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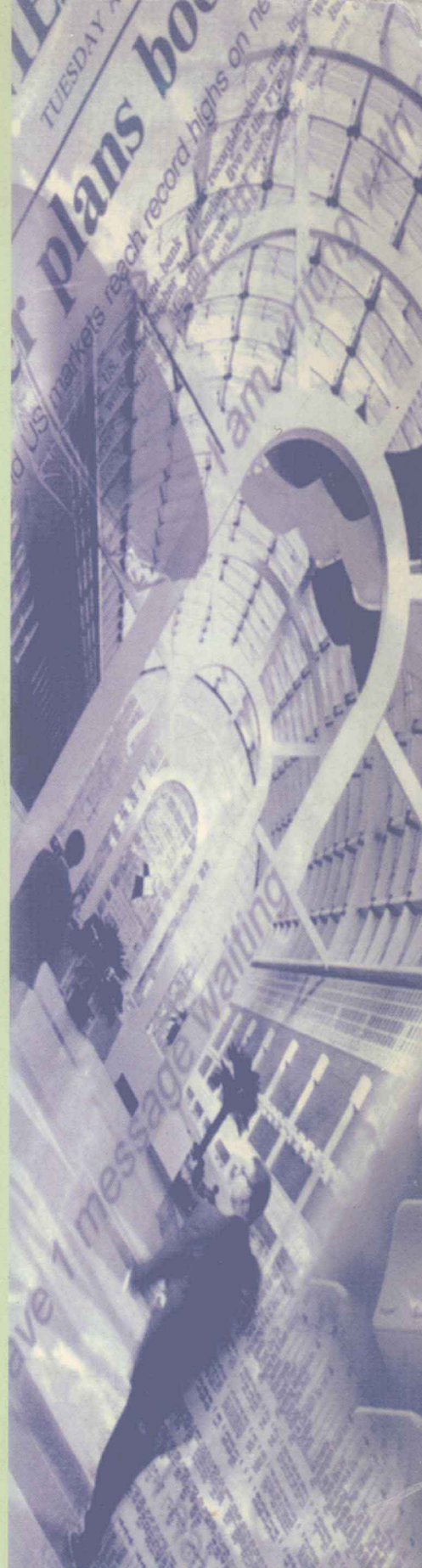
新编剑桥商务英语 教师用书  
(初级)

PASS  
*Cambridge*  
BEC 1

*Teacher's Guide*

Anne Williams

Lan Wood



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BEC 1

*Teacher's Guide*

*Revised Edition*

**BEC 1**

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Anne Williams

Lan Wood

经济科学出版社

图字:01-2000-4011

图书在版编目(CIP)数据

新编剑桥商务英语教师用书:初级/(英)威廉斯  
(Williams, A.), (英)伍德(Wood, L.)编著. —北京:  
经济科学出版社, 2001. 2

ISBN 7-5058-2419-8

I. 新... II. ①威... ②伍... III. 商务-  
英语-教学参考资料 IV. H31

中国版本图书馆 CIP 数据核字 (2001) 第 05306 号

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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责任编辑:陈捷

责任校对:马金玉

技术编辑:李长建

新编剑桥商务英语教师用书(初级)

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经济科学出版社出版、发行 新华书店经销

社址:北京海淀区万泉河路 66 号 邮编:100086

总编室电话:62541886 发行部电话:62568485

网址:www.esp.com.cn

电子邮件:esp@public2.east.net.cn

天宇星印刷厂印刷

后奕装订厂装订

890×1240 16开 13.75印张 340000字

2001年2月第一版 2001年2月第一次印刷

印数:0001—2000册

ISBN 7-5058-2419-8/F·1811 定价:45.00元

(图书出现印装问题,本社负责调换)

(只限在中华人民共和国境内销售)

# 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。

2001年1月10日

# Pass Cambridge BEC I Teacher's Guide

ISBN 1-902741-02-1



Published by Summertown Publishing Ltd  
26 Grove Street  
Summertown  
Oxford  
OX2 7JF  
United Kingdom

Produced for Summertown Publishing by the Linguarama Group Pedagogical Unit.

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Series Editor: Elizabeth Clifton

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Holiday Inn                                  Kevin Smith, Deputy Manager  
Holiday Inn, London - Nelson Dock

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UPS    Connie Lydon, Marketing Department

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Printed in the United Kingdom

# Introduction

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

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

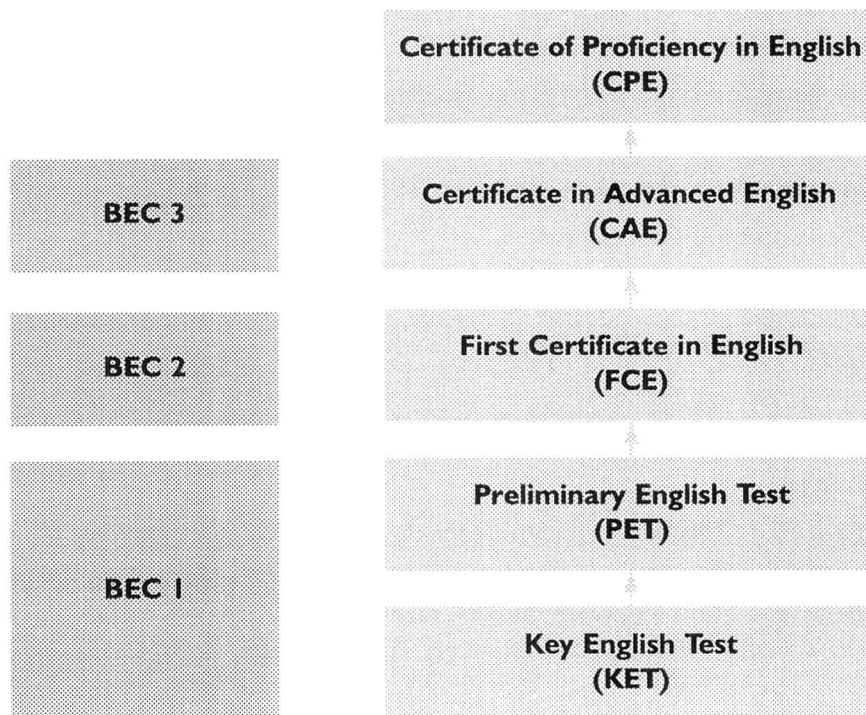
- The Cambridge BEC examination
- *Pass Cambridge BEC I*
- Language development in *Pass Cambridge BEC I*
- Preparing students for Cambridge BEC I
- Questions and answers



# The Cambridge BEC examination

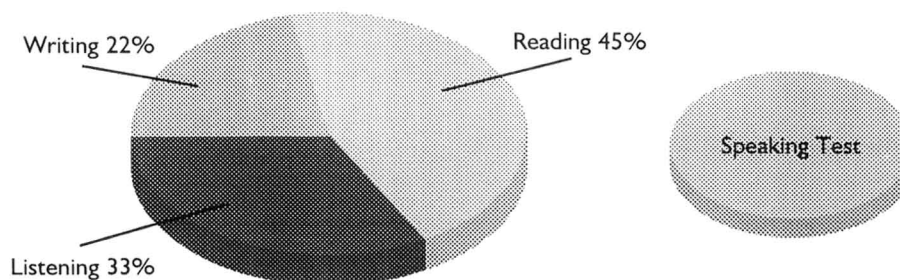
The Cambridge Business English Certificate (BEC) is a new international Business English examination. It was introduced by the University of Cambridge Local Examinations Syndicate (UCLES) in Europe in 1998 and takes place six times a year. It offers a language qualification for learners who use, or will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

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



Cambridge BEC I covers both KET and PET levels. This book assumes that students are aiming for a good pass.

Cambridge BEC I 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 four possible grades for the former (A, B, C or D) and two for the Speaking Test (1 or 2).



# Pass Cambridge BEC I

## Student Book

The Student Book contains:

- **Introduction:** An introductory unit which provides information about the examination
- **Core units:** Twelve double units which cover a wide range of business-related topics
- **Exam focus units:** Six units which prepare students directly for the examination
- **Activity sheets:** Pairwork activities and games at the back of the book
- **Self-study:** A section in every core unit for consolidation of coursework and examination practice
- **Answer key:** Answers to Self-study
- **Essential vocabulary:** A list of the key vocabulary of each unit
- **Tapescripts:** The content of the cassette
- **Irregular Verbs:** A list of common irregular verbs.

## Cassettes

There are two cassettes:

- **Pass Cambridge BEC I:** The listening material for the core units (approximately 60 minutes)
- **Pass Cambridge BEC I Exam Focus:** The listening material for the three Exam focus units which are accompanied by a cassette (approximately 60 minutes).

## Cards

- There are sets of cards to accompany ten of the units. Extra sets are available.

## 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
- Black and white copies of the cards for reference.

The Teacher's Guide does not contain the list of irregular verbs which is in the Student Book. Moreover, Essential vocabulary, Tapescripts and the Answer keys to Self-study can be found in the units themselves rather than at the back, as in the Student Book.

# Language development in *Pass Cambridge BEC I*

## • Grammar



The book assumes a certain level of grammatical knowledge. Therefore, grammar is systematically reviewed in the **Don't forget!** sections in each unit but not presented in great detail.

If students are not sure of basic verb forms, they should look at the **Irregular verbs** list at the back of the book.

## • Functions

The book also reviews basic functional language such as phrases for making requests, asking for permission, making suggestions and arranging an appointment. These are presented in authentic situations and recycled throughout the book. For Cambridge BEC I, candidates also have to be able to express such functions in writing.

## • Vocabulary

Important vocabulary is systematically recycled in the **Self-study** section of each unit and then throughout the core units of the book. This progression means later units are lexically denser and require a certain amount of familiarity with earlier units. 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 I Vocabulary List 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.

Students will probably meet words that they do not know in the Reading and Listening Tests so it is important to have strategies for dealing with difficult words. Unit 3, the **Exam focus: Vocabulary** unit, provides ideas for helping students to guess the meaning of words. It also provides ideas for storing and building vocabulary.

## • 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 I Vocabulary List. As some words on this list might still be unfamiliar to students, they should be trained not to panic if they do not understand every word of a text.

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

## • Listening

The examination also has a heavy bias towards listening skills. Therefore, the book includes a wide variety of listening material in the majority of 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.

## • Writing

In the Cambridge BEC I examination students have to write short memos and notes as well as longer memos and formal letters. The Writing Test is potentially the most difficult for students due to the requirement of word limits, the specific nature of the instructions and the fact that students are probably unfamiliar with the genres and conventions involved. Success in the Writing Test is not simply a matter of committing spoken language to paper but of recognising the genre required by the question. Moreover, candidates always need to pay very careful attention to task fulfilment. Students will need to learn and practise the necessary writing skills in order to perform well in the Writing Test. The book focuses on these skills in Unit 4b (notes and memos), Unit 8b (formal letters) and Unit 9 (**Exam focus: Writing**). Further practice is provided throughout both the core and Exam focus units.

## • Speaking

The Speaking Test for Cambridge BEC I 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 15 **Exam focus: Speaking** outlines the format of the Speaking Test and strategies to help students perform well in it. The unit also includes materials for the teacher to stage Part Two of a mock Speaking Test. Furthermore, all core units provide fluency practice and opportunities for students to work together in pairs and groups.

# Preparing students for Cambridge BEC I

## What is available?

The following are available:

- *Pass Cambridge BEC I*
- *Cambridge BEC Handbook* (UCLES)
- *BEC I Sample Papers* (UCLES)

## Examination preparation in *Pass Cambridge BEC I*

- **Introduction**

The **Introduction** presents the content of the examination and focuses on important examination dates. Students will also do a quiz about the book and start to think about how to study for the examination.

- **Core units**

The core units contain general exercises and activities as well as examination-style exercises such as *multiple-choice* and *matching*.

- **Examination focus**

Four **Exam focus** units in the book provide information about the examination and train students directly in techniques for successful performance. They are yellow to help identify them.

**Unit 6 Exam focus: Reading**

**Unit 9 Exam focus: Writing**

**Unit 12 Exam focus: Listening**

**Unit 15 Exam focus: Speaking**

- **Exam practice**

The final exercise in the **Self-study** section of each unit is **Exam practice**. The yellow background tint explicitly signals that the exercise provides examination practice and is identical in format to a question on the Cambridge BEC 1 examination paper.

The final unit of the book, Unit 18, provides four pages of examination practice. Once again, it is yellow so that students know they are preparing for the examination.

## **Specific examination exercises in *Pass Cambridge BEC 1***

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.

Most examination-specific exercises are to be found in Self-study or Exam focus units. However, certain examination-specific exercises can be found in the body of the units themselves.

In general, Self-study exercises carefully recycle vocabulary; however, the vocabulary in examination practice exercises is not restricted to that of the unit. Therefore, should teachers wish to practise a specific examination question, they can jump to examination practice exercises in later units.

### **Activities related to the Speaking Test**

**Unit 15 Exam focus: Speaking** prepares students specifically for both parts of the Speaking Test. In addition, the following units contain relevant material.

#### **Part 1 (Personal information)**

Unit 1a involves students talking about their jobs.

#### **Part 2 (Information exchange)**

Units 4a, 5a and 11a contain information exchange activities. Teachers can usefully supplement these, if desired, with information exchanges from a wide range of published material.

The numbers refer to each part of the specific tests. A description of parts of each test can be found in the relevant Exam focus units (6, 9 and 12).

Unit	READING						WRITING			LISTENING			
	1	2	3	4	5*	6	1	2	3	1	2	3	4
1a Job descriptions													
1b Working conditions													
2a Company history													
2b Company activities													
3 Exam focus: Vocabulary													
4a Telephoning													
4b Internal communication													
5a Facts and figures													
5b Performance													
6 Exam focus: Reading													
7a Product description													
7b Product development													
8a Business equipment													
8b Correspondence													
9 Exam focus: Writing													
10a Business hotels													
10b Commuting													
11a Arranging a conference													
11b At a conference													
12 Exam focus: Listening													
13a Production													
13b Quality control													
14a Direct service providers													
14b The banking sector													
15 Exam focus: Speaking													
16a Delivery services													
16b Trading													
17a Recruiting staff													
17b Applying for a job													
18 Exam practice													

\* Part Five consists of two types of exercises.

## 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 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 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.



# Contents

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## Skills

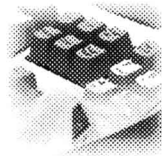


### Introduction

1

Getting to know people

Introduction to the exam  
Studying for Cambridge BEC 1



### 1a Job descriptions

5

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Speaking

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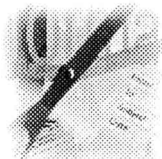
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49

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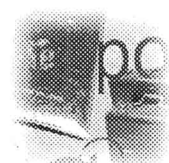
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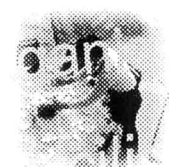
## Language

## Skills



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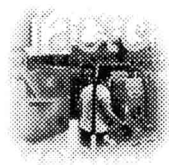
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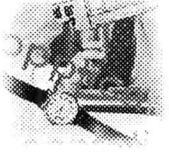


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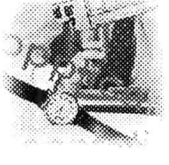


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