

BEC WRITING

剑桥商务英语 高级

写作应试指南

简新亚
主编

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剑桥商务英语高级写作应试指南

简新亚 主编

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出版前言

《剑桥商务英语高级写作应试指南》针对剑桥商务英语高级证书写作考试的内容和格式编写而成，具有很强的针对性、前瞻性和实用性，属商务英语写作高端培训教材。

本书对剑桥商务英语高级证书写作测试的形式、试题的组成、测试内容范围、评分标准以及应试技巧作了较为全面的介绍，共分 11 个单元。

第一单元介绍写作测试第一部分图表描述试题及应试技巧，给出多篇范文并进行分析讲解，引领考生掌握把图表数字转换成文字的英语写作基本功。

第二、三、四单元分别介绍写作测试第二部分三选一试题及应试技巧，并给出多篇范文进行分析讲解，引领学生掌握撰写商务报告、商务建议书以及各类商务信函的基本功。

第五单元给出 3 套写作试题范例及参考答案。第六单元给出 6 套模拟考试练习题及参考答案。至此，本书共提供各类范文 58 篇之多，几乎可以覆盖 BEC Higher 写作测试的考题类型。

第七、八、九单元分别归纳了商务报告和时事报道的基本写法和用语，其中包括描述趋势、描述进程与发展及报道和评述时事等方面的写作基本功。第十单元是作者根据多年教学及担任 BEC 考官经验为学习者悉心归纳的写作练习建议。第十一单元是作者归纳总结的商务英语写作常用词语，供读者参考。

本书讲解深入浅出，书中所用现代标准英语简洁流畅，并照顾到英美语言的差异，范文实例涵盖面广，不仅具有很强的针对性和实用性，而且具有写作考题走向的前瞻性。

主编简介

简新亚 毕业于北京外国语大学英语系。曾在美国莱斯大学 (Rice University) 贝克国策研究所 (Baker Institute of Public Policy) 进修国际政治经济, 圣·托马斯大学 (University of ST. Thomas) 进修高级商务管理并长期从事外交工作和高阶英语教学。先后担任美国驻华大使馆高级翻译、中国驻美国休斯敦总领事馆领事、中国驻圣卢西亚大使馆临时代办, 以及剑桥商务英语高级证书考官, 具有丰富的英语教学和应用经验。

主要著作: 《英语写作指南》(中国广播出版社 1990 年)、《剑桥商务英语高级证书 BEC 3 写作指南》(与英语语言专家 Manrice H. Varney 教授合著, 南方出版社 2000 年)、《英文公务写作“快易通”》(清华大学出版社 2003 年)、《英文合同协议“快易通”》(清华大学出版社 2003 年)、《英文商贸联络“快易通”》(清华大学出版社 2003 年)、《英文信函写作“快易通”》(清华大学出版社 2003 年)、《剑桥商务英语高级证书 BEC Higher 写作指南》(南方出版社 2003 年)、《剑桥商务英语高级口语应试指南》(人民邮电出版社 2005 年)、《剑桥商务英语应试词汇选编》(人民邮电出版社 2005 年), 译著《帝国的代价》(世界知识出版社 1991 年)。曾参与多种英汉辞书的编写工作。

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Introduction to the Writing Component of BEC Higher Examination

Writing component of BEC Higher exam

写作试题组成部分

The Writing component will be in the separate paper as the Reading component and the Test of Writing will take 1 hour 10 minutes. Candidates should spend no more than 70 minutes on Writing, faster completion of **Part One** giving 45 minutes or so extra for the other part.

BEC Higher Test of Writing requires candidates to complete two tasks. Candidates should read the instructions carefully, answer the **Part One** task and One of the three tasks from **Part Two**, and write the answers on the separate answer paper provided. Write clearly in **pen**, not pencil. Candidate may make alterations but make sure that your work is easy to read.

The Writing component will always follow the pattern below.

Test of Writing

Time: 1 hour 10 minutes / Overall output approx. 370 words

30 raw score points / 25% of total

Part	Main Skill Focus	Task Type	Response	Number of points
1	Concise Writing	One business-related writing tasks, based on graphic input and rubric. Ability to present information concisely in one's own words.	One limited piece of output 120 –140w, e.g. short letter, brief report etc.	10 points
2	Extended Writing	One writing task with limited textual input (rubric) only. Maybe supplemented by graphic input. Ability to present / justify an opinion; compare and contrast evidence or arguments; evaluate views and present conclusions.	One piece of extended output 200–250w, e.g. formal letter, longer report etc.	20 points

An overview of the writing test

Part	Input	Task
1	Rubric and graphic input	Writing a short description of a graph (120–140 words)
2	Rubric, possibly supplemented by brief input text, e. g. notice, advert	Writing a letter, short report or proposal (200–250 words)

Topic areas 主题划分

A BEC Higher candidate should already be able to write short notes and short and concise letters as well as longer letters, reports and written proposals, using appropriate vocabulary and grammatical structures with almost no errors. The Writing component will assume this and, in addition, it will test the ability to read and understand a task quickly and then, also very quickly, plan and write a suitable piece of prose.

The most likely topic areas involved in Writing are as shown in the table below. The range of linguistic knowledge and degree of skill required is extensive.

Topic areas for BEC Higher writing component

General Topic	Linguistic Activity	Context of Use
Work-related services	Requesting Work-related services	Workplace (office, factory, etc.)
Correspondence	Composing letters, memos, etc. Understanding letters, memos, etc.	Office
Reports	Composing reports	Office
Instructions and guidelines	Understanding and writing instructions (e.g. installation, operation and maintenance manuals)	Workplace (office, factory, etc.)
Information given in graphic form	Expressing the same information in words	Workplace (office, factory research center, etc.)

What writing skills should a BEC Higher-level learner have for the writing component?

考生应试所需写作技能

Work-related services in the workplace (office, factory, etc)

工作场所所需撰写的相关公文

Dealing with all routine requests for goods or services and asking for goods or services. Being able to use a suitable tone for each letter or memo to be written (e.g. tact and delicacy in writing to a person of another rank).

Correspondence in the workplace (office, factory, etc)

工作场所所需撰写的往来信函

Being able to write most letters, (s) he is likely to be asked to write such as letters of inquiry, request, application, complaint, apology and letters, memos and simple reports. Giving advice and asking for and giving information. A few errors of English usage will be acceptable as long as the full text of the message can be easily understood.

Reports in the workplace (office, factory, etc)

工作场所所需撰写的报告

Understanding and being able to write reports. When writing reports, being able to write a report that communicates clearly the desired message. A few errors of English-usage will be acceptable as long as these do not impede understanding of the text.

Instructions and guidelines for the workplace (office, factory, etc)

工作场所所需撰写的指示和规章条文

Being able to write clear instructions such as those needed for installation, operation and maintenance manuals. Being able to draft a set of instructions, regulations, etc. Some errors acceptable if the issue is complex or sensitive.

Translating graphic and non-verbal information into prose in the workplace (office, factory, college, university, research center, etc) 把图表和非词语信息转换成工作场所白话文

Being able to understand information presented in graphic form and to rewrite the information in clear written prose.

Text types and writing tasks 文本类型和写作任务

Text types found throughout the whole BEC Higher examination are, in general terms, as set out below. Types marked with an asterisk* are those which may, perhaps, be involved in the Writing component.

Letters of most types*	Articles from the press-business and general	Policy statements and proposals*
Memos, notes and messages*	News reports from the press	Business plan*
Notices, timetables	Guides, brochures and catalogues	Company reports (extracts)
Forms	Public information and announcements	Records of meetings
Adverts	Descriptions of people,* events, systems, products, etc.	Books on topics such as management
Office diaries		Diagrams, charts and tables*
Instructions and rules*		
Directories		

The writing tasks that candidates will be asked to do will always be those described in the chart on page. Candidates with experience of business in an international context may draw upon this, of course, but candidates without it will not be disadvantaged. Similarly, specialized business knowledge beyond the text types with an asterisk* above will not be needed for the Writing component. Arithmetical skills are not required and there is no need for familiarity with British culture or way of life. E.g. using a cheque card, having the milk delivered, British places and names etc.

The two Writing tasks will be genuine tasks, which occur often in business. In this examination, they must be done very quickly, a

frequent situation in the authentic, dynamic, fast-moving world of today. It is this aspect, of reading, thinking, planning and writing at great speed, which makes BEC Higher Writing difficult and demanding and candidates need to have much practice in time-management in order to do well.

Grammar and vocabulary 语法和词汇

As far as Grammar and Vocabulary is concerned, candidates at this level should be familiar with most structures. In terms of vocabulary, BEC vocabulary, the book published by Posts and Telecom Press should be learned and used, when appropriate, for the Writing tasks. Work out how many weeks you have before the BEC Higher examination, divide the number of pages of the Wordlist by this number of weeks and learn a new division-unit every week. This will seem daunting at first, but you may be pleasantly surprised; it is very likely that you know most of the words already! Experience with previous groups of BEC Higher candidates has confirmed this.

The writing tasks 写作任务

The following units will concentrate on special strategies for tackling the BEC Higher Writing component, and will consider discretely the three linguistic tasks normally involved. The Writing component is always in two parts as described in the panel below.

Part 1

This is a guided writing task, in which the candidate produces a brief (120~140 words) report. The task provides a realistic situation in which it is necessary to analyze some graphic input and express the information it conveys in words, as letter or report. Graphs, bar charts and pie charts of the type frequently used in the business pages of newspapers, company reports and brochures may provide a starting point.

The graphic input is taken from an authentic source, but may be modified in the same way that a text may be edited. The rubric acts to amplify and clarify the situation, as well as making clear what the task involves. It is approximately 50~60 words long.

Part 2

Candidates choose from three options: a report, proposal or a piece of business correspondence. The task is supplied by the rubric, which provides an authentic reason for writing, and indicates for whom the piece of writing is being produced.

For this task the candidate has to produce an extended piece of writing, presented either as a letter or as a report. The input is therefore more detailed and specific than that of the traditional 'essay question' task type. It is up to 120 words in length for each option.

The task is not prompted by graphic input, but graphics may be used if they contribute to the task.

The three linguistic tasks involved are thus: In Part 1, always translating information shown graphically into written form is required. In Part 2, either a letter or a report, or a proposal, is required.

Writing test assessment sheet 写作测试评分标准

An impression mark is awarded to each piece of writing. The General Impression Mark Scheme is used in conjunction with a Task-specific Mark Scheme, which focuses on criteria specific to each particular task. This summarizes the content, organization, register, format and target reader indicated in the task.

Acceptable performance at BEC Higher level is represented by a Band 3.

The band scores awarded are translated to a mark out of 10 for Part 1 and a mark out of 20 for Part 2. A total of 30 marks is available for Writing.

The Mark Scheme is interpreted at Cambridge / ALTE level 4.

General impression mark scheme 写作测试评分档次划分

Band 5 : Full realization of the task set.

- # All content points included.
- # Controlled, natural use of language; minimal errors.
- # Wide range of structure and vocabulary.
- # Effectively organized, with appropriate use of cohesive devices.

Register and format consistently appropriate.

Very positive effect on the reader.

Band 4 : Good realization of the task set.

All major content points included; possibly minor omissions.

Natural use of language; errors only when complex language is attempted.

Good range of structure and vocabulary.

Generally well organized, with attention paid to cohesion.

Register and format on the whole appropriate.

Positive effect on the reader.

Band 3 : Reasonable achievement of the task set.

All major content points included; some minor omissions.

Reasonable control, although a more ambitious attempt at the task may lead to a number of non-impeding errors.

Adequate range of structure and vocabulary.

Organization and cohesion is satisfactory.

Register and format reasonable, although not entirely successful.

Satisfactory effect on the reader.

Band 2 : Inadequate attempt at the task set.

Some major content points omitted or inadequately dealt with; possibly some irrelevance.

Errors sometimes obscure communication and are likely to be numerous.

Limited range of structure and vocabulary; language is too elementary for this level.

Content is not clearly organized.

Unsuccessful attempt at appropriate register and format.

Negative effect on the reader.

Band 1 : Poor attempt at the task set.

Notable content omissions and /or considerable irrelevance.

Serious lack of control; frequent basic errors.

- # Narrow range of structure and vocabulary.
 - # Lack of organization.
 - # Little attempt at appropriate register and format.
- Very negative effect on the reader.

Band 0 : Achieves nothing. Either fewer than 25% of the required number of words or totally illegible or totally irrelevant.

Exam tips 写作应试技巧

Instructions to candidates 考生须知

All candidates need to read the instructions below very carefully.

- Do not open the test paper until you are told to do so.
- Write your name and center number in the spaces at the top of the cover page of the Paper of Writing Test and on each sheet of answer paper used.
- The Test of Writing requires you to complete two tasks.
- Answer the Part 1 task and one task from Part 2.
- Write your answers on the separate answer paper provided.
- Write clearly in pen, not pencil. You may make alterations but make sure that your work is easy to read.
- If you use more than one sheet of paper, fasten the sheets together.
- At the end of the examination hand in both the question paper and your answer paper.
- Information for candidates.
- Part 2 carries twice as many marks as Part 1.

Some golden rules 指导原则

Throughout this book, from now on, you will be constantly reminded of the importance of remembering four GOLDEN RULES.

- Do, always, read the rubric, the words of the question itself, very carefully. Usually, the rubric not only tells you what to do and how to do it, but also gives you the plan of your answer, step by step.

- Do keep the number of words to the number asked for, give or take a few words. Being able to write concisely is one of the things you are being tested at.
- Don't do anything you are not asked to do and, in Part 1, keep only to the facts as shown on the diagram.
- Don't spend too long on the planning of your answer, though you must make a clear plan, on paper preferably. The rubric will usually have an outline plan in its structure and wording.

Some general strategies 总体方略

Before we move on to examine strategies for each of the two written tasks, we can benefit by looking at some general strategies as recommended by Cambridge University Local Examinations Syndicate and the author of this Training Course.

- Read through both tasks before attempting to write them. This will give you time to arrange your thoughts.
- Write a very brief plan for yourself before you start writing in full. Take only a few minutes over this. (It can be useful to write brief plans for both parts of the writing before you start to attempt a task, but if you feel happier completing one task before starting the other, do this.) Through practice, find out which approach works best for you.
- Write in pen. This enables you to edit your work more carefully.
- Read the instructions carefully. Make sure that you write exactly what the question requires.
- Remember that, though you must be careful, you must also work quickly. You have only 70 minutes for the Writing component.

Exam tips 写作应试技巧

写作测试分两部分，限时 70 分钟完成答题。第一部分大体要耗时 25 分钟，第二部分大体需要 45 分钟。考生必须在规定时间内完成答题任务。考生首先要学会掌握时间，力争在 25 分钟之内完成图表描述试题写作任务。

Time management 掌握好时间

As Part One is worth 10 points and Part Two is worth 20 points, it is sensible to allocate approximately 25 minutes for Part One and 45 minutes for Part Two. Candidates will need to think, plan and write very quickly.

BEC Higher Writing Part One: Describing Graphs

1

Introduction to describing graphs 描述图表简介

这部分写作题型对大多数中国考生来说比较新颖，但是，无论求学还是工作，这是更接近实际的商务写作形式。图表描述试题要求考生在 25~30 分钟内完成 120 个单词量左右的写作。图表描述从考题内容上来看，似乎考试给予考生一定的写作自由度，但是，考生如果不掌握必要的图表描述写作要领，会感到无所适从，不知如何着手答题。

在 BEC 考试中，试题都为了考查和测试考生的识读、理解视觉信息的能力。BEC Higher Writing Test 第一部分试题旨在测试考生是否具有把视觉信息转化为书面文字表达的能力。考生在规定的时间内做好这种试题，除了必要的语言表达能力外，还必须掌握把图表转换成文字表述的技巧和要领。

做好这部分考题，首先要理解题目的背景语言资料和视觉资料。背景语言资料往往非常简单，通常是配合视觉资料而给出的必要的简要文字说明。严格来说，这种文字说明应该是视觉信息的一部分，因为一个图表或图示没有文字说明，就会毫无意义。因此，把握好题目的视觉信息是做好这部分考题的关键。对一个视觉信息，从不同的角度可进行多种分析，得出多种相关结论，限于答题字数的要求，通常写作题目中会明确指定一到两个分析方向，但也只是提供了分析的方向，没有具体的分析细节，更没有分析结论。

对多数中国考生来说，由于习惯于宏观分析，由于汉语语汇丰富，由于许多词汇释义笼统容易产生歧义，由于大都习惯于先用汉语表述再把汉语转译成英语，而很少运用直观的视觉手段去表达思想，因而“读图”对中国考生来说是比较陌生的难题，更不用说根据图表进行分析，直接用英语表述并得出结论。本单元就视觉信息可能出现的种类以及相应的分析和结论做出举例和解说，希望考生能够熟悉这些图形，掌握解答考题的方法和步骤，正确分析图表，用英语进行表述并得出结论。