

英国剑桥大学考试委员会推荐

新编剑桥商务英语 (高级)

教师用书

(第三版)



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

PAUL DUMMETT



经济科学出版社
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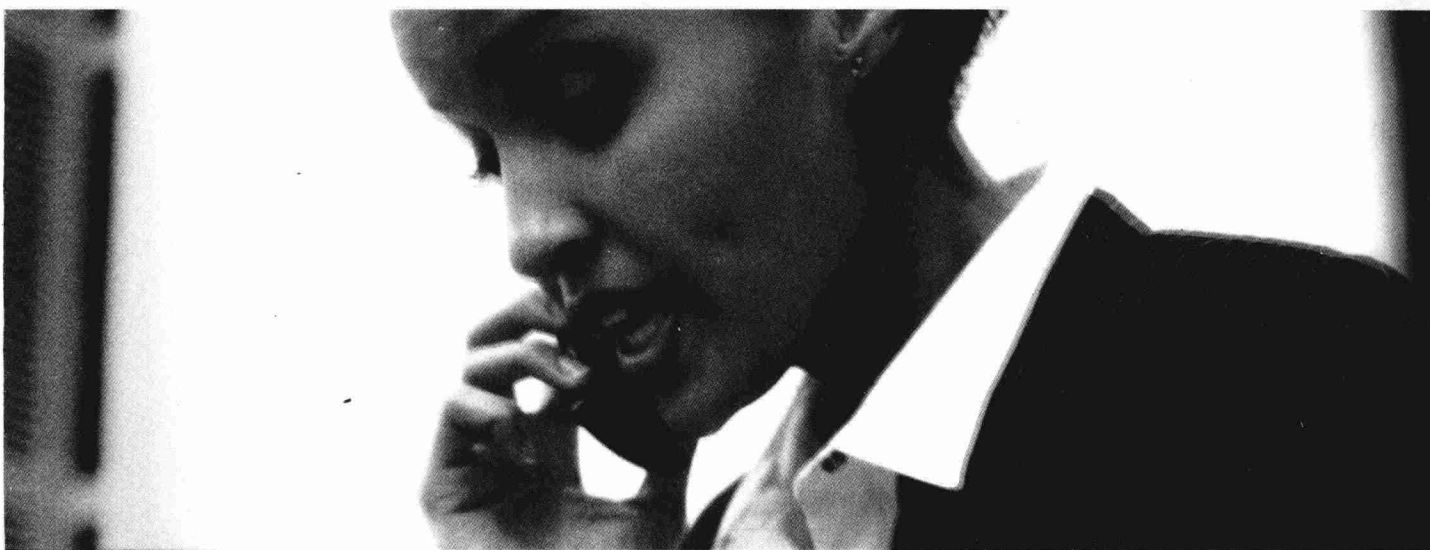


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（第三版）**

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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。自2002年起,英国剑桥大学考试委员会对BEC考试大纲进行了重新修订,由原来的BEC1、BEC2、BEC3改为BEC Preliminary(初级)、BEC Vantage(中级)和BEC Higher(高级)三个等级。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推荐,英国Summertown出版社出版的《新编剑桥商务英语》是一套专为剑桥商务英语证书考试而编写的教材。自2001年我们推出第一版以来,受到广大读者和考生的普遍欢迎。本套教材为**第三版**,是英国Summertown出版社以英国剑桥大学考试委员会对BEC考试大纲的**最新修订**为编目,以现代商务活动为素材推出的一套不可多得的**最新版本**的考试用书。教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,本套教材包括BEC三个等级的学生用书、教师用书和练习册,并附有相应听力资料,其目的是为考生应试提供全面有效的学习指导。

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H I G H E R

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WITH BEC**

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The list of topics (page 10) and the assessment criteria for the Speaking and Writing Tests (pages 12 and 13) are reproduced with the permission of Cambridge ESOL.

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H I G H E R

SUCCESS WITH **BEC**

THE NEW BUSINESS ENGLISH CERTIFICATES COURSE



TEACHER'S BOOK

PAUL DUMMETT



 Summertown
Publishing

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Overview of the course

Student's Book

The Student's Books for all levels contain twelve modules divided into the core lessons of *Business topic*, *Business skills* and *Exam spotlight*. This modular division of material makes it easy to adapt the book for the specific needs of your class:

Students preparing for the BEC exams – teach everything; the course provides complete exam preparation

Students who don't want to take the exam – teach everything except the *Exam spotlight* lessons

Students who want to focus on vocabulary and grammar – teach the *Business topic* lessons

Students who need a specific focus on business skills – teach the *Business skills* lessons

Business topic lessons

Twelve vocabulary / grammar lessons of four pages (six in Higher), covering all BEC syllabus topics. See pages 10 and 11 for a breakdown of topic coverage.

Business skills lessons

Twelve function / grammar lessons of four pages (two in Higher), covering high-frequency business skills. See pages 10 and 11 for a breakdown of topic coverage.

Exam spotlight lessons

- background information to all the papers
- exam skills
- exam practice

Back of book material

Each Student's Book contains additional material at the back of the book, including:

- pairwork / group work materials
- useful expressions
- listening scripts
- key information about the BEC exam (Preliminary and Higher – this information is integrated into the lessons in Vantage)
- grammar reference (Vantage only)
- business idioms (Higher only)

Workbook

The Workbooks are available either with or without answer key. They feature stimulating input texts and motivating activities which consolidate and extend the topics and skills presented in the Student's Books. They also provide further exam practice.

Audio MP3

There is one audio MP3 for each level. They contain all the listening material for the core lessons and all the speaking and listening tests from the *Exam spotlight* lessons.

Teacher's Book

The Teacher's Books are very comprehensive and contain:

- reduced Student's Book spreads for easy reference as you teach
- step-by-step teaching notes and answers
- listening scripts
- extra activities
- suggestions for alternative activities / how to modify the book activity for pre-work students
- twenty-four brand new photocopiable activities and teaching notes
- suggestions in the lesson notes for when to do the photocopiable activities
- audio MP3

Success with *BEC* and the *BEC* exam

Where do the *BEC* exams fit into the bigger picture?

The table below shows the correspondence in linguistic ability between the *BEC* exams, Cambridge ESOL's suite of general English exams and the Common European Framework of Reference.

| BEC | Equivalent General English Exam | Common European Framework of Reference (CEFR) |
|-----------------|---|--|
| | Certificate of Proficiency in English (CPE) | C2 |
| BEC Higher | Certificate in Advanced English (CAE) | C1 |
| BEC Vantage | First Certificate in English (FCE) | B2 |
| BEC Preliminary | Preliminary English Test (PET) | B1 |
| | Key English Test (KET) | A2 |

How does *Success with BEC* prepare students for the *BEC* exams?

Success with BEC specifically prepares students for the *BEC* exams in the following ways:

- *Exam spotlight* lessons in the Student's Books covering all the test papers
- *Exam success* boxes throughout the Student's Books, giving tips
- exam-type exercises used extensively in the core lessons in the Student's Book
- complete coverage of *BEC* topics. See pages 10 and 11 for a breakdown
- exam lessons in the Workbooks

You may photocopy the *Exam checklist* on the facing page for your students. It's a good idea to give them a copy of this exam checklist in the last lesson before the *BEC* exam, so that the advice is fresh in their minds.

Exam checklist

Read the advice before you do your BEC exam.

READING AND LISTENING

- 1 Each question carries the same marks.**
Do those parts of the paper you find easiest first and don't get stuck for a long time on a particular question.
- 2 Don't leave any answer blank.**
The computer / examiner can't tell if you've guessed or not!
- 3 Leave enough time to mark the answers on the answer sheet.**
This is your responsibility and there are no excuses.
- 4 There is only one correct answer to each question.**
Don't give more than one answer.
- 5 Write your answers in block capitals.**
This will avoid any confusion.

WRITING AND SPEAKING

- 1 Read the instructions carefully.**
- 2 Answer the question you are asked.**
Cover all the points mentioned in the question or prompt.
- 3 Don't write more than you need to.**
The examiner will look to see that you have covered all the points, but will only assess your written English up to the word limit.
- 4 You can ask the examiner to repeat a question, but not to explain it.**
The examiner is not allowed to rephrase a question or explain words you don't know.
- 5 Organise your writing and speaking.**
Use clear paragraphs, bullet points in writing, and a clear introduction and conclusion in speaking. This will make life easier for the examiner.

How do I know *Success with BEC* covers all the topic areas that will come up in the BEC exams?

The University of Cambridge ESOL Examinations provides a list of topic areas which are covered in the BEC exams. These same general topics recur across the three levels of BEC. As the level of the exam increases, the linguistic and skills requirements become more advanced. Some topics, eg 'Personal identification' are more suited to the lower levels. You can see in the table below how the topic coverage in *Success with BEC* reflects this shift in emphasis.

If you are using the course selectively, focusing either on skills or vocabulary, you may wish to take this mapping into account, to ensure adequate coverage of all the topics. The business topic lessons are labelled 1.1, 2.1, 3.1, etc. The business skills lessons are labelled 1.2, 2.2, 3.2, etc. The flexibility of this organisation allows each topic to be approached from the most suitable angle.

| Topic area | <i>Success with BEC</i> Preliminary |
|--|--|
| Personal identification | 1.1 World of work 1.2 Personal and professional details 3.1 Company biography 12.2 Job applications |
| The office, general business environment and routine | 2.2 Making arrangements 5.1 Career choices 9.2 Meetings |
| Entertainment of clients, free time, relationships with colleagues and clients | 10.2 Organising a conference |
| Travel and meetings | 6.1 Business travel 6.2 Travel arrangements |
| Using the telephone | 4.2 Business communications |
| Health and safety | 11.1 Health and safety 11.2 Reporting accidents |
| Buying and selling | 4.1 International business 7.2 Orders and contracts |
| Company structures, systems, processes | 2.1 Work in progress 8.1 Manufacturing processes 8.2 Problems and solutions 12.1 The job market |
| Products and services | 7.1 Products and services |
| Results and achievements | 3.2 Company performance 5.2 Achievements and plans |
| Business issues | 9.1 The future 10.1 Career development |

| | Success with BECVantage | Success with BEC Higher |
|--|--|--|
| | 1.1 Ways of working | 1.1 Working life |
| | 5.2 Participating in a meeting 6.2 Emailing | 3.1 Communication at work 3.2 Email exchange 5.2 Discussing options 7.2 Report writing 8.2 Formal meetings 10.2 The language of proposals 11.2 Effective writing |
| | 5.1 The workplace | 12.1 Crossing cultures 12.2 Social English |
| | 1.2 Making contacts | 10.1 Travel and entertainment |
| | 3.2 Leaving and taking messages 9.2 Getting through | 6.2 Telephoning |
| | <i>Secondary focus in other lessons</i> | 1.2 Asking and answering questions |
| | 7.1 Sales 7.2 Selling 11.1 Ethical economics | 4.1 The art of selling 6.1 Purchasing power |
| | 2.1 Company benefits 2.2 Presenting your company 6.1 Recruitment 10.2 Solving problems | 9.1 Innovation |
| | 12.2 Handling questions | 9.2 Negotiating |
| | 11.2 Discussing trends | 2.1 Growing the company 2.2 Presenting facts 4.2 Presenting figures |
| | 3.1 Starting a business 4.1 Advertising 4.2 Delegating 8.1 Training 8.2 Showing you're listening 9.1 Branding 10.1 Management 12.1 Business law | 5.1 Money and finance 7.1 Managing people 8.1 Being responsible 11.1 The economy |

Assessment criteria for the productive skills

The *BEC Handbook* and the Cambridge ESOL website www.cambridgeesol.org provide useful information about the marking schemes and assessment criteria. The following tables outline the criteria for assessing the speaking and writing tests.

Speaking

The two examiners in the Speaking Test give independent marks. The Interlocutor (the examiner who speaks to the candidates) gives one global mark and the Assessor (the examiner who observes) gives four separate marks for the areas listed in the table below.

| Area and criteria | Minimum adequate performance | | |
|--|--|---|---|
| | <i>Preliminary</i> | <i>Vantage</i> | <i>Higher</i> |
| Grammar and Vocabulary This refers to the range and accuracy of grammatical and lexical forms. | At this level candidates should be accurate enough, and use sufficiently appropriate vocabulary, to convey their intended meaning. | At this level candidates should be accurate enough, and use sufficiently appropriate vocabulary, to convey their intended meaning. | At this level a range of grammar and vocabulary is needed to deal with the tasks. At this level grammar is mainly accurate and vocabulary is used effectively. |
| Discourse Management This refers to the coherence, extent and relevance of each candidate's individual performance. | Contributions should be adequate to deal with the BEC Preliminary level tasks. At times, candidates' utterances may be inappropriate in length and some utterances may lack coherence. | Contributions should be adequate to deal with the BEC Vantage level tasks. At times, candidates' utterances may be inappropriate in length. | Contributions should be adequate to deal with the BEC Higher level tasks. Candidates should produce utterances which are appropriate in length. |
| Pronunciation This refers to the candidate's ability to produce comprehensible utterances. | At this level, most meanings are conveyed through the appropriate use of stress, rhythm, intonation and clear individual sounds, although there may be some strain on the listener. | At this level, meanings are conveyed through the appropriate use of stress, rhythm, intonation and clear individual sounds, although there may be occasional difficulty for the listener. | At this level, meanings are conveyed through the appropriate use of stress, rhythm, intonation and clear individual sounds, although there may be occasional difficulty for the listener. |
| Interactive Communication This refers to the candidate's ability to take an active part in the development of the discourse. | At this level, candidates should be able to take turns and keep the interaction going by initiating and responding appropriately. Hesitation may demand patience of the listener. | At this level, candidates should be sensitive to turn-taking and sustain the interaction by initiating and responding appropriately. Hesitation may, at times, demand patience of the listener. | At this level, candidates should be sensitive to turn-taking throughout most of the test and hesitation should not demand patience of the listener. |

Writing

An impression mark is awarded to each piece of writing. The *General Mark Scheme* is used in conjunction with a *Task-specific Mark Scheme*, which focuses on criteria specific to each particular task.

The table below shows the *Summary of General Mark Scheme* for Higher. Examiners, who are co-ordinated prior to each examination session, work with a more detailed version, which is subject to updating. The other levels follow broadly the same criteria. Full details are available in the *BEC Handbook* or on the Cambridge ESOL website www.cambridgeesol.org.

| |
|--|
| <p>BAND 5 Full realisation of the task set.</p> <ul style="list-style-type: none">• All content points included.• Controlled and natural use of language; minimal errors.• Wide range of structure and vocabulary.• Effectively organised, with appropriate use of cohesive devices.• Register and format consistently appropriate. <p>Very positive effect on the reader.</p> |
| <p>BAND 4 Good realisation of the task set.</p> <ul style="list-style-type: none">• All major content points included; possibly minor omissions.• Natural use of language; errors only when complex language is attempted.• Good range of structure and vocabulary.• Generally well-organised, with attention paid to cohesion.• Register and format on the whole appropriate. <p>Positive effect on the reader.</p> |
| <p>BAND 3 Reasonable achievement of the task set.</p> <ul style="list-style-type: none">• All major content points included; some minor omissions.• Reasonable control, although a more ambitious attempt at the task may lead to a number of non-impeding errors.• Adequate range of structure and vocabulary.• Organisation and cohesion is satisfactory.• Register and format reasonable, although not entirely successful. <p>Satisfactory effect on the reader..</p> |
| <p>BAND 2 Inadequate attempt at the task set.</p> <ul style="list-style-type: none">• Some major content points omitted or inadequately dealt with; possibly some irrelevance.• Errors sometimes obscure communication and are likely to be numerous.• Limited range of structure and vocabulary; language is too elementary for this level.• Content is not clearly organised.• Unsuccessful attempt at appropriate register and format. <p>Negative effect on the reader.</p> |
| <p>BAND 1 Poor attempt at the task set.</p> <ul style="list-style-type: none">• Notable content omissions and/or considerable irrelevance.• Serious lack of control; frequent basic errors.• Narrow range of structure and vocabulary.• Lack of organisation.• Little attempt at appropriate register and format. <p>Very negative effect on the reader.</p> |
| <p>BAND 0 Achieves nothing.</p> <p>Either fewer than 25% of the required number of words or totally illegible or totally irrelevant.</p> |