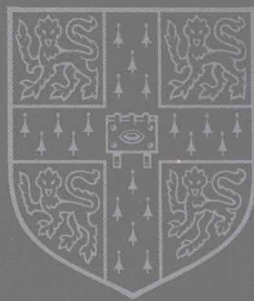


• • for BEC and BULATS • •

CAMBRIDGE



剑桥标准商务英语教程

中级·教师用书

▣ Guy Brook-Hart

Business
BENCHMARK



西安交通大学出版社
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Introduction

Who this course is for

Business Benchmark Upper-Intermediate/Vantage is designed as an interesting and stimulating course in Business English for students at Common European Framework (CEF) B2 level. It combines lively authentic materials from a wide range of business sources and is suitable for people already working in business and pre-service students (people who are intending to work in business).

The course provides the necessary practical writing, reading, speaking and listening skills for people who will need English in a business environment. It builds up students' knowledge of essential business vocabulary and grammar in 24 short units designed to take a maximum of three hours' classroom time each.

For students who require a Business English qualification, the course provides students with a thorough preparation for the Business English Certificate (BEC) Vantage level or the Business Language Testing Service (BULATS) test, including **one complete exam** for BEC supplied by Cambridge ESOL.

What the course contains

Student's Book

The Student's Book contains:

- **24 topic- or skills-based units** designed to cover a wide range of the main topic and skills areas required by people working in modern business. The units are organised in 'clusters' of four, each cluster covering a broad topic area. The first unit in each cluster is designed to place more emphasis on reading skills (though the other skills are covered), the second places emphasis on listening skills, the third on writing skills, and the fourth on speaking skills. All units, however, are designed to provide lively, stimulating and varied classroom work where all skills are required. The units contain:
 - **discussion and role-play activities** designed to build up essential business speaking skills such as those required for meetings, conferences, negotiations and telephoning
 - step-by-step work on writing skills in order to be able to write **emails, memos, faxes, letters, reports and proposals**
 - a large number of authentic business articles from a wide variety of well-known business publications, together with examples of letters,

reports and proposals, all designed to teach essential business reading skills

- specially designed listening materials and **authentic interviews** with business people, intended to improve students' listening proficiency and confidence
- numerous vocabulary exercises so that students studying the course will have an **ample business vocabulary** for most general situations
- **grammar explanations and exercises** to extend and revise students' knowledge of English grammar at this level in a business context.

The units are also designed to provide students with the skills and training necessary for either the **Business English Certificate (BEC) Vantage level**, or the **Business Language Testing Service (BULATS) test**.

- **Grammar workshops** with further grammar explanations and exercises related to grammar work arising from the units.
- **An Exam skills and Exam practice section** which provides detailed advice on what each section of BEC Vantage consists of, together with information about what each section of the exam is testing and step-by-step advice on how to approach each question. The Exam skills section also contains exercises designed to build up students' exam skills. This section also contains a complete authentic **BEC Vantage exam (BEC Vantage edition)** which is designed for upper-intermediate students, supplied by Cambridge ESOL.
- **Answer key** to all the exercises in the book, including **sample answers to the writing tasks** so that students have a model to refer to.
- **Transcripts** for all the listening materials.

Personal Study Book

The Personal Study Book contains:

- 24 units, each relating to the 24 units of the Student's Book. These units contain:
 - vocabulary revision and consolidation work
 - grammar revision and consolidation work
 - further reading and writing exercises
- a Word list of the core business vocabulary and expressions which appear in the Student's Book.

Recorded materials

The recorded materials for the Student's Book are provided in the Student's Book pack on an MP3 format CD-ROM.

Teacher's Resource Book

The Teacher's Resource Book contains:

- information about how the activities in each unit relate to the BEC exam and BULATS test
- notes on each unit in the Student's Book, with advice on how to handle activities in the unit and suggestions for alternative treatments for certain exercises
- a large number of extra **photocopiable activities**, including further **reading texts**, **discussion activities**, **games** and **case studies**, intended to supplement and extend the work done in the Student's Book units and to provide a wider range of activities or a more in-depth study of certain business topics. The photocopiable activities also provide **extra writing tasks**, all with a step-by-step approach and a sample answer for students or teachers to refer to
- answer key to all exercises in the photocopiable activities
- answer key to all exercises and activities in the Student's Book, including the Exam skills and Exam practice section
- complete Student's Book transcripts with the words or sentences giving the correct answer to the listening exercise underlined
- information about the **Common European Framework** and how this course relates to it
- a checklist of Can Do statements for students at upper-intermediate level.

Business English Certificate (BEC) Vantage exam

BEC Vantage assesses language ability used in the context of business at the Council of Europe's Vantage Level (B2) for general language proficiency.

- In the **Reading** component, there are five tasks of the following types: multiple choice, matching, sentence-level gap-filling, multiple-choice gap-filling and error identification. The Reading component contributes 25 % of the total marks.
- In the **Writing** component, there are two tasks, both compulsory. Candidates produce a piece of internal company communication and a short report, proposal or piece of business correspondence. The Writing component contributes 25 % of the total marks.

- In the **Listening** component, there are three tasks of the following types: gap-filling or note-completion, matching and multiple choice. Texts used are monologues and dialogues, including interviews, discussions, telephone conversations and messages. The Listening component contributes 25 % of the total marks.
- The **Speaking Test** is conducted by two external examiners, and candidates are tested in pairs (or, if there is an uneven number of candidates, in groups of three). There are four tasks in which each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and takes part in a discussion with the other candidate and the interlocutor. The Speaking component contributes 25 % of the total marks.

A single, overall grade is awarded, based on the aggregate of marks gained in the four components indicated above.

Business Language Testing Service (BULATS) test

BULATS makes use of a number of specially designed tests:

- **The Computer Test**
- **The Standard Test**
- **The Speaking Test**
- **The Writing Test**

Each test can be used independently of the others, or they can be used in various combinations. All the tests aim to be relevant to people using the language at work. They cover areas such as descriptions of jobs, companies and products, travel, management and marketing, customer service planning, reports, phone messages, business correspondence and presentations. The tasks in the test are generally practical ones, e.g. taking a phone message, checking a letter, giving a presentation, understanding an article, writing a report.

All the tests aim to assess candidates across the six levels of the ALTE Framework, i.e. the same test is used for all candidates whatever their level. (0–5 of the ALTE Framework correspond to the Council of Europe Framework levels A1–C2.) See the Appendix on page 155 for more information about the Council of Europe Framework.

Staff development and training

This unit teaches language and vocabulary connected with staff training and attracting high-quality new recruits. It also revises comparison of adjectives and present perfect vs. past simple.

Although none of the tasks in the unit exactly replicate exam questions, some are designed to give students the skills and practice needed to deal with them (see table below).

	BEC	BULATS
Reading: <i>Recruitment brochure</i>	Reading Part 4	Reading Part 2 Section 2
Vocabulary and Talking point: <i>Recruitment brochure</i>		Speaking Part 3
Listening: <i>Training course</i>	Listening Part 1	Listening Part 2
Reading: <i>Deloitte Touche</i>	Reading Part 2	
Talking point: <i>Staff training scheme</i>	Speaking Part 3	Speaking Part 3

Notes on unit

Photocopiable activity

This is intended as a 'first-day' activity for students who are new to studying Business English, and offers them the chance to discuss what their expectations of the course are, and what Business English consists of.

Getting started

This section of the unit is accompanied by a Useful language box which you can refer your students to before they do the activity. It also includes a reference to the **Grammar workshop**. If you decide to do the Grammar workshop exercise after Getting started, you could then go back to this and ask students which benefits would be most attractive to someone aged 45 looking for a job.

Reading: *Recruitment brochure*

When they have read the text, you can ask students already in employment how this company's staff-training scheme compares with the company where they work. If your students are pre-service, you can ask them if they would be attracted to work in a company with this sort of training policy.

Grammar: present perfect and past simple

The grammar explanation and exercise for this are in the Grammar workshop on page 26. The examples are taken from the Reading text *A great start to a promising career*.

Talking point

For this type of activity, students are often asked to imagine that they work for the same company. Before they start the activity, you could ask them to read the instructions and then brainstorm possible companies they could be working for (in this case, a company large enough to have a fairly diverse training programme). You could perhaps get suggestions of local companies of this sort. You could warm them up for the activity by brainstorming the types of course which a company might lay on, e.g. computer training, language training, management skills, negotiation skills, time or stress management, etc.

1 Work in pairs. Ask your partner these questions (as appropriate).

What do you do?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Who do you work for? • What do you like/dislike about your job? • How long have you been in that job? • Why did you choose that profession? • What are your professional plans/ambitions? • Do you use English in your work? • What is the thing which most frightens you in your job? • What is the thing in your job which most excites you? | <ul style="list-style-type: none"> • What are you studying? • What do you like/dislike about your studies? • How long have you been a student? • Why did you choose to study that subject? • What are your ambitions/hopes for the future? • Do you use English in your studies? • What frightens you most about studying? • What excites you most about studying? |
| <ul style="list-style-type: none"> • How long have you been studying English for? • Why have you chosen to study Business English? | |

2 Join another pair and tell them what you have found out.

3 Discuss these questions in groups of four.

- What is Business English? How is it different from a general English course?
- What do you expect or hope for in a course like this?

4 Work in pairs. Here are some practical things you will learn to do on this course. Classify them in the boxes below. Most can go in more than one box.

applications articles complaints emails enquiries error correction giving information interviews
letters meetings memos negotiations notes presentations proposals reports telephoning visits

Writing	Reading	Speaking	Grammar	Listening

5 Imagine you are going to give advice to someone who is new to learning English. Prepare a list of pieces of advice which you think will be most useful.

Answer key

Photocopiable activity

4 Sample answer

Writing	Reading	Speaking	Grammar	Listening
applications complaints emails enquiries giving information letters memos notes proposals reports	applications articles complaints emails enquiries letters memos notes proposals reports	complaints enquiries giving information interviews meetings negotiations presentations telephoning visits	articles error correction	complaints enquiries interviews meetings negotiations presentations telephoning visits

Student's Book activities

Recruitment brochure

Vocabulary

- 1 skills
- 2 qualifications; ability
- 3 course; degree
- 4 certificate; knowledge; experience
- 5 development; training
- 6 trainee; hands-on

Reading

- 1 1 f 2 c 3 d 4 e 5 a 6 b
3 1 B 2 A 3 C 4 B 5 D 6 C 7 A 8 D
9 B 10 C

Training course

Listening

- 1 e 2 f 3 d 4 a 5 b 6 c

Deloitte Touche

Reading

1 Sample answers

- Paragraph 1: Why I chose Deloitte
Paragraph 2: Help and support with my studies
Paragraph 3: Internal training
Paragraph 4: You can choose your training method
Paragraph 5: Passing on skills in the company
Paragraph 6: Help with obtaining professional qualifications

- 2 1 F 2 C 3 B 4 A 5 E 6 D

Vocabulary

- 1 in the fast lane to promotion
- 2 on-the-job training and development
- 3 has gone out of his way
- 4 monitors
- 5 internal training
- 6 core skills
- 7 graduate trainees
- 8 appraisals
- 9 peers
- 10 fully funded
- 11 workload

Transcript

2 Listening (page 12)

- Wendy Jones: Skills Development College. Wendy Jones speaking.
- Carol Sharp: Hello, my name's Carol Sharp. I'm calling from Forrest Insurance to make enquiries about the company training courses you run.
- Wendy Jones: OK. What sort of course are you looking for?
- Carol Sharp: Well, we're interested in knowing if you run courses in advanced computer skills. This is for a number of graduate trainees we have.
- Wendy Jones: Yes, we do. We have standard courses, which are four hours a week for ten weeks. In this case, your trainees would be mixed in with students we have from other places, and they wouldn't just be people working in insurance. Or we can offer you tailor-made courses adapted for your particular staff.
- Carol Sharp: Yes, that sounds more the thing.
- Wendy Jones: Right, well, these can have the length and the programme you require, depending on what your learning goals are.
- Carol Sharp: Good. Well, all the goals we have are very specific, and the price you quote will obviously have to be compatible with our training budget. All the training you give is hands-on training, isn't it? I mean, it's not just theoretical?
- Wendy Jones: No, it's all very practical, very hands-on. All the trainees will work on their individual computer. Of course, we teach background theory where necessary, and we do give a certificate at the end.
- Carol Sharp: OK, well, what we need is, I think, a one-month course for 15 members of staff. They're all basically computer literate – I mean, they have the core skills, but in a highly computerised industry like ours, we want to have them working efficiently as soon as possible.
- Wendy Jones: Of course. Can I suggest we send round our director of studies to do an analysis of your needs and then we can design a course to suit you and give you a quotation of how much it would cost?
- Carol Sharp: That would be great. When can your director come?

Job descriptions and job satisfaction

This unit provides students with language to talk about jobs and job satisfaction. It teaches them to give job descriptions and some job titles. They listen to authentic interviews about jobs and preparing for interviews. Students also revise how to form questions.

Although none of the tasks in the unit exactly replicate exam questions, some are designed to give students the skills and practice needed to deal with them (see table below).

	BEC	BULATS
Listening: <i>What I like about my job</i>	Listening Part 2	Listening Part 3
Talking point: <i>What I like about my job</i>	Speaking Part 1	Speaking Part 1
Reading: <i>The management accountant</i>	Speaking Part 1	Speaking Part 1
Listening: <i>A human resources manager</i>	Listening Part 2	Listening Part 3
Talking point: <i>Human resources</i>		Speaking Part 3
Photocopiable activity	Speaking Part 1	Speaking Parts 1 & 3

Notes on unit

Getting started

You can ask your students if they know any other acronyms connected with jobs. It may be useful also to brainstorm other job titles, especially to make sure students know how to say their own job title in English, or the title of the job they hope to do in the future.

Photocopiable activity

A good moment to use the photocopiable activity might be directly after the Getting started section, since it offers more intensive work on job descriptions.

Listening: *What I like about my job*

It's worth pointing out to students that these are real business people speaking and that they should not expect to understand every word. If they can get the gist of what the speakers are saying, they should be able to answer the questions.

Reading: *The management accountant*

You can lead into this reading by asking your students what they think this job consists of, and what its responsibilities are. When they have finished reading, you can ask them if they were surprised by any of this. They can also say whether it is a job they would like to do or not, and why. If you have an accountant in the class, he/she can talk about what the job involves.

Listening: *A human resources manager*

You can follow the same procedure as above for this job as well.

Getting started

Work in small groups. Discuss the following.

- Why is it important for employees to have clear job descriptions?
- Do you think employees should follow their job descriptions exactly, or should they interpret them depending on the circumstances?
- Are there any jobs which do not need job descriptions?

Reading

Match these job titles (1–4) to their job descriptions (A–D).

- 1 personal assistant (PA)
- 2 office manager
- 3 sales manager
- 4 market research executive

A Job:

Helps organisations (including business, industry, government and voluntary groups) find out what people think, believe, want, need and do. The findings inform product development and influence the way that products are designed and marketed.

Typical work activities include:

- interpreting and developing a brief from a client
- designing and writing questionnaires to obtain relevant data
- deciding what sample groups, and what numbers, will give the necessary data
- calculating the cost of a given research project
- training teams of interviewers to carry out the research
- conducting and monitoring the progress of surveys
- producing written reports together with recommendations for clients.

B Job:

Organises, motivates and leads teams. Responsible for the combined performance of the team and for making sure that everyone within the team reaches the targets.

Typical work activities include:

- recruiting and training staff
- supervising, motivating and monitoring the performance of the team
- setting budgets/targets
- liaising with other line managers
- reporting back to senior managers
- troubleshooting
- keeping abreast of what competitors are doing.

C Job:

Organises and supervises all of the administrative activities that facilitate the smooth running of an office.

Typical work activities include:

- arranging travel, meetings and appointments
- delegating work
- ordering stationery
- dealing with correspondence and writing reports
- supervising the work of clerical and secretarial staff
- monitoring the workload and work rate of clerical and secretarial staff
- controlling the office budget
- conducting appraisals.

D Job:

Works closely with a senior manager or executive to provide day-to-day administrative support. Helps the manager to make best use of his/her time by dealing with secretarial and administrative tasks.

Typical work activities include:

- screening telephone calls, enquiries and requests and handling them
- organising the manager's diary and making appointments
- dealing with incoming correspondence
- writing letters and reports
- liaising with clients, suppliers and other staff
- arranging travel and accommodation
- taking notes at meetings.

Vocabulary

Find words or phrases in each job description which mean the following.

- 1 results of research (A)
- 2 instructions (from a client) (A)
- 3 objectives, e.g. volume of sales (B)
- 4 communicating with, keeping in contact with (B)
- 5 problem solving (B)
- 6 knowing, keeping up to date with (B)
- 7 giving work to other, more junior staff (C)
- 8 paper, pens and other materials used in an office (C)
- 9 amount of work (C)
- 10 speed of work (C)
- 11 deciding or evaluating how well staff are doing their jobs (C)
- 12 deciding which telephone calls their manager should receive (D)

Talking point

Work in small groups. Take turns to describe your jobs, or a job you know well, to other members of your group. While you are listening to other people's job descriptions, ask questions to find out more about the job.

Useful language**Tasks and responsibilities**

I **have to** delegate work.

I **must** conduct appraisals

Another thing I **have to do** is write letters.

Writing

- 1 Work in pairs. Write a job description like the ones above for another job. Make sure, while you are writing, not to mention the name of the job.
- 2 When everyone has finished, read your descriptions to the rest of the class and ask them to guess what job you are describing.

Answer key

Photocopiable activity

Reading

1 D 2 C 3 B 4 A

Vocabulary

1 findings 2 brief 3 targets 4 liaising with 5 troubleshooting
6 keeping abreast of 7 delegating 8 stationery 9 workload
10 work rate 11 appraisal(s) 12 screening (telephone calls)

Student's Book activities

Getting started

1 Chief Executive Officer 2 Chief Information Officer
3 Personal Assistant 4 Human Resources Manager
5 Director of Research and Development 6 Public Relations Officer

Vocabulary

1 1 b 2 c 3 a 4 e 5 g 6 f 7 d
2 1 performance 2 launched 3 recruitment (of new staff) 4 accountant
5 easing 6 project teams 7 targets 8 budgets 9 meeting deadlines

What I like about my job

Listening

3 1 b 2 f 3 c 4 a

The management accountant

Reading

- 1 a How hard do you have to work?
b What do you like about your job?
c How long have you been in your present job?
d What are your ambitions for the future?
e What does your job consist of?
f When were you first attracted by accountancy?
- 2 1 f 2 b 3 e 4 a 5 d
- 3 1 False: She came to the UK to study English.
2 True: *Following her graduation, with a first-class BSc Honours degree, she joined IMI as a trainee accountant.*
3 True: *... at school, where I was the class treasurer for four years.*
4 False: She's also involved in new product launches, IT system introductions, etc.
5 True: *I have two divisional management accountants reporting to me.*
6 True: *I supply financial information to all levels within the organisation, from local management to the board of directors.*
7 False: She thinks the extra work should be seen as something that comes with a managerial position.
8 False: She'd like to progress from a local office to a job at headquarters with responsibility for various offices.

A human resources manager

Listening

1 1 h 2 g 3 f 4 e 5 b 6 d 7 c 8 a
2 1 A 2 B 3 C 4 C 5 B 6 B

Transcripts

3 Listening page 15

1 Jane Milton

I love being able to work out what a client needs and ... and do it. And I love, you know, having an idea for a new food product for them and then seeing it, you know, in a supermarket, or, um, writing something and then having loads of emails from people because they've used that recipe so much and they can't believe how easy it was, or a whole lot of different things.

2 Lewis Bronze

I enjoy, now, the company is five, six, seven years old, I enjoy seeing the vision being executed. I enjoy seeing how the company has grown, we've attracted some excellent people to work here. I think we have a very strong culture in the company which supports the excellence of what we're trying to do across a whole range of disciplines.

3 Amanda Hamilton

I absolutely thrive on the freedom, just being able to make, you know, my own choices. It is, as you said, a lifestyle choice, although you probably end up working slightly more hours than you did working for a corporation. I used to work for the BBC prior to that, so it was a very structured environment, but you sort of somehow don't mind those longer hours because it's fulfilling. It's your own project, your own baby and there's also a sense of pride, I think, when you can make your own decisions.

4 Maxine Macpherson

As the UK representative, I'm in contact with the agents who organise the conference incentive events overseas, so that's what I like most about the job, meeting people and selling the services that we provide abroad and trying to explain what we do.

4 Listening page 17

I = Interviewer, C = Christina Bunt

I: What do you most like about your job?

C: I suppose the most enjoyable for me is training because it's what I started out doing, so it's, er, the bit that I enjoy most ... Um, there's not many things that I dislike, to be honest. I suppose, um, the most challenging part of it is when you're talking in the area of discipline or, um, sometimes the firing part ... Um ... that's one of our major considerations is getting the right people in the right job to start with. If you, if you employ the right people, you don't have a problem managing them once they're in the ... the workplace. Um, our cashiers, obviously customer service is our ... our major selling point when it comes to our company. Um, if you employ a cashier who is naturally friendly, naturally smiles, naturally polite, it's not a problem. If you try and teach them to be polite and to smile, it doesn't necessarily work ...

I: And how did you get into this line of work?

C: Um, ... I originally worked, er, trained as a nurse, um, ... when my daughter was born, needed a part-time job and, um, took a part-time job with Tesco. I used to work nine hours a week on the checkouts, er, covering lunch reliefs. And then they offered me an evening checkout supervisor's job which I took, and then ... I took a full-time job, went into training about 15 years ago. I've worked with them for 22 [years], so, yeah, about 15 years ago I went into ... as ... into a job as a training manager, which is a kind of natural progression into personnel. So I did the training job for about four or five years, and then took my first role about ten or 11 years ago.

I: And where do you think you might be workwise in ten years? Where would you like to be?

C: Where would I like to be? I actually would like to still be working in personnel. Um, the career progression within my firm does tend to try and take senior team through to store management, but it's actually something that I'm not particularly interested to do. Um, I prefer the people side of the business and I would like to either be still in a personnel role in store or in a regional role as personnel.

I: Now, if someone came to you and said, 'I've ... I've got a job interview, what should I try and make sure I do?' ... can you give three tips for good interview technique?

C: Um, I suppose the first thing is to keep in mind that the first impression sticks, um, and I'm not looking for people to turn up to interview with me with ... in a three-piece suit looking as if they've just stepped out of a fashion plate, but ... tidy but comfortable, um, and that first step towards the person who's going to interview makes a huge difference if you're quite prepared to smile and be open and shake a hand, and sometimes for young people that can be really difficult because they're not used to a formal greeting ... And to be totally natural and not try to put yourself forward as something that you're not. Because it's too obvious in an interview situation when you're, when you're trying to pull the wool over someone's eyes. ... Um, talk about the things that you like, talk about the things that you're good at, because you do that naturally, if there's something that you're really interested in, even if it's got nothing to do with the job role that you're actually going into, the enthusiasm will come across. Um, I'll always know that I'm talking to somebody that's going to be enthusiastic about whatever I put in front of them, because they're enthusiastic about things that they like in their normal life.