

英国剑桥大学考试委员会推荐

# 新编剑桥商务英语 (初级)

教师用书

(第二版)

# PASS Cambridge BEC Preliminary

## Teacher's Guide

Anne Williams  
Lan Wood  
Catrin Lloyd-Jones



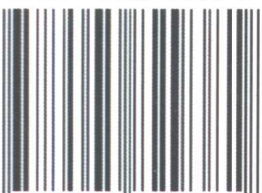


# PASS Cambridge BEC Preliminary

## Teacher's Guide

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Preliminary 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。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》是目前惟一一套专为剑桥商务英语证书考试而编写的教材。自去年我们推出第一版以来,受到广大读者和考生的普遍欢迎。本套教材为第二版,是英国Summertown出版社根据今年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,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。

2002年3月

**PASS**  
*Cambridge*  
**BEC Preliminary**  
*Teacher's Guide*

An examination preparation course  
Updated for the revised exam

# Pass Cambridge BEC Preliminary Teacher's Guide

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# Introduction

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

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

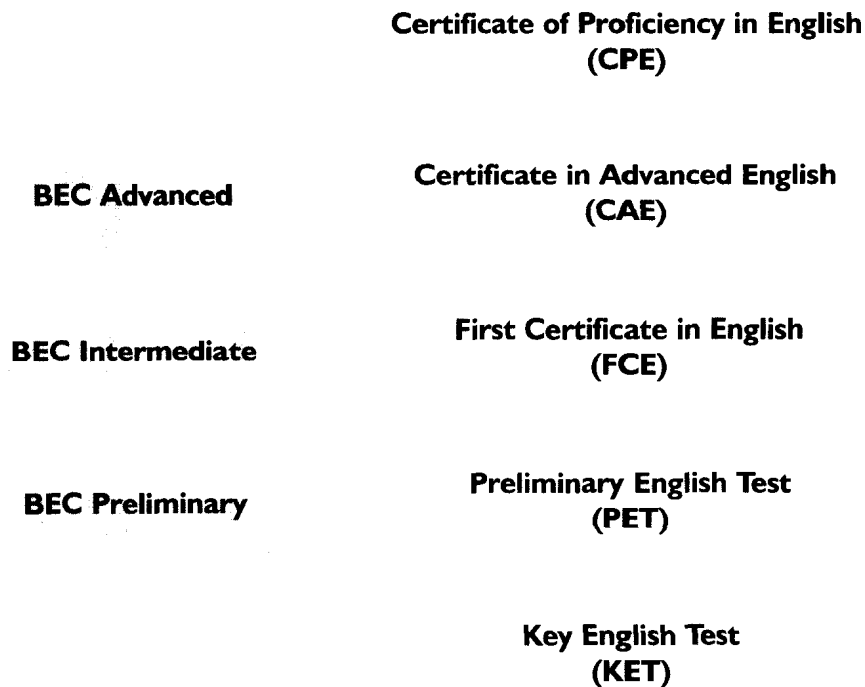
- The Cambridge BEC examination
- *Pass Cambridge BEC Preliminary*
- Language development in *Pass Cambridge BEC Preliminary*
- Preparing students for Cambridge BEC Preliminary
- Questions and answers



# The Cambridge BEC examination

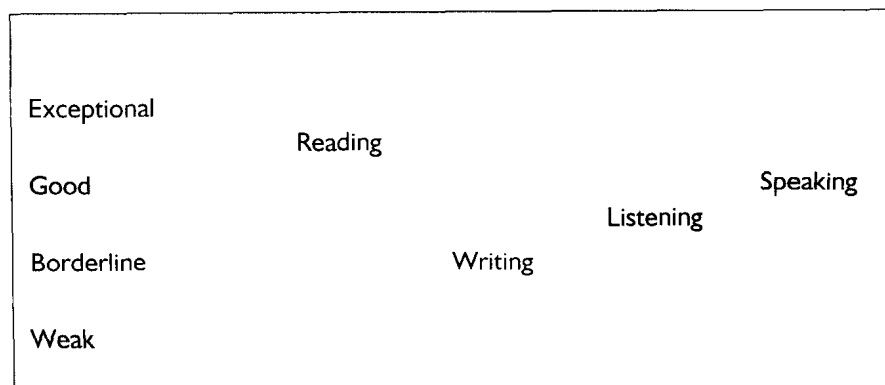
The Cambridge Business English Certificate (BEC) is an international Business English examination. It was introduced by the University of Cambridge Local Examinations Syndicate (UCLES) in Europe in 1998 with a revised version introduced in 2002. Exams take place six times a year. BEC offers a language 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 Preliminary is at PET level.

Cambridge BEC Preliminary 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. Each paper counts as 25% of the total mark. All candidates receive a grade (Pass with Merit, Pass, Narrow Fail or Fail) and a chart showing their strengths and weaknesses. Successful candidates also receive a certificate.



# Pass Cambridge BEC Preliminary

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

## Teacher's Guide

The Teacher's Guide consists of the following material:

- Full teacher's notes with answers to all exercises
- Expanded Introduction
- Photocopiable cards for speaking activities.

The Teacher's Guide does not contain the list of irregular verbs which is in the Student Book. 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*

## • 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 Preliminary, 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.

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

The book 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 Preliminary 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 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 tends to be 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 Preliminary examination students have to write short memos, notes and e-mails as well as longer memos and formal letters. The Writing Test is potentially the most difficult for students due to 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 (e-mails 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 Preliminary is short. However, 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 a mock Speaking Test. Furthermore, all the core units provide fluency practice and opportunities for students to work together in pairs and small groups.

# Preparing students for Cambridge BEC

## What is available?

The following are available:

- *Cambridge BEC Handbook* (UCLES)
- *BEC Preliminary Sample Papers* (UCLES)

## Examination preparation in *Pass Cambridge BEC Preliminary*

- **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 Preliminary 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 Preliminary*

There are speaking exercises in all the core units. However, those 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 the Speaking Test. In addition, the following units contain relevant material.

#### Part 1 (Personal information)

**Unit 1a** involves students talking about their jobs.

**Unit 17b** gives them practice in asking about and giving personal details.

#### Part 2 (Short talk)

**Units 2b, 8a, 13a, 13b, 14a, 14b** and **17a** all contain speaking activities where students are required to make extended utterances, giving and justifying opinions.

#### Part 3 (Collaborative task)

**Units 1b, 7a, 8a** and **16a** all contain activities where students are required to work together to discuss a scenario and try to reach agreement.

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	7	1	2	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								2	2				
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													

# 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.

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.



**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.

**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 class.)

**I have only one student taking Cambridge BEC. 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 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. Fluency practice will 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 games, pairwork activities, puzzles and cards to maintain variety throughout the course.