

BEC

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CERTIFICATE

剑桥商务英语

写作教程

总主编 侯新民

BEC 2

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剑桥商务英语写作教程

BEC 2

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世界图书出版公司

西安 北京 广州 上海

图书在版编目(CIP)数据

剑桥商务英语写作教程/侯新民总主编.—西安:世界图书出版西安公司,2006.1

ISBN 7-5062-7520-1

I. 剑... II. 侯... III. 商务—英语—写作—自学参考资料 IV. H315

中国版本图书馆 CIP 数据核字(2005)第 093276 号

剑桥商务英语写作教程(BEC 2)

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视觉设计 吉人设计

出版发行 世界图书出版西安公司
地 址 西安市南大街 17 号
邮 编 710001
电 话 029-87214941 87233647(市场营销部) 029-87232980(总编室)
传 真 029-87279675 87279676
经 销 各地新华书店
印 刷 陕西奇彩印务有限责任公司
开 本 880×1230 1/16
印 张 14.125
字 数 280 千字

版 次 2006 年 1 月第 1 版 2006 年 1 月第 1 次印刷
书 号 ISBN 7-5062-7520-1/H·653
定 价 17.80 元

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前 言

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。该考试是一项水平测试,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技能进行全面的考查,对于成绩合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。由于该证书具有一定的权威性,现已成为所有举办该考试的一百多个国家和地区求职的“通行证”。

随着我国对外开放的不断发展,特别是中国加入 WTO 以来,世界各国著名的集团公司、金融机构以及工商企业纷纷前来投资,在中国设立分支机构、分公司以及同国内企业合资办企业,引发了新一轮对高素质、复合型外经贸人才的大量需求。这类人才要求能熟练掌握并灵活运用国际商务英语,同时熟知外经贸专业知识及国际贸易惯例。

目前 BEC 考试在我国非常热门,尤其是南方各大城市,每次报名的人数上千万,这个数字还在呈逐年上升的趋势,因此 BEC 考试点也在不断地增加。现在在全国各大城市均设有 BEC 考试中心。许多希望进入外国企业工作的大学生都纷纷走向 BEC 的考场,以便获得证书,增加求职的砝码。

为了满足市场的需求,帮助 BEC 考生尽快地了解考试试题的规律,掌握必要的应试技巧,打下坚实的基础,做好充分的准备,并顺利地通过考试,我们特编写了剑桥商务英语 (BEC 2) 系列教程。

该系列教程由五个分册构成:剑桥商务英语听力教程 (BEC 2 听力),剑桥商务英语口语教程 (BEC 2 口语),剑桥商务英语阅读教程 (BEC 2 阅读),剑桥商务英语写作教程 (BEC 2 写作) 和剑桥商务英语 (BEC 2) 全真测试题集。该系列教程的特点有以下几个方面:

1. 循序渐进,由易到难

本系列教程,每册基本上由试题简介(包括试题形式、内容、要求等),基本功训练,专项训练和讲解,应试技巧及模拟测试等部分组成。语言简明扼要,深入浅出,内容由易到难,循序渐进。考生可以逐步了解考试全貌,并逐渐提高应试能力。

2. 内容丰富,覆盖面广

本系列教程,包括了 BEC 考试的方方面面,既有听、说、读、写,又有全真测试题集。考生可先进行基础训练,专项训练,然后再进行综合训练,以期达到扎实的语言基本功和较高的语言运用能力。

3. 有的放矢,实用性强

本系列教程主要针对剑桥商务英语证书(BEC)考试的四个部分,即听、说、读、写的内容、任务、要求进行细致的讲解,所提供的应试策略方向明确,易于操作,实用性强。

参加这套系列教程的编写人员均是长期从事剑桥商务英语证书(BEC)考试培训的,有丰富教学经验的教师。我们相信,只要考生认真学习本系列教程,就一定能提高自己的英语水平,并在未来的考试中取得理想的成绩。

本套教程适合参加剑桥商务英语证书(BEC 2)考试的人员作商务英语学习和考前培训使用,也可供大专院校学生、从事商务工作的一般工作人员学习英语时参考使用。

由于编者水平有限,书中难免有疏漏和不足之处,敬请各位同行和广大读者不吝指教,当不胜感激之至。

编 者

2005年11月

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Chapter One

A Brief Introduction to BEC Vantage Writing

BEC Vantage Writing test consists of two parts. The time allowed is 45 minutes. The functions/communicative tasks of part one are giving instructions, explaining developments, asking for comments, requesting information, agreeing to request. The input is rubric only (plus layout of output text type). The response required is internal communication (medium may be note or message or memo or e-mail) (40 ~ 50 words). The register is neutral/informal. The functions/communicative tasks of part two are made up of three areas. The first is correspondence: e.g. explaining, apologizing, reassuring, complaining. The second is report: describing, summarizing. The third one is proposal: describing, summarizing, recommending, persuading. The input is one or more pieces from: business correspondence (medium may be letter, fax or e-mail), internal communication (medium may be note, memo or e-mail), notice, advert, graphs, charts, etc. (plus layout if output is fax or e-mail). The response required is business correspondence (medium may be letter, fax or e-mail) or short report or proposal (medium may be memo or e-mail) (120 ~ 140 words). The register is neutral/informal. Now let us have a detailed look at the tasks of the BEC Vantage Writing test.

For BEC Vantage, candidates are required to produce two pieces of writing:

- *an internal company communication; this means a piece of communication with a colleague or colleagues within the company on a business-related matter, and the delivery medium may be a note, message, memo or e-mail;*
- *and one of the following;*
- *a piece of business correspondence; this means correspondence with somebody outside the company (e.g. a customer or supplier) on a business-related matter, and the delivery medium may be letter, fax or e-mail.*
- *a report; this means the presentation of information in relation to a specific issue or events. The report will contain an introduction, main body of findings and conclusion; it is possible that the delivery medium may be a memo or an e-mail.*
- *a proposal; this has a similar format to a report, but unlike the report, the focus of the proposal is on the future, with the main focus being on recommendations for discussion; it is possible that the delivery medium may be a memo or an e-mail.*

Part One

In this part candidates are presented with the context in the task rubric. This

explains the role the candidate must take in order to write a note, message, memo or e-mail of around 40 to 50 words using a written prompt. It also identifies who the message is to be written to. The prompt is included in the instructions, in the form of bullet points clearly stating the pieces of information that must be incorporated into the answer.

Where the delivery medium specified for a Part One answer is a memo or an e-mail, candidates need not include to/from/date/subject details.

Part Two

In the second Writing task, candidates are required to write 120 to 140 words in the form of business correspondence, a short report or proposal. There is an explanation of the task and one or more texts as input material. These texts may contain visual or graphic material and have 'handwritten' notes on them.

Where the delivery medium specified for a Part Two answer is a letter, candidates need not include postal addresses in their answer. Similarly, where the delivery medium specified is a fax, candidates need not include 'fax header' details, and where the delivery medium specified is a memo or an e-mail, candidates need not include to/from/date/subject details.

For BEC Vantage Writing component, candidates write their answers on lined paper provided by the center.

Writing Assessment

Each Writing task is marked by a trained examiner. Examiners mark in teams, monitored by Team Leader. Each marking session is led by a Principal Examiner.

Examiners refer to a General Mark Scheme which gives detailed descriptions of performance at each of five levels of proficiency. In addition to this, a Task-specific Mark Scheme for each question gives guidance on the features an answer should contain.

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 summarises the content, organization, register, format and target reader indicated in the task.

Acceptable performance at BEC Vantage 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.

General Impression Mark Scheme

Band 5 Full realization of the task set.

- All content points included and expanded upon where the task allows.
- Controlled, natural use of language; minimal errors which are minor.
- Wide range of structure and vocabulary.

- Effective 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 content points adequately dealt with.
- Generally accurate, errors 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.
- A number of errors will be present, but they do not impede communication.
- Adequate range of structure and vocabulary.
- Organization and cohesion are satisfactory, on the whole.
- 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; some irrelevance is likely.
- Errors sometimes obscure communication, are numerous, and distract the reader.
- Limited range of structure and vocabulary.
- Content is not clearly organized or linked, causing some confusion.
- Inappropriate register and format.
- Negative effect on the reader.

Band 1 Poor attempt at the task set.

- Notable content omissions and/or considerable irrelevance, possible due to misinterpretation of the task set.
- Serious lack of control; frequent basic errors.
- Little evidence of structure and vocabulary required by task.
- Lack of organization, causing a breakdown in communication.
- 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.

Chapter Two

Basic Skills for Writing

Part One Sentence Writing

一、句子成分

概述: 句子成分有主语、谓语、表语、宾语、定语和状语。主语和宾语具有相同的表现形式: 名词、代词、数词、名词化的形容词、动名词、不定式、从句等。表语除了具有主语和宾语的表现形式外, 还可以用形容词、介词短语、分词、副词等来担任。定语和表语具有一样的广泛的形式。状语的表现形式有: 副词、不定式、分词、介词短语、名词、从句等。

1. 宾语——宾语分为动词宾语和介词宾语。英语及物动词必须有宾语, 及物动词一般只有一个直接宾语, 但有的及物动词需要双宾语——直接宾语和间接宾语。

(1) 双宾语

① give, show 等动词可以有两个宾语, 间接宾语通常指人, 直接宾语指物, 间接宾语一般放在直接宾语的前面。

例如: Do not give the teacher any trouble.

不要给老师惹麻烦。

Show me the best way to learn English.

告诉我学英语的最好的方法。

We gave the classroom a thorough cleaning.

我们彻底打扫了一下教室。

②用介词来表示间接宾语

A. 在 bring, give, hand, leave, lend, offer, pass, pay, promise, read, sell, send, show, take, teach, tell, write 等动词后可用 to 来表示间接宾语。

例如: He told the happy news to everybody.

他把这个令人高兴的消息告诉大家。

He showed the map to Bill.

他拿地图给比尔看。

I will leave everything to you then.

我会把一切留给你。

He passed the ball to the center forward.

他把球传到中前场。

B. 在 book, build, buy, cook, bake, fry, boil, cut, do, fetch, find, fix, get, keep, knit, leave, make, order, paint, reserve 等动词后可用 for 来表示间接宾语。

例如: I will find a job for John.

我会给约翰找个工作。

Mother has made a new dress for my sister.



妈妈给姐姐做了一件新衣服。

I bought a book for him.

我给他买了一本书。

Would you like to leave a message for him?

你给他留个条好吗?

C. 在 announce, communicate, describe, deliver, explain, express, introduce, mention, point out, repeat, report, return, say, shout, suggest, talk, whisper 等动词后如有间接宾语,则必须放在介词 to 后。

例如: He said nothing to his parents.

他对父母什么也没说。

He suggested the plan to me.

他向我提了一个计划。

Our teacher explained to us the difficult words in this lesson.

老师给我们解释课文中的难词。

(2) 复合宾语

英语中有些及物动词虽然有宾语但意义不完整,还要加上一个宾语补足语。宾语和宾语补足语一起构成复合宾语。复合宾语的特点是宾语和宾语补足语之间存在着逻辑上的主谓关系。

例如: They proved him (to be) wrong.

他们证明他错了。

They proved (that) he was wrong.

他们证明他错了。

I asked Bill to speak to Mr. Jones.

我让比尔跟琼斯先生说话。

I said, "Bill, would you speak to Mr. Jones?"

我说:“比尔,你跟琼斯先生说话好吗?”

(3) 表现形式

① 名词/代词 + 名词

带这种复合宾语的动词并不多,主要有: appoint, call, choose, designate, elect, entitle, find, leave, make, nominate 等。

例如: We chose him our leader.

我们选他做领导。

I find him a very clever man.

我发现他是一个很聪明的人。

② 名词/代词 + 形容词

带这种复合宾语的动词较多,其中 cut, turn, beat, paint, polish, rub, set, wash 等动词后一般都是形容词,表示动作完成后宾语所处的状态。

例如: The cold weather is turning the leaves yellow.

寒冷的天气使树叶都黄了。

The landlord beat the poor boy black and blue.

地主把这个穷孩子打得青一块的紫一块。

They painted the gate black.

他们把大门漆成了黑色。

③ 名词/代词 + 副词/介词短语

例如: I found him in.

我看见他进来了。

Please make yourself at home.

请随意。

④ 名词/代词 + 动词不定式

例如: I should guess her to be about fifty.

我猜她大约有 50 岁。

We like to have the room look clean and tidy.

我们希望这个屋子看起来干净整洁。

⑤ 名词/代词 + 分词

A. 能用现在分词作宾语补足语的动词: feel, hear, listen to, look at, notice, observe, perceive, see, smell, watch, catch, find, get, imagine, keep, leave, set, start, have 等。

例如: Can you smell something burning?

你闻到烧焦的味了吗?

You had better start the engine running.

你最好打开发动机。

The news left me wondering what would happen next.

这个消息使我想知道接下来会发生什么事。

B. 能用过去分词作宾语补足语的动词: feel, find, hear, like, make, prefer, see, think, watch, want, wish, order, get, have 等。

例如: He could not make his voice heard.

他不能让自己的声音被听到。

I heard my name called.

我听到有人叫我的名字。

We shall have the house painted.

我们要让人把房子粉刷一下。

(4) 有关动词不定式做宾语补足语的几个问题

① 在 consider, declare, find, prove, think, report, believe 等动词后动词不定式 to be 可以省略。

例如: Everyone reported him (to be) the best man for the job.

大家都说他最适合这项工作。

I consider what he said (to be) unimportant.

我认为他说的并不重要。

② “there + to be + 名词等”作复合宾语。

例如: I expect there to be no argument about this.

我希望不要争论此事。



Would you like there to be a meeting to discuss the question?

你希望举行会议讨论这个问题吗?

(5) 宾语补足语 + 宾语

宾语补足语放在宾语前面是有条件的,主要有以下四种情况:

① 形式宾语 it + 宾语补足语(通常是形容词) + 真正的宾语

A. 真正的宾语为动词不定式。

例如: **We think it our duty to study and work hard for the four modernizations.**

我们认为为实现四个现代化努力学习,努力工作是我们的责任。

This makes it possible for metals to be made into any required shapes.

这就使金属被制成需要的形状成为可能。

B. 真正的宾语为动名词。

例如: **We thought it no good telling him about that.**

我们认为告诉他那件事没有好处。

Do you think it wise our climbing the mountain without a guide?

你认为我们没有向导就爬山是个好主意吗?

C. 真正的宾语为从句。

例如: **I wish it to be understood that what he did has nothing to do with me.**

他所做的一切与我无关,我希望这能被理解。

We consider it of great importance that we should make a thorough study of laser. 我们认为彻底地了解雷达非常重要。

② 当作宾语的名词带有较长的定语时。

例如: **He made clear his strong objections to the proposal.**

他强烈地表明他反对这项提议。

Friction makes necessary a good lubrication system.

摩擦使良好的润滑系统成为必要。

We call insulators those substances which prevent the passage of electricity.

我们把那些阻止电流通过的物质叫绝缘体。

They found a man dressed like a worker sitting on his bed.

他们发现一个工人穿着的人坐在他的床边。

③ 在一些短语动词后即使宾语是个不长的名词(短语),也要放到作宾语补足语的形容词后(但宾语是人称代词除外)如:在 **to cut short**(缩短,打断), **to make good**(补偿,赔偿), **to lay bare**(揭开,剖开), **to split open**(剖开), **to push open**(推开)等后,宾语补足语放到形容词后是指令的。

例如: **He cut short the introduction.**

他缩短了开场白。

The insurance company will make good your loss.

保险公司会补偿你的损失。

(6) 由 as 引导的宾语补足语

① 常与 as 连用的动词

accept... as 承认为……

acknowledge... as 认为……是
 consider... as (to be) 当作……
 define... as 把……解释为, 对……下定义是
 describe... as 把……描述成
 look upon... as 把……视为
 recognize... as 把……认为
 refer to... as 把……认作
 think of... as 把……认为
 regard... as 把……认为
 treat... as 把……看作, 把……充当
 use... as 把……用做

② as 引导的宾语补足语可由名词、形容词、介词短语、分词等来担任。

例如: Do not treat me as a child.

不要把我当成小孩。

We look upon him as our best friend.

我们把他当成我们最好的朋友。

He regards this method as good.

他认为这是个好主意。

I looked upon the matter as most unusual.

我认为这件事不同寻常。

We must consider the realization of the four modernizations of our country as of first importance. 我们认为我们国家实现四个现代化是头等大事。

2. 定语的分离

定语位置一般不是在名词前面就是在名词的后面, 它总是和名词紧紧的靠在一起的。但是定语的这个情况并不是一成不变的, 有时会有一些特殊情况——定语的分离。

(1) 名词后面有两个定语, 其中一个紧靠名词, 而另一个势必离的远一点。被分隔的定语可以是介词短语、不定式、分词、定语从句、同位语从句等。

例如: In those areas there are a quarter of the workers on strike of their national total of one million.

在那些地区, 罢工的人数占全国总人数一百万的四分之一。

Nowadays the transmission of power by electricity has brought great changes.

如今, 用电来传送已带来巨大的变化。

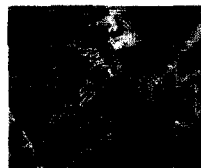
One of the ways thought of to solve it is to fly the planes at very high altitudes.

人们所想到的解决这个问题一个方法是让飞机在非常高的高度飞行。

(2) 主语 + 谓语 + 主语定语

本句型中的谓语一般为被动式或不及物动词, 偶尔也可能是系表结构。被谓语分隔的主语的定语是介词短语、不定式短语、分词结构、定语从句或同位语从句。这种分隔现象主要是由英语句子的结构特点所决定的——应避免头重(主语太长)脚轻(谓语太短)的句子。

① 谓语是被动式



例如: A method was discovered of producing synthetic rubber which is in many ways better than natural rubber.

生产出在许多方面都优于天然橡胶的合成橡胶的方法已经找到。

At present, ninety-six substances are known which chemists consider to be elements.

目前,有 96 种元素被化学家认为是基本元素这一事实已为人们所熟知。

When the steam is condensed again to water, the same amount of heat is given out as was taken in when it was formed.

当水蒸气凝结成水的时候,释放出的能量等于它形成水蒸气时吸收的能量。

② 谓语是不及物动词或其他

例如: The order came to evacuate the town.

疏散镇民的指令已到达。

Many specific problems remained which require further study.

还有许多具体问题需要进一步研究。

The question sometimes comes to my mind whether it was worth the effort.

我在脑海里不断在想这样一个问题,是否值得在这问题上花这么多的精力。

The day may not be very long in coming when coal and petroleum will be used as raw material rather than as fuels.

煤和石油被用做原材料而不是燃料的日子可能不会很远了。

3. 同位语

词、短语和从句都可带同位语。同位语是对其同位的词、短语和从句的另一种更明确的解释,或是用来举例、突出其中的一部分内容。最常见的同位语是名词的同位语。

(1) 同位语和它的前面的名词关系密切,两者不用标点符号分开;反之,则要用标点符号分开。

例如: We workers are masters of the country.

我们工人是国家的主人。

I want to speak to Mr. Smith, the electrician.

我想跟电工史密斯先生说几句话。

(2) 同位语前往往有: or, namely, that is, that is to say, for example, for instance, for short, especially, particular, in particular, in other words, notably, chiefly, mainly, including 等。

例如: The children enjoyed watching the animals, particularly the monkeys.

孩子们喜欢看动物,尤其是猴子。

Television, or TV, the modern wonder of electronics, brings the world into your own home in sight and sound.

电视——电子学的现代奇迹,把整个世界送到你的家中。

(3) 名词的同位语

① 名词的同位语通常是名词或名词短语。

例如: Another American, Henry Ford, developed the idea of the assembly line.

另一个美国人,亨利·福特,发展了生产线的想法。

My good friend Bob has set his heart on going to college after his graduation from high school.

我的好朋友鲍勃决心在中学毕业后上大学。

② 介词 of 可以用来表示同位关系。

例如: In Japan's capital city of Tokyo, earthquake danger limits the height of buildings.

在日本首都东京,地震的危险限制了建筑物的高度。

③ 代词 all, both 等可作名词的同位语。

例如: Automobiles, bridges, and machine tools all depend on iron and steel.

汽车、桥梁和机床都需要钢铁。

You and I are both to blame.

你和我都要受到责备。

④ 有时同位语中的中心名词省略,只有修饰成分。

例如: Most corrosion, especially of metals, is caused by oxidation.

= Most corrosion, especially corrosion of metals, is caused by oxidation.

大多数的腐蚀,尤其是金属的腐蚀,都是由氧化引起的。

⑤ 同位语是个从句。

例如: We were delighted at the news that our team had won.

听到我们队赢了的消息,我们都很高兴。



二、英语句子的种类

(一) 英语的基本句型

英语的基本句型有七种。这些基本句型可转换为千变万化的句子。现在,让我们来看看句子结构。

1. 主语 + 不及物动词

I lived in Beijing five years ago.

五年前我住在北京。

Time flies very quickly.

时光飞逝。

Alice swims very well.

艾丽斯游泳游得很好。

2. 主语 + 系动词 + 表语

His parents are doctors.

他的父母是医生。

The body feels very cold.

身体感到很冷。

Mary and Joan are in Grade Two.

玛丽和琼在二年级。

3. 主语 + 及物动词 + 宾语

His sister married a rich man.

