

英国剑桥大学考试委员会推荐

新编剑桥商务英语 (高级)

学生用书

(第三版)



SUCCESS WITH **BEC**
STUDENT'S BOOK **HIGHER**

PAUL DUMMETT
WITH COLIN BENN



经济科学出版社
Economic Science Press

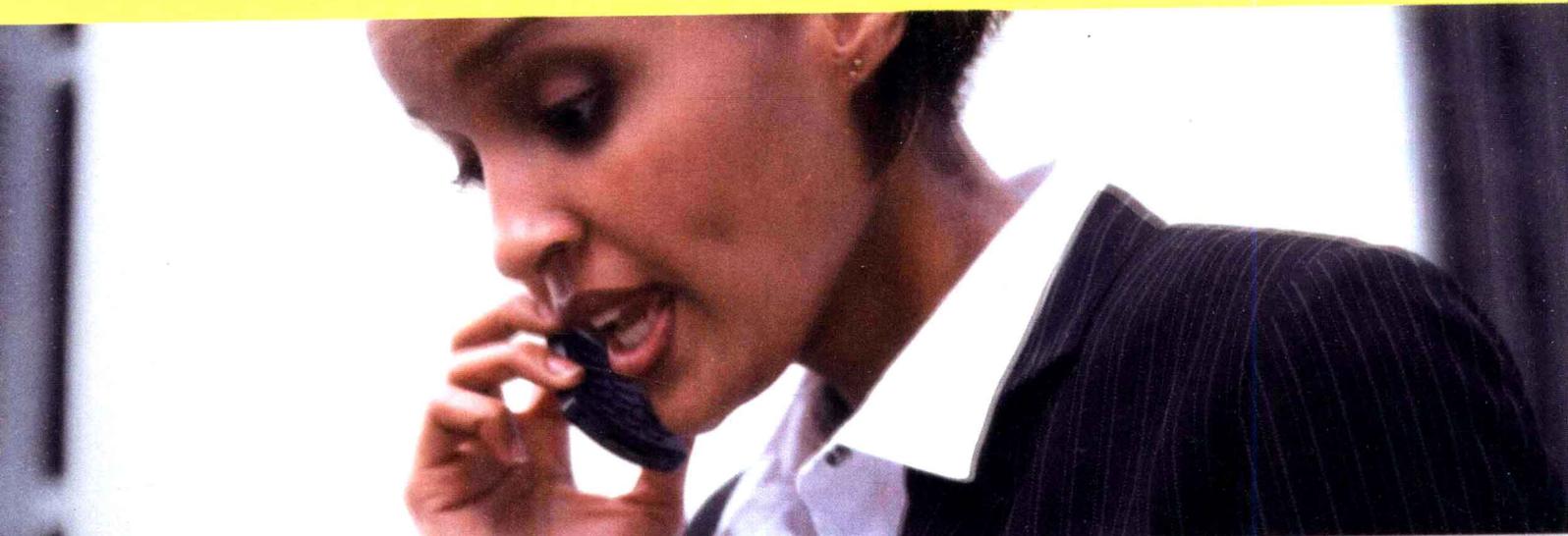


Summertown
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H I G H E R

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WITH **BEC**

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H I G H E R

SUCCESS WITH **BEC**

THE NEW BUSINESS ENGLISH CERTIFICATES COURSE



S T U D E N T ' S B O O K

PAUL DUMMETT with COLIN BENN

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MODULE	BUSINESS TOPIC	BUSINESS SKILLS	EXAM SPOTLIGHT
1	1.1 Working life <i>page 6</i> Vocabulary: Describing working life Reading: Attitudes to work Grammar: Gerund and infinitive Listening: The future of human resources Vocabulary: CVs and personal summaries Reading: The anonymous CV	1.2 Asking and answering questions <i>page 12</i> Listening: An environmental accident Grammar: Indirect questions Speaking: A job interview	1.3 Reading Test: Introduction and Part One <i>page 14</i> Key skill: Summarising
2	2.1 Growing the company <i>page 16</i> Vocabulary: Parts of a company Vocabulary: Growth strategy Reading: SAP competes with 'organic growth' Grammar: Past tenses Writing: Writing about the past Reading: Mergers and acquisitions Listening: The PeopleSoft takeover Writing: A press release Reading: Organisational culture Speaking: An employee survey	2.2 Presenting facts <i>page 22</i> Listening: Falling shares Speaking: Presenting facts	2.3 Speaking Test: Introduction and Part One <i>page 24</i> Key skills: Talking about yourself and your work; Expressing opinions
3	3.1 Communication at work <i>page 26</i> Vocabulary: Means of communication Reading: Better communication? Grammar: Verb patterns Listening: Dealing with problems Speaking: Handling calls sensitively	3.2 Email exchange <i>page 32</i> Writing: Formal and informal emails	3.3 Listening Test: Introduction and Part One <i>page 34</i> Key skill: Prediction
4	4.1 The art of selling <i>page 36</i> Vocabulary: Selling Listening: Sales techniques Reading: Advertising trends Grammar: Tenses and time phrases Grammar: Transitive and intransitive verbs Speaking: In the field Writing: A sales report	4.2 Presenting figures <i>page 42</i> Vocabulary: Describing performance Listening: A sales forecast Speaking: Presenting figures	4.3 Writing Test: Introduction and Part One <i>page 44</i> Key skill: Analysing a graph
5	5.1 Money and finance <i>page 46</i> Vocabulary: Money expressions Speaking: A bank loan Listening: A culture of debt Grammar: Expressions of comparison Speaking: Choosing an investment Vocabulary: Company finance Reading: A financial summary	5.2 Discussing options <i>page 52</i> Vocabulary: Business costs Listening: Discussing costs Speaking: Discussing options and making recommendations	5.3 Listening Test: Part Two <i>page 54</i> Key skill: Matching
6	6.1 Purchasing power <i>page 56</i> Vocabulary: Online trading Speaking: Managing suppliers Reading: How the supermarkets are squeezing their suppliers Grammar: Relative and participial clauses Listening: A contract to supply Grammar: Ordering events: tense practice Writing: A letter of complaint	6.2 Telephoning <i>page 62</i> Vocabulary: Telephone expressions Speaking: Problems with orders	6.3 Writing Test: Part Two <i>page 64</i> Key skill: Letter writing conventions

MODULE	BUSINESS TOPIC	BUSINESS SKILLS	EXAM SPOTLIGHT
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8	8.1 Being responsible <i>page 76</i> Vocabulary: Environmental problems Reading: Trading pollution quotas Grammar: Use of prepositions with statistics Writing: Describing a graph Listening: Corporate social responsibility Grammar: Gerunds and infinitives	8.2 Formal meetings <i>page 82</i> Vocabulary: Business meetings Grammar: Modal verbs Speaking: Discussing business ethics	8.3 Reading Test: Part Four <i>page 84</i> Key skill: Choosing the right word
9	9.1 Innovation <i>page 86</i> Vocabulary: Describing products Speaking: Market research Grammar: Collocations: verb + preposition Listening: A product presentation Reading: Don't waste your money on innovation Listening: Idioms Grammar: <i>would</i> Writing: A letter in response to a request	9.2 Negotiating <i>page 92</i> Reading: Getting past no Speaking: Business angels: a negotiation	9.3 Reading and Listening Test: Part Three <i>page 94</i> Key skill: Key words
10	10.1 Travel and entertainment <i>page 96</i> Vocabulary: Business travel Listening: A team-building day Grammar: Future forms Reading: Events management Vocabulary: <i>go</i> and <i>get</i> Reading: Planning a corporate event Speaking: Making a pitch	10.2 The language of proposals <i>page 102</i> Listening: Taking notes Reading: Two proposals Writing: A proposal for a corporate event	10.3 Speaking Test: Part Three <i>page 104</i> Key skill: Structuring a discussion
11	11.1 The economy <i>page 106</i> Vocabulary: Economic issues Reading: The new philanthropists Grammar: Conditionals (types 1 and 2) Speaking: Socio-economic problems Reading: Nicaragua? Yes, please! Listening: Relocation experiences	11.2 Effective writing <i>page 112</i> Writing: Written business communication Writing: A delicate letter	11.3 Speaking Test: Part Two <i>page 114</i> Key skill: Organising your thoughts
12	12.1 Crossing cultures <i>page 116</i> Vocabulary: Globalisation Reading: Cross-cultural communication Reading: Understanding cultural differences Grammar: Speculation Reading: China rules Listening: Understanding business culture Writing: A market profile report	12.2 Social English <i>page 122</i> Vocabulary: Conversation starters Listening: Small talk: short responses Speaking: Social situations	12.3 Reading Test: Part Five and Part Six <i>page 124</i> Key skills: Choosing the right word; Identifying redundant words

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 Business idioms *page 134* Listening scripts *page 134*

1.1

Working life

VOCABULARY

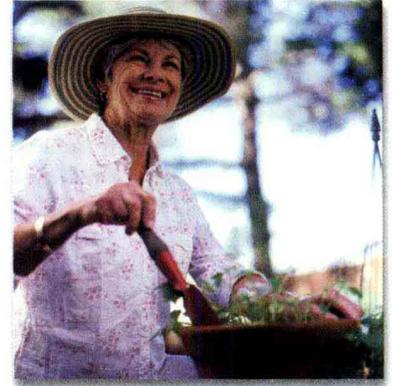
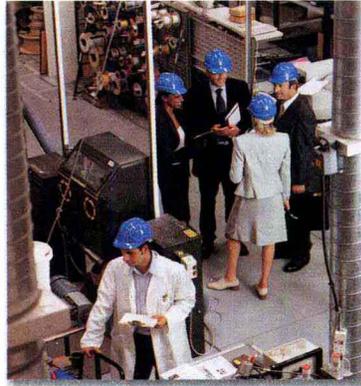
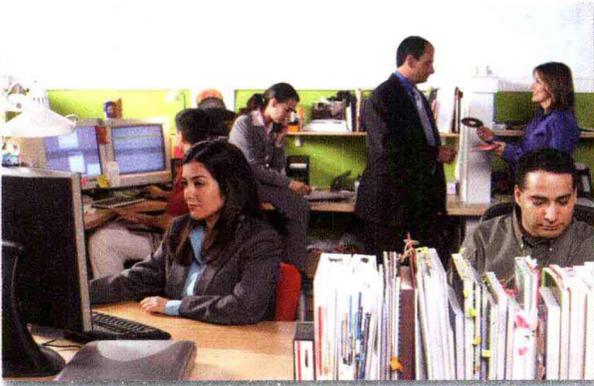
Describing working life

1 What does this quotation mean to you?

'Life is what happens to you while you're busy making other plans.'
John Lennon, English singer & songwriter (1940-1980)

2 Discuss these questions.

- 1 How many jobs do you expect to have in your life? 1-3 4-7 8 or more
- 2 Would you prefer to be self-employed or an employee? Why?
- 3 In fifteen years' time, do you expect to be working more or less than now?
- 4 At what age do you expect to stop working? 55 65 75



3 Underline the best word to complete each sentence.

- 1 At the moment, people generally retire / resign at 65.
- 2 I joined / applied for the company when I was 25 and have worked there ever since.
- 3 What's the best way to pay / reward our employees for good performance?
- 4 About 700 staff were laid off / dismissed when the company lost the contract to supply Toyota.
- 5 We have educated / trained our staff in the use of laser equipment.
- 6 I'm going to leave / change the company at the end of the year.
- 7 E and G Consultants recruits / employs from the top business schools.
- 8 Companies need to offer parents of young children more flexible / overtime hours.
- 9 They used only to offer permanent posts, but now most new contracts are temporary / part-time ones.
- 10 I have one day off / holiday a week to attend a course at college.

4 Make sentences with the words you *didn't* use in Exercise 3.

5 Make nouns from the following verbs.

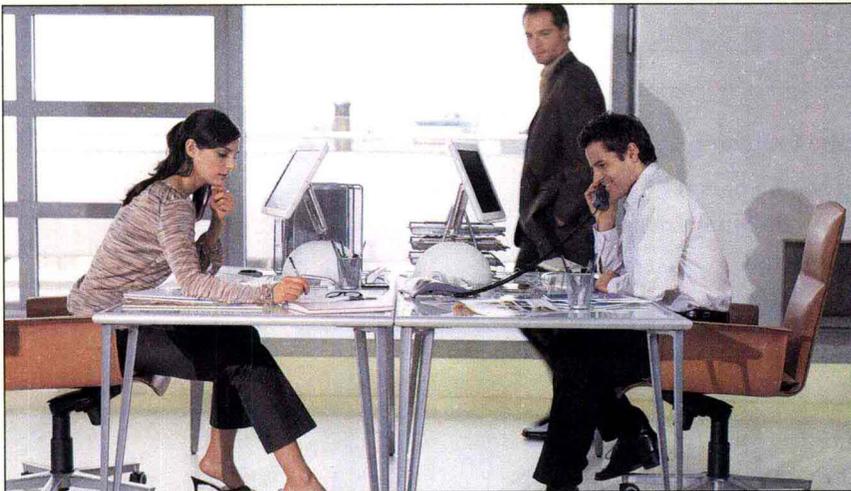
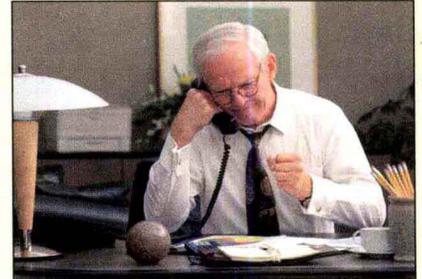
Verb	Noun	Verb	Noun
1 employ	employment	6 recruit	
2 promote		7 apply	
3 retire		8 dismiss	
4 resign		9 pay	
5 train		10 reward	

Attitudes to work

- 6 Do you think that people starting work now have a different attitude to work than their parents did? If so, in what ways? *Yes.*
- 7 Look at the newspaper article and read the title. What does the title suggest to you? Read the article and check if you were right.

Young workers want it all, now

Oh, and they'll need to take next Friday off, too



DETROIT – Kurt Jennings, hoping to start a career in radio sales, thought he was prepared to answer any question during his recent interview. Then the radio executive opened the interview with, ‘So, we call you guys the “Entitlement Generation”. You imagine you’re entitled to everything.’

There is an impression that the current generation of young workers has high

expectations for salary, responsibility and job flexibility, but little appetite for hard work and little sense of loyalty to a company.

‘A lot of twenty-somethings have a hard time making the transition to work – typically kids who’ve had success early in life and who’ve become used to getting instant gratification,’ says Dr. Levi Cohen, a paediatrics professor. He says

that coddling parents and colleges often fail to prepare students for the realities of adulthood and working life.

Many employers, from corporate executives to restaurateurs, agree.

‘It seems they expect to have in their first week everything that the veteran has worked 20 or 30 years to earn,’ says Mike Amor, the owner of a Salt Lake City chain of restaurants.

Kurt had this reply for his interviewer at the radio station: ‘Maybe we were spoiled by your generation. But “entitled” is too strong a word,’ he said. ‘Do we think we’re deserving if we’re going to go out there and break our backs for you? Yes.’

He ended up getting the job.

But some experts say that having high expectations, and telling your boss what they are, isn’t necessarily a bad thing.

‘It’s true they’re not all rushing to bury themselves in a cubicle and follow orders for the next 40 years, but why on earth should they?’ asks Jeff Bartlett, a University of Carolina psychologist.

- 8 Do you think the younger generation is spoiled and expects too much? Or do you think the older generation sacrificed their lives (and fun in their lives) for work? *No. Yes.*
- 9 What do the following phrases from the text mean?

- 1 little appetite for hard work
- 2 twenty-somethings
- 3 instant gratification
- 4 coddling parents and colleges
- 5 we were spoiled by your generation
- 6 break our backs for you
- 7 bury themselves in a cubicle

Grammar Tip

We say:

I am good at making decisions but

He intends to run for President.

Gerund and infinitive 动名词和不定式

1 Which of the verbs or phrases in the box take the gerund (-ing) and which ones take *to* + infinitive (*to do*)?

~~be good at~~ ~~plan / intend / aim~~ be worth fail be reluctant
 have trouble / difficulty hope / expect manage succeed in
 decide think about / consider enjoy avoid involve have
 be used to / accustomed to be willing / prepared

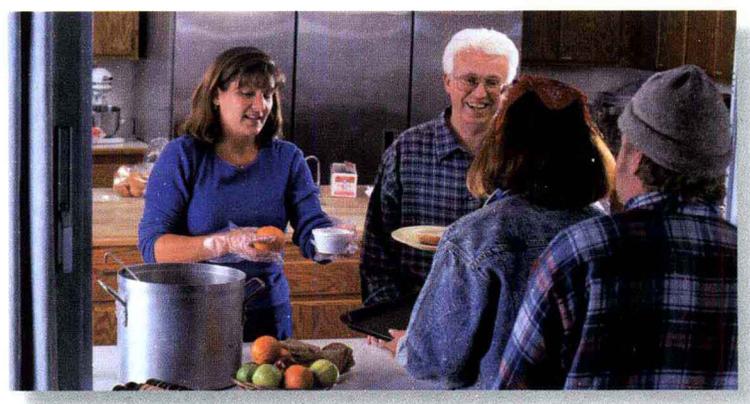
+ gerund (-ing)	+ to + infinitive (to do)
be good at	plan / intend / aim
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

2 Which of the following pairs of phrases is the odd one out grammatically? Why?

- 1 be good at - be bad at
- ② be willing - be reluctant
- 3 succeed in - fail
- 4 enjoy - dislike

3 Complete these sentences.

- 0 When I retire, I plan to do some voluntary work for a charity.
- 1 When I retire, I plan ...
- 2 I think I'm quite good at ...
- 3 Before attending a job interview, it's worth ...
- 4 My job involves ...
- 5 When speaking English, I often have difficulty ...
- 6 At work I feel satisfied if I manage ...
- 7 For my summer holiday this year, I am considering ...
- 8 If I was offered more money, I would be willing ...
- 9 The hardest thing about starting a new job is getting used to ...
- 10 I get annoyed with colleagues if they fail ...



4 Choose five of the phrases in exercise 1 and make sentences about your own working life.

LISTENING

Exam Success

Study the options carefully before listening. When listening, be aware that each correct answer on the page will paraphrase what you hear, ie have the same meaning, but use different words.

The future of human resources

5 1.1 You will hear five human resources (HR) managers talking about the key issues in human resources facing companies today.

- The first time you listen, indicate which employee group in the workforce they are talking about.
- The second time you listen indicate what actions they propose to take to deal with each issue.

TASK ONE - EMPLOYEE GROUP

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____

- A older employees (50-60)
- B new recruits
- C trainees
- D senior management
- E young highly qualified employees
- F women
- G retired employees
- H disabled workers

TASK TWO - PROPOSED ACTION

- 6 _____
- 7 _____
- 8 _____
- 9 _____
- 10 _____

- A efforts to retain good employees
- B the introduction of more flexible working arrangements
- C linking salaries more closely to results
- D more focus on job training for employees
- E encouraging people back from retirement
- F more support for working parents
- G developing a more positive attitude towards older workers
- H reducing staff costs

6 You've heard the priorities of HR managers. What are your priorities for your working life? Consider the following:

- flexible hours
- working environment
- pay
- training
- career prospects
- retirement

CVs and personal summaries

1 What do you call someone who ...?

- | | |
|-------------------------------------|--------------------|
| 0 employs people | <i>an employer</i> |
| 1 is employed by a firm | _____ |
| 2 applies for a job | _____ |
| 3 is interviewed for a job | _____ |
| 4 is seeking (looking for) a job | _____ |
| 5 participates in something | _____ |
| 6 has left university with a degree | _____ |

2 Do this exercise from an online guide for employers.

Guide for employers

CVs and covering letters are essential tools in the search for the right candidate for the job and you should use them as a snapshot of a potential candidate. Being able to read between the lines will help you in your task of putting the right person in the right job. Look at these three examples of *personal summaries* from first-time job applicants received by a leading consultancy firm. Which applicant would you employ and why?

1 A dynamic and knowledgeable IT graduate who can bring success to your business, I have excellent interpersonal skills and considerable experience of designing software solutions. Whether working as part of a team or independently, I have the ability to come up with the goods.

2 I am a successful business entrepreneur seeking to return to a large organisation after years of running my own company. I have experience of all aspects of business and would welcome the chance to share this expertise with clients of a forward-looking consultancy firm.

3 A self-motivated graduate with a masters in economics, I have pre-course experience in the Economic Studies department of a subsidiary of Exxon Mobil, where I enjoyed six months working with the back office team. Adaptable, efficient and keen to learn.

READING

The anonymous CV

3 Underline which elements should definitely be included in a CV (the others are 'optional extras').

- | | |
|-----------------------|--|
| 1 name | 11 goals and objectives |
| 2 address | 12 education – primary, secondary, higher education |
| 3 telephone number | 13 other skills or qualifications (membership of associations, driving licence, etc) |
| 4 email address | 14 employment history – company, job title, responsibilities, results |
| 5 age / date of birth | 15 hobbies and interests |
| 6 sex | 16 languages |
| 7 marital status | 17 references |
| 8 nationality | 18 personal achievements |
| 9 personal summary | |
| 10 personal qualities | |

4 Read the first part of the text. What is the idea behind an anonymous CV? 匿名个人简历

Geneva fights prejudice with anonymous CVs

Prospective employees in Geneva are to send in anonymous job applications as part of a pilot project to tackle discrimination.

The trial, the first of its kind in Switzerland, has been launched by the canton's integration office and involves three major employers.

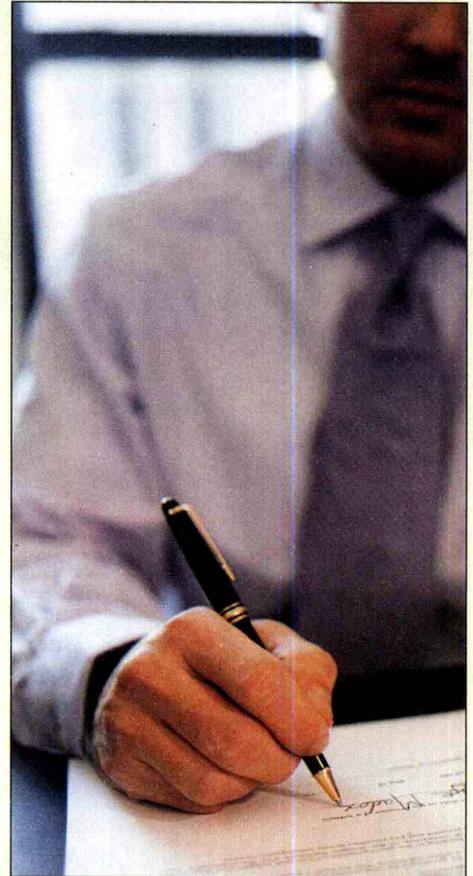
Retailer Migros, energy provider SIG and the commune of Vernier have all signed up to participate in the scheme.

Under the terms of the project, which will last for three months, job-seekers will send in CVs detailing their skills and experience but omitting their name, address, age, sex, any religion or disability and photo.

The aim is to give all applicants an equal chance of being called up for interview.

'It is impossible to quantify but we know there is much more discrimination than we are aware of. There are some unemployed people who are not getting interviews because they are of a different nationality, colour or religion,' André Castella, head of the project, told Swissinfo.

'The important thing is that candidates who have the right skills for a job should be seen, and we want to give them the chance to be heard. There are employers out there who refuse to consider Africans.'



5 Read the second part of the text and put one word in each space.

Castella said another aim of the trial was to encourage employers (0) *and* the public to talk about discrimination and to raise awareness about the scale of injustice.

He added that the idea of anonymous CVs had already been tested in France where the country's National Assembly is due to consider making the practice mandatory for all firms (1) _____ more than 50 employees.

Jean-Charles Bruttomesso, Director of Human Resources at Migros Geneva, said all applications for positions until June 30 (2) _____ be considered purely on the basis of skills and experience. He noted that

the retailer's involvement in the project was part of ongoing equal opportunity efforts.

'This initiative is an occasion for (3) _____ of us to think about our prejudices and other preconceived ideas and question them,' he said.

Those behind the scheme admit that an anonymous CV will (4) _____ rule out the possibility of discrimination once a candidate arrives for an interview but they stress (5) _____ it is an important first step. The launch of the pilot project forms part of the canton's week-long series of events (6) _____ racism and discrimination.

6 Do you think this initiative will be effective in eliminating discrimination by employers?

5 Convert the following questions into tag questions.

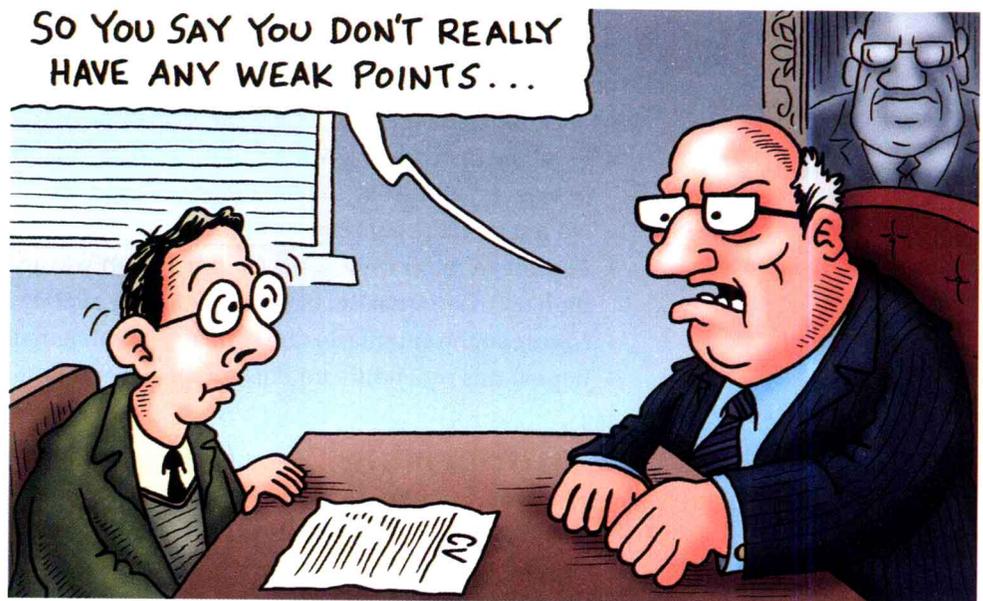
- 0 Are you interested in a full-time job?
You're interested in a full-time job, aren't you?
- 1 Are you married?
_____?
- 2 Can't you start tomorrow?
_____?
- 3 Have you only worked for smaller companies?
_____?
- 4 Did you manage to find our offices easily?
_____?
- 5 Is this your first real job?
_____?
- 6 Would you be able to work part-time?
_____?

SPEAKING

A job interview

6 How would you feel if you were asked these questions? How would you reply?

- 1 Can you tell me why you think you'll be good at this job?
- 2 Why should I employ you?
- 3 You don't have much experience in this field, do you?
- 4 You've taken quite a lot of time out from work. Why is that?
- 5 You are quite a quietly-spoken person. Do you have trouble asserting yourself?
- 6 Now, your last job. Did you choose to leave?
- 7 And what do you know about our company?
- 8 So tell me what you did yesterday.



7 Work with a partner. Each choose one of the following jobs to be interviewed for. Prepare five questions each and then take it in turns to adopt the role of interviewer and interviewee. Try to put your interviewee 'on the spot'.

- firefighter restaurant manager web designer
- fundraiser for local sports club trainee investment advisor

1.3

Reading Test: Introduction and Part One

EXAM FORMAT

The Reading Test has six parts, in which there are a total of 52 questions, and lasts one hour. It carries 25% of the total marks. The texts are all business-related and vary between 150 and 500 words in length. Each part tests a particular reading skill or understanding of language structure.

Exam Success

In the exam, you have an hour to read over 2,000 words, so try to develop your reading speed. The only way to do this is to practise:

- Read English business texts, eg *Time*, *Newsweek*.
- Get your news from English Internet sites, eg the BBC, CNN.

Part	Text type	Skill focus	Task
1	Single text or 5 short texts (450 words)	Reading for global meaning; summarising	Matching summaries to each section of text
2	Single text (450–500 words)	Reading for detail; understanding structure	Inserting missing sentences into text
3	Single text (500–600 words)	Reading for general meaning and specific detail	4-part multiple choice comprehension questions
4	Single text (250 words)	Understanding meaning and grammar of individual words	Gap-fill; multiple choice (4-choice)
5	Single text (250 words)	Finding missing words to give meaning and cohesion	Open gap-fill (one word per gap)
6	Single text (150–200 words)	Understanding grammatical structure	Identifying incorrect or unnecessary words

APPROACH

Part One

Part One is a test of reading for gist or global meaning. Five texts or sections have to be matched to five sentences that summarise the general view being expressed in each. Follow these steps.

- Read the instructions twice and make sure you understand the context of the passage(s) and what you are being asked to do.
- Do not read the summaries first.
- Bearing in mind what general information you are looking for, read the first text and then try to summarise, in your head, the general view it expresses.
- Now read the summaries and find the one that matches your own mental summary.
- Repeat this procedure for each of the other four texts.

KEY SKILL

Summarising

- I Write a one-sentence summary for this passage. Compare your answer with your partner.**

I favour a direct approach to interviewing where the questions really put the candidate under pressure and test their reactions. If you look at manuals on interviewing technique, you'll find that most advise you first to make the candidate feel at ease, and then to ask open-ended questions that give them the freedom to talk and express themselves as they would like. But I think we're being far too nice here. By allowing people to dictate the direction of the interview, we run the risk of not discovering who they really are and wasting everyone's time.

2 Following the approach described above, do this Reading Test Part One. Give yourself about twelve minutes.

PART ONE

Questions 1–8

- Look at the sentences below and at the five extracts from an article on employee motivation.
- Match each statement 1–8 to one of the extracts (A, B, C, D or E).
- You will need to use some of the letters more than once.
- There is an example at the beginning (0).

Example:

0 Job satisfaction is the key to an employee's motivation. D

- 1 Companies usually try to motivate employees with extra payment or verbal praise.
- 2 Financial rewards don't work so well when the manager assesses performance himself.
- 3 In the end, motivation has to come from the person himself.
- 4 Loyalty and commitment are two different things.
- 5 Employees are committed when they understand and believe in the company's aims.
- 6 Most employees see rewards as an end in themselves.
- 7 How well you work does not depend on how good your working conditions are.
- 8 Good relations between managers and workers create the right working environment.

A

Fundamental to the issue of motivation is the distinction between employee loyalty to the company and employee commitment. Employees feel loyal when they feel comfortable and well looked after: job security, reasonable conditions of pay, generous holiday entitlement, medical insurance and a good pension. Without these conditions an employee will feel neither loyalty to the company nor any motivation to work. But it is also possible that even with good conditions, the employee may not feel motivated. This is because performance is not directly related to working conditions: an employee can feel secure, whether he works hard or not.

B

Motivation has more to do with commitment to the job. The conditions that produce commitment are different from those that inspire loyalty. Committed employees will have a clear sense of the goals of the company and understand their part in contributing to achieving them. Moreover, they will believe that these goals are worth working for: they will derive job satisfaction from what they do. So companies who want a motivated staff ought to be spending their time thinking about their goals and communicating these with enthusiasm to their staff.

C

Instead, the motivation debate seems to focus on rewards, either financial or non-financial. For example, money is commonly used as an incentive for sales people or others with measurable targets to reach. Sometimes it is also used to reward employees whose performance has been evaluated subjectively by a line manager. This is less satisfactory. Verbal commendation is also used to motivate, from a simple word of encouragement in the employee's ear to a public award ceremony.

D

But do all these types of rewards motivate people? Well, yes, they do. They motivate them to get rewards. What they don't necessarily do is motivate them to be a committed employee and do a good job. What really motivates people is the level of satisfaction they find in their work. As Herzberg famously put it: 'If you want people motivated to do a good job, give them a good job to do.'

E

So the real motivators are things which are intrinsic to the job: that the employee feels part of a unit that is working towards something worthwhile. And from this, as long as communication between employee and management is open and respectful, will come recognition for good work, advancement in the company and personal growth. The best that companies can do is to create such an environment and then hope that within it people are able to motivate themselves.