

剑桥商务英语 实训教程

林明金 魏正珠 池玫 孔晓静 编 著



厦门大学出版社

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前言

高职英语课程的教学目标是:培养学生实际应用英语的能力,特别是听说能力,使之能在日常活动和与未来职业相关的业务活动中进行一般的口头和书面交流;同时掌握有效的学习方法,增强自主学习能力,提高综合文化素养;为提升学生的就业竞争力及今后的可持续发展打下良好的基础。商务英语作为高职英语的一个重要组成部分,作为特殊用途英语(ESP)的一个重要分支,其目标不仅要帮助学生打好英语语言基础,而且要注重培养学生实际的商务应用技能,特别是用英语处理与职业相关业务的能力。

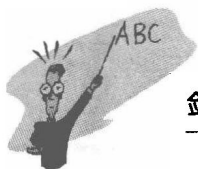
《剑桥商务英语实训教程》以“剑桥商务英语证书”(Cambridge Business English Certificate,简称 BEC)考试所要求的各类商务知识为主线,辅以各类高职、本科院校学生应掌握的商务实训技能。全书围绕现实生活中一个完整的商务过程展开,分 12 个商务主题,兼顾知识性和趣味性,并力求使教材具有以下特点:

短小精悍。教材适合各类高职、本科院校一学期的课程使用(72 学时)、适合外语培训机构 3 个月的短期培训,在较短的时间内,让学习者掌握商务技能,从而为求职应聘增加砝码和“通行证”、为提升岗位工作能力夯实基础。

通俗易懂。教材内容通俗,难度适中,循序渐进,并富有时代气息。教材以商务技能操作和技能培养为主线,用考学相结合的方式,通过 BEC 实例,逐步介绍各项商务技能及 BEC 考试策略,便于学习、理解和备考。

设计独特。全书分 12 个单元,每一单元包括 5 个板块:General Information(介绍与主题相关的商务知识)、Warm-up Questions(针对相关商务主题设计的思考题)、Business Reading(商务主题阅读,包括生词注释、术语解析)、Extended Business Views(拓展商务观点)、BEC Simulated Exercises(BEC 真题精选及模拟测试)、Business Tips(商务小贴士)。全书力求还原真实的商务语言环境,通过提供大量真实的商务英语材料使语言输入有足够的“重复率”。

本书从互联网及商务报刊中选取最新的国际商务类文章,并根据读者的实际需求对这些文章进行了删减及整合,同时对新词进行了双解释义,对专业术语添加了必要的注解。所选取的资料均已注明来源,在此向原作者深表谢意!本书所附的 BEC 中级练习均



剑桥商务英语实训教程

节选或改编自 BEC 历年真题,同时提供了参考答案及解题要诀,该习题仅供读者备考 BEC 中级考试时参考,在此向习题原编者表示衷心感谢!

本书由林明金担任主编,魏正珠、池玫、孔晓静参与编写部分章节。本书适合各类高职、本科院校、外语培训机构学生以及有志于报考 BEC 的考生使用。欢迎读者对书中存在的不足之处提出宝贵意见和建议。

编 者
2010 年 3 月



《剑桥商务英语实训教程》课程教学大纲

一、课程的性质和设置目的

课程性质:

“商务英语实训”是高职、本科院校商务英语专业的一门必修课。

课程目的:

通过本课程的学习,学生可掌握商务英语交流的基本技能,达到商务英语专业本科毕业水平,成为适应社会需要的应用型商务工作者。

通过学习有关商务活动的真实语言材料,学生可熟悉并掌握当代商务理念和国际商务惯例;提高作为商务工作者的基本素质,具有较强的商务交际能力和团队协作精神,以及不懈的创新意识;了解英语国家的社会和商业文化。

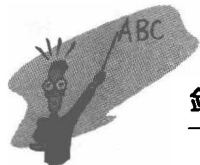
通过学习,学生可具有较高的听、读、说、写、译的能力,能够在实际商务工作环境中较准确应用英语,能够顺利通过剑桥商务英语中级证书考试(BEC-Vantage)。

二、课程的基本内容

本课程内容涉及日常商务活动的多个侧面,展示如何处理现实工作中的各种问题,并突出介绍所涉及的重点语言范围。全部课程围绕现实生活中的一个完整的商务过程展开,兼顾知识性和趣味性。授课内容包括 12 个商务主题:

UNIT 1 Teamwork	(团队协作)
UNIT 2 Brand Power	(品牌力量)
UNIT 3 Customer Service	(客户服务)
UNIT 4 Entering a Market	(市场开拓)
UNIT 5 Corporate Culture	(企业文化)
UNIT 6 Globalization	(全球战略)
UNIT 7 Innovation	(创新经营)
UNIT 8 Public Relations	(公共关系)
UNIT 9 Merger and Acquisition	(企业兼并)
UNIT 10 Staff Motivation	(激励员工)
UNIT 11 Cash Flow	(现金流量)
UNIT 12 E-business and E-commerce	(电子商务)

每一单元包括 5 个板块:General Information(介绍与主题相关的商务知识)、Warm-up Questions(针对相关商务主题设计的思考题)、Business Reading(商务主题阅读,包括



生词注释、术语解析)、Extended Business Views(拓展商务观点)、BEC Simulated Exercises(BEC 真题精选及模拟测试)、Business Tips(商务小贴士)。

三、课程的基本要求

1. 听力能力要求:能听懂正常语速的一般商务活动中的电话、对话、谈判、会议发言等,并能结合具体语言环境,理解所听内容的较深层含义,把握说话者的态度和意图。

2. 阅读能力要求:能读懂中等难度的商务英语文章,了解作者的观点和态度。阅读速度为每分钟 120—150 个单词,理解准确率在 80% 以上。

3. 写作能力要求:能够运用所学语言知识,写出符合国际商务惯例、格式规范的一般性商务报告、商务信函、会议纪要和电子邮件等。要能够做到中心思想明确、结构合理、语言得体。

4. 口语能力要求:能够用英语介绍公司状况,与客户交流,做比较完整的商务报告等。语音、语调正确,表达基本得体。

5. 词汇要求:认知词汇达到约 7,000 个单词,熟练掌握其中约 5,000 个词。

6. 综合素质要求:要求学生具有乐观、积极、向上的心理素质和勇于创新、不断更新自身知识体系的精神。

四、命题

本课程命题的广度和难度根据本考试大纲规定的知识范围和能力要求确定。

试题包括客观性试题(听力、阅读)和主观性试题(写作),听力占卷面总分的 30%、阅读占 40%、写作占 30%。

阅读部分命题形式:

	考试内容	试题形式	答题类型
第一部分	在领会文章主旨的前提下,通过略读辨别细节和特定的信息	给一段分成四个部分的长文章或四篇短文(总共 250~350 个字)	配对题
第二部分	对语意切合度和行文结构的把握	给一段掏空了几个部分的长文章(总共 450~550 个字)	选择填充题
第三部分	在充分理解的基础上揣摩观点和意向	给一段涉及公司文化范畴的原版文章(总共 450~550 个字)	多项选择
第四部分	准确把握词义差别,熟悉习惯表达方式中单词的搭配	给一段简单易懂的中等长度文章(总共 200~300 个字)	多项选择填空
第五部分	对正确的语法结构和习惯句式的掌握	给一封信或一份宣传品(总共 150~200 个字)	挑错(在一行内找出一个多余的词,有的行没有多余单词)



写作部分命题形式:

	考察内容	试题形式	答题类型	语言使用
第一部分	就某项商务活动向同事征求意见、解释、下令或询问	写一份通知、一封电子邮件、一张便条或一份留言	根据指定角色、情景介绍和提示要点撰写	不必太正式(40~50个字)
第二部分	进行解释、投诉、安慰、道歉、描述、建议、概括和说服活动	写一份报告、建议书、备忘录、传真、信函或电子邮件	根据给定的场景和参考内容撰写	要正式(120~140个字)

听力部分命题形式:

	考察内容	试题形式	答题类型	题数
第一部分	考察听写能力	给三段电话交流记录或留言	填空	12
第二部分	考察听力理解能力、对主题的把握能力	给出10段短对话,要求找出对应的选项	多项选择配对	10
第三部分	考察对篇章的理解能力、细节信息的辨别能力	给出一篇完整的采访、讨论、报告等	多项选择	8

五、教学媒体与学习方法

商务英语是以满足职场需求为目的,内容涵盖商务活动全过程。它以语言为载体,把核心的商务内容放到其中,以职场人员和即将迈入职场的人员为目标,以商务活动中常用英语为重点的一种学习。商务英语的特点主要在于其教学的专业化、口语化和较强的针对性。归根到底,实用性是商务英语最大的特点。

商务英语是利用良好的基础英语来表述相关的商务知识,因此,想学好商务英语必须先要具备良好的基础英语听、说、读、写能力及一定的词汇量和口语交流能力。

针对商务英语的特点和 BEC 测试的需求,口语、听力、阅读与写作四个单项的学习策略建议如下:

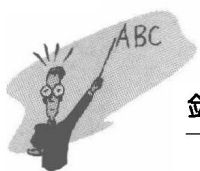
1. BEC 口试

BEC 口试主要考查考生商务交往过程中运用英文的能力。商务交往主要指:建立和保持商务联络;谈论工作;制定计划与安排工作。

BEC 的口试完全围绕着商务活动的各个方面展开。其特点是:任何问题都没有标准答案,但需自圆其说;所有的决定、意见都必须进行原因分析;回答时条理必须清晰,需要在规定时间内解决问题。因此,在学习过程中学员可以逐渐养成以下的英文思维习惯:

(1) 任何看法都会进行原因分析,以足够的理由支持自己的观点;

(2) 开门见山地讨论问题,克服汉语表达时废话说了一大堆以后才切入主题的表达习惯;



- (3) 能够围绕某个点讲深讲透;
- (4) 主次有别地阐述观点,先主要、后次要。

2. BEC 听力

BEC 听力题主要考察考生的听写能力、对主题的把握能力、对篇章的理解及细节信息的辨别能力。BEC 的听力内容适用于中高层商务人员的工作范围。中高层商务人员需要有很强的对大量信息做出快速识别和反应的能力。在与各色人等打交道的时候,能否从他们的三言两语中迅速判断他们的职业或他们所在公司的业务,从而提高工作效率是十分重要的。听力题型设计的指导思想为考查考生理解在不同场合中,特别是各种环境中使用的英语口语的能力,尤其是准确记录重要信息和了解、归纳所听内容大意的能力。这些都是实际商务活动中所必需的技能。

3. BEC 阅读

BEC 的阅读题主要考察考生的以下技能:

- (1) 在领会文章主旨的前提下,通过略读辨别细节和特定的信息;
- (2) 对语意切合度和行文结构的把握;
- (3) 在充分理解的基础上揣摩观点和意向;
- (4) 准确把握词义差别,熟悉习惯表达方式中单词的搭配;
- (5) 对正确的语法结构和习惯句式的掌握。

BEC 阅读题的文章全部取材于最新出版的国际商务期刊,国际最新的商务理念贯穿其中,考生在备考过程中必须掌握最新商务资讯,通晓最新商务运作模式。

4. BEC 写作

BEC 写作分两部分,其一:就某项商务活动向同事征求意见、解释、下令或询问,要求写一份通知、一封电子邮件、一张便条或一份留言;其二:进行解释、投诉、安慰、道歉、描述、建议、概括和说服活动,要求写一份报告、建议书、备忘录、传真、信函或电子邮件。

BEC 的写作有其自身的特点:

- (1) 商务英语有其固定的格式,这是写作者商业素养的初步反映,标点、空行、缩进等都不能随意改变;
- (2) 在商务写作中,由于收信人与寄信人在商业环境中地位等方面的不同,用语也是不同的,例如在商业交往中,买卖双方经济实力的强弱,在写信过程中会有不同程度的表现;
- (3) 商务英语写作的目的是交流信息,应当在写作的过程中力求简洁,直截了当地说明问题。



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UNIT 1

Teamwork

General Information

A team refers to a group whose members work intensely on a specific common goal using their positive synergy(企业合并后的协力优势或协作作用), individual and mutual accountability(责任心), and complementary(互补的) skills.

Nowadays great importance has constantly been attached to developing an effective team. Then what is teamwork? Teamwork is the co-operative efforts by a group of people for a common goal. Teamwork is badly needed in any organization regardless of its scale.

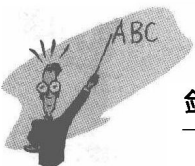
A good team has diversity of backgrounds, providing an opportunity to utilize the particular strengths of each individual to permit the team to achieve what can not be achieved by a single individual working along. For the team to be successful, it is essential that each student contribute to the overall effort of the group.

The success of a team is frequently secured through the organizing ability of the team leader. The leader, with concurrence of the team members will group divide the responsibilities for each project—using the particular background of each individual. For example, one person might take primary responsible for planning, another take major responsibility for organizing processing and a third lead the work on product evaluation(评估). All team members should review the project report before it is submitted(提交).

Effective teams just do not happen; it takes real effort of both the team leader and the members of the team. For most of the students, working in a team is a new experience. It can be frustrating(令人沮丧的), especially in the beginning, as the student learns how to be effective in the group setting. The following are some suggestions for making the team an effective and satisfying experience.

Working together to a common goal:

- Remember that each member of the team has something of value to contribute.



- Each member of the team is an individual—to be more effective get to know each other's strengths and weaknesses and special capabilities.
 - As a member of a group, you have to be willing to share the “ownership” (所有权) of your concepts with others of the group.
 - The diversity of the team may be frustrating at first, but it is one of the greatest strength of working in a group.
 - Be respectful of each member's feelings, thoughts and ideas.
 - Be willing to compromise.
 - Don't just complain about problems; see what can be done about them.
- Discuss as a group about how to solve the problems that will arise. If all else fails, seek an arbitrator (仲裁人) before the problem gets out of hand and interferes with your final grade.
- Remember that a team can become a “family” working together for the common good.



Warm-up Questions

1. What are the advantages and disadvantages of working in teams?
2. How important are thinking styles in effective teamwork?
3. What qualities could you contribute to a team? What qualities would the other members need to have to create an effective team?
4. What is important when we want to build up a good team?
5. What are the stages of team development and growth?

Business Reading

Twelve Tips for Team Building:

How to Build Successful Work Teams How to Make Teams Effective

By Susan M. Heathfield

People in every workplace talk about building the team, working as a team, but few understand how to create the experience of team work or how to develop an effective team. Belonging to a team, in the broadest sense, is a result of feeling part of something larger than yourself. It has a lot to do with your understanding of the **mission**^[1] or objectives of your organization.



In a team-oriented environment, you contribute to the overall success of the organization. You work with fellow members of the organization to produce these results. Even though you have a specific job function and you belong to a specific department, you are unified with other organization members to accomplish the overall objectives. The bigger picture drives your actions; your function exists to serve the bigger picture.

You need to differentiate this overall sense of teamwork from the task of developing an effective intact team that is formed to accomplish a specific goal. People confuse the two team building objectives. This is why so many team building seminars, meetings, retreats and activities are deemed failures by their participants. Leaders failed to define the team they wanted to build. Developing an overall sense of team work is different from building an effective, focused work team when you consider team building approaches.

Twelve Cs for team building

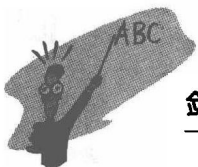
Executives, managers and organization staff members universally explore ways to improve business results and profitability. Many view team-based, horizontal organization structures as the best design for involving all employees in creating business success.

No matter what you call your team-based improvement effort; continuous improvement, total quality, **lean manufacturing**^[2] or self-directed work teams, you are striving to improve results for customers. Few organizations, however, are totally pleased with the results their team improvement efforts produce. If your team improvement efforts are not living up to your expectations, this self-diagnosing checklist may tell you why. Successful team building, that creates effective, focused work teams, requires attention to each of the following.

Clear expectations: Has executive leadership clearly communicated its expectations for the team's performance and expected outcomes? Do team members understand why the team was created? Is the organization demonstrating constancy of purpose in supporting the team with resources of people, time and money? Does the work of the team receive sufficient emphasis as a priority in terms of the time, discussion, attention and interest directed its way by executive leaders?

Context: Do team members understand why they are participating on the team? Do they understand how the strategy of using teams will help the organization attain its communicated business goals? Can team members define their team's importance to the accomplishment of corporate goals? Does the team understand where its work fits in the total context of the organization's goals, principles, vision and values?

Commitment: Do team members want to participate on the team? Do team members feel the team mission is important? Are members committed to accomplishing the team mission and expected outcomes? Do team members perceive their service as valuable to the organization and to their own careers? Do team members anticipate recognition for their contributions? Do team members expect their skills to grow and develop on the team? Are



team members excited and challenged by the team opportunity?

Competence: Does the team feel that it has the appropriate people participating? (As an example, in a process improvement, is each step of the process represented on the team?) Does the team feel that its members have the knowledge, skill and capability to address the issues for which the team was formed? If not, does the team have access to the help it needs? Does the team feel it has the resources, strategies and support needed to accomplish its mission?

Charter: Has the team taken its assigned area of responsibility and designed its own mission, vision and strategies to accomplish the mission? Has the team defined and communicated its goals; its anticipated outcomes and contributions; its timelines; and how it will measure both the outcomes of its work and the process the team followed to accomplish their task? Does the leadership team or other coordinating group support what the team has designed?

Control: Does the team have enough freedom and empowerment to feel the ownership necessary to accomplish its charter? At the same time, do team members clearly understand their boundaries? How far may members go in pursuit of solutions? Are limitations (i. e. monetary and time resources) defined at the beginning of the project before the team experiences barriers and rework? Is the team's reporting relationship and accountability understood by all members of the organization? Has the organization defined the team's authority? To make recommendations? To implement its plan? Is there a defined review process so both the team and the organization are consistently aligned in direction and purpose? Do team members hold each other accountable for project timelines, commitments and results? Does the organization have a plan to increase opportunities for self-management among organization members?

Collaboration: Does the team understand team and group process? Do members understand the stages of group development? Are team members working together effectively interpersonally? Do all team members understand the roles and responsibilities of team members? team leaders? team recorders? Can the team approach problem solving, process improvement, goal setting and measurement jointly? Do team members cooperate to accomplish the team charter? Has the team established group norms or rules of conduct in areas such as conflict resolution, consensus decision making and meeting management? Is the team using an appropriate strategy to accomplish its action plan?

Communication: Are team members clear about the priority of their tasks? Is there an established method for the teams to give feedback and receive honest performance feedback? Does the organization provide important business information regularly? Do the teams understand the complete context for their existence? Do team members communicate clearly and honestly with each other? Do team members bring diverse opinions to the table? Are necessary conflicts raised and addressed?



Creative innovation: Is the organization really interested in change? Does it value creative thinking, unique solutions, and new ideas? Does it reward people who take reasonable risks to make improvements? Or does it reward the people who fit in and maintain the status quo? Does it provide the training, education, access to books and films, and field trips necessary to stimulate new thinking?

Consequences: Do team members feel responsible and accountable for team achievements? Are rewards and recognition supplied when teams are successful? Is reasonable risk respected and encouraged in the organization? Do team members fear reprisal? Do team members spend their time finger pointing rather than resolving problems? Is the organization designing reward systems that recognize both team and individual performance? Is the organization planning to share gains and increased profitability with team and individual contributors? Can contributors see their impact on increased organization success?

Coordination: Are teams coordinated by a central leadership team that assists the groups to obtain what they need for success? Have priorities and resource allocation been planned across departments? Do teams understand the concept of the internal customer—the next process, anyone to whom they provide a product or a service? Are cross-functional and multi-department teams common and working together effectively? Is the organization developing a customer-focused process-focused orientation and moving away from traditional departmental thinking?

Cultural change: Does the organization recognize that the team-based, collaborative, empowering, enabling organizational culture of the future is different than the traditional, hierarchical organization^[3] it may currently be? Is the organization planning to or in the process of changing how it rewards, recognizes, appraises, hires, develops, plans with, motivates and manages the people it employs? Does the organization plan to use failures for learning and support reasonable risk? Does the organization recognize that the more it can change its climate to support teams, the more it will receive in pay back from the work of the teams?

Spend time and attention on each of these twelve tips to ensure your work teams contribute most effectively to your business success. Your team members will love you, your business will soar, and empowered people will “own” and be responsible for their work processes. Can your work life get any better than this?

(Adapted from: [www. about. com](http://www.about.com))



New Words and Expressions

oriented ['ɔ: rientid, 'əuriəntid] *adj.* adjusted or located in relation to surroundings or circumstances 以……为方向(目的)的,面向的



accomplish [ə'kɒmplɪʃ] *vt.* put in effect; carry out a task; execute the decision of the people
完成, 实现, 做成功

overall ['əʊvəɹɔ:l] *adj.* involving only main features; including everything 总体的; 全面的; 综合的; 全面考虑的

seminar ['seminɑ:] *n.* a small group of students meeting regularly under the guidance of a tutor, professor, etc, to exchange information, discuss theories, etc 研讨班, 研讨小组

executive [ig'zekjʊtɪv] *n.* a person or group responsible for the administration of a project, activity, or business 主管, 高级行政人员, 执行官

empower [ɪm'paʊə] *vt.* to give or delegate power or authority to; authorize 授权, 准许

charter ['tʃɑ:tə] *n.* a formal document from the sovereign or state incorporating a city, bank, college, etc, and specifying its purposes and rights 许可证; 纲领, 宪章, 宣言

collaboration [kə'læbə'reɪʃən] *n.* the act of working with another or others on a joint project 合作, 协作

interpersonal [ɪntə'pɜ:sənəl] *adj.* between persons; involving personal relationships 人与人之间的, 人际的

priority [praɪ'ɔrɪti] *n.* the condition of being prior; antecedence; precedence 优先权, 重点; 优先考虑的事

hierarchical [ˌhaɪə'rɑ:kɪkəl] *adj.* classified according to various criteria into successive levels or layers 分等级的



Notes

1. **enterprise mission**: 企业使命, 是指企业在社会经济发展中所应担当的角色和责任。是指企业的根本性质和存在的理由, 说明企业的经营领域、经营思想, 为企业目标的确立与战略的制定提供依据。
2. **lean manufacturing**: 精益制造, 又称精益生产 (Lean Production, 简称 LP), 其中“精”表示精良、精确、精美; “益”表示利益、效益等等。精益生产就是及时制造, 消灭故障, 消除一切浪费, 向零缺陷、零库存进军。它是美国麻省理工学院在 1986 年提出来的。他们在做了大量的调查和对比后, 认为日本丰田汽车公司的生产方式是最适用于现代制造企业的一种生产组织管理方式, 称之为精益生产, 以针对美国大量生产方式过于臃肿的弊病。精益生产综合了大量生产与单件生产方式的优点, 力求在大量生产中实现多品种和高质量产品的低成本生产。
3. **hierarchical organization**: 等级制组织结构, 是权威的等级制度, 是指工作人员处于等级序列中, 由上级监督和指导下属。在 20 世纪 60 年代, 注重标准化产品和可替代技能的管理自然地引导着企业内自上而下的权力流。包括工作在内的所有人都相信, 只有那些能够管理整个企业的人才才是等级制中的高层人员, 因为只有他们才了解整个公司, 只有他们才能把所有分散的工作统一起来, 这就是传统等级制的企业组织结构。



Extended Business Views

What Makes a Good Team Leader?

The way a team is led will have a major impact upon the success or otherwise of the team. When asked what they want from a team leader, team members will often identify several values they would want a leader to hold:

- **commitment to**¹ people as well as task is the first key element
- desire to support and serve the team as well as lead from the front
- enthusiasm, energy, inspiration and sufficient **expertise**²
- willingness to shoulder responsibility rather than **pass the buck**³
- ability to make the team come together to achieve more than a group of individuals.

Commitment to people

Most team members are primarily concerned about relationship and about being valued as a team member, before they are concerned about the task that the team is to undertake. Feeling secure in a group environment is an important **pre-requisite**⁴ before individual contribution.

The good team leader is able to spend time building the team, not only when the team starts off, but when a **newcomer**⁵ joins an existing team.

Desire to support and serve

Whilst team members want to see the ability to lead from the front, they are also strongly motivated by the ability to lead from the back! Servant leadership from the team leader is vital if team members are in turn, to want to serve each other. This is a particularly key topic for Christian leaders. There is a balance to be struck between a willingness to take on any **chores**⁶ that need to be done by the team, and taking an inappropriate balance of roles so that the leadership is **diminished**⁷.

Enthusiasm, energy, inspiration and expertise

Unsurprisingly team members want to be inspired and motivated by team leadership which has the energy and enthusiasm to **fire them up**⁸. However, they also want to feel secure that the team leader has themselves, or has access to, the necessary expertise to lead the

1 commitment[kə'mɪtmənt] to 对……作出承诺, 承担义务, 担负责任; 使(自己)致力于……

2 expertise[,ekspɜ: 'ti: z] n. 专门知识或技能

3 pass the buck 推卸责任, 把为难的事推给别人

4 pre-requisite[pri-'rekwi: zɪt] n. 先决条件

5 newcomer['nju: kʌmə] n. 新来的人; 新手

6 chore[tʃɔ:] n. 零星工作(尤指家常杂务)

7 diminish[di'mɪnɪʃ] v. 减少了的, 被贬低的

8 fire up 点火, 点燃; (使)突然生气, 勃然大怒