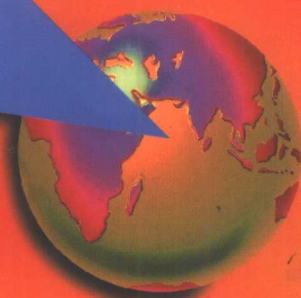


剑桥商务英语阅读教程

In Print

[英] Rod Revell
Simon Sweeney 著

Cambridge English Series
Cambridge English Series



北京大学出版社 Peking University Press
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剑桥英语系列

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Reading Business English

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[英] Rod Revell & Simon Sweeney 著

陈 荣 译注

北京大学出版社 Peking University Press
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教师指南

本书旨在为那些英语为非母语的人士提供能使他们有效地阅读商业文章所需要的技巧、策略与词汇。有效性，这里指的是从最少量的阅读文本中获得最大的信息量。

提高阅读技巧的需要

本书旨在介绍一些具体的策略，帮助读者更容易从文章中获取信息，使阅读过程更加流畅。使用本书的学习者在运用母语进行阅读时，或许是一个有效的阅读者。然而经验表明，将母语转换成目标语并不是很容易的。学习者在阅读一篇外语文章时，常常是将精力投入到对每一行和每个词的理解上，总是花很多的时间查阅词典，而不是阅读文章。这样，充其量也就是进行了一次极不成功的翻译，更糟的是，这种阅读往往让人感到沮丧与困惑。

学习对象

本书是为那些在不同层面从事管理工作的经理编写的，同时也适用于那些正在学习并想成为经理的人士。

材料来源

所有文章均来自真实材料。主要摘自教科书、指南、手册、杂志、报纸、公司介绍、报告和合同。

难易程度

本书所选材料是为中等或中等偏上水平的学习者设计。但是，对于那些程度较低的学习者，如果能按照所建议的技能去做，按要求进行阅读，他们也应该能很好地完成大部分的作业及课文。

如何使用

全书共十二单元。较容易的文章安排在书的前面，而较难的文章安排在书的后半部分，但各单元并没有正式分级，除了一个单元是例外，其余单元不必按顺序学习，也不必全部学完。这个例外是第一单元，你必须首先学习这个单元。该单元介绍了有效阅读所必需的、重要的阅读技能，这些技能在接下来的单元中进行练习与实践。

单元的介绍。该部分确立了单元的主题，告诉读者阅读的目的，这通常在每个单元的结尾也提到，使读者从阅读文章中总结信息。

词汇。该部分列出了关键词。学习者在进入单元正文部分学习之前，要确保认识这些单词，每单元的第二个作业是检查对这些关键词的理解。要确保学习者配有好的词典，确保他们在查单词时养成查阅相关词汇的习惯。在这个阶段及在每个单元结束时，学习者应该做笔记，将单词连同有关的能说明单词如何使用的例子记录下来。

课文与作业。每个单元围绕着单元的主题有三篇课文和一些与课文有关的练习。这些练习通常是来实践第一单元所提到的阅读技能，或者是为了巩固词汇的学习。保证学习者阅读时所获取信息不超过练习的要求，这一点非常重要。学习者可能会得到更深入的理解，但他们不能达到有

效阅读的目的。

练习答案。答案在第 110 页答案部分。标记 > M < 表明所给的答案是参考答案。

转换练习。每单元后的转换练习部分通常是让学习者写一个报告或备忘录。在课堂上,信息可以很容易地转换为技能的训练,比如转换成演讲技能、讨论技能和开会技能,这些技能都是非常有用的。

自学指南

这是自学指导。学习者可在没有老师的情况下使用该书。

学习对象

本书的学习对象是从事商业活动的人士以及学习商业课程而英语为非母语的人士。本书的目的是向你介绍阅读商务英语的最佳方法并提高你的商务英语词汇量。最佳的阅读方法指的是你花最少的时间和精力而能得到你所需要的信息。

如何使用

全书分为十二单元。十一个单元是关于商业活动中的不同方面。单元的内容不是专业性很强的——大多数商业人士会发现本书对他们的工作能有所帮助,不必将所有的单元一气学完,可以根据需要按任何顺序使用本书。一般说来前几单元的课文比后面的要容易些。但是在阅读第二—十二单元之前,一定要学习第一单元。这一单元将介绍很多阅读技巧,这些技巧在第二—十二单元内将得到运用和实践。

如何学习每一单元

单元的构成。每个单元开始是介绍,告诉你为什么要学习下面课文。第二—十二单元还列出了关键词,这些关键词是学习课文时需要掌握的(参看词典的使用),然后有一个与关键词相关的词汇练习。

当你确知知道了这些关键词的意思后,开始学习每个单元的三篇课文。每篇课文都附有几个作业或练习。练习是根据阅读技巧或词汇学习而编写的,严格按照要求完成,阅读课文获取细节时不要超过练习的要求。在有些单元中,有一些练习需要根据你自己的学习、工作经验来完成。

每个单元结束时都有一个转换练习,通常是用来总结概括每个单元课文的信息。这个练习有时是要求写一个简单的报告或备忘录。转换练习经常包含需要根据你自己的学习、工作和经验来完成的活动(参看第二、三、四、五、九、十、十一单元)。

练习答案。练习的答案在书后答案部分。标记 > M < 表明所给的答案是多个可能的答案中的一个。

每个单元所需时间。很难确切地说每个单元需要多少时间,这取决于你的英语程度及学习方式。以最适合你的速度学习,一般说来,每个单元应该花 3—4 个小时。不必在某个练习或单元上花太长的时间。

使用词典。使用本书时,带上一本好的商务英语词典。可以是英英词典或者是英汉对照词典,或者是双解词典,最好是一本能给你例子、告诉你单词用法的大词典,比如《朗文英语学习词典》、《牛津高级英汉双解词典》、《朗文当代英语词典》、《柯林斯英语学习词典》。查阅单词的意思

时,在查阅与此单词相关的其他单词(见第三单元,练习8),查阅你所不认识的关键词的意思。仔细辨认词性,通常由字母表查出,比如 *n* (名词)、*v* (动词)、*adj* (形容词),等等。更重要的是,多义词时,选择准确的词义。词典里通常使用数字 1、2、3 等来表示。仔细阅读词典里所给出的例子,确定在不同语境下,你能理解单词的意思。

学习课文时,不必查阅你所遇到的每一个你不认识的单词。在以下情况下使用词典:1)你认为这个单词很重要;2)你从上下文中无法推测词的意思(见第一单元,技巧7,练习9)。

做词汇笔记。本书会教给你许多新的单词。根据所学单词创建自己的词汇表。你应该将你查阅的单词记录下来,确定你记下的关于单词的使用信息,所记下单词的词性,是名词(*n*)、形容词(*adj*)还是副词(*adv*)等等。如果是动词,一定要写上动词不定式符号 *to*,记录它是否与特定的介词连用,同时也记录与其相关的单词,最后写上例句。以下是词汇笔记的模式:

to compete / to compete with s.o. 竞争/与某人竞争

competition (n) competitive (adj) 竞争/竞争的,有竞争力的

We have to compete with cheap imports. 我们必须与廉价的进口商品竞争。

The competition in the video camera market is very strong. 摄像机市场的竞争非常激烈。

可以包括其他有用的信息,比如不规则动词的变化形式。做这样的词汇笔记是很花时间的,应该与课文学习分开。做词汇笔记最好的时间是在学习关键词的时候,或者是在做与词汇相关的练习的时候,或者是在完成单元学习之后。这将是学习英语非常有用的技能,它让你创建一个便于今后参考查阅的个人词汇库。

Teacher's Introduction

The aim of this book is to provide skills, strategies and vocabulary that will enable non-native speaker Business English readers to read published business reading material as efficiently as possible.

Efficiency, in this context, is putting the minimum amount of work and effort (reading the minimum amount of text) into extracting the maximum amount of information from a given text.

The need for improved reading techniques

This book aims to show how specific strategies can make the information in texts more accessible and the reading process more fluent. Many learners using this book may be efficient readers in their native language. Experience shows that the simple transfer of skills from native language to target language rarely occurs. Learners all too frequently read a foreign language text with a painstaking dedication to deciphering every word in a linear fashion, frequently spending more time looking in a dictionary than reading the text. The result is at best a highly imperfect translation, at worst frustration and incomprehension.

Learner profile

The book has been written for practising managers at all levels, and for those following courses of study that will lead to their becoming managers.

Source material

The texts used are all authentic. They are from textbooks, handbooks, journals, newspapers, manuals, company accounts, reports and contracts.

Level

The texts have been chosen and the exploitation material designed for learners at an intermediate level or above. However, low intermediate learners, if they follow the techniques suggested and do not read in more detail than the instructions recommend, should cope well with most tasks and most texts.

Using the book

The Twelve Units. *In Print* is not a course. The units are not formally graded though easier texts are at the beginning and more difficult ones are at the end of the book. The units need not, with one exception, be used in any given order. Nor is it necessary to study all of them. The exception is Unit 1. You should do this unit first. It introduces the core reading skills that are essential for processing text efficiently. These skills are taken up and practised in subsequent units.

Introduction to each unit. This establishes the theme and gives the learner a purpose for reading, which is generally returned to at the end of the unit, summarising information from the reading texts.

Vocabulary. The Introduction also has a list of Key Words. It is important to make sure that learners know what these mean before they move on to the main body of the unit. The first task in each unit offers a check on the comprehension of the Key Words. Make sure that learners are equipped with good dictionaries and that they get into the habit of checking associated lexis (word families, etc) when looking up a new word. At this stage and

at the end of each unit, learners should make their own vocabulary notes with examples showing how the words are used (see *To the learner*).

Texts and Tasks. Each unit contains three texts on the unit's topic and a number of tasks associated with each of the texts. These generally practise the skills introduced in Unit 1 or aim to develop vocabulary. **It is important to make sure that learners do not read in greater detail than is necessary for the task.** Learners may achieve greater comprehension but they will not be reading efficiently.

Answers to the tasks. Answers are in the Answer Key (page 110). The symbol >M< indicates that the answers given are models or samples of what is possible.

Transfer. The Transfer section at the end of each unit ties together the various threads. Often it is suggested that the learner write a report or memo. In the classroom situation, the information required can easily and usefully be transferred to other skills, especially presentations, discussions and meetings.

To the learner

This is a self-study guide for learners using the book without a teacher.

Who is *In Print* for?

In Print has been written for business people and for learners on Business Studies courses whose first language is not English. The aim of the book is to show you the best way to read

business texts in English and to increase your knowledge of general Business English words. The 'best way' of reading is the way that takes a minimum of time and hard work and gives exactly the information that is necessary, no more, no less.

Using *In Print*

The book is divided into twelve units. Eleven of these units are on different areas of business. The units are not too specialised – most business people will find them useful for their work, but it is not necessary to study all the units and they can be read in any order. The texts in the early units are generally easier than those in the later ones. But before you look at Units 2-12, it is most important that you study Unit 1 first. This unit will introduce many of the reading techniques that are used and practised in Units 2-12.

How to study a unit

Organisation of each unit. Each unit begins with an Introduction. This will give you a reason for reading the texts that follow. Units 2-12 also have a list of the most important words – Key Words – that you will need to understand when you study the unit (see Dictionary Use on the next page). There is then a vocabulary exercise based on the Key Words.

When you are sure you know the meaning of the Key Words, start on the first of the three texts that each unit contains. Each text has a number of tasks or exercises with it. The tasks are based on reading techniques or vocabulary study. Follow the instructions carefully: don't read the text in more detail than the instructions tell you to. In several units there are opportunities to include ideas based on your own studies, work and experience.

Each unit ends with a Transfer activity usually designed to summarise information from the texts in each unit. This often includes the option

of writing a short report or memo. The Transfer activity frequently includes an opportunity to use ideas based on your own studies, work and experience (for examples, see units 2, 3, 4, 5, 9, 10, 11).

Answer Key. The answers to the tasks are in the Answer Key (page 110). When you see >M< in the key, the answer in the key is one of a number of different possible answers.

Timing for each unit. It is not possible to say exactly how much time you will need for each unit. This will depend on your knowledge of English and the way in which you learn. Work at the speed that is best for you. As a general guide, each unit should take between 3 and 4 hours. Do not spend too long on any task or unit.

Dictionary use. Always have good general and business dictionaries with you when you use a book. They can be English-English or English-your language, or both. The best sort of dictionary is the bigger one that gives you examples of how to use words. See for example The Longman Active Study Dictionary, The Oxford Advanced Learner's Dictionary, The Longman Dictionary of Contemporary English or Collins COBUILD English Language Dictionary. When you look up the meaning of words, always check for other words in the same word family (see Unit 3, Task 8). Use the dictionary to check the meaning of any key words you do not know. Take care to select the right part of speech, normally indicated by *n* (noun), *v* (verb), *adj* (adjective), etc. Even more importantly, select the right meaning if there are various alternatives. Usually these are numbered 1, 2, 3, etc in the dictionary. Study the examples given in the dictionary to make sure you understand the word in different contexts.

When studying the texts, do not use the dictionary automatically for every word you do not know. Use the dictionary only if:

- i. you decide a word is especially important; and

- ii. you cannot guess its meaning from the context (see Unit 1 Technique 7, Task 9).

Making vocabulary notes. This book will teach you a lot of new words. Create your own vocabulary list based on the words you learn from the book. You should note any words you look up in the dictionary. Make sure that you write information about how the word is used. Note if it is a noun (*n*), adjective (*adj*) or adverb (*adv*), etc. If it is a verb, always include the infinitive particle *to*, and note if it is used with a particular preposition. Also note if there are related words. Finally include example sentences. Here is a model vocabulary note:

to compete/to compete with s.o.
competition (*n*) competitive (*adj*)
We have to compete with cheap imports.
The competition in the video camera market is very strong.

Include any other useful information, such as details of irregular verbs. Making vocabulary notes like this takes time and should be a separate study activity from reading the texts. The best time for making vocabulary notes (and for extended use of the dictionary) is during your study of the Key Word lists, while doing the vocabulary related tasks, or when you have finished a unit of *In Print*. This will be a useful part of your studies, and you will also create a personalised store of vocabulary for future reference.

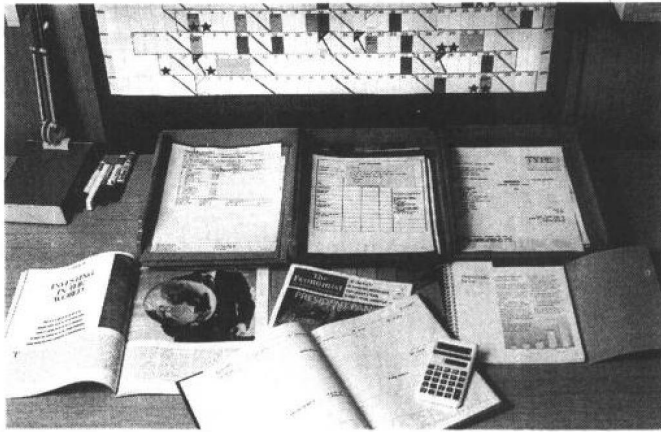
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unit 1

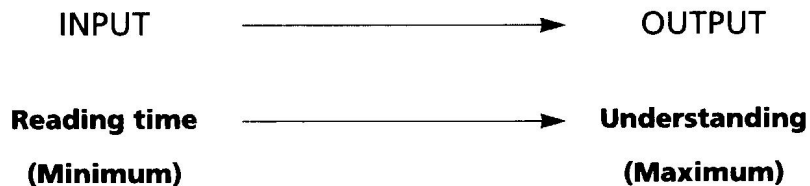
Introductory Unit



Introduction

In business, many kinds of text arrive on desks every day. Look at the illustration above. What kinds of text can you identify? What other kinds of reading material could be included?

There is never enough time to read everything. The objective of this book is to help you to read better. This does not mean simply reading more quickly. It means spending a minimum of time getting maximum understanding from what you read.





Keep a positive view. You must want to improve your reading. Read as much as possible in English and try to follow the techniques explained and practised in this book.

This unit contains examples of some of the reading activities in the book. First, we look at some words that will help you to use this and other units in the book.

Task 1

Using this book (or any other book or magazine) find examples of the following:

1) a title

2) a heading

3) a paragraph

4) a table

5) a chapter

6) a contents page

7) an index

8) a diagram

9) an introduction to a book/
a chapter/an article

10) a conclusion to a book/
a chapter/an article

Technique 1: Scanning for specific information

Task 2

You work for a Management Training organisation. One course you offer is about Industry and Pollution. The following text is part of the Contents page from the magazine *International Management*, and one article could be useful for your course. Find the title of the article and its page number.

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January 1989 Vol. 44 No. 1

FEATURES

Cover Story

16 CAN PARIS CLEAN UP THE BOURSE ?

France's cherished hopes of leading the Continent towards financial deregulation were sidetracked by the mid-summer revelation of a scandal on the futures market where Ff 500 million went up in speculative smoke. An official cover-up of the losses, due to mismanagement and outright fraud, blemished the reputations of virtually everyone working on the exchange. Now Paris is trying to retrieve its image with a major housecleaning and rigorous reforms designed to bring the ethical standards of brokers up to those practiced in London and New York.

Environment

24 HOW GREEN IS YOUR COMPANY ?

Threats, such as the greenhouse effect and depletion of the ozone layer, have propelled concerns about the environment to the top of the political agenda and made pollution a mass-market issue that can no longer be ignored by companies. Alert companies have already seen the green light. Others who disregard the public outcry against industrial pollution risk losing business by having their products branded "dirty" by angry consumers.

Mergers & Acquisitions

29 M&A, THE JAPANESE WAY

It's new to their culture, but the Japanese are learning to love U. S. mergers and acquisitions. Now, with the stronger Yen, they are fixing their sights on Europe. Experts say Japanese companies will play a major role as "white knights" or "white squires" in helping Continental firms fend off the wave of hostile takeovers or buyout bids forecast during the run-up to 1992.

Technology

32 THE COMING CHAOS IN PAPERLESS TRADING

High-tech firms are pushing hard to introduce electronic data interchange systems across Europe to speed communications and ease integration.

Management Training

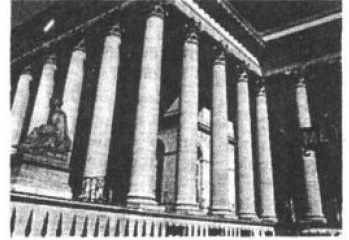
35 WANTED: MORE MONGRELS IN THE CORPORATE KENNEL

The changes being wrought by 1992 have created the need for a new breed of internationally-minded European executive. Supply lags well behind demand for these high flyers of the future.

Commentary

38 EUROPE'S SPIRITUAL ORIGINS

Jean Monnet would be pleased. On the 10th anniversary of his death, post-1992 is taking shape much along the lines he envisaged 45 years ago when he put forth the concept of a single market.



16 RACKED BY THE TRAUMAS OF DEREGULATION



24 'DIRTY' FIRMS RISK FOULING UP THEIR MARKETS



32 EDI SYSTEMS MAKE ASHES OF PAPERWORK

Now let's examine how you decided which article you would read:

- Did you read *every word* to decide what to read?
- What were the words that indicated articles of interest?
- Which picture was important?

If you decided in only a few seconds that the article on page 24 was the right article to read, then you used the correct reading technique. We can call this **Scanning for specific information**. The words 'environment' and 'green' and perhaps 'company' in the title of the article and the picture of the dying trees tell you which is the relevant article. It was not, of course, necessary to read every word on the page, or even the description of the article.

When you scan a page or an article, it is not necessary to read everything to find what is of special interest to you. Look for words, pictures, etc., which indicate what you need to know. This is scanning.

Task 3

The same scanning technique can be used with the following text, which is a half yearly report for 1986 from the Dutch chemicals company Akzo.

Scan the text to find information about whether sales went up or down in the product areas given below. Then say why the changes happened. The first answer is given as an example.

Product Area	Result	Reason
Man-made fibres	Sales down ¹	Divestiture of American Enka ²
Pharmaceuticals		
Consumer products		
¹ See underlined words in the text or sales table at the bottom of the text.		
² See underlined words in the text.		

Where did you look for this information? Notice the importance of typeface, i.e. the product areas mentioned in the text (e.g. *Pharmaceuticals*) are easily identifiable by the *italics*.

Akzo nv Registered Office at Arnhem
Report for the 1st half year 1986



Consolidated statement of income

	Millions of guilders	1st half year	
		1986	1985
Net sales		8,092.7	9,164.8
Operating income		728.2	744.4
Financing charges		(60.9)	(108.9)
Operating income less financing charges		667.3	635.5
Taxes on operating income less financial charges		(226.9)	(225.7)
Earnings of consolidated companies from normal operations, after taxes		440.4	409.8
Earnings from nonconsolidated companies		17.4	56.9
Extraordinary items		24.1	34.6
Group income		481.9	501.3
Minority interest		(45.2)	(42.0)
Net income		436.7	459.3
Net income per common share of Hfl 120, in guilders		10.92	11.55
Common stock		799.9	795.1

Sales and income

Sales for the first six months of 1986 aggregated Hfl 8.1 billion, down 12% from the first half of 1985. Divestitures and acquisitions account for a 6% decrease, with translation of the sales of foreign Group companies at lower rates of exchange accounting for another 5% drop.

After-tax earnings of consolidated companies from normal operations increased 7% compared with the first half of 1985 and amounted to Hfl 440 million.

Earnings from nonconsolidated companies was adversely affected by lower results of the fiber companies in Latin America and India. The start-up cost of the aramid plants was also charged against income.

The positive balance of extraordinary items in the first half of 1986 is principally due to deferred revenue from the 1983 sale of Brand-Rex (Akzo America).

Compared with the first half of 1985 net income fell 5% to Hfl 437 million, corresponding to Hfl 10.92 per share (1985: Hfl 11.55). Before extraordinary items the drop in net income compared with 1985 was 3%.

1 The sales decline for man-made fibers is for the most part attributable to the divestiture of American Enka. This divestiture caused operating income for the first six months to improve from 6.0% of sales in 1985 to 9.1% in 1986. Textile and carpet fibers continued their improved development. Industrial fibers are under increasing competitive pressure.

The dip in sales of chemical products is substantially due to the lower rate of the U.S. dollar. For most chemical products capacity utilization was high. Margins for specialty chemicals were slightly above the 1985 level. Starting from the second quarter the figures include the results of the recently acquired Perchem group (U.K.).

The advance in sales of coatings is due to companies acquired in 1985. The weather-induced first-quarter lag for some products was made up in the second quarter. Earnings in a few product sectors continued depressed.

Pharmaceuticals sales were up as a result of acquisitions made in 1985. The decrease in operating income was almost entirely due to the adverse effects of changed rates of exchange, which could not be sufficiently compensated by price adjustments because of government-imposed price controls.

Lower sales of consumer products reflect the divestiture of Romi (oils and fats) at January 1, 1986. Overall, profit margins were distinctly better in the second quarter of 1986 than in the first, boosting operating income for the first six months to a level slightly above that of the prior-year period.

In miscellaneous products, the sales gain was due in part to the acquisition of Wilson Fiberfil (engineering plastics). Barmag AG's performance continued strong in the second quarter of 1986. Results of the other products are under downward pressure, so that earnings for the entire class of miscellaneous products were virtually unchanged.

The equity/debt ratio at June 30, 1986 worked out at 0.66, against 0.62 at December 31, 1985.

Outlook

There is no change in our projection that net income for the whole of 1986 will be in the order of the 1985 figure. But this projection is subject to the qualification that oil prices and exchange rates remain unpredictable and could have a major impact on earnings.

Arnhem, August 1986

The Board of Management

The breakdown of sales and operating income by product group was as follows (in millions of guilders):

Sales	1st half year		Operating Income	1st half year	
	1986	1985		1986	1985
Man-made fibers	1,853	2,739	Man-made fibers	168	165
Chemical products	2,284	2,716	Chemical products	223	251
Coatings	1,162	1,051	Coatings	66	63
Pharmaceuticals	1,144	1,042	Pharmaceuticals	163	173
Consumer products	730	861	Consumer products	50	49
Miscellaneous products	1,057	898	Miscellaneous products	74	76
	8,230	9,307		744	777
Intra-Group deliveries	(137)	(142)	Not allocated	(16)	(33)
Total	8,093	9,165	Total	728	744

Technique 2: Predicting what is and what is not in a text

Task 4

Now we look at an example of the use of the title and headings to help us to understand what is and what is not in an article. This is important because by understanding the title we can begin to think about what information we will find in the text and where we will find it. From the extracts below – title, some bold introductory text and some headings – we can see that certain themes or topics will be discussed in the articles.

The extracts are from an article in the journal *Communications International*. Match 1 – 5 in the illustration below with the following themes. Sometimes more than one answer is possible.

- a Australian Telecoms in an international context
- b mobile telephones
- c development of exports
- d office equipment
- e the future
- f transport
- g The Sydney Opera House
- h independence
- i Australian tourism

1 **The Australian telecom dream**
Australia is better known for koala bears, kangaroos and Crocodile Dundee than for telecoms, yet it has one of the most advanced networks in the world. One, indeed, which it hopes to use as a platform for a growing telecoms export industry.

2 **Self-sufficiency**
This is in line with government policy, which according to Ward expects the telecoms sector to become a net exporter

3 **Prospects for Telecom**
Nonetheless, Telecom is likely to remain the dominant force in Australian Telecoms for years to come. The company

4 **The intercontinental dimension**
Australia's chief overseas presence is embodied by two service companies, the overseas Telecommunications
OTC has no VANs operating so far, but its X.400 e-mail facility will come on stream shortly, which should form useful

5 **Telecom International**
In contrast Telecom Australia International (the international arm of Telecom) starts out from a much

Task 4 has practised the technique of looking at an article and seeing what information you can find. Of course, as you do this, you also learn what you will not find in the article. When you have selected something to read, first look at the title, the headings and any bold introductory text (see extract 1 on the previous page). Look at the length and any pictures or graphic material. e.g. diagrams, tables, etc. Then ask yourself 'What will the article tell me?' or 'What information is probably in this article?' This is prediction.

Technique 3: Identification of the main points in a text

One way of identifying the main points in a text is to read only the first one or two paragraphs and the last one or two. This is especially the case in long articles where you may see the words Introduction, Summary or Conclusion. **Do not read the whole text in detail at this stage.** Read only the Introduction, or the first paragraph carefully. Then read the final part of the text or the last two paragraphs. We can call this part of a 'beginning/end principle'. The beginning and the end of long texts often have the most important information.

Task 5

On the next page are extracts from a report published in the *European Journal of Marketing*. Read the extracts and decide which of the following statements are true and which are false.

- 1 The United States imports many cars.
- 2 The number of imported cars in the US is going down.
- 3 There is no information about US attitudes to Japanese cars.
- 4 Understanding consumer attitudes is not important.
- 5 US attitudes to European cars are positive.