

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

(第二版)

PASS Cambridge BEC Higher

Teacher's Guide

Louise Pile
Catrin Lloyd-Jones
Anne Williams



 经济科学出版社
Economic Science Press
SUMMERTOWN PUBLISHING

图字:01 - 2002 - 0693

图书在版编目(CIP)数据

新编剑桥商务英语教师用书:高级:2版/(英)派尔(Pile,L),(英)劳埃德-琼斯(Lloyd-Jones,C),(英)威廉斯(Williams,A)编著.-北京:经济科学出版社,2002.3

书名原文:Pass Cambridge BEC Higher Teacher's Guide

ISBN 7-5058-2940-8

I.新... II.①派... ②琼... ③威... 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(2002)第010701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
版权所有 翻印必究

责任编辑:朱 丹
技术编辑:王世伟

**新编剑桥商务英语教师用书(高级)
(第二版)**

Louise Pile

Catrin Lloyd-Jones

Anne Williams

经济科学出版社出版、发行 新华书店经销
社址:北京海淀区阜成路甲28号 邮编:100036
总编部电话:88191217 发行部电话:88191540

网址:www.esp.com.cn

电子邮件:esp@esp.com.cn

中国科学院印刷厂印刷

新路装订厂装订

890×1240 16开 10.25印张 256000字
2002年3月第一版 2002年3月第一次印刷

印数:0001-2000册

ISBN 7-5058-2940-8/F·2308 定价:50.00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。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》是目前唯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 Higher
Teacher's Guide

An examination preparation course
Updated for the revised exam

Introduction

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

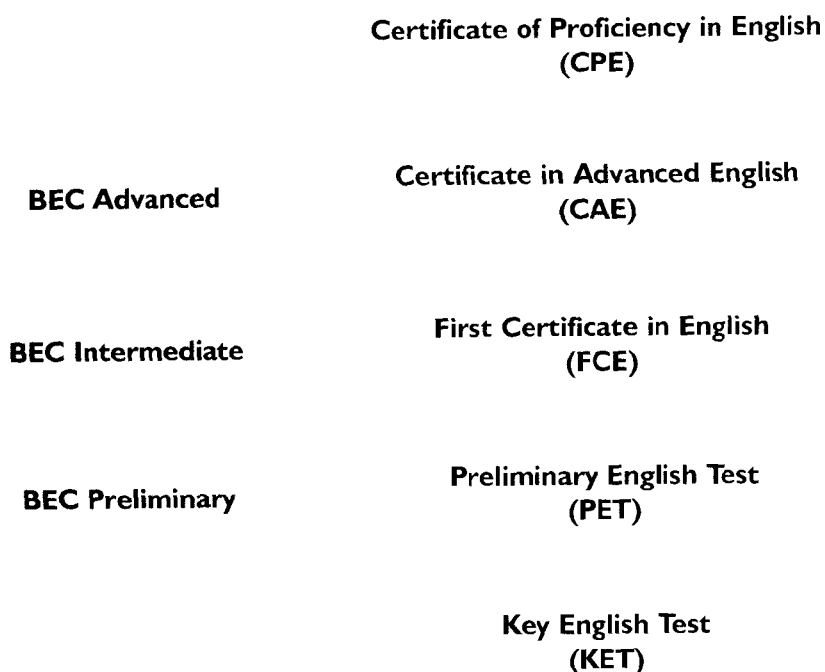
The following introductory pages to the *Pass Cambridge BEC Advanced Teacher's Guide* are an expanded version of the Introduction in the Student Book and contain the following sections:

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

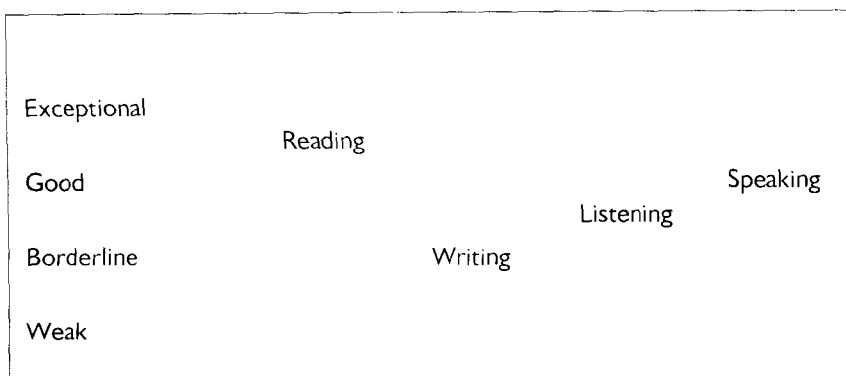
The Cambridge BEC examination

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 Advanced is equivalent to CAE level. It is a practical examination that focuses on English in business-related situations. There is little focus on grammar in the examination and 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 grades A, B, C or Fail grades D, E) and a chart showing their strengths and weaknesses. Successful candidates also receive a certificate.



Pass Cambridge *BEC* Advanced

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.
- **Core units:** Eight double units which cover a wide range of business-related topics.
- **Self-study:** A section following every double unit to provide consolidation of the language of the units and some examination-related tasks. Each Self-study unit also contains a focus on a particular grammatical area.
- **Exam practice:** A section following Self-study which provides practice in all parts of the examination, supplementing the examination practice in the core units and Self-study.
- **Exam focus:** A section which prepares students directly for the Reading, Listening, Writing and Speaking Tests. This section also includes Assessment Sheets for the Speaking and Writing Tests.
- **Tapescripts:** The content of the cassettes.
- **Answer key:** Answers to Self-study and Exam practice.

Cassettes

There are two cassettes:

- **Pass Cambridge *BEC* Advanced:** The listening material for the core units (approximately 60 minutes).
- **Pass Cambridge *BEC* Advanced Exam focus:** There are two complete Listening Tests on the cassette. The cassette also contains Exam focus: Speaking. This contains mock interviews and also seven model answers for the one-minute talks. The total cassette lasts approximately 80 minutes.

Teacher's Guide

The Teacher's Guide consists of the following material:

- Full teacher's notes with answers to all exercises. Answers are bolded in certain tapescripts for the teacher's quick reference.
- Expanded Introduction.
- Photocopiable cards to accompany core exercises in Units 2a and 3a, alternative activities in Units 6b, 7a and 8b and the Exam focus: Speaking section.

Language development in *Pass Cambridge BEC Advanced*

• Reading

The book contains extensive reading practice, using authentic, semi-authentic and examination-style texts representing a variety of genres.

Students should 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 descriptions of graphs, formal letters and short reports. The test is also challenging due to the specific nature of the instructions and the fact that task fulfilment is of key importance. The book contains systematic work on writing skills in the core units and in **Exam focus: Writing**. Further writing practice is provided throughout the core units, **Self-study** and **Exam practice**.

• Listening

The book includes a wide variety of listening material throughout the core units. The **Tapescripts** to the two cassettes can be found at the back of the Student Book and the Teacher's Guide. In the Student Book, the tapescripts from the **Exam focus** cassette are shown in blue.

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

Students may be nervous about the Speaking Test and will need to be fully prepared for it. The **Exam focus** section outlines the format of the Speaking Test and gives strategies to help students perform well in all three parts. 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.

- **Grammar**

The book assumes a certain level of grammatical knowledge. However, a grammatical point is covered in most units and grammar is systematically reviewed in the **Self-study** sections following each double unit. The **Contents** pages provide an overview of these grammar points. Nevertheless, the grammar review is brief and teachers may need to supplement the material. At the end of the teacher's notes for each unit, some brief notes on key language are provided for teacher support; these may also need to be supplemented with other reference material.

- **Optional tasks**

At the end of most units there is an **Optional task** for students to do between lessons, the main aim of which is to link the lesson with the outside world. This task may require students to write a report or prepare a presentation, providing an opportunity for further language skills practice.

Many of these tasks involve students accessing the Internet. If students do not have Internet access, other relevant materials can be recommended (e.g. newspapers, company reports, brochures). Students should be aware that, as with any authentic materials, some information may have become dated since publication.

Preparing students for Cambridge BEC Advanced

What is available?

The following are available:

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

You can also buy BEC Advanced Past Papers directly from UCLES.

Examination preparation in *Pass Cambridge BEC Advanced*

- **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 in **Self-study**, particularly for **Writing Test Part One** and **Reading Test Part Four, Part Five** and **Part Six**.

- **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 4 and Unit 8. By the end of the book, students will have systematically practised every part of the examination.

- **Exam focus**

Exam focus is in one section at the centre of the book. This section provides information about the Reading, Listening, Writing and Speaking Tests and trains students directly in techniques for successful examination performance. It can be used whenever the need arises for a focus on a specific part of the examination. This section also contains Assessment Sheets for the Writing and Speaking Tests. Students need to be trained to use these sheets for self and peer assessment from the start of the course. (See the **How to succeed** sections of **Exam focus: Writing** and **Exam focus: Speaking** for further information on introducing students to the Assessment Sheets.)

Specific examination exercises in *Pass Cambridge BEC Advanced*

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 double unit it follows. Therefore, should teachers wish to practise a specific examination question, they can choose from any **Exam practice** in the book.

Activities related to the Speaking Test

Exam focus: Speaking prepares students for all parts of the Speaking Test. Students hear bad and good versions of Part Two and Part Three of a mock Speaking Test. They also have the opportunity to practise the Speaking Test themselves.

In addition, specific practice for Part Two and Part Three of the Speaking Test can be found in the following units:

Part Two (Short talk)

Units 3b, 5b, 7b and **8a** involve students giving a one-minute talk. Model answers for the one-minute talks are provided on the **Exam focus** cassette for **Units 5b, 7b** and **8a**. **Unit 5b** also contains a useful checklist for planning short talks.

Part Three (Collaborative task)

Units 2b, 3a, 5b, 6b, 7a and **8b** involve a task similar to Part Three of the exam.

The numbers refer to the different parts of the Reading, Writing and Listening Tests. For Writing Test Part Two practice, candidates are asked to write either a letter (L) or a report (R) or both (L/R). Two exercises for the same part of the examination are indicated by (2) on the grid. The paler shaded boxes refer to practice tasks which are not exactly examination exercises but practise relevant skills.

Unit	READING						WRITING		LISTENING		
	1	2	3	4	5	6	1	2	1	2*	3
1a Work roles								R			
1b Company structures								R			
Self-study											
Exam practice											
2a Stocks & shares											
2b Mergers & acquisitions											
Self-study											
Exam practice						2					
3a Trade fairs								L			
3b Entering a market								L			
Self-study											
Exam practice								L			
4a The future of work											
4b e-business											
Self-study											
Exam practice											
Exam focus											
5a Staff motivation								R			
5b Recruitment								L			
Self-study											
Exam practice											
6a Corporate culture											
6b Cultural diversity								L			
Self-study											
Exam practice								R/L			
7a Industrial espionage											
7b Business ethics											
Self-study											
Exam practice								L/R			
8a Global brands								R			
8b Global sourcing								R			
Self-study							2				
Exam practice											

* Part Two of the Listening Test consists 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.

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. 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 - 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 numbers refer to the different parts of the Reading, Writing and Listening Tests. For Writing Test Part Two practice, candidates are asked to write either a letter (L) or a report (R) or both (L/R). Two exercises for the same part of the examination are indicated by (2) on the grid. The paler shaded boxes refer to practice tasks which are not exactly examination exercises but practise relevant skills.

Unit	READING						WRITING		LISTENING		
	1	2	3	4	5	6	1	2	1	2*	3
1a Work roles								R			
1b Company structures								R			
Self-study											
Exam practice											
2a Stocks & shares											
2b Mergers & acquisitions											
Self-study											
Exam practice						2					
3a Trade fairs								L			
3b Entering a market								L			
Self-study											
Exam practice								L			
4a The future of work											
4b e-business											
Self-study											
Exam practice											
Exam focus											
5a Staff motivation								R			
5b Recruitment								L			
Self-study											
Exam practice											
6a Corporate culture											
6b Cultural diversity								L			
Self-study											
Exam practice								R/L			
7a Industrial espionage											
7b Business ethics											
Self-study											
Exam practice								L/R			
8a Global brands								R			
8b Global sourcing								R			
Self-study							2				
Exam practice											

* Part Two of the Listening Test consists 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.

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. 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 - 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.