

剑桥商务英语应试辅导用书

BEC考官&剑桥官方授权BEC培训师 宋文玲 / 主编



Mison 美森教育

50天攻克 BEC高级

口语篇(12天)

- 主线索做引领，时间观念针对性强
- 有效掌握语言交际过程中的核心影响因素
- 每天提供商务英语背景知识
- 答题思路→要点→完整陈述=真题+模拟题

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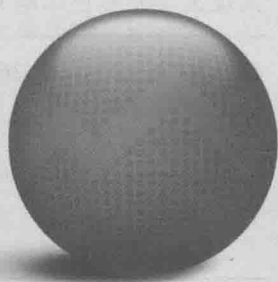
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前言

Preface

在全球化日趋加速发展的国际经济大环境背景下，国际化公司员工及即将毕业的大学生掌握商务英语交流技能显得尤为重要。而对于这一能力的认证，再权威不过的证书便是剑桥商务英语证书（BEC, i.e. Business English Certificate）。在中国境内，BEC 由教育部考试中心与英国剑桥大学考试委员会合作举办考试并签发等级证书。BEC 考试针对考生在商务工作环境中使用英语的能力进行全面考查，包括听、说、读、写四个方面，侧重语言的交际功能与实际应用。由于 BEC 的权威性已被广泛认可，该证书的取得对于考生在日后的升学与就业方面都有很大的帮助。

考生在备考的过程中，面对浩如烟海的口语考试话题，再加上自身商务英语背景知识的欠缺，往往感觉手足无措。在职员工没有太多的闲暇时间用于准备考试；即使是在校大学生也往往因为课业繁忙而匆忙应试。因此，如何能够让考生在有限的备考时间里高效率地掌握考试形式与应对策略，尽快熟悉相关话题，便显得尤为重要。《50 天攻克 BEC 高级——口语篇（12 天）》一书的显著特点是：时间观念更强，内容针对性更强，结构编排更加符合学习者学习特点，各章节间在一条主线索的统领下形成有机的整体性框架，让知识点更有序，更易于被考生接受，同时又强调考生的基本商务英语背景知识的积累与训练，做到应试教育与素质教育兼顾，让考生不仅可以在短时间内增加获得国际认可的实用英语证书的机会，以提高其就业竞争力，同时更要切实提高考生实用英语的交际能力，为其日后的商务交际环境工作打下坚实的语言能力基础。

本书汇集了一线 BEC 培训教师、考官的教学经验，以及多名考生备考、实考的经验。本书的编写以时间为基点和线索，在每天的内容安

排上，注重知识内容的循序渐进。换句话说，如果某位只想用三天时间准备口语考试的考生，那这位考生只需要研读最基本的那些章节就可以从容上阵应对了，即第1天、第5天及第9天的内容。当然，这只是举个特例而已。事实上，每一天的内容都是针对该环节考试内容进行有序的编排，既要考虑到应试的基本需求，又要兼顾语言应用能力的实际提高。尤其值得指出的是，参加口语考试的考生往往只注重针对考官提出的问题就事论事地做出回应，而忽略人际交往中的非语言层面因素带来的影响力。本书分别在第3天、第7天及第11天的内容编排上将这一因素加以着重阐释，以帮助考生掌握语言交际过程中的核心影响因素。本书编写的另一特色是针对每部分的真题或模拟试题先给出答题思路与要点，然后再给出供考生参考的完整陈述，这样有助于培养考生独立理清思路的能力，同时留给他们充分发挥自己语言输出灵活性的空间，避免考生机械记忆某些问题答案的现象。

本书所有口语题目均选自BEC考试的最新口语真题，难度及专业度都与真实场景相当。在真题选取和结构布置上，根据历年真题出现的频率和重点，最大程度地进行了有针对性的节选，让读者在阅读完本书后，在考场上有似曾相识的踏实感。

鉴于上述编写特点，本书不仅适用于备考BEC高级口语考试的考生使用，也适合希望在短时间内提高英语口语表达能力的在岗工作人员使用，甚或可以为从事商务英语教学工作的教师提供基础性的教辅材料。诚恳希望选用本书的广大一线教师及学员不吝赐教。

美森教育《50天攻克BEC高级》编写组

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编写说明

1. **关于本系列丛书时间概念的说明:**“50天攻克BEC高级”从理论上讲是可行的,因为参加BEC高级考试的考生基本上都是通过了国家“大学英语六级考试”的大学在校生或已毕业工作不久的在职人员。他们具有相当的英语语言功底,只要充分、合理地利用50天时间突击准备商务英语词汇与表达,通过考试是没有问题的。但客观情况是,任何一名考生都无法做到拿出50天完整地奉献给BEC备考。因此,本系列丛书的时间概念基本上就是为了起到一个内容上提纲挈领、形式上有序工整、时间上宏观指导的作用,每位考生可根据自己的学习或工作的繁忙程度适当安排自己的学习计划,只要做到遵循本书的内容安排按部就班、有条不紊地备考就可以了。

2. **关于口语分册中口语话题分布的说明:**本口语分册包含12个口语话题,分布在12天中。由于每个话题在BEC高级口语考试中的体现形式是第一部分、第二部分和第三部分三个方面的,因此在未讲解第二、三部分的时候,第一部分四天中的话题体现就已经有了第二、三部分的考试形式体现。考生在阅读本书的时候,可据此说明适当掌握使用该部分材料的时间。

3. **关于单词或短语标注的体例说明:***n.*代表“名词”,*vi.*代表“不及物动词”,*vt.*代表“及物动词”,*adj.*代表“形容词”,*adv.*代表“副词”,*np.*代表“名词短语”,*vp.*代表“动词短语”,*pp.*代表“介词短语”,*sl.*代表“俚语”,*idiom.*代表“习语、俗语”,*colloq.*代表“口语”,*abbr.*代表“缩写”。

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BEC 高级口语考试形式 (BEC Higher Speaking Test Format)

STRUCTURE 考试内容	TASK TYPE AND FORMAT 任务类型与形式	FOCUS 考核重点	TESTED ABILITY 测试能力	TIMING 用时
PART 1	<p>Conversation between the interlocutor and each candidate. The interlocutor encourages the candidates to give information about themselves and to express personal opinions.</p> <p>负责提问的考官与每位应试者进行交谈。考官鼓励应试者介绍自己 / 个人信息并表达个人观点。</p>	<p>Giving personal information and expressing opinions.</p> <p>提供介绍自己 / 信息并表达个人观点。</p>	<p>This part tests the candidates' ability to respond to questions and expand on responses.</p> <p>口语考试第一部分考核应试者就问题做出回应并拓展回应的能力。</p>	<p>3 minutes 三分钟</p>
PART 2	<p>A 'mini-presentation' by each candidate on a business theme. The candidates are given prompts which generate a short talk on a business-related topic.</p> <p>每位应试者分别就一个商务话题做“小型演讲”。应试者获得演讲提示并据此给出商务相关话题的简短陈述。</p>	<p>Organising a larger unit of discourse.</p> <p>Giving information and expressing and justifying opinions.</p> <p>组织一个略长的演讲。提供信息、表达观点，并证明自己的观点。</p>	<p>This part tests the candidates' ability to sustain a 'long turn'.</p> <p>口语考试第二部分考核应试者长时发表观点的能力。</p>	<p>6 minutes (including a 1-minute 'long turn' for each candidate) 6 分钟 (包括一分钟的长时阐述)</p>

<p>PART 3</p>	<p>A collaborative task which candidates do together. The candidates are presented with a discussion on a business-related topic. The interlocutor extends the discussion with prompts on related topics.</p> <p>应试者合作完成一项讨论任务。考官向应试者出示一个商务相关的讨论题目。应试者讨论过后，负责提问的考官给出相关话题的提示以延伸讨论内容。</p>	<p>Turn-taking (initiating and responding appropriately), negotiating, collaborating, exchanging information, expressing and justifying opinions, agreeing and/or disagreeing, suggesting, speculating, comparing and contrasting, and decision-making.</p> <p>话轮转换（恰当地发起谈话并做出回应）、磋商、合作、信息交换、表达观点并给出理由、赞同或反对、建议、思考、比较与对照以及决策。</p>	<p>This part tests the candidates' ability to communicate with one another, negotiate, initiate, and respond in an appropriate way.</p> <p>口语考试第三部分考核应试者与他人交流的能力，即以适当的方式发起谈话并做出回应。</p>	<p>7 minutes 7 分钟</p>
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BEC 口语备考提示

(General Tips for Preparation)

Candidates should be made familiar with the seating arrangements and paired assessment procedures that the Speaking test employs. Any speaking practice should be of benefit, in particular paired and small group work.

考生应该了解 BEC 口语考试的座位安排方式和两位考官的评分流程。任何口语练习都是有帮助的，尤其是两两考生组对练习或小组口语训练。

Activities designed to develop fluency are of considerable benefit, as the students need to demonstrate as wide a range of language as possible within the time limits of the test.

由于考生需在规定时间内尽可能多的阐述自己的观点，因此，任何提高考生口语流利程度的练习都是大有益处的。

It should be noted that the test is designed to minimise the possibility of attempts to use rehearsed speech, and that examiners will quickly identify this.

应该注意的是，口语考试的设计宗旨是尽可能避免考生考前背诵考题答案，如果考生现场背诵提前准备好的答案，考官会很容易辨认出来（即这一状况会影响考生的成绩评定）。

For Part 2, candidates need to develop the ability to prepare effectively for their 'long turn'. They should be given help in building up a range of discourse features to make their speech both coherent and cohesive. It is also important for them to listen to each other's talks, and be ready to ask relevant questions.

针对第二部分口语考试，考生需要培养高效准备“简短演讲”的能力。应辅助考生掌握一系列的话语特征，以确保自己的“演讲”思路连贯、结构紧凑。考生倾听考场伙伴的演讲也很重要，因为需要据此提出相关问题。

For Part 3, candidates will benefit from practice in simulations where they are placed in a work environment and required to collaborate whilst discussing and deciding issues. They should be helped to build up a range of resources for turn-taking and the general negotiating of ideas and opinions.

针对第三部分口语考试，考生可以从模拟练习中受益，虚拟设定自己处于工作环境，与工作伙伴合作讨论并拿出决策。应辅助考生掌握一系列的语言技能，使其能够做到轮流发表意见做商讨并解决问题。

BEC 高级口语官方样题 (含考官用卷) (Official Sample Paper of BEC Higher Speaking Test)

BEC Higher – PART 1: Interview

3 minutes (5 minutes for groups of three)

For this part of the test, the interlocutor asks the candidates questions on a number of personal or work-related subjects.

Sample Questions for Part 1

Round One

For Candidate A:

1. What do you do?
2. Can you tell me about your reasons for learning English?

For Candidate B:

1. What do you do?
2. Can you tell me what your ambitions for the future are?

Round Two

For Candidate B:

1. Could you tell me how you think working life is changing in Italy?

For Candidate A:

1. Could you tell me what effect you think technology is having on business in Columbia?

BEC Higher – PART 2: Long turn (Mini-presentation)

6 minutes (8 minutes for groups of three)

In this part, each candidate's task is to choose one topic from a set of three, and to talk about it for 1 minute. Each candidate is given a set from which to choose. Candidates have 1 minute in which to prepare, and should use this time to make brief notes. While one candidate speaks, the other listens, and then asks a question at the end of the talk. Candidates may make notes while listening to their partner.

It is wise to structure the 1-minute talk with an introduction and conclusion (however

brief these must, of necessity, be), and to make the structure explicit when giving the talk, in order to show some evidence of planning. Candidates should approach the task as if giving a presentation in a business environment.

Examples of topic areas include: advertising, career planning, communications, customer relations, finance, health and safety, management (personnel, production, transport, etc.), marketing, recruitment, sales, technology, training and travel.

INTERLOCUTOR FRAME

Now, in this part of the test, I'm going to give each of you a choice of three different topics. I'd like you to select one of the topics and give a short presentation on it for about a minute. You will have a minute to prepare this and you can make notes if you want. After you have finished your talk, your partner will ask you a question.

All right? Here are your topics. Please don't write anything on the booklet.

[Hand each candidate a Part 2 booklet (open at appropriate task) and a pencil and paper for notes.]

60 seconds

Now, B, which topic have you chosen, A, B or C?

A, please listen carefully to B's talk and then ask him/her a question about it.

about 60 seconds

Thank you. Now, A, please ask B a question about his/her talk.

Thank you, B. Now, A, which topic have you chosen, A, B or C?

B, please listen carefully to A's talk and then ask him/her a question about it.

about 60 seconds

Thank you. Now, B, please ask A a question about his/her talk.

Thank you.

Can I have the booklets, please?

[Retrieve Part 2 booklets, pencils and paper.]

Task Sheet 1

- A: Customer Relations: the importance of making customers feel valued
- B: Company Growth: the importance to a company of controlling expansion
- C: Research and Development: how to ensure that a company's policy towards research and development is cost effective

Task Sheet 2

- A: Market Research: the importance of finding out about customers' habits and attitude
- B: Financial Management: how to identify ways of reducing costs in a company
- C: Communications: how to achieve an effective working relationship between different departments within a company

BEC Higher – PART 3: Collaborative task

7 minutes (9 minutes for groups of three)

This is a two-way collaborative task based on a prompt which is given to both candidates. The prompt consists of several sentences presenting a business-related situation followed by two discussion points. Candidates are given time to read the prompt and then discuss the situation together.

Candidates need to approach the task as a simulation, imagining themselves in a work environment, faced with a real situation to discuss, and on which they should try to reach decisions. The opinions they express, however, will be their own, as they are not required (as in some kinds of role play) to assume particular attitudes or opinions.

INTERLOCUTOR FRAME

Now, in this part of the test you are going to discuss something together.

[Hold the Part 3 booklet open at the task while giving the instructions below.]

You will have 30 seconds to read this task carefully, and then about three minutes to discuss and decide about it together. You should give reasons for your decisions and opinions. You don't need to write anything. Is that clear?

[Place the booklet open at task 1 in front of the candidates so that they can both see it.]

30 seconds

I'm just going to listen and then ask you to stop after about three minutes. Please speak so that we can hear you.

about 3 minutes

Can I have the booklet, please?

[Retrieve Part 3 booklet.]

[Select one or more of the following questions as appropriate, to redress any imbalance between candidates in Part 3, or to extend the discussion.]

- Which incentives do you think are most effective to make people work harder?
- What disadvantages could there be in incentive schemes? (Why?)
- Is it essential for companies to reward extra effort? (Why?/Why not?)
- How do you think a company can inspire loyalty in their employees?
- How important do you think the traditional employer/employee relationship will be in the future? (Why?)

Thank you. That is the end of the test.

Task Sheet

Incentive Scheme

Your company is considering setting up an incentive scheme for the staff. You have been asked to make some recommendations.

Discuss and decide together:

- what benefits an incentive scheme would bring to the company
- what types of incentives could be offered.