 北京蓝色畅想图书发行有限公司
印 刷 北京市联华印刷厂

开 本 889 × 1194 1/16
印 张 10
字 数 400 000

购书热线 010-58581118
免费咨询 800-810-0598
网 址 <http://www.hep.edu.cn>
<http://www.hep.com.cn>

网上订购 <http://www.landaco.com>
<http://www.landaco.com.cn>

版 次 2005 年 7 月第 1 版
印 次 2005 年 7 月第 1 次印刷
定 价 26.80 元 (含光盘)

本书如有缺页、倒页、脱页等质量问题, 请到所购图书销售部门联系调换。

版权所有 侵权必究

物料号 17472-00

《体验® 商务英语》系列教材改编委员会

总主编：李 平 陈 洁

总策划：刘 援

主 任：陈准民 陈建平

副主任 (以姓氏笔画为序)：

王关富 李 平 陈 洁 宫桓刚 蔡 芸

编 委 (以姓氏笔画为序)：

王关富 车丽娟 龙梦晖 刘 援 李 平 李俊儒 吴云娣 杨 洁 陈 洁 宫桓刚
唐桂民 宿玉荣 蔡 芸

《体验® 商务英语同步练习 4》

主 编：王关富

编 者：王关富 宿玉荣 汪 静

策划编辑 贾 巍 张毅达

项目编辑 张毅达

责任编辑 刘丽燕

封面设计 王凌波

责任校对 刘丽燕 肖 琼

责任印制 杨 明

Acknowledgements

We are grateful to the following for permission to reproduce copyright material:

Pearson Education Limited for an adapted extract from *The Pronunciation Book* by T. Bowen and J. Marks published by Longman Group UK Limited 1992.

In some instances we have been unable to trace the owners of copyright material and we would appreciate any information that would enable us to do so.

体验商务英语系列教材

书号	书名	出版日期	估定价(元)
16319	体验商务英语综合教程 1 (附 MP3)	2005 年 6 月	35.00
16321	体验商务英语教师用书 1	2005 年 6 月	32.00
0058	体验商务英语综合教程 1 录音带	2005 年 6 月	14.00
17465	体验商务英语同步练习 1 (附 MP3)	2005 年 6 月	19.50
0066	体验商务英语同步练习 1 录音带	2005 年 6 月	14.00
16320	体验商务英语综合教程 2 (附 MP3)	2005 年 6 月	36.00
16322	体验商务英语教师用书 2	2005 年 6 月	32.00
0059	体验商务英语综合教程 2 录音带	2005 年 6 月	14.00
17466	体验商务英语同步练习 2 (附 MP3)	2005 年 6 月	20.00
0067	体验商务英语同步练习 2 录音带	2005 年 6 月	14.00
17467	体验商务英语综合教程 3 (附 MP3)	2005 年 7 月	38.00
17468	体验商务英语教师用书 3	2005 年 7 月	38.00
0060	体验商务英语综合教程 3 录音带	2005 年 7 月	14.00
17469	体验商务英语同步练习 3 (附 MP3)	2005 年 7 月	22.50
0068	体验商务英语同步练习 3 录音带	2005 年 7 月	14.00
17470	体验商务英语综合教程 4 (附 MP3)	2005 年 7 月	38.00
17471	体验商务英语教师用书 4	2005 年 7 月	38.00
0061	体验商务英语综合教程 4 录音带	2005 年 7 月	14.00
17472	体验商务英语同步练习 4 (附 MP3)	2005 年 7 月	21.50
0069	体验商务英语同步练习 4 录音带	2005 年 7 月	14.00
17713	体验商务英语听说教程 1 (附 MP3)	2005 年 12 月	29.00
17714	体验商务英语听说教程教师用书 1	2005 年 12 月	30.00
	体验商务英语听说教程 1 录音带	2005 年 12 月	14.00
17715	体验商务英语听说教程 2 (附 MP3)	2005 年 12 月	29.00
17716	体验商务英语听说教程教师用书 2	2005 年 12 月	30.00
	体验商务英语听说教程 2 录音带	2005 年 12 月	14.00

商务英语系列教材

书号	书名	出版日期	定价(元)
11539	商务英语听说 (上) (附 MP3)	已出版	34.00
13342	商务英语听说 (下) (附 MP3)	已出版	34.50
11263	商务英语阅读	已出版	28.80
11259	商务英语写作	已出版	19.20
11537	商务英语翻译 (英译汉)	已出版	23.60
11538	商务英语口译	已出版	27.00
11260	工商导论	已出版	23.80
11261	国际经济导论	已出版	35.80
11262	国际贸易实务	已出版	22.00

郑重声明

高等教育出版社依法对本书享有专有出版权。任何未经许可的复制、销售行为均违反《中华人民共和国著作权法》，其行为人将承担相应的民事责任和行政责任，构成犯罪的，将被依法追究刑事责任。为了维护市场秩序，保护读者的合法权益，避免读者误用盗版书造成不良后果，我社将配合行政执法部门和司法机关对违法犯罪的单位和个人给予严厉打击。社会各界人士如发现上述侵权行为，希望及时举报，本社将奖励举报有功人员。

反盗版举报电话：(010) 58581897/58581896/58581879

传 真：(010) 82086060

E - mail: dd@hep.com.cn

通信地址：北京市西城区德外大街4号

高等教育出版社打击盗版办公室

邮 编：100011

购书请拨打电话：(010)58581118

MARKET

LEADER

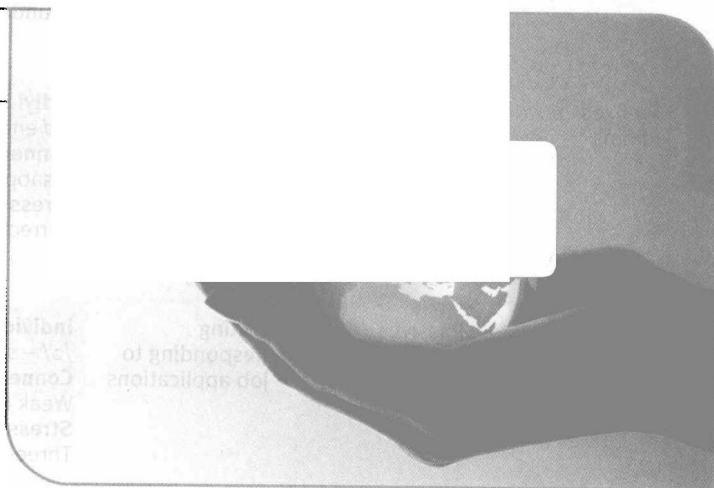
a new language course for tomorrow's business leaders

体验[®]商务英语

同步练习 *Practice File*

4

Upper Intermediate Business English



John Rogers Christine Johnson

《体验商务英语》改编组



高等教育出版社
Higher Education Press

Map of the Practice File

Language work

Talk business

Vocabulary

Language review

Writing

Sound work

Survival business English

Unit 1 Communication

page 4 / page 62

Say or tell

Reporting words

Linking ideas
Editing
A memo

Individual sounds:
The difference between /ɪ/ and /i:/

Connected speech:
Contractions

Stress and intonation:
Questions

Telephoning
Communication problems

Unit 2 International marketing

page 8 / page 64

Words for talking about marketing

Compounds
Acronyms

Linking ideas
Editing
A marketing letter

Individual sounds:
/æ/, /ɒ/ and /ʌ/

Connected speech:
Noun phrases

Stress and intonation:
Noun compounds

Brainstorming

Unit 3 Building relationships

page 12 / page 66

Words for talking about business relationships

Multi-word verbs

Linking ideas
A sales letter

Individual sounds: /ɪ/

Connected speech: *did you, do you, and would you*

Stress and intonation:
Sounding interested

First time conversation

Unit 4 Success

page 16 / page 68

Prefixes
Idioms

Tenses

Linking ideas
Editing
Summarising points of agreement

Individual sounds:
-ed endings

Connected speech:
Disappearing sounds

Stress and intonation:
Correcting information

Giving friendly answers

Unit 5 Job satisfaction

page 20 / page 70

Words for talking about job satisfaction

Passives

Editing
Responding to job applications

Individual sounds:
/ə/ – schwa sound

Connected speech:
Weak forms

Stress and intonation:
Three-syllable words

Handling difficult social situations
Paraphrasing

Unit 6 Risk

page 24 / page 72

Words for talking about risk

Adverbs

Linking ideas
Editing
Describing events

Individual sounds:
/ɒ/, /ɔ:/ and /əʊ/

Connected speech:
Linking sounds

Stress and intonation:
Stress patterns

Agreeing and disagreeing
Accepting or declining invitations

Unit 7 E-commerce

page 28 / page 74

Words for talking about the Internet

Conditions

Linking ideas
Complaints and suggestions

Individual sounds: /ɜ:/

Connected speech:
Contractions

Stress and intonation:
Sentence stress

Presentation skills
E-mail etiquette

Language work					Talk business
	Vocabulary	Language review	Writing	Sound work	Survival business English
Unit 8 Team building page 32 / page 76	Prefixes Idioms	Modal perfect	Linking ideas Editing Summarising	Individual sounds: /ə/ Connected speech: Weak forms Stress and intonation: Three-syllable words	Diplomatic language
Unit 9 Raising finance page 36 / page 78	Words for talking about finance	Prepositions	Emphasising Editing Requesting payment	Individual sounds: The letter <i>a</i> Connected speech: Linked sounds Stress and intonation: Rising and falling intonation	Negotiating an agreement
Unit 10 Customer service page 40 / page 80	Words for talking about customer service	Gerunds	Editing Letters of complaint	Individual sounds: Diphthong /eə/ Connected speech: Weak forms Stress and intonation: Sounding apologetic	Dealing with complaints Taking action
Unit 11 Crisis management page 44 / page 82	Words for talking about crisis management	Making comparisons	Linking ideas Editing Reporting a problem	Individual sounds: /θ/ and /ð/ Connected speech: The weak form of <i>of</i> Stress and intonation: Stressed syllables	Asking searching questions Asking challenging questions
Unit 12 Management styles page 48 / page 84	Words for talking about management styles	Pronouns	Linking ideas Editing Letters of enquiry	Individual sounds: /ʃ/, /z/, /tʃ/, /dʒ/ Connected speech: Linking sounds Stress and intonation: Stressed syllables	Ways of saying <i>no</i> Putting a visitor at ease
Unit 13 Takeovers and mergers page 52 / page 86	Words for talking about takeovers and mergers	Newspaper headlines	Topic sentences Editing Describing results	Individual sounds: The letter <i>o</i> Connected speech: The number of words Stress and intonation: Stressed syllables	Numbers
Unit 14 The future of business page 56 / page 88	Words for talking about the future	Predictions	Editing Confirming arrangements	Individual sounds: Reading phonemic script Connected speech: Future forms Stress and intonation: Main stresses	Telemarketing

Communication

Vocabulary

A Which of the following sentences use *say* or *tell* correctly?

- 1 James Croft, a mobile phone analyst, told: 'I would expect companies to start dropping out soon.'
- 2 Another analyst said the determination of some companies to win should not be underestimated.
- 3 Sonofone's CEO has told his bid team to deliver at any cost.
- 4 He later said journalists licences allowing fast Internet access to mobile phones were at stake.
- 5 He also said Sonofone was backed by investment bank Kozuki.
- 6 He told that the outlook for the next quarter was good.

B Correct the incorrect sentences in two different ways, using *say* or *tell*.

For example:

- 1 *James Croft, a mobile phone analyst, said ...*
or
James Croft, a mobile phone analyst, told journalists ...

C Complete the following phrases with *say* or *tell* as appropriate.

- 1 a story / a joke
- 2 somebody to do something
- 3 the difference between two things
- 4 yes or no
- 5 the truth
- 6 somebody what to do
- 7 hello / goodbye
- 8 a lie / lies
- 9 what you think
- 10 something under your breath

D Fill in the gaps in the following sentences with the appropriate form of *say* or *tell*.

- 1 Can you think of situations when it might be better not to the truth?
- 2 How easy or how difficult do you find it to other people to do things for you?
- 3 In meetings, how often do you what you think?
- 4 Have you ever a joke in English?
- 5 How easy or how difficult is it to the difference between the banknotes used in your country?

Now answer the questions for yourself.

Language review

Reporting words

Effective communication often involves reporting clearly and briefly what people have said. Look at these examples.

- 1 'That's unbelievable! Half of the goods are damaged,' said Ms Thorpe.
 - a) Ms Thorpe said that it was unbelievable that half of the goods were damaged.
 - b) Ms Thorpe *complained* that half of the goods were damaged.
- 2 'If that happens again, you'll see, I'll look for another supplier.'
 - a) She said that if that happened again, they would see, she would look for another supplier.
 - b) She *threatened* to look for another supplier.

A For each of the following sentences, choose the best reporting verb.

- 1 I'll send you the revised figures by the end of the week.
 - a) apologise b) warn **c) promise**
- 2 Sorry about the delay.
 - a) apologise b) remind c) suggest
- 3 I could come in early tomorrow to speed things up a bit, if you like.
 - a) admit b) promise c) offer
- 4 Our after-sales service isn't always up to scratch, let's face it.
 - a) suggest b) acknowledge c) advise
- 5 Don't forget to bring the sales figures.
 - a) remind b) deny c) insist
- 6 If I were you, I'd take a closer look at what our competitors are doing.
 - a) advise b) insist c) promise
- 7 You'll never clinch the deal if you procrastinate.
 - a) promise b) warn c) deny
- 8 It wasn't me who sent you an infected file.
 - a) apologise b) deny c) suggest
- 9 We've got to launch our new BX2 model by the end of September, it's crucial.
 - a) offer b) insist c) acknowledge
- 10 What about hiring more temporary staff?
 - a) suggest b) offer c) promise

B Report the above sentences in full, using the correct reporting verb.

- 1 *She / He promised to send him / her the revised figures by the end of the week.*
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10

Writing

Linking ideas

A Study the following examples.

- 1 *Despite* his good sense of humour, he often finds it difficult to respond to his audience.
- 2 *In spite of* his shyness, he is a good speaker.
- 3 *Although* he generally explains his ideas clearly, I sometimes find it hard to follow him.
- 4 *Even though* I'd put them in the picture, they didn't seem to grasp what I was on about.

Cross out the two explanations which are not correct.

The words in *italics* are used to

- a) express the cause of something, the reason for something
- b) reinforce an idea, add information
- c) contrast ideas

B Tick the three sentences in which the linkers are used correctly.

- 1 I managed to follow their conversation, *although* my mind had drifted away. 4
- 2 *Even though* she had something very relevant to add, she interrupted the speaker.
- 3 *Despite* I knew I was wrong, I refused to admit it.
- 4 *In spite of* their criticisms, I didn't lose my confidence.
- 5 I was unable to express my disagreement, *although* I am generally assertive.
- 6 I remained alert throughout the meeting, *although* my tiredness.

C Re-write the three sentences in exercise B in which the linkers are not used correctly.

- 1 ~~Even though she had something very relevant to add, she interrupted the speaker.~~
Even though she had **nothing** very relevant to add, she interrupted the speaker.

D Use your knowledge of linkers to guess the meaning of the words and phrases in *italics*.

- 1 Although Tim is usually very direct, this time he was really *beating about the bush*.
- 2 Despite the market's *bearish* trend, he was optimistic about share prices going up again soon.
- 3 Although he often tends to *waffle*, today he made a presentation that was clear, concise, and to the point.
- 4 Their new product sold quite well even though the advertising campaign was a complete *flop*.
- 5 They managed to find a huge site for the new factory in spite of the *scarcity* of land in that part of the country.

Editing E Read the excerpt below about the importance of communication skills at school.

- In each line 1 – 13 there is **one wrong word**.
- For each line, write the **correct word** in the space provided.

We need better teachers but we also need to free a teachers we had got right now. It is time to deindustrialise schooling, allow children to follow their own intellect passions and stop constantly scoring, ranking and tabling those activity various 'experts' deciding are the important ones. Unless we rethink schooling, education will serve to reinforce the class divide in the workplace. Employer may tolerate a potential recruit who can't add up, but they are very likely to complaint about one who can't talk to customers with confidence. This 'soft' skills, such communication or presentation skills, are acquired natural in middle-class households. If schools don't nurture these no-academic skills, the life-chances of children from disadvantaged backgrounds will be worst than ever and the divide between rich and poor will grow.

- 1 *the*
- 2 *have*
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13

A memo F You work in the Personnel Department of a modern, forward-looking organisation. You are very interested in the course advertised below. Write a short memo (70 – 80 words) to your Head of Department, including:

- a request to go on the course
- why you think the course would be useful
- some details of the course
- an enquiry about the possibility of financial support towards the course fee.



BRENTFORD COLLEGE

BUSINESS AND ADMINISTRATION TRAINING

Autumn – Winter Courses

Communication & People Skills

[Course Ref. No. 23-D]

The aims of this one-week seminar are to:

- improve participants' speaking and listening skills
- analyse common communication problems and explore ways of resolving them
- give participants opportunities to experiment with conflict resolution strategies
- help participants deal with defensiveness and aggressiveness.

This seminar will be of interest to all professionals who have to deal with people and work out problems with others.

Facilitator: Patricia McGovern, PhD, President of Schrodgers Consultants in Geneva, author of the bestseller *How to Listen to Others and Resolve Conflicts*

Course fee (including manual): £520

Date: October 7 – 15

Venue: Brentford College

For further details, contact: Martin Lowles, BATP
Brentford College, 27 Burrard Street, Brentford TW9 0AK
Email: mlowles@BATP.ac.uk

MEMO	
From:	To:
Date:	Subject:

Vocabulary

- A** Use a word from box A or B to complete the first or the second part of the collocations and compounds in the sentences below.

A	B
shopping	behaviour
target	design
consumer	position
competitive	mix
mission	standardisation

- The most important decisions for international marketing are probably those of *product* and variety reduction.
- In international marketing, it is necessary to meet individual national requirements, in particular where *consumer* goods are concerned.
- Licensing is an option which may enable the marketer to improve profits while retaining *market*
- In order to secure a *advantage*, companies will try to make their products and services stand out from their competitors'.
- It is extremely important for marketers to understand the *buying* of existing and potential customers.
- A *statement* is a definition of the business which usually says something about customer needs to be served, customer groups targeted, and technologies used.
- A good *product* is one which satisfies the needs of the customer and makes a product eye-catching in the marketplace.
- There are numerous large *malls* in Britain, which offer the customer free parking and where all the major retail brands can be purchased under one roof.
- The main elements of the *marketing* are product, price, promotion, and place.
- Marketers sometimes focus on particular segments of a given overall market. This process is known as '..... *marketing*'.

- B** Fill in the gaps in the passage below. To help you, the first letter or letters of the missing words are given, and the dashes correspond to the number of missing letters.

The dictionary defines 'advertise' as 'to make (something for sale, services offered, etc) known to the public'. Advertising can therefore be considered a form of com.....¹, the ultimate aim of which is to per.....² consumers to choose a specific product or service.

Every company tries to di.....³ its products from those of the competition, and a key element here is the strategy of *branding*.

A b.....⁴ can be defined as the name attached to a product or service, how that name is visually expressed through a l.....⁵ and how that name and logo are extended throughout a company's communications.

However, a brand is much more than just a noun. It also represents some

intangible aspects of a product, as it is how the product or often even the whole co_____ ⁶ is perceived by its cu_____ ⁷. It is a nexus of ideas, feelings, and perceptions about lifestyle and status, image and qu_____ ⁸. Creating a powerful brand identity is essential to g_____ ⁹ a strong competitive a_____ ¹⁰. A successful brand will make customers think of your company first when they think of the particular product category to which the brand is attached. A classic example here is the 'Hoover' brand. The word 'hoover' became a synonym for 'vacuum cleaner', and many people still use the word 'hoover' even if the apparatus they use was manufactured by another company.

Language review

Compounds

- A Find a word to go in each of the boxes below, so that you have two compounds with the words on the left, and another two with the words on the right.**

- | | | | |
|---|-----------------------|--|-----------------------|
| 1 | television
outdoor | <div style="border: 1px solid black; padding: 5px; display: inline-block;">advertising</div> | campaign
revenue |
| 2 | B2B
relationship | <div style="border: 1px solid black; width: 150px; height: 20px;"></div> | information
mix |
| 3 | home
car | <div style="border: 1px solid black; width: 150px; height: 20px;"></div> | forecasting
volume |
| 4 | market
brand | <div style="border: 1px solid black; width: 150px; height: 20px;"></div> | guru
buyout |
| 5 | fair
world | <div style="border: 1px solid black; width: 150px; height: 20px;"></div> | embargo
deficit |
| 6 | target
youth | <div style="border: 1px solid black; width: 150px; height: 20px;"></div> | segmentation
share |

- B Some frequently-used compounds become acronyms. Use the words in the box to work out what the acronyms below stand for.**

country	cycle	data	decision	electronic	in	industrialised
interchange	just	life	making	management		newly product
proposition	quality	selling	time	total	unique	unit

- | | | |
|-----------------------------|---------|---------|
| 1 JIT = <i>just-in-time</i> | 2 EDI = | 3 TQM = |
| 4 NIC = | 5 PLC = | 6 USP = |
| 7 DMU = | | |

- C Use a compound from exercise B to complete the sentences below.**

- Nowadays, a company that can supply *just-in-time* ... deliveries has a strong competitive edge over suppliers who cannot.
- In industrial firms, the group of people involved in the overall purchasing process are known as the
- The concept of the proposes that, once a product is introduced into the market, it goes through a process of growth, maturity and decline, and eventually disappears from the market.
- A company that wants to adopt a global marketing approach has to take the emergence of into consideration.
- A feature of a product that no other similar products have, and which is used in marketing to try and persuade people to buy it, is called its

Writing Linking ideas

A Match the appropriate sentence halves below and join them with the correct linker.

1 The company is planning a direct mail campaign	<i>so that</i>	compete or even survive.
2 Their mailing list contains plentiful information and data		improving sales of their range of office supplies.
3 Their competitors, however, still have to go through a specialist direct mail agency	<i>with a view to</i>	limiting imports of textile products from India.
4 Every company must work hard	<i>in order to</i>	reach potential customers, which costs them extra time and money.
5 The government decided to introduce a quota		their market share would increase.
6 They increased their competitiveness		they won't have any difficulty identifying the most appropriate recipients for the mailshots.

B Cross out the two explanations which are not correct.

The three linkers in exercise A are used to

- a) contrast ideas
- b) express the cause of something
- c) express the purpose of something

Editing **C** Read the excerpt below about *positioning*¹.

- In each line 1 – 14 there is **one wrong word**.
- For each line, write the **correct word** in the space provided.

Product positioning is the art of creating a product that persuades and fits a given place in the consumer's minds. Positioning is no created by the market, but rather by the consumers themselves. What the marketer does, is create an environment which encourages consumers to accepting a particular production in their minds. Some marketers argue that positioning is something.

For positioning to be successful, a number of factors needs to be considered. Firstly, the massage of the brand needs to be clear and in line with which the company wants to communication about its product or service.

Secondly, the product must be perceived as relevance to the targeted customers' lifestyle. It is therefore necessity to ensure that the product identity is neither too youth or too old, neither too up- or downmarket for the consumers targeting.

Finally, any claim that the product is 'unique' or 'genuine' has to be supported by evidence, and of course such a promise will need to be kept in order to create trust in the brand.

- 1 *mind*
- 2 *not*
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12
- 13
- 14

¹ (product) *positioning* the way that people think about a product in relation to the company's other products and to competing products, or the way that the company would like them to think about it. (In *Longman Business English Dictionary*, © Pearson Education Limited, 2000)

A marketing letter

- D** The letter below was sent by an institute for management development to a large number of companies throughout Eastern and Central Europe. As you read it, complete it with the correct form of the verbs in the box.

arrange consider contact enclose forward require



CENTRAL EUROPEAN INSTITUTE FOR MANAGEMENT DEVELOPMENT

Hviezdoslavovo nam. 128
812 03 Bratislava

20 June

Dear Sir or Madam

I have pleasure in enclosing five copies of our new brochure, detailing the Strategic Leadership Programme and the Advanced Management Programme available here at the Bratislava Central European Institute for Management Development for entry next September.

I should be grateful if you could please ¹ the brochure as appropriate within your organisation, so that it is available to both the Head of Personnel and employees when ² professional development options.

In addition, I ³ a poster which includes prepaid response cards and should be most grateful if you could ⁴ for this to be displayed.

Should you ⁵ further copies of either brochure or poster, please ⁶ Igor Cutka at our Admissions Office by email on <I.Cutka3@pk.uniba.sk>.

Finally, I hope you and your staff find the brochure of interest.

Yours faithfully

Professor Irena Trollerova MBA
Head of CEIMD

- E** Ivan Gasperlin, the manager of Kommerz Bank (Trubarjeva 47, 1000 Ljubljana, Slovenia) wishes to order five more copies of both the brochure and the poster. Write an e-mail message.