

英国文化协会推荐博思 (BULATS) 考试用书

新剑桥职业英语 (1)

Business Explorer 1

Cambridge
Professional
English

学生用书

Student's Book

Gareth Knight
Mark O'Neil



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Business Explorer 1

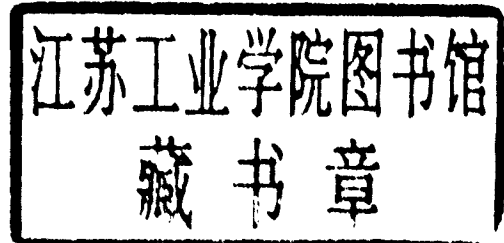
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新剑桥职业英语 (1) 学生用书

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博思考试简介

BULATS 是英语 Business Language Testing Service 的首写字母组合,代表职业外语测试服务,音译为博思。它是一种与职业活动相关的,用于求职与招聘、人力资源管理、企业内部管理、企业培训和语言培训等领域的语言测评服务。

目前,博思考试可提供英语、法语、德语、西班牙语考试服务,由剑桥大学考试委员会 (UCLES) 和欧洲语言测试联合会 (ALTE) 的其他成员共同组建的 KoBaLT 集团研制开发;由英国文化协会负责考试质量监督和经销。

在中国大陆,人事部人事考试中心是博思考试惟一的总代理,负责在全国范围内推广该项考试,目前博思考试已在全国 12 个省市的人事考试机构设立了分代理,它们分别是北京市、天津市、重庆市、河北省、辽宁省、江苏省、广州市、成都市、西安市、厦门市、杭州市、青岛市。

博思考试是一项标准化的国际性考试,它与欧洲语言测试联合会的现代语言等级基准密切相连。

欧洲语言测试联合会等级	水平	博思 /ALTE 级别	博思分数	实际能力描述
C2	高级水平	5	90-100	在绝大多数职业范围的工作环境中,能完全掌握并熟练运用该语言。例如,在工作中能够自信地进行辩论,维护自己的观点,并有说服力地进行论证。
C1	高级中等水平	4	75-89	在一定职业范围的工作环境中,能较好地掌握并熟练运用该语言。例如,能有效地参与讨论和会议。
B2	中级高等水平	3	60-74	在一定熟悉范围的环境中,基本能有效地掌握并运用该语言。例如,能在会议上针对某一特定问题发表自己的看法,但无法参与复杂的辩论。
B1	中级水平	2	40-59	在熟悉的情景范围中,能有限但有效地运用该语言。例如,能参加关于自己熟悉的论题的例行会议,尤其是进行简单事实性的信息交流。
A2	基础水平	1	20-39	在一定熟悉的情景范围中,只能非常有限地运用该语言。例如,能理解和表达一些简单的信息。
A1	初学者水平	0	0-19	只能非常有限地运用该语言。这一级别的考生可能懂一些词组,但无法用该语言进行交流。

博思考试有四种不同的考试形式:

综合化考试:

综合化考试是一项以纸笔来进行的考试,全面测试考生在日常工作环境中的总体语言技能。考试时间为 110 分钟,包括听力及阅读和语言知识两部分。

计算机化考试:

计算机化考试是一项在计算机上进行的测试系统,涵盖了综合化测试中对各项语言技能测试的内容。该考试采取了“渐进性”自适应考试技术,也就是说题目难度会根据考生的水平而变化。如果考生答对了题目,计算机将会给出难度增加的题目;相反,

如果考生答错了,计算机给出难度低些的题目。

计算机考试时间可长达 75 分钟,考试的结果可即时获得。该考试可随时随地进行,而且公司还可以通过购买软件,自行操作考试。

口语考试:

口语考试包括面试对话、专题演讲、信息交流讨论三个部分,大约需要 12 分钟,旨在评估与工作环境相关的口语技能。考试由考官和考生一对一地进行;由两位考官共同评分。所有的考官都接受过专门培训,并经剑桥大学考试委员会认证。

写作考试:

写作考试考核考生在工作环境中所需的写作技能。包括留言/短信 (50-60 单词)、报告 (180-200 单词),共 45 分钟。

为帮助考生更好地了解博思考试和提高自己的职业英语水平,并在考试中正常地发挥出自己的水平,英国使馆文化协会推荐该书为博思的考试用书,并由**人事部人事考试中心**另外编写了《博思考试指南》一书,详细介绍了博思考试及其样题。

关于博思考试的详细情况,欢迎登陆 www.cpta.com.cn。

前言

博思职业英语考试 (BULATS-Business Language Testing Service) 已被全球 30 多个国家和地区的知名跨国企业和政府部门作为单位内部职业外语测评工具或作为政府项目的语言测评工具。越来越多的人开始认识到职业外语技能对个人事业发展的重要性;越来越多的企业认识到,在全球经济一体化的形式下采用先进的职业英语标准对于提高企业的竞争能力是至关重要的。

博思考试主要面对的是职场各类从业人员,也适合于正在学习语言课程或是商务课程的学生和雇员。

鉴于博思刚刚进入中国市场,针对博思考试的专门用书还正在编写过程中,为迎合考生备考的需要,英国文化协会推荐本书作为博思考试用书的一部分。

本书根据剑桥大学出版社的原版书 *Business Explorer* 出版,全套书共分三册,并配有教师用书、学生用书听力 CD、学生用书听力录音带。每册均有 15 个单元,涵盖了从初次见面到商务谈判的各个环节,内容丰富,紧跟时代。为配合本书,还发行了《博思考试指南》(含博思考试的考生手册、演示光盘、样卷及样卷答案等)。使用该书仍需补充其他材料,特别是相关文化背景知识和阅读、写作等提示。令人高兴的是,人民邮电出版社配合该书出版了相应的《学习辅导手册》,为考生增加了该方面的内容。

另外,如果该书在课堂上使用,建议:

- 基础水平者使用第一本教材,并补充阅读和课堂活动;
- 中级水平者使用第一、二本教材,并补充阅读和课堂活动;
- 高等中级水平者使用第一、二、三本教材,并补充阅读和课堂活动。

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UNIT 1

New faces

- UNIT GOALS**
- introducing yourself
 - talking about yourself
 - introducing other people

TALKING POINT

Answer these questions yourself. Ask two of your classmates the same questions. Have you ...

- introduced yourself to one of the people in this room?
- ever introduced yourself to a customer or colleague?
- ever introduced someone else to a customer or colleague?

Part A

Introducing yourself

1 Listening

Look at the photograph. Lucy Chang is introducing herself to Andrew Walsh. With a partner, answer these questions.

- 1 Which one do you think is a new employee?
- 2 Which person is from Human Resources?
- 3 Which of these topics will they talk about?

names interests colleges work hometowns ages departments

Now listen to Lucy Chang and Andrew Walsh introducing themselves. What topics do they talk about? Were you right?




2 Language focus

a Andrew Walsh introduced himself. Complete the phrases he said.

- 1 My Andrew Walsh.
- 2 Phoenix, Arizona.
- 3 looking forward to

b Lucy Chang introduced herself. Complete the phrases she said.

- 1 Lucy Chang. Lucy.
- 2 the Human Resources Department.
- 3 in the Sales Department for six years.

 Listen again to check your answers.



3

Communication activity

Fill in the file card about yourself. Next, work with a partner to make sentences about each other. Then join another pair and tell them about your partner. Use the Help folder if you need to.

FILE CARD

Name From

School/College/University/Company/Department

Major/Job title

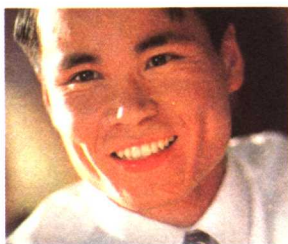
4

Culture focus

Lucy Chang told Andrew Walsh to call her 'Lucy' – her first name – not 'Ms. Chang' – her last name. What do you call the people you work with? Do you use the first name or the last name with a title?



The situation is different around the world. Listen to three business people talking about the situation in their countries and answer the questions below.



- 1 How are names used in their countries?
- 2 Do they use first names, last names or other names when they speak to people?

Part B

Introducing others and being introduced

1

Listening

a Look at the photo of someone being introduced.

What do you think the people are saying?

Now listen to what the people say.

b With a partner unscramble these phrases.

- 1 Mr. Haneda, / like / Joshua Travis / to / I'd / you / to / introduce / .
- 2 works / the / Joshua / Marketing / in / company / our / Division / of / .
- 3 Director / of / Mr. Haneda / is / Yonegawa Industries / a / .
- 4 to / you / meet / Nice / .
- 5 long / how / been / have / you / at / International foods / Mr. Travis / ?

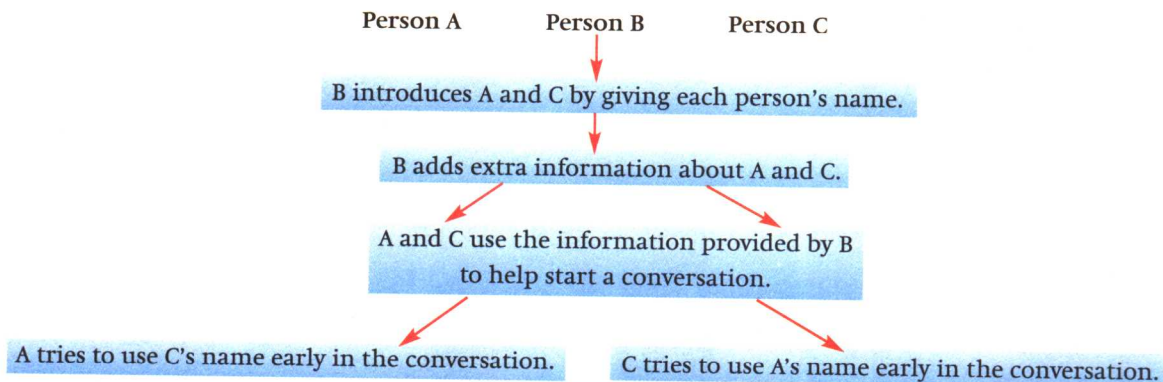
Now listen again and check.



2

Language focus

Look at the stages of introducing two people. In groups of three, write examples for each stage. Use your own names.



Example:

PERSON B: Mr. Haneda, I'd like to introduce you to Joshua Travis. Joshua works in the Marketing Division of our company.
Mr. Haneda is Director of Yonegawa Industries.

PERSON A: How long have you been at General foods, Mr. Travis?

Useful language

How long have you been at ... (company)?
Which department do you work in?
How long have you been in ... (department)?
Where are you from?

3 Culture focus

Read these questions and find the answers in the text below. Check your answers with a partner.

- 1 When a person is introduced, why is extra information about that person often added?
- 2 Why is it a good idea to use somebody's name immediately after being introduced?

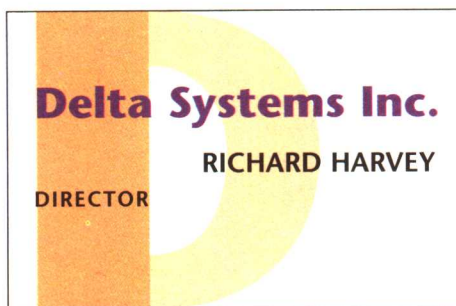
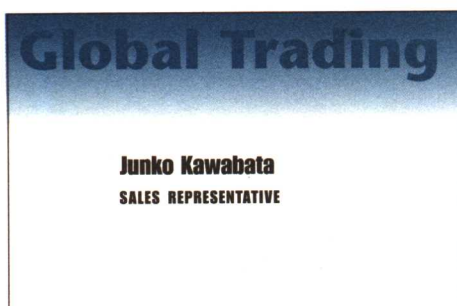
When you first meet someone, you may have a short conversation before exchanging names. However, when you introduce two people, give their names at the beginning of the conversation and also add information about each person to help them talk to each other.

If you are introduced to someone, use their name immediately. It will help you to remember it.



4 Communication activity

Work in groups of three. Choose a business card each and use the information to introduce yourselves to each other. Then introduce each other to another group. Add extra information about each other.

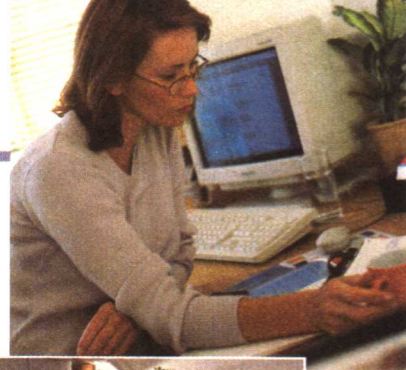


UNIT 2

Around the office

UNIT GOALS

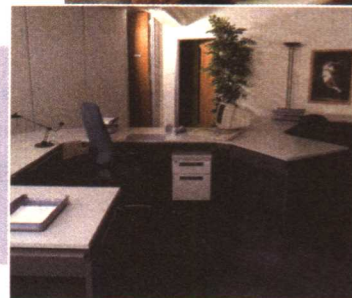
- talking about things in the office
- talking about work places and locations



TALKING POINT

Which picture is like your office? Do any of these offices seem strange to you?

Which office would you not like to work in? Why?



Part A

In the office

1 Vocabulary

Look at the picture of an office in exercise 3 on page 11. Label the things you can see.

files.....
calculator.....
.....
.....

2 Listening



Sometimes you may need something but you don't know what it's called in English.

- a Listen to three conversations. What does the person want? Where is it? Draw a line. The first one is done for you.

Ruler	in the drawer
Hi-lite pen	on the desk
Notepad	in the cupboard
Whiteout	next to the paper
Eraser	next to the fax
Calculator	on the table

Useful language

It's for ...
It's stuff for ...
You use it to ...
It's a thing for ...
It's something we use to ...
In my language we call it ...

- b Think of three things in the office. Explain them to a partner using the language you heard in the listening. Does your partner know the word in English?

Your words	Your partner's words
1	1
2	2
3	3

3 Language focus

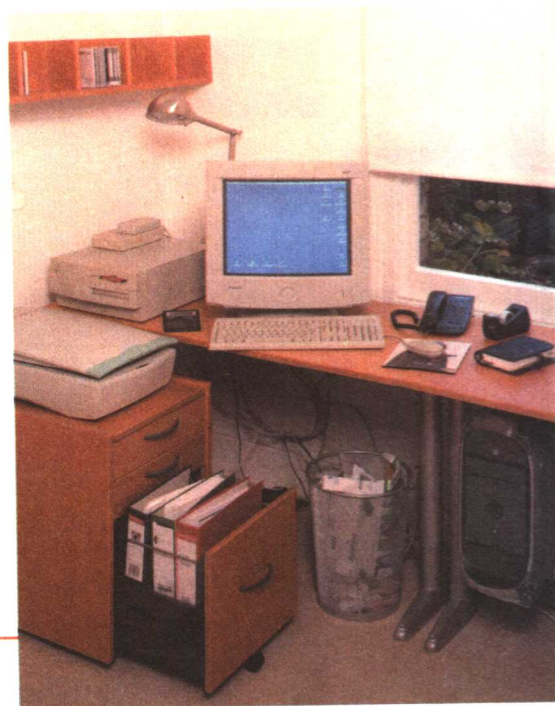
Work in pairs. Look at the picture and use the prepositions below to complete the sentences.

next to in on in front of near behind

Example: The shelf is *on* the wall. There is a telephone *on* the desk.

- 1 There is a calculator the computer.
- 2 The computer disks are the shelf.
- 3 The is the window.
- 4 The is the computer.
- 5 The files are the filing cabinet.
- 6 The book is the computer.

Compare your answers with another pair.



4 Communication activity

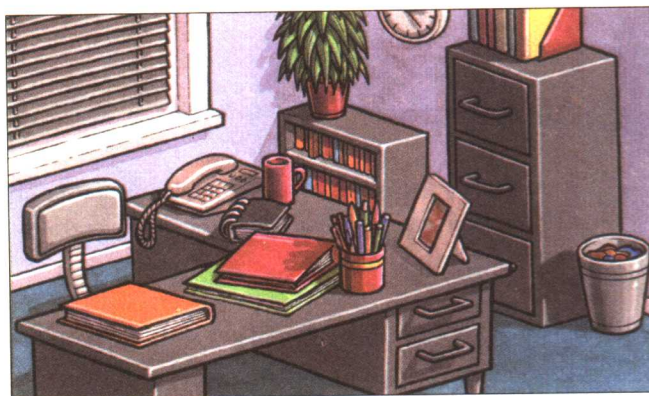
STUDENT A: Look at the information on page 76.

STUDENT B: Look at the information below.

You have a picture of the same office as Student A, but there are ten small differences. Can you find them? Tell Student A about your picture and listen to Student A talk about his/hers.

Use the language in 3 Language focus to help you.

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10



5 Exploring

Draw a plan of your office.
Explain your plan to a partner.
Now draw your partner's office.

Is there anything in your office
would like to change? Why?

Your office

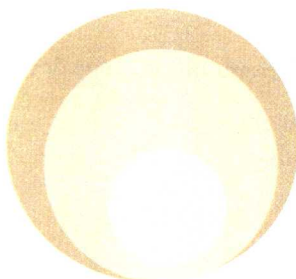
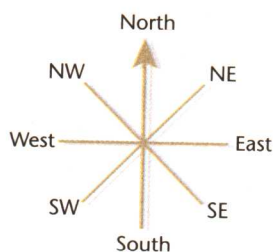
Your partner's office

Part B

Work places and locations

1

Vocabulary



City
Outskirts
Suburbs
Center

Keiko Harada and Keiichi Yoneyama work in Tokyo, which is in the eastern part of Japan.

a Read about them and mark on the plan where they live and work.



Keiichi Yoneyama My home is in Tsukuba City which is about 100 km north of Tokyo. My office is in the outskirts in the eastern part of Tokyo.

Keiko Harada My office is in the Shinjuku area in the center of Tokyo. I live in the suburbs in the western part of Tokyo.



b Where do you live and work? Tell your partner.

2

Culture focus

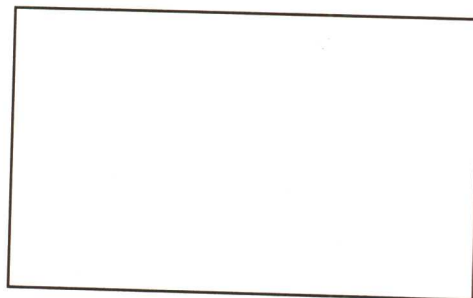
a In many cities around the world, companies are moving to the outskirts of the city. Many workers are happy to live in the outskirts or in the country and drive to their new office. Is this happening in cities in your country?

b Ask your colleagues where they would like to live and work and fill in the questionnaire.

(Would like) to live/work in the center suburbs outskirts countryside

Example: You work x x live

Now draw a rough map of your region. Mark their answers on the map.



c Where would you *not* like to live and work? Why not? Discuss with a partner.