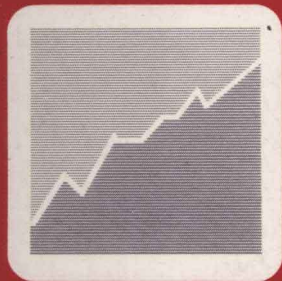


# International Business English

A course in communication skills

Leo Jones and Richard Alexander



## Workbook

CAMBRIDGE  
UNIVERSITY PRESS

# International Business English

Communication skills  
in English for business purposes

Workbook

*Leo Jones*

*Richard Alexander*



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UNIVERSITY PRESS

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# Introduction

## What does the Workbook contain?

There are several kinds of exercises in this Workbook:

**Vocabulary** – revision of vocabulary presented in the activities and texts in the Student's Book

**Grammar** – extra practice in using the structures presented in the Student's Book

**Prepositions** (in units 5 to 15) – using prepositions and prepositional phrases

**Word-building** (in units 5, 7, 9, 11, 13 and 15) – using prefixes and suffixes to form words

**Reading aloud** – extra practice following up the Student's Book exercises

**Functions** – extra practice in using the expressions presented in the Student's Book (some of these are recorded exercises on the self-study cassettes)

**Listening** – listening to and understanding interviews, broadcasts and discussions on business topics; there are also note-taking tasks based on recorded messages on the self-study cassettes

**Writing** – short writing tasks with model versions in the Answer Key and at the back of the book:

**The Answer Key** – with answers to all the exercises

## What is on the self-study cassettes?

The two self-study cassettes contain listening exercises and speaking exercises. Full instructions on what to do are given in the Workbook itself.

The listening exercises usually consist of several tasks and you'll need to listen to the recording more than once. If your cassette player has a counter, make sure you set it to zero at the start of each exercise, so that you can easily find the beginning again. In the speaking exercises you'll need to 'talk to the tape', but there's usually no need to record your own voice. If you do want to record your own voice, you'll need to use a blank cassette of your own. The speaking exercises give further practice in using the functional expressions and in reading aloud. They will help you to develop your fluency.

## How do I use the Workbook and the Answer Key?

The Vocabulary, Grammar, Functions, Reading Aloud and Writing exercises contain follow-up work on language points that are presented in the equivalent sections of the Student's Book. You'll usually find it easier to do these Workbook exercises after you've done the equivalent sections in the Student's Book.

The Prepositions, Word-building, Listening and Reading exercises are related to the theme of the Student's Book unit, but not directly to any particular section in the unit.

The **Answer Key** contains answers to all the exercises. It is there so that you can check your own answers. For some exercises, the answers we give are 'suggested answers': this means that variations are often possible which are equally correct. If you don't understand **why** some of your answers are wrong or different from the model answers given, you may need to ask your teacher about this.

If possible, try to refer to the Answer Key **after** you've tried each exercise. You'll find that you'll learn better by looking at the answers later and that the exercises are more enjoyable if you have to think hard about them.

With the Writing tasks, once you have compared your work with the model version in the Key, you may need to ask your teacher to look at your work and show you where you have made any mistakes in grammar, spelling or punctuation.

## Should I do all the exercises in the Workbook?

As your time is probably limited and certainly precious, you'll need to **select** which exercises to do in the Workbook. You should decide which of the exercises will be most useful and interesting for you, bearing in mind what you have done in class for each unit. If necessary, ask your teacher for advice.

As a general rule, if you've found a particular language point easy in class, don't do the equivalent exercise in the Workbook. If you find a particular skill difficult, you should spend time on developing this skill using the Workbook exercises – for example if you find it hard to understand people talking English at a natural speed, you should spend plenty of time doing the listening exercises using the self-study cassettes.

## What else can I do on my own?

**Reading, listening and speaking:** As well as working through this Workbook, you should try to seek opportunities of reading, listening to and speaking English in other ways. It may be worth subscribing to a weekly newspaper, such as The Economist. It may be a good idea to listen to radio programmes in English, such as the BBC World Service, or going to the cinema or watching videos to see films in the

original English version. And, of course, it will certainly be valuable to take any opportunities to speak English to people – visitors to your company or language institute, tourists, friends of friends, etc.

**Preparation:** You can save time in class by preparing the sections you will be doing in class – read them through and look up any unfamiliar words.

**After class:** You can help yourself to remember by reading through the sections you did in class again. This can be done quickly and will be a great help in memorizing new vocabulary and expressions.

**Vocabulary** – Use a pocket-size notebook to write down new, useful vocabulary and expressions. Writing things down is another way of helping yourself to memorize them and an easy way of looking them up later when you need to refresh your memory. If you come across an unfamiliar word (like *precious* in the first line of the previous section), you should look it up in an English to English dictionary and – if you think it will be useful in future – write it down in your vocabulary book.

We recommend that you invest in an English–English learner’s dictionary – ask your teacher to suggest a good one.

**Good luck!**

# 1 Face to face

## 1.1 Asking questions

*Grammar*

Before you do these exercises, look at 1.2 in the Student's Book.

**A** Imagine that you're talking to someone who talks rather unclearly, and that you can't catch some of the information he gives you.

Write down the questions you'd ask this person to find out the missing (~~~) information. The first two are done for you as examples.

1. 'I work for ~~~.'  
Who do you work for.....?
2. 'I live in ~~~.'  
Where do you live.....?
3. 'I've been working here for ~~~ years.'  
How .....
4. 'We keep our sales files in the ~~~ room.'  
Which .....
5. 'We never phone in the morning because ~~~.'  
Why .....
6. 'I started working for this firm in 19~~.'  
When .....
7. 'I'd like a ~~ room for two nights, please.'  
What kind of .....
8. 'I heard about this product from Mr ~~~.'  
Who .....
9. 'The complete package costs only \$~~.'  
How much .....
10. 'They printed ~~ thousand copies of the company report.'  
How many .....



**B** In these sentences the ‘question tags’ are missing. Complete each sentence with a suitable tag. The first two are done for you as examples.

1. They don’t normally pay their account late, do they.....?
2. The phone number is 518361, isn’t it.....?
3. They’ll let us know before the end of the month, .....?
4. We can send the catalogues by surface mail, .....?
5. They can’t provide us with the information we need, .....?
6. She isn’t in the office today, .....?
7. This machine doesn’t operate automatically, .....?
8. You know a great deal about economics, .....?
9. You’ve studied this subject for some time, .....?
10. We shouldn’t interrupt the meeting, .....?

**C** Now rewrite the sentences in exercise B, using the alternative expressions given below. The first two are done for you as examples.

1. I don't think they normally pay their account late......
2. I think their phone number is 518361. Is that right?.....
3. .... that’s right, isn’t it?
4. Am I right in saying that .....?
5. I don’t think that .....?
6. Is it true that .....?
7. As far as I know, .....?
8. I think .....?
9. I expect .....?
10. I don’t think .....?

You’ll find correct answers to these three exercises in the Answer Key.

## 1.2 Have you met...?

*Functions*

Before you do these exercises, look at 1.4 in the Student’s Book.

### **A** WELCOME TO MERIDIAN INTERNATIONAL!



You’re going to play the role of CHRIS STEINER. Imagine that you’ve just joined Meridian International and you’ll be introduced to various people in the firm. Reply to each person when you hear the «beep» sound.

Look at these examples and listen to the recording: what you have to say is printed in **bold type**.

Ted: Well, Jean, I’d just like you to meet Chris Steiner. Chris, this is Jean Leroi, he’s our Export Manager.

Mr Leroi: How do you do.

«beep»

**You:** How do you do, Mr Leroi.

Mr Leroi: Nice to meet you, Chris. How are you?

«beep»

**You:** I'm fine thanks. It's nice to meet you too.

You may need to PAUSE THE TAPE to give yourself enough time to think before you speak.

## B WHAT WOULD YOU SAY?

What would you say in these situations? Write down the exact words you'd use. The first is done for you as an example.

1. The customer services manager, Mrs Hanson, doesn't know Linda Morris, the new export clerk.  
*'Mrs Hanson, I'd like you to meet Linda Morris. She's our new export clerk.'*
2. Your boss says to you, 'This is Tony Watson. He's visiting us from Canada.'
3. Tony Watson says, 'Hi. I think you know one of my colleagues: Ann Scott.'
4. You've been introduced to someone by name, but later in the conversation you can't remember the person's name.
5. You enter an office full of strangers one morning. Someone asks if they can help you.
6. A visitor arrives after travelling a long distance to see you.
7. Your visitor looks thirsty.
8. It's time for you to leave. You look at your watch and see that it's later than you thought.

---

## 1.3 Around the world

*Vocabulary*

Look at section 1.5 in the Student's Book before you do this exercise.

**A** Complete each sentence with the appropriate nationality word. Then add the words to the puzzle below. Remember to use Capital Letters. The first one is done for you as an example.

1. If he comes from Cairo, he must be *Egyptian*.
2. If she lives in Paris, she must be .....
3. If they live in Brussels, my guess is that they're .....
4. If they live in São Paulo, they're probably .....
5. If she comes from Geneva, she's ....., I suppose.
6. He works in Vienna, so I think he's .....
7. As she's from Copenhagen, I presume she's .....
8. If he comes from Toronto, he probably speaks .....
9. If she lives in Sofia, she may well be .....
10. As they live in Athens, I think they're .....



# 2 Letters, telexes and memos

---

## 2.1 Spelling and punctuation mistakes

Look at these two extracts from correspondence, which both contain errors. The first is a part of a letter containing 14 spelling mistakes, the second is part of a telex that contains 13 punctuation mistakes. Find the mistakes and correct them.

Dear Madame,  
Thank you very much for your letter and the inclosed literature, wich we recieved on Thurday 7 July. The infomation it contained was quiet interesting and we would like futher details on several produkts in the cataloge:

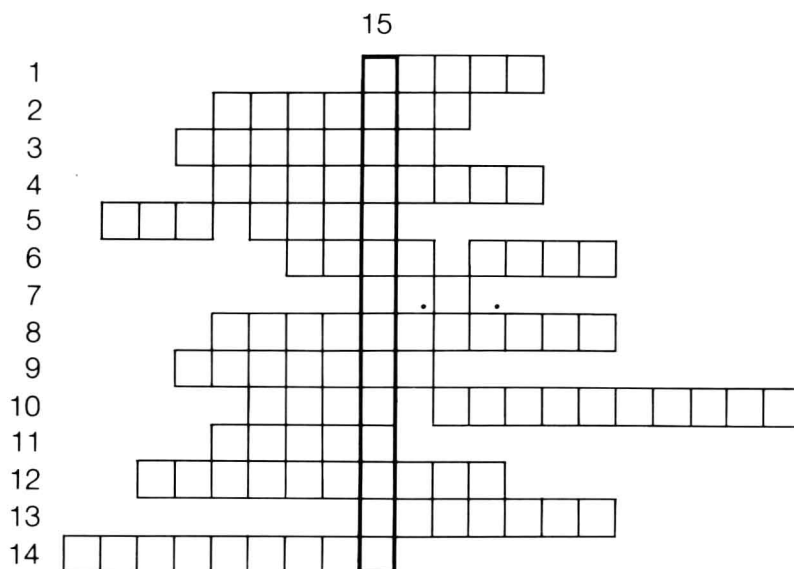
|            |   |
|------------|---|
| No. 44/77  | Is this availaible in White?                                      |
| No. 78/612 | What is the diskount price of this for orders of over 500 peices? |
| No. 34/009 | Is this compatable with your 55/88 device?                        |

I AM AFRAID, THAT WE HAVE NOT BEEN ABLE TO CONTACT YOU BY TELEPHONE MY SECRETARY CALLED THROUGHOUT THE DAY YESTERDAY AT HALF-HOURLY INTERVAL'S BUT WAS TOLD THAT YOU WERE NOT AVAILABLE"; PLEASE CONTACT ME PERSONALLY AS SOON AS POSSIBLE. BECAUSE WE NEED TO CHECK A NUMBER OF DETAIL'S IN YOUR ORDER? YOU CAN REACH ME BY TELEPHONE AT ANY TIME THIS AFTERNOON OR TOMORROW MORNING. OUR OFFICE HOURS' ARE 8.30 TO 5 YOU CAN LEAVE A MESSAGE FOR ME, TO CALL YOU BACK IF NECESSARY

## 2.2 Take a letter...

Fill the gaps in these sentences and write the missing words in the spaces in the puzzle below.

1. A *clear* layout is important in a letter.
2. I ..... a cheque for £19.99.
3. Esq. is short for .....
4. Your ref. is short for Your .....
5. Remember to put the ..... on a letter to the USA.
6. Remember to put the ..... on a letter to the UK.
7. If you sign a letter on someone else's behalf, add ..... before the other person's name.
8. We ..... receipt of your letter.
9. Some documents are printed in two .....
10. Typewriters are being replaced by .....
11. Readers tend to notice the ..... of a letter.
12. Memo is short for .....
13. Products are described in a ..... (US).
14. Products are described in a ..... (GB).
15. This unit is all about .....



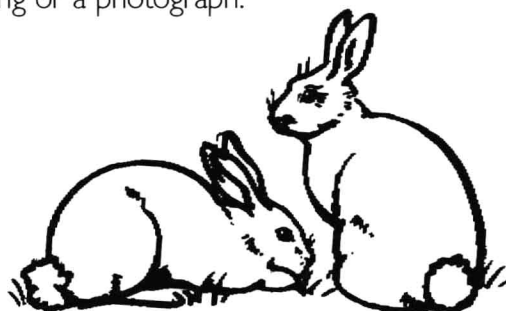
## 2.3 Should we send them a fax or a telex?

*Listening*

01

### WHAT IS A FACSIMILE?

☐ A facsimile is an accurate reproduction, probably of a written or typed document, a drawing or a photograph.



02

### WHAT IS A FAX MACHINE?

☐ A fax machine copies documents electronically and then transmits them by telephone to a second fax machine which prints out the facsimile. In other words, imagine two photocopiers linked by a telephone line. One may be in London, the other in Luton, Limerick or Lagos. Put the original document into one and on command, an exact replica emerges from the other.

03


### WHY A FAX AND NOT A TELEX?

☐ Telex can send and receive only printed text according to a prescribed format. A fax machine sends and receives an exact copy of any image – typescript, handwriting, drawings or photographs.



**A** Before you listen to the recording, read the questions below. From your own knowledge of the subject, note down *your* answers to the questions:

- 04 **HOW MUCH DO THEY COST?**
- 05 **WHAT DOES IT COST TO LEASE A FAX MACHINE?**
- 06 **ARE FACSIMILES AS GOOD AS THE ORIGINALS?**
- 07 **CAN I BE SURE THAT THE FACSIMILE IS CORRECT?**
- 08 **WHAT DOES IT COST TO SEND A FAX?**
- 09 **CAN I TAKE ADVANTAGE OF CHEAP RATES?**
- 10 **HOW DO I KNOW IF MY MESSAGE HAS GOT THROUGH?**
- 11 **HOW CAN I KEEP TRACK OF MY FAX TRAFFIC?**
- 12 **DOES A FAX TAKE UP MUCH SPACE?**
- 13 **ARE THEY NOISY?**
- 14 **DOES A FAX NEED A TRAINED OPERATOR?**
- 15 **IS A FACSIMILE A LEGAL DOCUMENT?**

**B**  Listen to Beth Simmonds talking to her department head, Mr Newman, about fax machines. Note down the information she gives in answer to questions 04 to 15 above.

**C** Compare your notes with the answers in the key.



---

## 2.4 Make a good impression

Writing

We think you'll agree that this letter doesn't make a very good impression on the reader.

1. Decide what can be improved.
2. Rewrite the letter in your own words.
3. Compare your version with the letter in the key.

Dear Mr Brown,

What an unexpected pleasure to hear from you after all this time! We thought you must have forgotten us since you placed your previous order with us two years ago.

May I take this opportunity of enclosing for your attention our new catalogue and price lists. One of the things you'll probably notice is that all the prices have gone up by 15% since your last order but still, never mind, everyone else's have gone up too – even yours I expect! Nevertheless, for your current order, we shall be delighted to supply you at the old price, so you're quite lucky.

Oh, and another thing, I nearly forgot: we've now got a fax machine, so you can contact us by fax if you feel like it. The number is 998321, all right?

So, there we are, nice to be writing to you again.

Yours faithfully,

*A. Burke*

Sales Director


---

## 2.5 Can you tell me how to spell that?

Look at the pairs of words on the next page: one of each is spelt wrongly, the other correctly.

**A** Decide which spellings are correct and cross out the incorrect ones.



**B**  Play the recording but PAUSE the tape after each number and spell the correct word out loud, like this:

Voice on tape: 'One.'

**You:** – PAUSE the tape, then speak:

'A.C.K.N.O.W.L.E.D.G.E.'

– Then release PAUSE

Voice on tape: 'Acknowledge: A.C.K.N.O.W.L.E.D.G.E.'

1. ~~acknowledge~~ acknowledge
2. accommodation accomodation
3. aquire acquire
4. across accross
5. adress address
6. altogethër altogether
7. approximatively approximately
8. independent independant
9. insentive incentive
10. itinerarÿ itinerery
11. misselaneous miscellaneous
12. office stationerÿ office stationary
13. permanant permanent
14. preferential preferentiel
15. pronounciation pronunciation
16. received recieved
17. reccomend recommend
18. recipient recipiant
19. seperate separate
20. simultaneus simultaneus

---

## 2.6 Joining sentences

Grammar

Before you do these exercises, look at 2.5 in the Student's Book.

**A** In these sentences 'and' is used with different meanings. Rewrite each sentence, beginning with the words below. The first is done for you as an example.

1. First we will check our inventory *and* then let you know our delivery date.  
After *we have checked our inventory, we will let you know our delivery date.*
2. Please send us another copy of your invoice *and* we will pay it at once.  
If .....
3. The consignment was packed for export *and* loaded on to the truck.  
Before .....
4. Each order is manufactured *and* the packaging is printed at the same time.  
While .....