

Second  
Edition

剑桥大学考试委员会推荐BEC高级考试用书

# 新剑桥商务英语（高级）

## English for Business Studies

A course for Business Studies and Economics students

### 学生用书

第二版

### Student's Book

Ian MacKenzie

Cambridge  
Professional  
English



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**Second Edition**

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**学生用书（第二版）**

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Ian MacKenzie

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*English for Business Studies* 还被剑桥大学考试委员会推荐为适合 BEC 高级(2002 年修订后的标准)应试者的学习教材。同时,它还是财经类专业研究生、MBA 商务英语的理想教材,也适合在职人员英语培训之用。

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*I would like to dedicate this book to Alex, Charlotte and Elliot, any of whom might yet end up as a business student, probably speaking several more languages than I can manage.*



# Introduction to the learner

*English for Business Studies* is a reading, speaking, listening and writing course for learners with at least an upper-intermediate level of English who need to understand and express the key concepts of business and economics. It covers the most important areas of management, production, marketing, finance and macroeconomics.

This course aims to:

- present you with the language and concepts found in books, newspaper and magazine articles and websites on business and economics;
- develop your comprehension of business and economic texts;
- develop your listening skills in the fields of business and economics;
- provide you with opportunities to express business concepts, by reformulating them in your own words while summarizing, analysing, criticizing and discussing ideas.

Most of the units contain three components:

- 1 An informative reading text giving an overview of a particular topic, introducing key business and economic concepts, and including a large amount of relevant technical vocabulary, along with a variety of related comprehension and vocabulary exercises and discussion activities.
- 2 **Either** listening exercises on authentic interviews with business people and economists, **or** a shorter authentic reading passage, from newspapers, books about business or economics, fiction, and so on, accompanied by exercises. The interviewees include British and American native speakers, but also non-native speakers from Germany, Italy, Switzerland, India and Malaysia. After all, probably only a small part of the English you hear in your professional life will be spoken by people who have English as a first language.
- 3 An additional case study, role play, discussion activity or writing exercise.

There is additional language practice material (on numbers, word stress, and so on), and a glossary of business and economic terms with translations into French, German, Italian and Spanish, at the back of the book.

If you are using this book in a class with a teacher, it should give you lots of opportunities to discuss ideas and issues with other learners (in pairs or small groups), and to develop and defend your own point of view.

If you are using this course on your own, you will obviously have more difficulty doing the spoken activities with other learners, but you will still be able to do the reading and listening activities. You will find the answers to the exercises and tapescripts of the interviews in the *English for Business Studies* Teacher's Book.



# Unit 1 | The three sectors of the economy

## 1 The economic infrastructure

### 1a Vocabulary

Identify the most prominent features in this photograph, which illustrates various important elements of the infrastructure of a modern industrialized country.





## 1b Reading

In this extract from David Lodge's novel *Nice Work*, Robyn Penrose, a university English lecturer, is accompanying Vic Wilcox, the managing director of a manufacturing company, on a business trip to Germany. She looks out of the aeroplane window, and begins to think about the essentially English act of making a cup of tea.

What is the key point that this extract is making about economies?

Sunlight flooded the cabin as the plane changed course. It was a bright, clear morning. Robyn looked out of the window as England slid slowly by beneath them: cities and towns, their street plans like printed circuits, scattered over a mosaic of tiny fields, connected by the thin wires of railways and motorways. Hard to imagine at this height all the noise and commotion going on down there. Factories, shops, offices, schools, beginning the working day. People crammed into rush hour buses and trains, or sitting at the wheels of their cars in traffic jams, or washing up breakfast things in the kitchens of pebble-dashed semis. All inhabiting their own little worlds, oblivious of how they fitted into the total picture. The housewife, switching on her electric kettle to make another cup of tea, gave no thought to the immense complex of operations that made that simple action possible: the building and maintenance of the power station that produced the electricity, the mining of coal or pumping of oil to fuel the generators, the laying of miles of cable to carry the current to her house, the digging and smelting and milling of ore or bauxite into sheets of steel or aluminium, the cutting and pressing and welding of the metal into the kettle's shell, spout and handle, the assembling of these parts with scores of other components – coils, screws, nuts, bolts, washers, rivets, wires, springs, rubber insulation, plastic trimmings; then the packaging of the kettle, the advertising of the kettle, the marketing of the kettle to wholesale and retail outlets, the transportation of the kettle to warehouses and shops, the calculation of its price, and the distribution of its added value between all the myriad people and agencies concerned in its production. The housewife gave no thought to all this as she switched on her kettle. Neither had Robyn until this moment, and it would never have occurred to her to do so before she met Vic Wilcox.

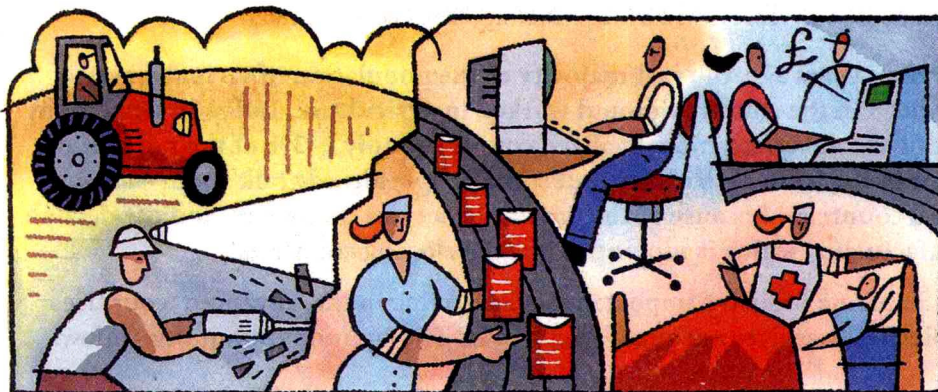
(David Lodge: *Nice Work*)



## 1c Comprehension

We generally describe the economy as consisting of three sectors:

- the **primary sector**: agriculture, and the extraction of raw materials from the earth;
- the **secondary sector**: manufacturing industry, in which raw materials are turned into finished products (although of course many of the people working for manufacturing companies do not actually *make* anything, but provide a service – administration, law, finance, marketing, selling, computing, personnel, and so on);
- the **tertiary sector**: the commercial services that help industry produce and distribute goods to the final consumers, as well as activities such as education, health care, leisure, tourism, and so on.



- 1 In lines 4–7, Robyn sees examples of all three. What are they?
- 2 The long sentence in lines 11–28 lists a large number of operations belonging to the different sectors of the economy. Classify the 18 activities from the passage according to which sector they belong to:

advertising products	assembling	building
calculating prices	cutting metal	digging iron ore
distributing added value	laying cables	maintenance
marketing products	milling metal	mining coal
packaging products	pressing metal	pumping oil
smelting iron	transportation	welding metal

- 3 Can you think of *three* important activities to add to each list (not necessarily in relation to the kettle)?

## 1d Discussion

Which sector do you intend to work in or do you already work in? How do you ‘fit into the total picture’?

How many people in the tertiary sector have you already spoken to today (travelling to college or work, shopping, eating, and so on)? What about people in the other two sectors? When did you last talk to someone who grew or produced food, for example?



## 2 Manufacturing and services



► Agricultural labour, represented by Jules Breton ('The Gleaners', 1855)

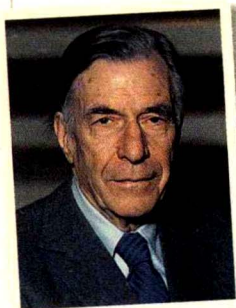
Two hundred years ago, the vast majority of the population of virtually every country lived in the countryside and worked in agriculture. Today, in what many people call 'the advanced industrialized countries', only 2–3% of the population earn their living from agriculture. But some people already talk about 'the post-industrial countries', because of the growth of service industries, and the decline of manufacturing, which is moving to 'the developing countries'.

Is manufacturing industry important? Is its decline in the 'advanced' countries inevitable? Will services adequately replace it? Two opinions about this follow.

### 2a Reading

Read this extract from an interview with the well-known Canadian economist, John Kenneth Galbraith, and answer the questions.

- 1 Why do people worry about the decline of manufacturing?
- 2 Which activities are as important as the production of goods?
- 3 Should people worry about this state of affairs?



► The economist  
J.K. Galbraith

**W**e worry about unemployment and the loss of manufacturing industry in the advanced industrial countries only because we don't look at the larger social developments. The US, for example, no longer depends on heavy industry for employment to the extent that it once did.

This is related to a larger fact that has attracted very little discussion. After a country's people are supplied with the physical objects of consumption, they go on to concern about their design. They go on to an enormous industry persuading

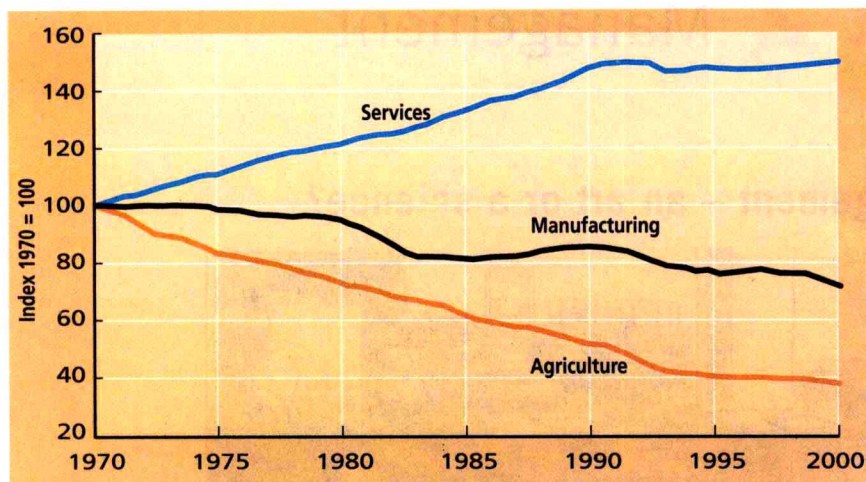
people they should buy these goods; they go on to the arts, entertainment, music, amusement – these become the further, later stages of employment. And these are things that are extremely important.

Paris, London, New York and so on do not live on manufacturing; they live on design and entertainment. We do not want to consider that this is the solid substance of economics, but it is.

I don't think it is possible to stop this progressive change in the patterns of human consumption. It is inevitable.

(J.K. Galbraith in conversation with Steve Platt, *New Statesman and Society*)

## 2b Listening



■ Employment in the European Union 1970–2000

Listen to a short interview with Denis MacShane, a British Member of Parliament for the Labour Party. Does he hold the same view as J.K. Galbraith?

Now listen again and answer the following questions.

- 1 Why does MacShane think that manufacturing has a future?
- 2 Why does MacShane think that manufacturing has a future *in the advanced countries*?
- 3 Why, however, is this manufacturing unlikely to solve the problem of unemployment?
- 4 What does MacShane mean by 'in theory there should be no more manufacturing' in Switzerland? (It is this theory that makes many people argue that manufacturing must move to 'less-developed' countries.)
- 5 Why does he say it is surprising for a *British* company to be buying Swiss goods?
- 6 What is the reason he gives for the United States still being the richest nation in the world?
- 7 Match up the following expressions and definitions:
 

1 to convert itself	A manual work
2 to serve needs	B to change from one thing to another
3 labour input	C to be uncertain, disbelieving
4 to stumble on	D to satisfy people's desires or requirements
5 to be dubious	E to discover something by accident



■ British Member of Parliament, Denis MacShane

## 2c Writing

Summarize both Galbraith's and MacShane's arguments in a short paragraph of fewer than 50 words.

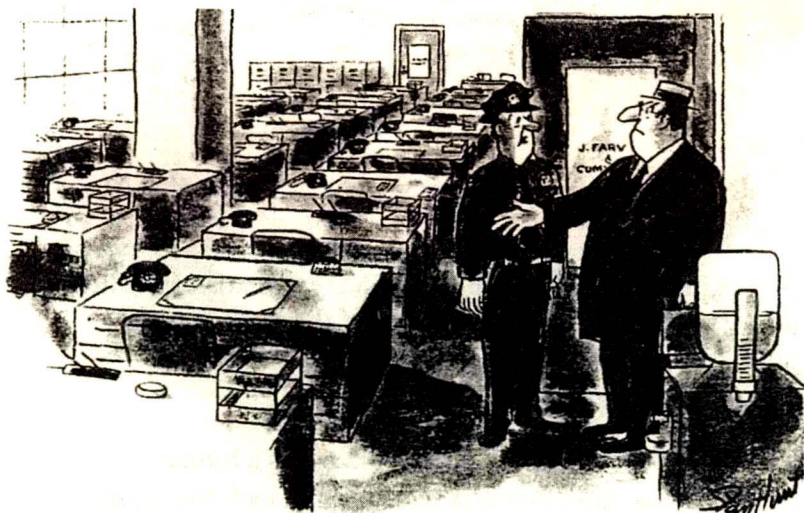
## 2d Discussion

Do you agree with either of these views?



# Unit 2 Management

## 1 Management – an art or a science?



*"Nobody came to work today, Mr Farvis, because today is a national holiday. Today is Christmas."*

### 1a Discussion

- 1 What is management? Is it an art or a science? An instinct or a set of skills and techniques that can be taught?
- 2 What do you think makes a good manager? Which *four* of the following qualities do you think are the most important?
  - A being decisive: able to make quick decisions
  - B being efficient: doing things quickly, not leaving tasks unfinished, having a tidy desk, and so on
  - C being friendly and sociable
  - D being able to communicate with people
  - E being logical, rational and analytical
  - F being able to motivate and inspire and lead people
  - G being authoritative: able to give orders
  - H being competent: knowing one's job perfectly, as well as the work of one's subordinates
  - I being persuasive: able to convince people to do things
  - J having good ideas
  - K being highly educated and knowing a lot about the world
  - L being prepared to work 50 to 60 hours a week
  - M wanting to make a lot of money

Are there any qualities that you think should be added to this list?

- 3 Which of these qualities can be acquired? Which must you be born with?