

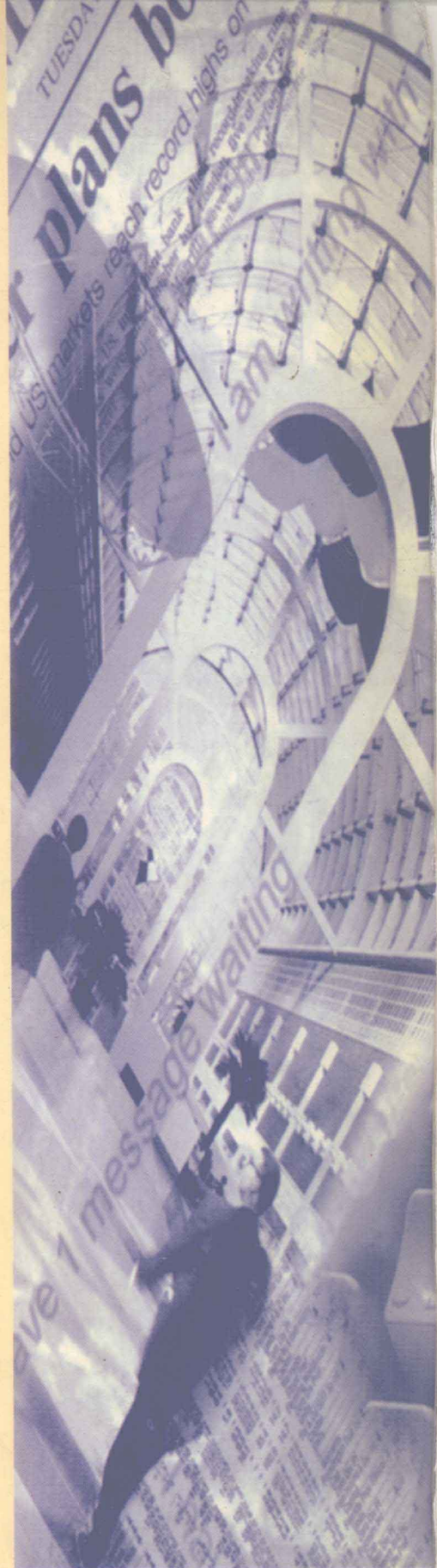
英国剑桥大学考试委员会推荐

新编剑桥商务英语 教师用书
(中级)

PASS *Cambridge* BEC 2

Teacher's Guide

Anne Williams
Louise Pile



BEC 2

**新编剑桥商务英语
教师用书**

(中级)

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经济科学出版社

PASS
Cambridge
BEC 2

Teacher's Guide

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出 版 说 明

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。BEC 考试共分三个等级: BEC1(初级)、BEC2(中级)和 BEC3(高级)。该系列考试是一项水平考试,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能力进行全面考查,对成绩及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。由于该证书的权威性,已成为在所有举办该考试的一百多个国家和地区求职的“通行证”。

由剑桥大学考试委员会和教育部考试中心海外考试处推荐,英国 Summertown 出版社出版的《新编剑桥商务英语》是目前惟一一套专为剑桥商务英语证书考试而编写的教材。它以 BEC 考试大纲为编目,以现代商务活动为素材,内容与考试联系紧密,除对课文进行详细讲解外,还辅以大量的自测练习、听力练习、对话练习和答案,既适合教学又适合自学,是一套不可多得的最新版本的考试用书。本套教材包括 BEC 三个等级的学生用书、音带和教师用书,其目的是为考生应试提供全面有效的学习指导。

本套教材由英国 Summertown 出版社授权经济科学出版社在中华人民共和国境内独家出版。

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Pass Cambridge BEC 2 Teacher's Guide

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Introduction

Pass Cambridge BEC 2 provides support material for courses leading to the Cambridge Business English Certificate 2 examination.

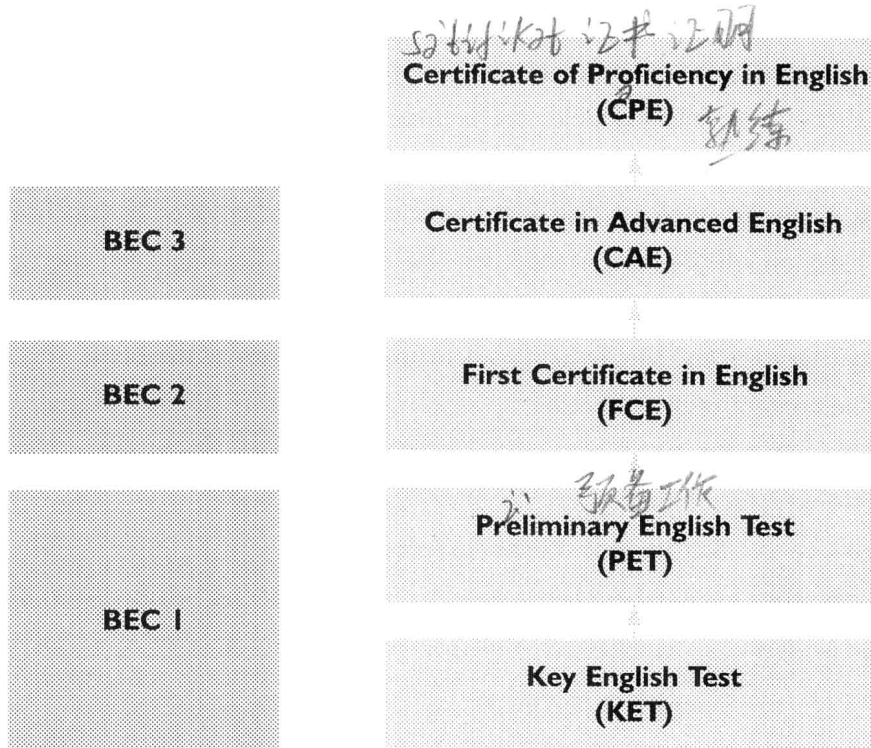
The following introductory pages to the *Pass Cambridge BEC 2 Teacher's Guide* are an expanded version of the Introduction in the Student Book and contain the following sections:

- The Cambridge BEC examination
- *Pass Cambridge BEC 2*
- Language development in *Pass Cambridge BEC 2*
- Preparing students for Cambridge BEC 2
- Questions and answers.

The Cambridge BEC examination

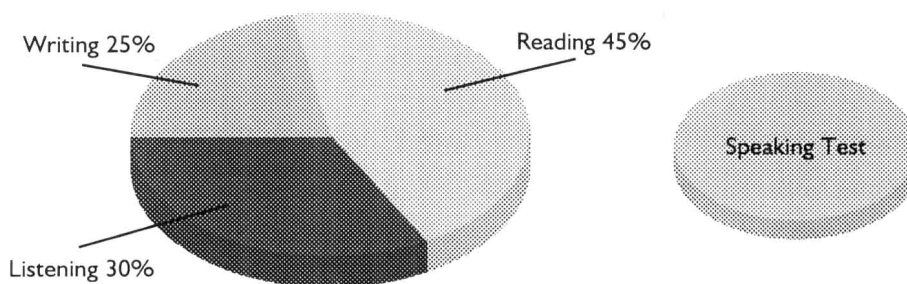
The Cambridge Business English Certificate (BEC) is a new international Business English examination. It was introduced by the University of Cambridge Local Examinations Syndicate (UCLES) in Europe in 1998 and takes place several times a year. It offers a language qualification for learners who use, or will need to use, English for their work.

Cambridge BEC is available at three levels, linked to the levels of traditional Cambridge examinations.



Cambridge BEC 2 is equivalent to FCE level. This book assumes that students are aiming for a good pass. Obviously, the shorter the preparation course, the higher the starting level needs to be.

Cambridge BEC 2 is a practical examination that focuses on English in business-related situations. There is little focus on grammar in the examination. The major emphasis is on the use of language skills: reading, writing, listening and speaking. The examination can be broken down as follows:



Candidates receive two separate grades: a combined grade for the Reading, Writing and Listening Tests and one for the Speaking Test. There are three pass grades for the former (A, B and C) and two for the Speaking Test (1 and 2).

Pass Cambridge BEC 2

Student Book

The Student Book contains:

- **Contents:** A two-page overview of the language and skills practised in the book
- **Introduction:** An introductory unit which provides information about the examination and the preparation course and also tips on developing vocabulary skills
- **Core units:** Ten double units which cover a wide range of business-related topics
- **Self-study:** A section after every double core unit for consolidation of the vocabulary and functions of the unit. Each Self-study unit also contains a focus on a particular grammatical area
- **Exam practice:** Tests providing practice in examination skills not covered in the core units
- **Exam focus:** A section which prepares students directly for the Reading, Listening, Speaking and Writing Tests
- **Activity sheets:** Pairwork and supplementary activities at the back of the book
- **Tapescripts:** The content of the cassettes
- **Essential vocabulary:** A list of the key vocabulary of each unit
- **Essential functions:** A list of the key functional language in the book
- **Answer key:** Answers to Self-study and Exam practice
- **Look it up:** A reference page to help find websites of the companies mentioned in the book.

Cassettes

There are two cassettes:

- **Pass Cambridge BEC 2:** The listening material for the core units (approximately 60 minutes)
- **Pass Cambridge BEC 2 Exam focus:** There are two complete Listening Tests on the cassette. The cassette also contains Exam focus: Speaking (a mock speaking test). The total cassette lasts approximately 60 minutes.

Teacher's Guide

The Teacher's Guide contains an A5 version of the Student Book with the following additions:

- Full teacher's notes with answers to all exercises
- Expanded Introduction.

Tapescripts and Essential vocabulary can be found in the units themselves rather than at the back, as in the Student Book. The information and pagination in the Contents pages refer to the Student Book.

Language development in *Pass Cambridge BEC 2*

• Reading

Reading is the most tested skill in the examination. The book therefore contains extensive reading practice, using authentic, semi-authentic and examination-style texts representing a wide variety of genres. UCLES policy requires items targeted in the examination to be drawn only from the official Cambridge BEC 2 vocabulary lists.

Students should also be encouraged to read very carefully when answering examination questions; sometimes the most obvious answer on the first reading is not correct.

• Writing

The Writing Test is potentially difficult for students. Even if their spoken English is of a high level, they may lack experience in writing English; they will therefore need to learn and practise the necessary skills in order to perform well in this test. Students need to recognise the genre required in each question in the Writing Test; they therefore need to develop familiarity with the features of memos, notes, formal letters and short reports. The test is also challenging due to the requirements of word limits, the specific nature of the instructions and the fact that task fulfilment is of key importance. The book focuses on writing skills in Unit 2b, Unit 3a, Unit 5a and **Exam focus: Writing Test**. Further practice is provided throughout the core units, **Self-study and Exam practice**.

• Listening

The examination also has a heavy bias towards listening skills. Therefore, the book includes a wide variety of listening material throughout the core units. The **Tapescripts** to the cassette can be found at the back of the Student Book and in the relevant units of the Teacher's Guide.

For both reading and listening, the emphasis in the examination is on looking for specific information rather than understanding gist. Although teachers' priority is to train their students in examination skills, it is also useful if teachers include additional activities to develop general reading and listening skills when time permits.

• Speaking

The Speaking Test for Cambridge BEC 2 is short and not particularly demanding and few students should find it difficult. It is possible for a candidate who fails the Speaking Test still to receive a certificate giving credit for a pass in the other elements of the examination; however, the reverse is not possible. Although preparation time is thus likely to be more profitably spent preparing for the Reading, Listening and Writing Tests, students may be nervous about the Speaking Test and will need to be fully prepared for it. Unit 2a and Unit 5b provide relevant practice for the Speaking Test. The **Exam focus** section outlines the format of the Speaking Test and gives strategies to help students perform well in it. The section also includes materials for students to practise part of a mock Speaking Test. Furthermore, all core units provide fluency practice and opportunities for students to work together in pairs and groups.

• Vocabulary

Although vocabulary is tested explicitly only in Reading Test Part Four, it is very important throughout the examination. Therefore, vocabulary is systematically recycled in the **Self-study** section after each double unit. Moreover, at the back of the Student Book there is **Essential vocabulary**, which lists the key vocabulary for each unit. This section is designed as a revision aid for both teachers and students, with each unit providing a manageable, thematically-based vocabulary list, which can be used for classroom-based activities or copied onto flash cards for self-testing. Please note that in the **Essential vocabulary** lists in the Teacher's Guide (which can be found in the units themselves rather than at the back of the book) certain words are written in italics. This means that they are not items on the official Cambridge BEC 2 vocabulary lists provided by UCLES. However, they have been included because they are essential for discussion of the topic or because they represent useful vocabulary for people who use English for work.

As students will probably meet words that they do not know in the Reading and Listening Tests, it is important to have strategies for dealing with difficult words. The **Introduction** unit provides ideas for helping students to guess the meaning of words. It also provides ideas for recording, storing and building vocabulary.

• Functions

The book reviews functional language such as phrases for arranging an appointment and making requests, suggestions and recommendations. These are presented in authentic situations and recycled throughout the book. For Cambridge BEC 2, candidates also have to be able to express such functions in writing. **Essential functions**, a list of key functional exponents in both written and spoken forms, can be found at the back of the book.

• Grammar

The book assumes a certain level of grammatical knowledge. However, grammar is systematically reviewed in the **Self-study** sections after each double unit. The **Contents** pages provide an overview of the grammar points covered in **Self-study**.

Preparing students for Cambridge BEC 2

What is available?

The following are available:

- **Pass Cambridge BEC 2**
- **BEC 2 Sample Paper** (UCLES)
- **Cambridge BEC Handbook** (UCLES)

You can also buy past BEC 2 Papers directly from UCLES.

Examination preparation in *Pass Cambridge BEC 2*

- **Introduction**

The **Introduction** presents the content of the examination and focuses on important examination dates.

- **Core units and Self-study**

Most units contain at least one examination-style exercise. There is also some examination practice for the Writing Test in **Self-study**.

- **Exam practice**

Each double unit is followed by at least two pages of **Exam practice** which supplement the examination practice in the core units and **Self-study**. Complete Listening Tests follow Unit 5 and Unit 10. By the end of the book, students will have systematically practised every part of the examination.

- **Exam focus**

The **Exam focus** section in the book provides information about the Reading, Listening, Speaking and Writing Tests and trains students directly in techniques for successful examination performance. Although **Exam focus** is in one section at the centre of the book, it is designed to be used when the need arises for a focus on a specific part of the examination.

Specific examination exercises in *Pass Cambridge BEC 2*

Activities which are specifically related to the Speaking Test are outlined below. Exercises which are related to the Reading, Writing and Listening Tests are signalled in the grid opposite. These exercises may be found in the core units themselves or in **Self-study** or **Exam practice**.

In general, **Self-study** exercises carefully recycle vocabulary; however, the vocabulary in **Exam practice** exercises is not restricted to that of the unit. Therefore, should teachers wish to practise a specific examination question, they can choose from any **Exam practice** in the book. The vocabulary in **Exam practice** is drawn from the UCLES vocabulary lists.

Activities related to the Speaking Test

Exam focus: Speaking prepares students specifically for all parts of the Speaking Test. Students hear bad and good versions of a mock Speaking Test. They also have the opportunity to practise the Speaking Test themselves. In addition, practice for each part of the Speaking Test can be found in the following units:

Part 1
(Personal information)

Unit 2a involves students talking about general topics.
Unit 4a involves students talking about their jobs.

Part 2
(Information exchange and discussion)

Unit 5b contains information exchange activities and tips on asking for information. It also contains a discussion similar to the discussion activity in the examination.

The numbers refer to the different parts of the Reading, Writing and Listening tests. For Writing Test Part Two, candidates may be asked to write either a letter (L) or a report (R). Any paler shaded boxes refer to tasks which are not exactly examination exercises but practise relevant skills.

Unit	READING					WRITING		LISTENING		
	1	2	3*	4	5*	1	2	1	2*	3
1a Teamwork										
1b Communication										
Self-study/Exam practice										
2a Entertaining a client										
2b Corporate hospitality							L			
Self-study/Exam practice										
3a Ordering goods										
3b Cash flow										
Self-study/Exam practice										
4a Brand power										
4b Public relations							L			
Self-study/Exam practice										
5a Relocation							R			
5b New premises							L			
Self-study/Exam practice										
Exam focus										
6a Reporting results							R			
6b Environmental report							R			
Self-study/Exam practice										
7a Health and safety										
7b Rights at work										
Self-study/Exam practice										
8a Business expenses										
8b Business travel										
Self-study/Exam practice							L			
9a Flexible benefits										
9b Staff appraisals										
Self-study/Exam practice							L			
10a Marketing disasters										
10b Going global										
Self-study/Exam practice										

* Parts Three and Five of the Reading Test and Part Two of the Listening Test consist of two parts.

Questions and answers

I have never taught an examination class before. Can you give me any advice?

The main difference with examination classes is that your objectives are especially clear. You have a syllabus and a certain amount of time to teach it in. Plan the course as a whole but set short-term objectives to check that you are on schedule. Do not fall behind your schedule; overloading students close to the exam will not compensate for bad planning at the start.

You need to be realistic about timing. You have a lot to do to get through the examination syllabus; if you do other things just for interest, you may run out of time. You will need to manage carefully any time spent going over homework in class. You should also be prepared for a lot of marking of written work.

Give your students a mock test before the examination. If course length permits, a preliminary mock examination just before the final entry date also gives students feedback on likely performance before they commit their time and money by entering for the examination. In addition, it will encourage them to revise seriously if necessary.

If you do not know much about Cambridge BEC examinations, look at the Introduction unit (Teacher's Guide) for a list of things to help you. The best way to familiarise yourself with the examination is to do a past paper.

Can I depart from the book or do I need to follow it exactly?

It is sensible to follow the order of the book (with the exception of Exam focus) if there is no particular reason not to; the sequence has been planned carefully to lead students towards success in the examination. However, the syllabus leading to the examination may not correspond exactly to your students' needs: they may have particular strengths and weaknesses or need specific language for their jobs in addition to general business-related language for the examination. If time permits, tailor the course to the interests and needs of your students.

I'm American. Do I have to teach British English?

Any material needs to be internally consistent and, as Cambridge BEC is a British examination, British English has been chosen as the norm for this book. However, there is a range of nationalities on the cassette and candidates can use British English, American English, Australian English - or any other native speaker variety - as long as they are consistent. Therefore, teachers should simply teach the language they usually speak.

There's a lot of self-study in the book but my students don't have time for homework.

You need to point out to students that taking an examination course is a commitment; examination courses tend to be intensive and demanding. Make it clear to students that the Self-study and Examination practice sections are essential for recycling and internalising the language presented in the book, and for providing adequate examination practice.

My Cambridge BEC students all work for the same company. Some of the pairwork activities won't work with them.

If a speaking activity is irrelevant for your students, adapt it to create a reason for speaking. For example, change the task so that there is an information gap. Or adapt the task to provide an outcome, e.g. ask students to agree on a ranking or to present the results of their discussion formally to the rest of the class.

My students are pre-experience. They can't talk about their job or company because they haven't got one.

Once again the speaking activities in the book need to be adapted. Many of the activities involve giving personal opinions and, with a little adaptation, can be done by anybody. For the activities involving companies, the teacher could ask students to talk about companies they know. (This may involve using information about famous companies in the book or asking students to speak about famous local or national companies. It may even involve asking students to do research and find out information before the lesson.)

I have only one student taking Cambridge BEC 2. Is the book suitable for 1:1 lessons?

Yes - obviously with a little adaptation of some of the oral activities.

Do I have to use the whole book or can I concentrate on the exam practice?

Unlike more general Business English material, this book has been designed to provide extensive preparation for the Cambridge BEC 2 examination. The core units are essential for developing skills, learning vocabulary used by UCLES in the examination and training students in effective examination techniques.

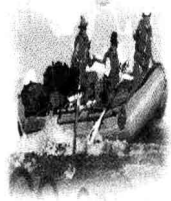
My students like to talk a lot. Will they find the exam course boring?

Discuss expectations at the start of the course. Make sure students realise that as the examination is so heavily biased towards receptive skills, the majority of time will be spent developing reading and listening. Fluency practice will still be an important and integral part of every lesson but topics will be dictated by the syllabus, rather than the students' interests. The book includes pairwork activities and games to maintain variety throughout the course.

Contents

Language

Skills



Introduction 1 Introduction to the exam
Vocabulary learning skills

1a Teamwork 7 Talking about teamwork
Making and changing arrangements Reading

1b Communication 11 Improving communication in spoken language
Taking and leaving voicemail messages Reading
Listening

Self-study 15 Present tenses, past simple and present perfect Review of 1a/1b

Exam practice 17 Reading, writing



2a Entertaining a client 19 Talking about business entertaining
Making conversation Reading
Listening
Speaking
Practice for the Speaking Test

2b Corporate hospitality 23 Talking about corporate hospitality
Formal and informal language Reading
Letter writing
Making, accepting and declining invitations

Self-study 27 Auxiliary verbs, countability Review of 2a/2b

Exam practice 29 Reading



3a Ordering goods 31 Talking about orders
Clarity in written language Reading
Letter and fax writing
Letter phrases

3b Cash flow 35 Talking about company finances
Conditionals 1 and 2 Reading
Note writing
Listening

Self-study 39 Intentions and arrangements, conditionals 1 and 2 Review of 3a/3b

Exam practice 41 Reading



4a Brand power 43 Talking about brands and marketing Listening
Reading

4b Public relations 47 Talking about public relations
Describing duties and responsibilities Listening
Reading
Letter writing

Self-study 51 Futures, articles Review of 4a/4b

Exam practice 53 Reading



5a Relocation 55 Talking about relocation
Comparison, similarity and difference Reading
Listening
Report phrases Report writing

5b New premises 59 Talking about office sites, facilities and directions
Asking for information and making suggestions Listening
Letter writing
Speaking
Practice for the Speaking Test

Self-study 63 Comparatives and superlatives, participles Review of 5a/5b

Exam practice 65 Listening, reading

Exam focus:

Reading Test 69

Listening Test 72