

New Business Matters

Workbook

business English with a lexical approach

新商务英语

强化训练



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写在前面的话

《新商务英语》继在英国、美国、澳大利亚、加拿大、墨西哥、西班牙等国出版之后,如今又迅速登陆中国。这是中国出版界的佳音,更是中国商务英语界的喜讯。

顾名思义,《新商务英语》有两层意义:一是“商务英语”;二是“新”。前者明确了该套书的使用范围,是指应用于特定商业环境中的英语。同时,也明确了该套书的适用对象,以英语为交际语的商务人士,或欲尽快提高商务英语水平的有志之士;后者“新”的内涵颇为丰富,也是该套书的显著特点。“新”既指最新的商务英语词汇和商务英语文本,又指最新的商务领域和商务话题,从职业设计到企业家,从品牌大战到网上交易,从兼并浪潮到商业环境,从公共关系到商务文化等等,话题鲜活,无所不包,均是全新的。

《新商务英语》的“新”还体现在该套书的设计理念上,即“以人为本,读者至上”。从内容架构上,15个话题串起15个单元,既单元独立,又章章相连,环环相扣,由表及里,由浅入深。学习者可从头至尾,系统学习。亦可根据个人兴趣所需,有选择地进行;从形式安排上,一切为使用者着想,以教程为主线,辅之以强化训练、教学指南、视听材料等。从听、说、读、写、看等多角度强化商务英语学习,展示商务英语学习的乐趣,从而达到寓教于乐,寓学于乐,提高商务英语水平,提升商务英语交际能力的目的。

《新商务英语》的作者 Mark Powell 等先生是资深的商务英语专家,其编写的教程集知识性与趣味性于一身,融理论性与实用性于一体,话题鲜活,主题明确,语言精准地道,结构合理恰当,图文并茂,生动有趣,讲练结合,音像相配,水乳交融。从一定意义上讲,Mark Powell 等先生编写的这套商务英语用书,代表着全球商务英语的顶级水准。

为了凸显《新商务英语》的语言优势和文化品味,更加方便广大中国教师、学生及自学者使用,上海译文出版社在美国 Thomson Learning 的授权下,聘请相关专家对全书作了导读式的描述,对每个章节作了提纲挈领的说明,对语言点、文化点及重要的背景知识点作了简明扼要的注释,以期广大使用者能抓住语言文化精髓,加深对商务英语的理解,提高学习效率,增强学习效果。

但愿我们的初衷能化作广大使用者的现实,但愿我们的努力和付出能有助于广大使用者全面提高商务英语水平,迅速掌握涉外商务知识,搏击商海,扬帆万里。

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说 明

本书为《新商务英语》配套练习册。目的在于:1)帮助学生学习和掌握一些重点语法项目;2)帮助学生学习和掌握商务英语词汇和短语;3)培养学生商务英语的阅读和写作能力。每一单元有四个页面,由三个部分组成:语言点(Language Focus)、语言运用(Language Development)和写作(Writing)。每一单元的主题与“教程”(Coursebook)相同。语言部分主要由一些重要的语法结构和词汇、短语及相关练习组成。语言运用部分重点在于测试和扩大出现在“语言点”部分的词汇、短语和语法结构知识。这一部分还包括了一些相关同义词和生词。作者希望通过这种方式来扩大学生的商务英语词汇、短语和语法知识。第三部分“写作”的主旨在于,虽然现在商务英语的口语化倾向越来越明显,然而,书面语仍然要求相当程度上的正式化。通过一些实例,作者希望告诉读者什么是正式的商务英语语言。

本书的语言点、语法结构等练习完全是按照剑桥高级商务英语证书考试的要求编制的,因而可以帮助那些准备参加剑桥高级商务英语证书考试的学生。就阅读和写作而言,考生应该:

- 理解商务信函中的非正式语言;
- 在要求时间内读懂可能遇到的各种商务报告;
- 读懂各种说明和要求,并且能够对之进行评估或提出建议;
- 使用商务英语的语言做笔记或记录;
- 能够用英语写作各种所需要的商务信函,并且不出现影响读者理解的错误;
- 能够用英语写作简单的商务报告。

在本书的最后,还有对各种技巧等级的评定标准,以及对如何改进和提高技巧和成绩的方法和建议。

Contents

	Language Focus	Language Development	Writing
Page 6 - Unit 1 Career Management	Modal verbs	Reading a recruitment plan	Curriculum Vitae (CV)
Page 10 - Unit 2 Enterprise	Articles	Practising reported speech	Letter and e-mail describing new product
Page 14 - Unit 3 E-business	Question forms; Computer vocabulary	Gap-fill on dotcom companies	Report recommending choice of car hire company
Page 18 - Unit 4 Brand Management	Present simple, Present continuous and Past simple tenses	Gap-fill on Marketing	Correcting the mistakes in a sales letter
Page 22 - Unit 5 Prices and Commodities	Logical connectors; Adjectives and adverbs for data and graphs	Matching words and definitions	Completing an e-mail using international shipping terms
Page 26 - Unit 6 Corporate Entertaining	The imperative form	Understanding food idioms	Memo to boss
Page 30 - Unit 7 Innovation	Present perfect tense; Expressing opinions	Reading about Research and Development	Letter declining an offer
Page 34 - Unit 8 Public Relations	Prepositions; Language used in a mission statement	Finding equivalent words	Letter of apology
Page 38 - Unit 9 Cultural Awareness	Adverbs of degree; Nationality and language	Reading the minutes of a sales meeting	Re-writing using the language of diplomacy
Page 42 - Unit 10 Global Advertising	Word order of adverbs; Proof reading task	Using speech markers	Formal letter to accompany a contract
Page 46 - Unit 11 Management Styles	Prepositions with nouns and adjectives	Reading for point of view	Letter to make a hotel reservation
Page 50 - Unit 12 Mergers and Acquisitions	Phrasal verbs	Gap-fill on an annual report	Fax about a takeover
Page 54 - Unit 13 Business and the Environment	Conditional sentences	Matching headings and sections	Formal letter on environmental issues
Page 58 - Unit 14 Finance and Credit	Going to and will to express the future	Reading about small businesses	Describing a graph
Page 62 - Unit 15 Economic Issues	The passive form	Gap-fill on a fact sheet	Report on policy changes
Page 66 – Answer Key Page 73 – Model Answers Page 76 – Additional BEC Tasks			

To the student

This Workbook accompanies the New Business Matters Coursebook and is intended to i) revise and explain key grammar points, ii) help you to revise and practise business English expressions and learn new vocabulary and iii) develop both your reading and writing skills for business.

Each four-page unit follows the theme of the Coursebook unit it practises, and consists of one or two Language Focus sections, followed by Language Development, and Writing.

Language Focus

Each unit begins with one or sometimes two Language Focus sections which revise essential grammar and provide a framework for accuracy in your spoken and written business English. The Language Focus pages not only concentrate on basic grammar structures, but also give you the chance to practise these structures as well as use the vocabulary you have learnt in the Coursebook. At the same time, new vocabulary is also introduced.

Language Development

In addition, each unit offers a Language Development page where you will be able to test and expand your knowledge drawn from the Coursebook. This section not only recycles vocabulary used in the Coursebook, but also adds synonyms and introduces new words. In this way, by carefully following the exercises in both books, you will be able to expand your business English vocabulary.

Writing

Although electronic communication has influenced English in recent years and made it more informal, especially in e-mails, there is still a requirement to produce language written in a formal register for business. By referring to the Model Answer section on pages 73-75 you will find examples of correspondence used in business communications. The language used in each example reflects the standard of formality expected by companies who conduct their day-to-day business in English.

BEC Vantage Examination

The Business English Certificates (BEC) Vantage Examination

If you wish to use this book to help you pass the Cambridge BEC Vantage exam, you will find many of the exercises have been set, within the limitations of space, in the style of this exam. The exam is equivalent to the Council of Europe Level B2, and, in the Reading and Writing sections, a candidate would be expected to:

- understand correspondence expressed in non-standard language.
- understand, within a reasonably short period of time, most reports he/she is likely to come across.
- understand the intention of instructions, etc. outside of a factual nature and begin to evaluate, advise, etc.
- make notes that are useful to both him/herself and to colleagues.
- write most letters he/she is likely to be asked to do; such errors as do occur will not prevent understanding of the message.
- write a simple report.

Opposite, you will find a chart showing in detail the skill levels examined in both the Reading and Writing sections of the exam. At the end of this Workbook, on page 76, there is a model letter which has an explanation of the marking scheme. Following the letter, Parts One and Two of the Writing exam are examined, with examples of the type of questions you should expect. Details are also given of the Reading section, with references to units in this book, which will help you further with your exam studies. There is also a section containing general exam advice on page 79, giving hints and tips to help you improve your technique and your final score.

TEST OF READING

Time: 1 hour

PART	Main Skill Focus	Input	Response	Number of Questions
1	Reading – scanning and gist ^①	One longer or four shorter informational texts (approx. 250 – 350 words in total)	Matching	7
2	Reading – understanding text structure	Single text: article, report, etc. with sentence level gaps (text plus 7 option sentences approx. 450 – 550 words in total)	Matching	5
3	Reading for gist and specific information	Single text (approx. 450 – 550 words)	4-option multiple choice	6
4	Reading – vocabulary and structure	Single informational text with lexical gaps (text including gapped words approx. 200 – 300 words)	4-option multiple choice cloze	15
5	Reading – understanding sentence structure / error identification	Short text (150 – 200 words) Identification of additional unnecessary words in text	Proof reading ^②	12

TEST OF WRITING

Time: 45 minutes

PART	Functions/Communicative Task	Input	Response	Register
1	E.g., giving instructions, explaining a development, asking for comments, requesting information, agreeing to requests	Rubric ^③ only (plus layout of output text type)	Internal communication (medium may be note or message or memo or e-mail) (40 – 50 words)	Neutral/informal
2	Correspondence: e.g., explaining, apologising, reassuring, complaining Report: describing, summarising Proposal: describing, summarising, recommending, persuading	One or more pieces of input from: business correspondence (medium may be letter, fax or e-mail), internal communication (medium may be note, memo or e-mail), notice, advert, graphs, charts, etc. (plus layout if output is fax or e-mail)	Business correspondence (medium may be letter, fax or e-mail) or short report or proposal (medium may be memo or e-mail) (120 – 140 words)	Neutral/formal

① scanning and gist (目的在于找出重要细节和全文中心思想的)略读和快读 ② proof reading 改错 ③ rubric (章、节等的)标题;指示,规则

Language Focus 1

Modal Verbs

Modal verbs, such as *can, could, may, might, must, will, would, shall, should, ought, need* and *have* are unusual in English because they do not appear to obey the same rules as other verbs. They generally follow their own set of rules instead, although *need, ought* and *have* can also behave like conventional verbs in some circumstances.

The modal verb *can* is used in the quotation below to express possibility.

*'The only thing a man **can** do for eight hours a day is work.'*

William Faulkner

With the same meaning, Faulkner could also have said,

The only thing it is possible for a man to do eight hours a day is work.

Faulkner also uses the negative form of *can* as follows: *'He **can't** eat for eight hours.'*

It would mean the same thing to say, *It is not possible for him (a man) to eat for eight hours a day.*

Here are some points to remember about the modal verb *can*.

It does not have an 's' on the third person singular. *He **can**.*

The subject and verb are reversed to make a question form.

***Can** he? (Not: Does he can?)*

It is followed by a infinitive.

*I **can** go to London next week. (Not: I can to go)*

It does not have infinitives; other expressions have to be substituted.

*I want **to be able** to keep my job options open. (Not: I want to can keep ...)*

It is negative when *not* is placed after *can*.

*I **cannot** go to the meeting on Friday.*

It is often replaced with other expressions for future forms.

*Next year, I **will be able** to buy a new house.*

*Next year, I **shall** buy a new house.*

Here are examples of exceptions with *need* and *ought*.

For positive statements, the modals *ought, need* and *have/have got* are followed by an infinitive with *to*.

*We **ought to advertise** the job. We **need to appoint** a new manager. We **have/have got to appoint** a new manager.*

A Use *can, could* and *shall/will be able*, as well as their negative and question forms to complete the following sentences.

- you hire some temporary staff?
I last week, but I now.
- We go to the conference after all.
- we issue a short-term employment contract to solve the problem?
- If I pass my MBA, I to improve my career prospects.
- We hire the cleaners on a temporary basis, we?
- the new secretary type? Yes, but he do shorthand.
- (you) to work with him as a boss?
He be insufferable.
- I speak French when I was at school, but I now. I've forgotten it.
- (we) to balance the job losses with job-creation elsewhere?
- any of us escape the rat race – I don't think we!

Language Focus 2

Could

Here are some points to remember about the modal verb *could*.

Could is used when talking about a past ability, in reference to extended periods of time or habitual activities.

She could swim when she was six.

Could is not used when talking about a past possibility, in reference to a single moment or experience. Other expressions, such as *was able to*, have to be substituted. This is always the case when the phrase *managed to [do something]* can be used. *The driver avoided the accident because he **was able to** stop in time.*

*The driver avoided the accident because he **managed to** stop in time. (Not: ... *could stop* ...)*

Could is used **negatively**, to express something that was **not** possible in a past moment or experience.

*The accident happened because the bus **couldn't** stop.*

This may also be expressed as, *The accident happened because the bus **was unable to** stop.*

Could as the past of *can* has a separate meaning from *could* when used for polite requests and in a conditional sense.

***Could** you help me with this?*

A Use *was/were able to* or *could* to complete the following.

1. He get the job because he was well-qualified.
2. He play the piano when he was six.
3. She succeeded because she make powerful friends on the way.
4. They fire him because he never obeyed the dress code.
5. He hire and fire staff when he worked for Sheppertons.
6. The company attract the high fliers because it paid huge bonuses.
7. They cancel the contract because of the penalty clause.
8. She play tennis extremely well at university.
9. The new employee fit in very well.
10. The agents got the order and turn the tables on their competitors.

B Use *couldn't* or *was/were unable to* to complete the following.

1. The company lost the contract as it re-engineer the project.
2. Unfortunately, he use his expertise in the new office environment.
3. The co-founder of the company attend the meeting.
4. We just reach agreement on anything.
5. Regrettably, the interviewee keep the appointment.

C Use *could* or *couldn't* to complete the following.

1. If I present the management seminar, you handle the discussion afterwards?
2. The interview was tough and the candidate answer the questions.
3. A government department do it, but an entrepreneur
4. If the contract arrives, you please forward it to me?
5. Many older staff adjust to the modern need for job sharing.
6. He accept that he would never reach the top of the corporate ladder.
7. If I advertise the job, you arrange the interviews?
8. The skills shortage eventually cause us to close the factory.
9. I speak to the buyer, please? Sorry, he's in a meeting. you call back?
10. you retire early? No, I because the stock market crashed.

Language Development

Finding a job – Rodger's Seven Point Plan

The Seven Point Plan was originally devised by the occupational^① psychologist Professor Alec Rodger to help with career guidance. Rodger's Seven Point Plan has come to be widely used by employers in their business of recruitment^② and selection. To find the right person for a job, employers first analyse the job, and based on that analysis define the person they are looking for. Employers ask themselves:

- What are the results a job-holder is paid to achieve?
- What activities does the job-holder engage in to achieve those results?
- What does the job demand in terms of the points in Rodger's plan?

The Seven Point Plan is also extremely useful for potential employees. Use of the plan enables a job applicant to carry out a detailed self-analysis before attending an interview. Try the test yourself by asking:

- What am I like? (Not: What would I like to be like?)
- What are my strengths and weaknesses?
- How does my personal employment history fit the requirements of the job?
- Am I making the right career choice?

1. Physical make-up^③:
general health, strength, appearance, manner, speaking voice, eyesight, height, dexterity and mobility.
2. Attainments^④:
qualifications, education and training and/or experience.
3. General intelligence^⑤ - Innate ability:
the ability to cope with life's problems, effective functioning of the mind, logical thinking, creative thinking, thinking with words, symbols and codes or things.
4. Special aptitudes^⑥:
linguistic, artistic, spatial ability, verbal, manual and mechanical.
5. Interests^⑦:
hobbies and spare-time activities: social, theoretical and practical.
6. Disposition^⑧:
reliability, acceptability, determination, tact and honesty.
7. Circumstances^⑨:
interactions between the job and the jobholder's domestic circumstances, eg hours of work and location.

A Imagine you are a hotel manager and you need a new receptionist. Look at the characteristics below. Circle those that would be important to consider for this job. Then, beside each characteristic, write the point number it matches in Rodger's Seven Point Plan.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> a friendly manner | <input type="checkbox"/> a nice speaking voice | <input type="checkbox"/> logical thinking |
| <input type="checkbox"/> smart appearance | <input type="checkbox"/> managerial experience | <input type="checkbox"/> skill with numbers |
| <input type="checkbox"/> tact and honesty | <input type="checkbox"/> local knowledge | <input type="checkbox"/> marital status |
| <input type="checkbox"/> a foreign language | <input type="checkbox"/> sports team involvement | <input type="checkbox"/> reliability |

① occupational 职业的 ② recruitment 招聘 ③ physical make-up 仪容;打扮 ④ attainments 所获得的成就(如文凭、资格证书等)
⑤ general intelligence 一般能力 ⑥ special aptitudes 特别技能 ⑦ interests 兴趣,爱好 ⑧ disposition 性格;气质 ⑨ circumstances 环境适应能力(如是否适应工作时间、工作地点、社交能力、互动能力等)

Writing

- A Write your Curriculum Vitae (CV) according to the formula set out below. Try to keep all the information on one A4 page.**

(It is usual to include two referees – two professional people who know you and who can give you a character reference.)

- Your name, home address, phone number and e-mail address.
- Your age and marital status (married – single – divorced) and whether you have children. (No photo unless specifically requested.)
- Job history, starting with your current employment, and your previous employers with dates, leaving no unexplained gaps. If this is your first application for a job, give details of your schools and university or college.
- qualifications, academic and professional
- specialist knowledge
- hobbies and interests
- referees

- B Assuming you are successful with your application, and you are called for interview, your prospective employer may ask you to describe your own personality. Identify the meanings of the adjectives in the box, and then match them to the definitions below. The first has been done for you.**

thoughtful	kind	sensible	lively	calm
honest	cheerful	sociable	optimistic	sympathetic
generous	warm	outgoing	patient	reliable
efficient	hard-working	confident	independent	responsible

- | | |
|---|-------------------|
| 1. thinks of others and is kind and helpful | <i>thoughtful</i> |
| 2. a truthful person | ..... |
| 3. ready to share things with others | ..... |
| 4. doesn't feel shy in social situations | ..... |
| 5. will listen to problems and tries to relate to your difficulties | ..... |
| 6. never loses his or her temper, even when faced with stupidity | ..... |
| 7. never aggressive | ..... |
| 8. usually happy, never miserable | ..... |
| 9. always active and full of life | ..... |
| 10. does not need advice or help | ..... |
| 11. never does anything silly | ..... |
| 12. doesn't get nervous or irritated in a difficult situation | ..... |
| 13. thinks the future will be wonderful | ..... |
| 14. usually busy and does lots of work | ..... |
| 15. friendly and enjoys the company of people | ..... |
| 16. always arrives for appointments on time | ..... |
| 17. can be trusted to take the right decisions | ..... |
| 18. caring, gentle and helpful to others | ..... |
| 19. shows affection or love for other people | ..... |
| 20. always does work well without mistakes | ..... |

Language Focus 1

Articles

Here are some points to remember about using articles.

The indefinite article (*a* or *an*) is used:

- before singular, countable, non-specific nouns; to refer to one of many.
an IT consultant, *a* company employee, *a* good price
- with some measurements.
a cup of milk, *a* dozen eggs
- before some numerical categories.
a dozen, *a* hundred, *a* thousand, *a* million

The definite article (*the*) is used:

- for a specific noun; where there is only one.
the sun, *the* moon, *the* East (as a region), *the* only father I ever had, *the* boss
- for a noun that is specific in context, for example, after a person or thing has been identified in conversation.
A man spotted a gap in the market. *The* man is now a wealthy entrepreneur.

The zero article (no article) is used:

- before plural nouns, to convey a general sense.
Entrepreneurs (in general) come in all shapes and sizes.
- before non-countable nouns, such as materials or commodities, used in a general sense.
Timber is exported from Malaysia, and *iron ore* is mined in Australia.
- before abstract nouns that convey a general sense.
Nature is all around us.
Space is the final frontier.

A Insert *a/an* or use the zero article as necessary.

1. Jeff Bezos is entrepreneur who started on-line bookstore.
2. risk-taker is dangerous person to know.
3. Internet travel agent is the best place to find information.
4. He invented ingenious device for the mobile phone.
5. The manager asked for advice on whole range of subjects.
6. He works for computer company; he is engineer.
7. Does she have time to read all her e-mails?
8. He is dotcom millionaire and he gives donations to charity.
9. Can I pay by cheque or must I use credit card?
10. Do you have to be lucky person to make fortune on the stock market?

Language Focus 2

Here are some points to remember about using articles with names.

The definite article (*the*) is used:

- before the name of a country made up of smaller states.
the United Kingdom, the United States, the Netherlands
- before a group of islands.
the Philippines, the Galapagos, the West Indies
- before rivers, oceans, mountain chains and compass points.
the Rhine, the Seine, the Pacific, the Pyrenees, the Alps the north
- before an institution whose name is part of a category.
the University of California (category: universities of California), **the Academy of Fine Arts** (category: fine arts)
- before famous hotels.
the Ritz, the Hilton, the Sheraton

The zero article is used:

- for names of people, countries and institutions or businesses.
Juliet, Japan, Oxford University, Luigi's Italian Restaurant
- For names that include **lake, cape** and **mount**.
Lake Lemna, Mount Kenya, Cape Horn

A Insert *the* or use the zero article as necessary.

- youngest manager went to London School of Economics.
- study of production and use of wealth is called Economics.
- Could you order a new computer? 746 is a good model, I believe.
- Whiz-kids sometimes make wrong decisions and lose money.
- Managing Director is staying at Southbank Hotel tonight.
- Is that near Lake Larkin?
- We invested in an ecotourism company on Amazon River.
- Are you going to Seychelles first or to India?
- Is this one you mean or is it other one?
- sales rep you met at the convention works in east of country.

B Insert *the, a, an* or use the zero article as necessary.

- (1) famous ship sailed across (2) Lake Turana and collected a cargo of (3) copper ore. It returned to (4) Pacific Ocean via (5) Atara Canal. (6) captain enjoyed this route because he loved (7) nature, especially (8) rich flora and fauna on (9) banks of (10) canal itself. He loved to watch (11) moon in (12) sky above his ship, and often marvelled at (13) immensity of (14) space when seen from (15) deck of (16) ship at night.

Language Development

Direct / reported speech

When direct speech is changed to reported speech, the tense will often change. Also, when the speech occurs in a different time or place than when or where it is reported, expressions of time and place can also change. For example, **here** changes to **there**. **This** changes to **that**. **Today** changes to **yesterday**. **Now** changes to **then**.

Compare these sentences.

Direct

John is in a store, talking to Tony.
John: 'I **don't** like the prices **here**.'

Reported

Tony is in the store, telling Eva what John said.
John said he **didn't** like the prices **here**.

Tony is at work, telling Sean what John said at the store.

John said he **didn't** like the prices **there**.

Direct

Elena is talking to Tracy on Friday.
Elena: 'I asked Glenn **yesterday**.'

Reported

It is Friday, and Tracy is telling Joe what Elena said.

Elena said she asked Glenn **yesterday**.

It is Saturday, and Tracy is telling Susan what Elena said

Elena said she asked Glenn the **day before yesterday**.

A Read this report of a conversation and write what John and Peter actually said. The first sentence has been started for you.

John told Peter that he was going to visit the warehouse that afternoon with the sales rep to see some damaged products. Peter said he would go too, but he was going to start a meeting right then. John said he thought they would have to negotiate a refund of the contract price, because the damage was very bad. Peter said he would like John to give him a report as soon as possible, but he would be in his meeting until very late. John told him not to worry, because he would fill him in on the visit the following day.

John: Peter, I am going to visit the warehouse...

.....
.....
.....

Peter:

.....
.....
.....

John:

.....
.....
.....

Peter:

.....
.....
.....

John:

.....
.....
.....

Writing

You are a young trainee at a technology college. Your hobby is building electronic circuits and you have put together a revolutionary new product. You have received the following letter advising you to write to Megacorp Ltd, and attempt to interest them in your idea.

- A** Write the letter, using 120 - 140 words, paying particular attention to include all the points mentioned. Do not include addresses.

The Business Advisory Group
Leverton
SZ9 3MM

3 March 2005

Dear Mr Smith

Thank you for your enquiry. Although we are unable to market your product for you directly, we suggest you write to the leading mobile phone manufacturer, Megacorp Ltd, to interest them in your project as your idea is obviously a winner. The following points should be mentioned in your letter:

- You won the Electrical Engineering prize at your college for best new ideas in electronic control circuitry when you were 15 years old.
- You are looking for financial backing for a new design which will revolutionise the mobile phone industry.
- You need to take the initiative as soon as possible because you have seen a gap in the market.
- You have taken professional advice and the product is viable.
- Your business plan is enclosed with your letter.

We are sure you will succeed as a young entrepreneur due to your drive, determination and faith in your product. We wish you every success for the future. Our fee, as agreed, will be invoiced directly to you within the next two weeks.

Yours sincerely

A. N. Advisor
New Projects Manager

- B** You have received the following minutes of a meeting which record a conversation between your Managing Director (MD) and the Publicity Director (PD).

Write an e-mail, using roughly 60 words, to the members of your department, using reported speech to explain the action which is to be taken. Remember to keep the language informal as you are writing an e-mail to your colleagues.

MD: The new model is now ready.

PD: That's good news. We can start the advertising campaign next week.

MD: Let's see, today is Wednesday. I'll finalise the details tomorrow.

PD: Have they changed the specification which you gave me last week?

MD: No, it's the same one I gave you three weeks ago.

PD: OK, I may be able to get some hard-copy to you by next week.

MD: Now, let's move on to the problems in the car park!

The screenshot shows a window titled 'New Message' with a toolbar at the top containing icons for 'File', 'Edit', 'Format', 'Tools', 'Window', and 'Help'. The main area of the window is divided into two sections. The top section has a 'To:' field with the text 'To: Department Group' and a 'Subject:' field with the text 'Subject: Meeting Minutes'. Below these fields are several lines of dotted lines for the body of the email. The bottom section of the window is a text area with the text 'The MD said that the new model was ready' followed by several lines of dotted lines for further text.

Language Focus 1

Question Forms

The word order of questions is often confused, and care should be taken to avoid common mistakes, such as 'What means the word Nethead?' The correct way to ask this question is, 'What **does** the word Nethead **mean**?'

Here are some points to remember about question forms.

- If there is an auxiliary verb, such as *be*, or a modal auxiliary verb, such as *can* or *will*, or in the perfect tenses, question forms can be made simply by reversing the subject and verb order.

You are a computer programmer, becomes, **Are you** a computer programmer?

You can programme computers, becomes, **Can you** programme computers?

You have programmed computers, becomes, **Have you** programmed computers?

- If an auxiliary verb is not present, the question is constructed using *do*, *does*, or *did*.

You know how to program computers, becomes **Do you** know how to program computers?

- Tag questions are made by making a statement, and then tagging on the subject and verb in reversed order.

You are a computer programmer, **aren't you?**

- Many questions begin with a question word, such as *why*, *when*, *how*, *what*, *whose*, *which*, and *where*.

Where did you study computer programming?

A Turn these statements into questions.

- I deal in all kinds of IT and Hi-Tech shares.
.....
- Martha Lane-Fox is a dotcom millionaire.
.....
- He lost money in the great dotcom crash.
.....
- I do a lot of e-business these days.
.....
- The company de-bugs mainframe computers.
.....
- She registered the Web site with the major search engines.
.....

B Re-order the following statements, and then reverse the subject and verb to make a tag question. The first has been done for you.

- Net the you are on frequently *You are frequently on the Net, aren't you?*
- computer a genius you are
- computer you literate are
- over phenomenon is dotcom the
- banks never Anna online
- can't life Internet the replace

C Use question words to supply questions to the following answers.

-
The abbreviation stands for Information Technology.
-
I think it's about 50 kilometres to London.
-
Fifty kilos, including the monitor and printer.
-
The market began to go pear-shaped in 1990.
-
He said the system is secure for digital payments.
-
I think Peter's wife is called Mary.
-
Because its business strategy is poor.
-
I worked in the IT department for three years.
-
I found it on Yahoo, after a long search on the web.
-
I like their home page because it's so well laid out.

Language Focus 2

Computer language

In the modern office environment we all have to rely on our computers to communicate through the Internet. But how well do we know our machines?

A Choose one of the options below each definition to fill the gap.

1. The gadget for interfacing with our computer is called a
a. rat b. mouse c. vole
2. A is used under this gadget to provide a flat operating surface.
a. mat b. platen c. carpet
3. A is the area on screen in which work is typed.
a. manuscript b. document c. deed
4. Documents are kept in a
a. dossier b. roll c. folder
5. Folders are stored in a
a. catalogue b. directory c. list
6. Commands are stored on a drop-down
a. fare b. strip c. menu
7. To remove unwanted text, you press the key.
a. delete b. erase c. remove
8. To make a copy of an item, you select on the drop-down menu.
a. double b. copy c. duplex
9. Standard business letters in the UK are written on paper.
a. B5 letter b. US legal c. A4 letter
10. The gap in the text at the beginning of a paragraph is a/an
a. indent b. recess c. dent
11. Small letters used in text are classified as
a. suit case b. lower case c. brief case
12. Capital letters are classified as
a. upper class b. upper case c. middle class
13. To produce heavy type, select the command from the drop-down menu.
a. brave b. bold c. plucky
14. To place a line under text select
a. understudy b. underscore c. underline
15. means the name of the print style you wish to use.
a. Type b. Pattern c. Font
16. When you want text to align left or right, you use the command
a. defend b. justify c. prove
17. is a printers' term referring to the size of the print characters.
a. Sharp b. Direct c. Point
18. The colour is used to apply colour to text and pictures.
a. palette b. plate c. highlight
19. To play action games where fine control is needed, a is used.
a. joystick b. slapstick c. lipstick
20. To remove an item the command may be used.
a. slash b. slice c. cut