

英国剑桥大学考试委员会推荐

新编剑桥商务英语(中级)

PASS *Cambridge* BEC 2

Lan Wood
Paul Sanderson
Anne Williams



BEC 2

新编剑桥商务英语

(中 级)

Lan Wood
Paul Sanderson
Anne Williams



经济科学出版社

图字:01-2000-4009

图书在版编目(CIP)数据

新编剑桥商务英语:中级/(英)伍德(Wood,L.),
(英)桑德森(Sanderson,P.), (英)威廉斯(Williams,A.)
编著. —北京:经济科学出版社,2001.2

ISBN 7-5058-2417-1

I.新... II.①伍...②桑...③威... III.商务
-英语-教材 IV.H31

中国版本图书馆 CIP 数据核字 (2001) 第 05311 号

责任编辑:陈捷

责任校对:董蔚挺

技术编辑:李长建

英国 Summertown 出版社授权经济科学出版社
在中华人民共和国境内独家出版
版权所有 翻印必究

新编剑桥商务英语(中级)

Lan Wood

Paul Sanderson

Anne Williams

经济科学出版社出版、发行 新华书店经销

社址:北京海淀区万泉河路 66 号 邮编:100086

总编室电话:62541886 发行部电话:62568485

网址:www.esp.com.cn

电子邮件:esp@public2.east.net.cn

北京日邦印刷有限公司印刷

后奕装订厂装订

890×1240 16 开 12 印张 304000 字

2001 年 2 月第一版 2001 年 2 月第一次印刷

印数:00001—19000 册

ISBN 7-5058-2417-1/F·1809 定价:42.50 元

(图书出现印装问题,本社负责调换)

(只限在中华人民共和国境内销售)

出版说明

剑桥商务英语证书(BEC)考试是教育部考试中心和英国剑桥大学考试委员会合作举办的权威性考试。BEC 考试共分三个等级:BEC1(初级)、BEC2(中级)和 BEC3(高级)。该系列考试是一项水平考试,它根据商务工作的实际需要,从听、说、读、写四个方面对考生在商务和一般生活环境下使用英语的能力进行全面考查,对成绩及格者提供由英国剑桥大学考试委员会颁发的标准统一的成绩证书。由于该证书的权威性,已成为在所有举办该考试的一百多个国家和地区求职的“通行证”。

由剑桥大学考试委员会和教育部考试中心海外考试处推荐,英国 Summertown 出版社出版的《新编剑桥商务英语》是目前惟一一套专为剑桥商务英语证书考试而编写的教材。它以 BEC 考试大纲为编目,以现代商务活动为素材,内容与考试联系紧密,除对课文进行详细讲解外,还辅以大量的自测练习、听力练习、对话练习和答案,既适合教学又适合自学,是一套不可多得的最新版本的考试用书。本套教材包括 BEC 三个等级的学生用书、音带和教师用书,其目的是为考生应试提供全面有效的学习指导。

本套教材由英国 Summertown 出版社授权经济科学出版社在中华人民共和国境内独家出版。

2001 年 1 月 10 日

Contents

Language

Skills



	Introduction	1		Introduction to the exam Vocabulary learning skills
1a	Teamwork	7	Talking about teamwork Making and changing arrangements	Reading
1b	Communication	11	Improving communication in spoken language Taking and leaving voicemail messages	Reading Listening
	Self-study	15	Present tenses, past simple and present perfect	Review of 1a/1b
	Exam practice	17		Reading, writing
2a	Entertaining a client	19	Talking about business entertaining Making conversation Practice for the Speaking Test	Reading Listening Speaking
2b	Corporate hospitality	23	Talking about corporate hospitality Formal and informal language Making, accepting and declining invitations	Reading Letter writing
	Self-study	27	Auxiliary verbs, countability	Review of 2a/2b
	Exam practice	29		Reading
3a	Ordering goods	31	Talking about orders Clarity in written language Letter phrases	Reading Letter and fax writing
3b	Cash flow	35	Talking about company finances Conditionals 1 and 2	Reading Note writing Listening
	Self-study	39	Intentions and arrangements, conditionals 1 and 2	Review of 3a/3b
	Exam practice	41		Reading
4a	Brand power	43	Talking about brands and marketing	Listening Reading
4b	Public relations	47	Talking about public relations Describing duties and responsibilities	Listening Reading Letter writing
	Self-study	51	Futures, articles	Review of 4a/4b
	Exam practice	53		Reading
5a	Relocation	55	Talking about relocation Comparison, similarity and difference Report phrases	Reading Listening Report writing
5b	New premises	59	Talking about office sites, facilities and directions Asking for information and making suggestions Practice for the Speaking Test	Listening Letter writing Speaking
	Self-study	63	Comparatives and superlatives, participles	Review of 5a/5b
	Exam practice	65		Listening, reading
	Exam focus:		Reading Test 69	Listening Test 72



6a	Reporting results	83	Talking about company performance Describing trends Describing cause and effect	Listening Reading Report writing
-----------	--------------------------	----	---	--

6b	Environmental report	87	Talking about environmental impact Language of presentations	Listening Presenting Report writing
-----------	-----------------------------	----	---	---

Self-study	91	Adjectives and adverbs, determiners	Review of 6a/6b
------------	----	-------------------------------------	-----------------

Exam practice	93		Reading, writing
---------------	----	--	------------------



7a	Health and safety	95	Talking about health and safety Expressing obligation	Listening Reading
-----------	--------------------------	----	--	----------------------

7b	Rights at work	99	Talking about personnel problems Passives	Reading Memo writing Listening
-----------	-----------------------	----	--	--------------------------------------

Self-study	103	Modal verbs, passives	Review of 7a/7b
------------	-----	-----------------------	-----------------

Exam practice	105		Reading, writing
---------------	-----	--	------------------



8a	Business expenses	107	Talking about expenses claims	Listening Reading Memo writing
-----------	--------------------------	-----	-------------------------------	--------------------------------------

8b	Business travel	111	Talking about air travel	Listening Reading
-----------	------------------------	-----	--------------------------	----------------------

Self-study	115	Relative pronouns, indirect questions	Review of 8a/8b
------------	-----	---------------------------------------	-----------------

Exam practice	117		Reading, writing
---------------	-----	--	------------------



9a	Flexible benefits	119	Talking about staff benefits	Reading Listening
-----------	--------------------------	-----	------------------------------	----------------------

9b	Staff appraisal	123	Talking about appraisal systems	Listening Reading
-----------	------------------------	-----	---------------------------------	----------------------

Self-study	127	Gerunds and infinitives, reporting speech	Review of 9a/9b
------------	-----	---	-----------------

Exam practice	129		Reading, writing
---------------	-----	--	------------------



10a	Marketing disasters	131	Talking about marketing disasters Expressing hindsight	Reading Listening
------------	----------------------------	-----	---	----------------------

10b	Going global	135	Talking about entering foreign markets	Reading Listening
------------	---------------------	-----	--	----------------------

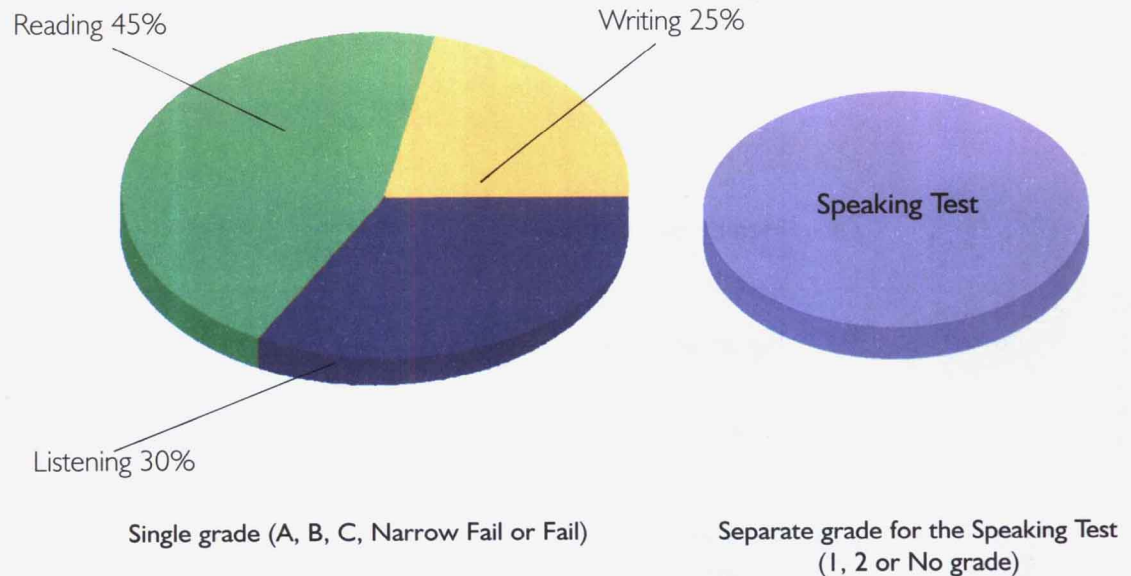
Self-study	139	Conditional 3, grammar review	Review of 10a/10b
------------	-----	-------------------------------	-------------------

Exam practice	141		Listening, reading
---------------	-----	--	--------------------

Introduction

Cambridge Business English Certificate 2

Successful Cambridge BEC 2 candidates receive two grades: one for Reading, Writing, Listening and one for the Speaking Test.



An overview

The following table gives an overview of the different parts of the examination, how long they take and what they involve.

	Test	Length	Contents
1	Reading & Writing	90 minutes	Reading: 5 parts (45 questions) Writing: 2 parts (memo or note, and formal letter or short report)
2	Listening	40 minutes	3 parts (30 questions) Approx. 12 minutes of listening material played twice
3	Speaking	12 minutes	Interview: 2 examiners and 2 or 3 candidates

Important Cambridge BEC 2 dates

Your teacher will give you some important dates at the start of your course.
Write these dates in the boxes below.

Cambridge BEC 2 examination

Your teacher will give you the dates of the written papers but can only give you the date of the Speaking Test after your entry has been confirmed by Cambridge.

- PAPER 1 Reading & Writing Test
- PAPER 2 Listening Test
- Speaking Test (to be confirmed) Between and

Entry date

This is the date by which the exam centre must receive your exam entry.

- Entries must be confirmed by

Grades and certificates

Cambridge sends out results approximately seven weeks after the examination.
Successful candidates receive their certificates about four weeks after that.

- Results should be available by

Quiz: Pass Cambridge BEC 2

1 Where would you find the following in this book? Write the unit or page numbers.

- 1 An expenses claim form
- 2 Three units which feature internationally famous firms
- 3 Information for a telephone role-play
- 4 The tapescript of a presentation about a company's environmental impact
- 5 A fax writing exercise
- 6 Advice on how to write reports
- 7 A **Self-study** exercise on conditionals
- 8 Functional phrases to use in formal letters
- 9 A list of websites of companies mentioned in this book
- 10 A game which requires you to make decisions
- 11 A list of vocabulary related to marketing
- 12 Useful tips for the **Cambridge BEC 2** Speaking Test



Understanding new words

During the examination you may have to guess the meaning of new words. There are two main ways to help you understand the meaning of an unfamiliar word.

- 1 Examine the context around the word.
 - The context may help you understand the meaning of the word.
 - The position of the word in the sentence can help you identify the type of word.
- 2 Examine the word.
 - Prefixes (e.g. *over-*, *re-*, *multi-*) can give part of the meaning of the word.
 - Suffixes (e.g. *-ly*, *-ship*, *-ment*) can help you decide on the type of word.

- 1 Look at the prefixes below. What meaning do they give a word?

un-

bi-

sub-

dis-

inter-

pre-

- 2 Look at the suffixes below. What type of word does each suffix form?

-tion

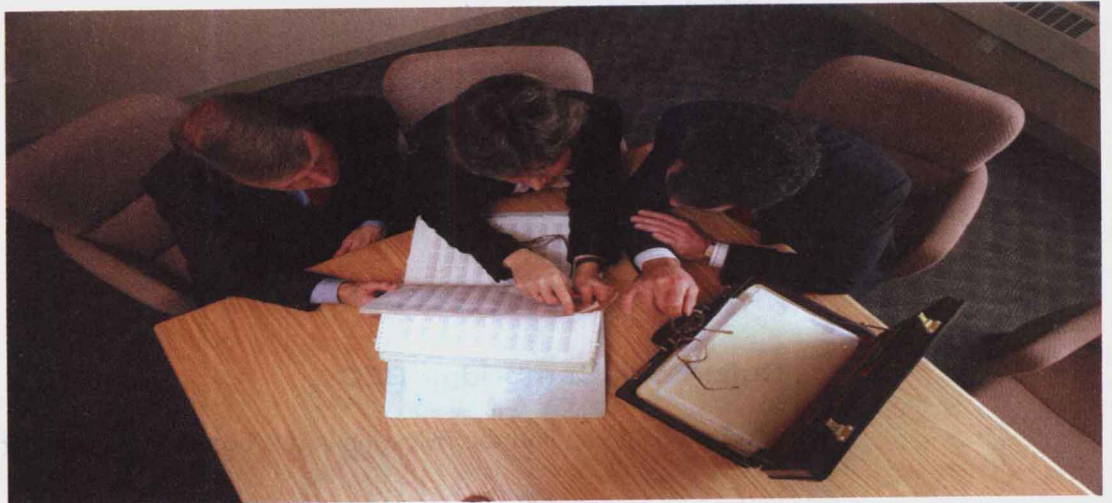
-ed

-ical

-ing

-ee

-ly

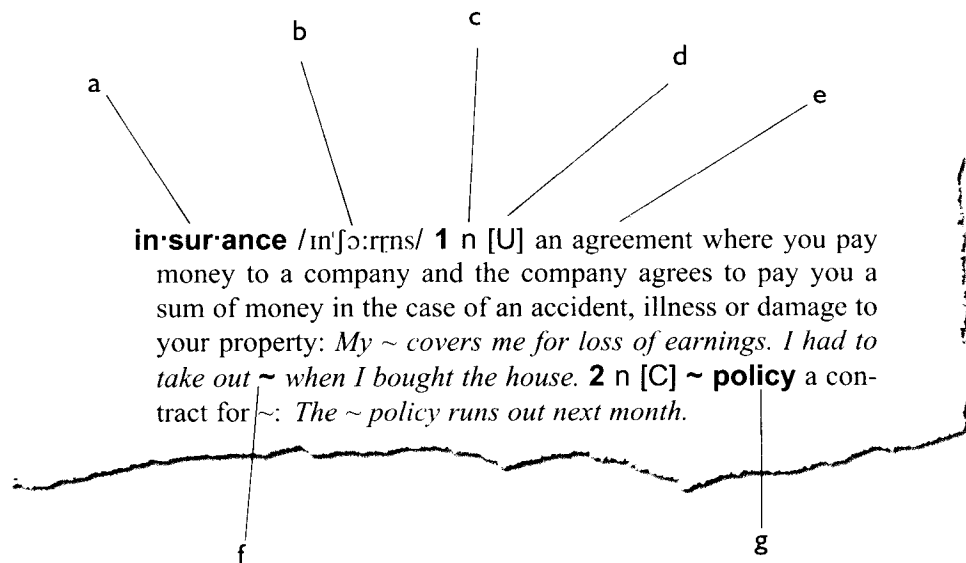


- 3 Look at the sentences below. Decide what type of word could fill each gap. Then use the context to find a suitable word to complete the sentences.

- 1 If we _____ our prices any more, we'll start to lose customers.
- 2 We need to find a suitable _____ for the meeting, big enough for over 100 guests.
- 3 He spoke _____ so that those at the back of the room could hear him.
- 4 This is a _____ opportunity to enter the market. I think we could make millions.
- 5 I'm _____ disappointed with the outcome. It's the worst possible result.
- 6 She has a lot of experience. _____, is she the right woman for the job?

Using a dictionary

- 1 Look at the dictionary entry below. Match each letter with the correct information.



- 1 definition e
- 2 word type
- 3 compound word
- 4 spelling
- 5 pronunciation including word stress
- 6 grammatical information
- 7 example sentence with a collocation

- 2 Work in pairs. Each group of words below has a similar meaning. Discuss the differences between the words. Use a dictionary to help you.

- | | | | |
|----------|--------------|------------|--------------|
| 1 A job | B occupation | C position | D profession |
| 2 A site | B factory | C premises | D works |
| 3 A show | B reveal | C display | D appear |

Recording and storing vocabulary

- 1 When you meet new words, you need to record and store them effectively. What are the advantages and disadvantages of storing new words in the following places?

- in your course book in the unit where you meet them
- on a separate sheet of paper
- in a separate vocabulary notebook
- on a computer
- on cards

Where do you store your new vocabulary?



- ② Storing new words and phrases on cards allows you to group them, order them, update the cards, test yourself and add new cards at any time. Look at the example below and then make a card for one of the following words.

industry manpower franchise countersign economic

Negotiate /nəˈɡɔːʃieɪt/ (handeln)

pronunciation —

word grammar —

a translation —

a definition —

examples —

connected words/opposites —

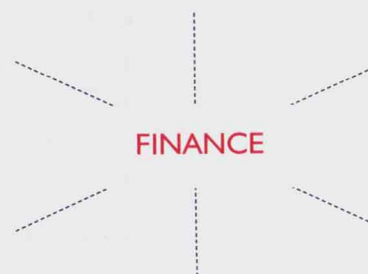
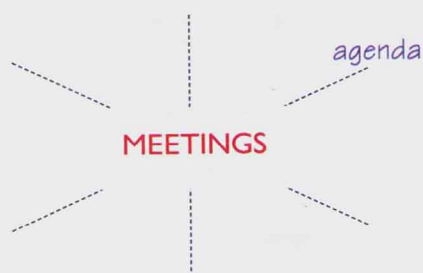
- to discuss in order to come to an agreement
- verb (regular), ~ + object (a deal, a contract), ~ + prep (with someone, a company)
- We're negotiating a new supply deal with Arco.
- I have to negotiate my own pay rises.
- negotiation, negotiator, (non-) negotiable

- ③ Some groups of words can be ordered in a logical sequence to make them easier to learn. Put the following into a logical order. Can you add more words to each list?

- Words describing a supply chain
wholesaler/retailer/end-user/manufacturer
- Words describing company performance
poor/good/disastrous/encouraging/excellent/satisfactory/unsatisfactory

- ④ Words which are associated with the same topic can be stored together. Put the following words into the correct group.

agenda accountant business plan minutes chairman negotiate
postpone tax budget statistics AGM balance sheet



Building vocabulary

- ① You can use a dictionary to help you build new words using prefixes and suffixes. Complete the table with the correct forms of the missing words.

<u>Verb</u>	<u>Noun</u>	<u>Person</u>	<u>Adjective</u>	<u>Adverb</u>
employ	(un)employment	employer/employee	(un)employed	n/a
globalise	_____	n/a	_____	_____
_____	_____	supplier	n/a	n/a
n/a	_____	n/a	(in)flexible	_____

- ② You can use a dictionary to find compound words such as *cost-cutting* and *market share*. Match the following words to form the three different types of compound words below.

Compound nouns

- | | |
|-----------|----------|
| 1 staff | order |
| 2 lump | turnover |
| 3 product | sum |
| 4 mail | launch |

Compound adjectives

- | | |
|------------|------------|
| 1 user- | productive |
| 2 duty- | wide |
| 3 counter- | friendly |
| 4 world | free |

Compound verbs

- | | |
|---------|------|
| 1 short | hunt |
| 2 under | size |
| 3 head | cut |
| 4 down | list |

- ③ You can build your vocabulary by learning the opposite of words. Write the opposites of the sentences below.

- | | |
|--|------------------------------------|
| 1 They made a <i>profit</i> last year. | <u>They made a loss last year.</u> |
| 2 Unemployment has <i>risen</i> . | _____ |
| 3 This is a <i>minor</i> problem. | _____ |
| 4 Prices rose <i>slightly</i> . | _____ |

Teamwork

Assessing teams

Speaking 1 Work in pairs. Look at the following characteristics of a good team. Choose the five most important and put them in order.

What makes a good team?

- 1 The members work towards a common objective. ☐
- 2 They discuss roles and allocate them to team members. ☐
- 3 They co-operate fully with each other. ☐
- 4 They help individuals develop within the team. ☐
- 5 The members trust each other. ☐
- 6 Everyone makes an equal contribution to the team. ☐
- 7 The members share information effectively within the team. ☐
- 8 They listen to different points of view. ☐
- 9 They talk openly and honestly within the team. ☐
- 10 When people are under pressure, others offer help. ☐

Do you work in a good team? Explain why/why not.





No longer Poles apart

When Peter Welch, President of Cussons Polska and Uroda SA, arrived at Cussons' newly acquired factory in Poland in 1993, he discovered that the concept of teamwork didn't exist. 'The guy who ran it before had a queue of people outside his office waiting for decisions on everything from taking a day's holiday to major investments. All decisions were made by one man.' Cussons entered Poland by taking over a manufacturer of cleaning products in Wroclaw. Two years later they bought Warsaw-based Uroda toiletries. Turnover increased at Wroclaw from £11m to £50m and the smaller Uroda quickly grew into a £22m business. Both businesses are now major brands in Poland and export to other eastern European markets.

1 But in spite of these successes, it is still hard to develop new approaches. 'The company culture here is the result of fifty years of regulation and control,' explains Welch. 'It's not easy to get people to take on responsibility and be accountable when things go wrong. The sales department used to be a guy next to the phone waiting for it to ring.'

2 To help solve these problems, Cussons brought in three expatriate managers to work closely with the local sales staff in project teams. They also brought in senior Coverdale management consultant Keith Edmonds to work on the team's managerial skills and improve communication within

the team. Edmonds held two one-week programmes, working on team-building and developing creative thinking.

'The imaginative ideas participants came 3 up with were extraordinary - electric.' He describes the programmes as helping people recognise that there is a range of effective management styles. 'We wanted to throw new light on old problems.' The participants responded very positively. In one task, they were given £500 and told to make as much profit with it as possible. 'They came up with amazing ideas,' says Edmonds. 'They put on discos. They went to the Czech border, bought products and then sold them at a profit.'

Welch believes the programmes were 4 excellent at 'getting people excited about their jobs'. But he warns, 'we need to ensure that what happens on the programme happens back in the workplace'. The results, however, are already very positive. 'The two programmes cost us about £40,000 in total, including food and accommodation,' says Welch, 'but the returns we are getting from them are huge. We saved about £200,000 from the first programme and we're expecting savings of around £700,000 from the second one.'

The programmes also form the basis of monthly reviews, in which progress is measured against targets set in the programmes. 'You can see the results improving each month. I'm very pleased with the way it has worked out,' says Welch.

After 50 years of living in a centrally controlled economy, eastern European companies face the challenge of developing effective teams to improve efficiency. The results, as Cussons discovered, can be spectacular.



3 Now choose the best title for each numbered paragraph.

Paragraph 1

Paragraph 2

Paragraph 3

Paragraph 4

- A Bringing in consultants
- B Building teams
- C Old attitudes
- D Organising events
- E The benefits of training
- F Thinking creatively
- G Training in the future

Vocabulary ④ Match the following verbs, prepositions and nouns from the article. Then use the phrases to describe what happened at Cussons in Poland.

1 wait		decisions
2 take	in	ideas
3 bring	for	a consultant
4 work	on	discos
5 come up	with	responsibility
6 put		managerial skills

Speaking ⑤ How can teamwork help your class prepare for the Cambridge BEC 2 examination?

Arranging a course

Reading 2 ① Carmichael, an American cosmetics group, has a Polish subsidiary. Gina Theismann, Head of Central European Sales, receives a fax from Tom Granger, the local manager in Warsaw. Read the fax and answer the questions.

FROM: CARMICHAEL POLSKA SA PHONE NO.: 0048222756785 14-JAN-2000 14:43 P01/01

Carmichael, Inc.

Carmichael Polska SA
pl.Starynkiewicza 7/9
02-015 Warsaw
Poland

To: Gina Theismann
From: Tom Granger
Date: 14 January 2000
Pages: 1
Re: Sales team for new product launch in Poland

Hello Gina

Thanks for the profiles of Steve Cerny and Joni Morgan. They both look very good and I think they should work very well together with the three local people here.

I was thinking about getting the whole team together for a week in London. Would the week commencing 9 February be convenient for Steve and Joni?

The team could spend a couple of days on team-building, followed by discussions on the launch. I think we need them to agree on their objectives, roles and schedules by the end of that week. They'll also need to think about communication.

What do you think about the team-building? Should we send them on a survival course? Alternatively, we could bring in a consultant for a more traditional seminar if you think that would be of more use. I've attached a few advertisements from different providers. They are:

- Executive Adventures
- Team Management
- Melville Management Training.

Could you let me know asap about the dates and which provider you prefer?

Regards

- 1 How many people will be in the sales team?
- 2 Where and when are they going to meet?
- 3 What are the objectives of the meeting?
- 4 When does Tom want an answer?

Speaking 2 Work in pairs. Student A: Look at the Activity sheet on page 145. Student B: Look at the Activity sheet on page 152.



Making arrangements

The following phrases are useful for making arrangements.

- **Suggesting times and dates**
How about/What about the following week?
Shall we say 14 February?
- **Asking for suggestions**
When would suit you?
Did you have a time/place in mind?
- **Saying we are unavailable**
I'm afraid I'm busy then.
I'm sorry but I can't make it then.
- **Using the present continuous for talking about fixed arrangements**
They're working on another project until 12 February.



- 3** Work in pairs. Look at the advertisements for the team-building courses below. Which of the courses would be the best for the Carmichael team? How would it benefit the five team members and the project?

EXECUTIVE ADVENTURES LTD



Executive Adventures outdoor events help build leading business teams by increasing personal awareness of abilities and complementary skills in colleagues. The events involve a combination of intellectual, physical and practical challenges - meeting and dealing with the unexpected. Our tasks mean that individuals and teams have to:

- identify clear and achievable objectives
- make best use of resources
- work together and communicate openly
- learn to overcome storms and crises.

TEAM MANAGEMENT

Yes, 2+2 really can = 5! Let the experts at TML show you how. Our team of expert consultants will demonstrate how High Performance Teams really can work. Focusing on issues such as how to form an effective team, team dynamics and communication within teams, our list of specialised seminars includes:

- Self-managing Teams (SMTs)
- Multi-cultural Teams
- Team Leadership
- Fast-forming Teams
- Building World Class Teams



MEVILLE Management Training

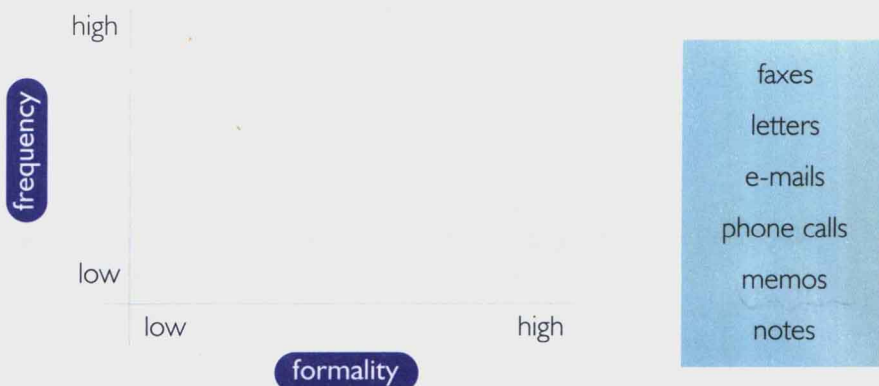
Our unique two-day in-company seminars use board games and simulations to focus on issues such as sales, customer service and team-building. Board games and simulations are fun, time-efficient and allow managers to experience situations without the fear of failure. All games and simulations lead to discussions on management theory and practice. The range includes titles such as:

- ♦ Teamwork Challenge ♦
- ♦ Marketing Mania ♦
- ♦ Go for Profit ♦

Communication

Keeping in touch

Speaking 1 Work in pairs. How does your partner use the following forms of communication? Mark them on the graph below.



What are the advantages and disadvantages of each form of communication?



Reading 2 Read the article on the opposite page about using English for international business. Think of a title for each paragraph.

3 Answer these questions about the article.

- 1 Why does Ericsson use English as its official language?
- 2 What can native English speakers do to communicate more effectively?
- 3 Why are native English speakers unaware of the difficulties of listening to foreign languages?
- 4 How does Ericsson make its employees more aware of these difficulties?