

PASS

Preliminary

初级 | 教师用书
Teacher's Book

Cambridge

BEC

直通剑桥商务英语

[英] Ian Wood [英] Anne Williams 编著

英国剑桥大学考试委员会BEC备考推荐用书

Preparation for



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清华大学出版社

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出版说明

PUBLISHER'S NOTE

剑桥商务英语证书 (Business English Certificate, 以下简称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一项英语水平考试, 从听说读写四个方面全面考查考生在商务和一般生活环境下使用英语的能力, 对成绩及格者由英国剑桥大学考试委员会颁发标准统一的成绩证书。证书终身有效, 具有极高的国际权威性, 被欧洲乃至全球众多教育机构和企业认可, 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”。

BEC考试自1993年由中国教育部的考试中心引进中国以来, 历经20余年的实践和推广, 因其权威性和规范性而极具知名度, 是求职者有力的语言能力证明。

本套由美国圣智学习出版公司出版的*Pass Cambridge BEC*是一套专为BEC考试而精心打造的备考教程, 其第一版于2001年被引进到中国, 近20年来一直都作为剑桥大学考试委员会和教育部考试中心的推荐用书, 成为广大BEC备考者的首选。2013年, 美国圣智学习出版公司根据剑桥大学考试委员会对BEC考试大纲的最新修订和调整情况, 同时结合现代商务活动和场景等元素, 对该套教材进行了相应的更新与改版, 推出了*Pass Cambridge BEC, 2nd Edition*。2017年, 清华大学出版社获得圣智学习出版公司的授权, 成为该套新版教材在中国唯一的合作伙伴, 将其第二版再次引进中国, 全新出版, 中文书名定为《直通剑桥商务英语》。

全套教材分为初级 (Preliminary)、中级 (Vantage) 和高级 (Higher) 三个级别, 每级均含学生用书、教师用书和练习册。为了方便读者使用, 我们将原版书中附配的听力光盘进行了二维码转换, 将其改造成了“扫码听音”版。

本套教材为考生应试提供全面有效、极具针对性的学习指导。祝愿广大考生在该教材的帮助下考出最佳水平, 取得理想的考试成绩!

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2017年12月

| | | |
|---------------------------------------|--|---|
| Introduction | Getting to know people | Introduction to the exam Studying for Cambridge BEC Preliminary |
| Unit 1a Job descriptions | Talking about jobs Present simple | Listening Speaking |
| Unit 1b Working conditions | Talking about working conditions Adverbs of frequency | Reading |
| Unit 2a Company history | Talking about company history and structure Past simple Prepositions of time | Reading |
| Unit 2b Company activities | Talking about company activities Connectors of addition and contrast Present continuous | Reading |
| Unit 3 Exam focus: Vocabulary | Vocabulary practice | Successful guessing, storage and building of vocabulary |
| Unit 4a Telephoning | Telephoning Leaving and taking messages | Listening |
| Unit 4b Internal communication | Requests and obligation | Writing memos and emails |
| Unit 5a Facts and figures | Describing trends Adjectives and adverbs | Reading |
| Unit 5b Performance | Talking about company performance Present perfect and past simple Reasons and consequences | Listening |
| Unit 6 Exam focus: Reading | Reading Test practice | How to succeed in the Reading Test |
| Unit 7a Product description | Describing products Dimensions, comparatives and superlatives Question formation | Listening |
| Unit 7b Product development | Talking about product development Sequencing words Present continuous and <i>going to</i> | Reading Listening Writing (describing a process) |
| Unit 8a Business equipment | Talking about business equipment Giving instructions | Reading Listening |
| Unit 8b Correspondence | Letter phrases | Letter writing Reading |
| Unit 9 Exam focus: Writing | Writing Test practice | How to succeed in the Writing Test |

Language

Skills

| | | |
|--|--|--|
| Unit 10a Business hotels | Talking about hotel facilities Asking for and giving directions | Reading Listening |
| Unit 10b Commuting | Talking about traffic and transport Making predictions | Reading Listening |
| Unit 11a Arranging a conference | Talking about conference arrangement Checking and confirming | Reading Listening Letter writing |
| Unit 11b At a conference | Talking about a conference <i>before, after, when, until, etc.</i> | Reading Listening |
| Unit 12 Exam focus: Listening | Listening Test practice | How to succeed in the Listening Test |
| Unit 13a Production | Talking about production processes Passive | Listening |
| Unit 13b Quality control | Talking about quality control Conditional 1 (real) Making suggestions | Listening |
| Unit 14a Direct service providers | Talking about call centres, insurance and changes in working practices Future possibility/probability | Listening |
| Unit 14b The banking sector | Talking about banking <i>-ing</i> | Reading Listening |
| Unit 15 Exam focus: Speaking | Speaking Test practice | How to succeed in the Speaking Test |
| Unit 16a Delivery services | Talking about delivery services Prepositions of time | Reading |
| Unit 16b Trading | Talking about trading Tense review | Listening Reading Letter writing |
| Unit 17a Recruiting staff | Talking about recruitment Conditional 2 (hypothetical) | Reading Listening |
| Unit 17b Applying for a job | Talking about job applications Indirect questions | Reading Listening Letter writing |
| Unit 18 Exam practice | Reading, Writing and Listening Test practice | |

Activity sheets

Audioscripts

Answer key

Essential vocabulary

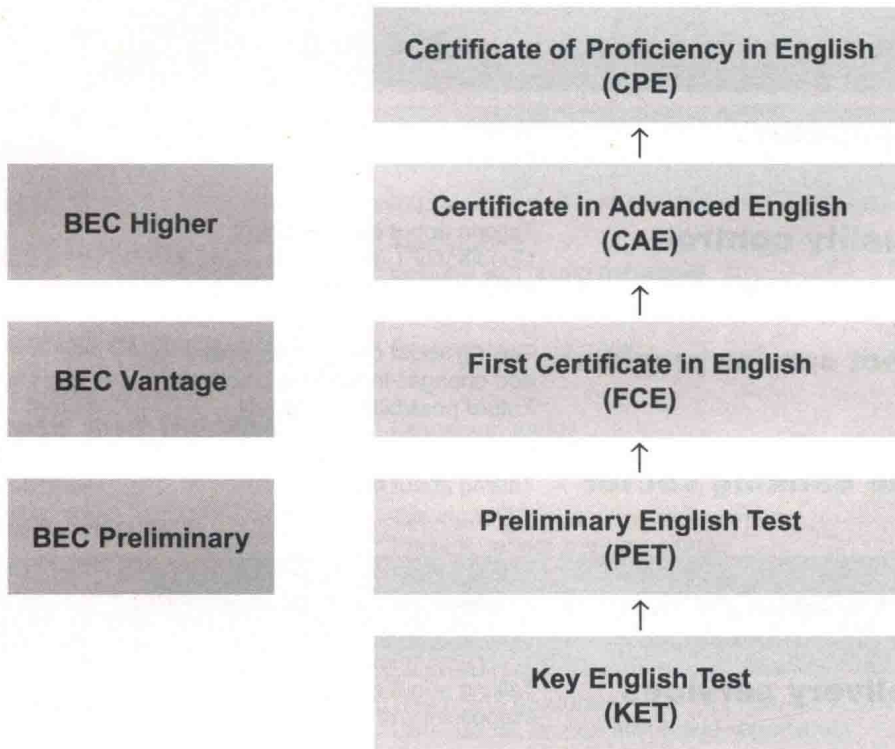
Irregular verbs

Information on the BEC test and Pass Cambridge BEC Preliminary

The Cambridge BEC examination

The Cambridge Business English Certificate (BEC) is an international exam designed to assess candidates' ability to use English in an international business environment. Paper-based exams are offered up to seven times a year and computer-based exams are offered more frequently. Teachers are advised to check with their local centres for exact dates. For further information see the Cambridge ESOL website.

Cambridge BEC is available at three levels, linked to the levels of traditional Cambridge examinations (see below). Both sets of examinations are linked to the *Common European Framework of Reference for Languages: Teaching, Learning, Assessment*, published in 2001 by the Council of Europe. BEC Preliminary is at B1 level, BEC Vantage is at B2 level and BEC Higher is at C1 level.



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 for 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 with their overall grade.

| | | | |
|-------------|---------|--|-----------|
| | | | |
| Exceptional | Reading | | |
| Good | | | Speaking |
| | | | Listening |
| Borderline | Writing | | |
| Weak | | | |

Pass Cambridge BEC Preliminary

Student's Book

The Student's 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 as well as tips on developing vocabulary skills.
- **Core units:** Twelve double units which cover a wide range of business-related topics.
- **Exam focus units:** Five units which prepare students directly for the Reading, Listening, Speaking and Writing Tests. These units provide additional information about the different aspects of the exam as well as tips for preparing and taking it.
- **Self-study:** A section after every double core unit for consolidation of the vocabulary and functions of the unit. Each Self-study section also contains a focus on a particular grammatical area.
- **Exam practice:** Tests providing practice in examination skills.
- **Activity sheets:** Pairwork and supplementary activities at the back of the book.
- **Audioscripts:** The content of the recordings.
- **Essential vocabulary:** A list of the key vocabulary of each unit.
- **Answer key:** Answers to Self-study and Exam practice.

Workbook with Answer key

The Workbook provides a language-focused supplement to the Student's Book:

- **Essential revision:** Follows the topics and language syllabus of the Student's Book.
- **Grammar and vocabulary:** Each four-page unit is split into grammar and vocabulary sections.
- **Language review:** Two review units consisting of 100 grammar questions and fifty multiple-choice vocabulary questions based on the previous five units.

Self-study Practice Tests with recordings and Answer key

The Self-study Practice Tests contain:

- **Three complete practice tests:** Reading, Writing, Listening and Speaking tests with sample Cambridge ESOL answer sheets.
- **Focus on key grammar, words and phrases:** To enable students to approach every task successfully in the examination.
- **Full audioscripts:** For each listening test.

Recordings

- **Pass Cambridge BEC Preliminary:** The listening material for the core units (approximately sixty minutes)
- **Pass Cambridge BEC Preliminary Exam focus:** Two complete Listening Tests and Exam focus: Speaking (a mock speaking test) (in total approximately sixty minutes).

Teacher's Book

The Teacher's Book contains the following material:

- Full teacher's notes with answers to all exercises.
- Expanded Introduction.

Language development in *Pass Cambridge BEC Preliminary*

• Grammar

 Don't forget

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's Book there is a section called **Essential vocabulary**, which contains 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. Cambridge ESOL 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 Audioscripts for the recordings can be found at the back of the Student's Book and in the relevant units of the Teacher's Book.

For both reading and listening, the emphasis in the examination tends to be on looking for specific information rather than understanding gist. Although the teacher's 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 memos, notes and emails as well as a piece of business correspondence, report or proposal. 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 (emails 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 lasts about a quarter of an hour. 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. Speaking Test preparation packs are available from Cambridge ESOL. Students can watch a complete speaking exam to get an idea of how the exam works and what will be expected of them.

Preparing students for Cambridge BEC Preliminary

What is available?

The following are available:

- *The BEC Handbook for Teachers* (which includes sample papers and a CD). This can be ordered from Cambridge ESOL or downloaded from their website.
- You can also buy past BEC Preliminary Papers directly from Cambridge ESOL. In addition, there are Speaking Test preparation packs, exam reports and other teaching resources (classroom activities) available to download from their website.
- Teachers who contact Cambridge ESOL can often get free training sessions on the exams. If a group requests this, Cambridge ESOL tries to find a presenter to send them and pays the presenter. Contact Cambridge ESOL for more information.

Examination preparation in *Pass Cambridge BEC Preliminary*

• Introduction

The **Introduction** presents the content of the examination and provides an overview of the different sections. Students 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

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

Unit 3 Exam focus: Vocabulary

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 beige 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 beige 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.

Speaking Test Part 1 (Personal information)

Unit 1a involves students talking about their jobs.

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

Speaking Test Part 2 (Mini presentation)

Units 2b, 8a, 13a, 13b, 14a, 14b and **17a** all contain speaking activities where students are required to give information and express opinions.

Speaking Test 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).

| | | READING | | | | | | | WRITING | | LISTENING | | | |
|------|--------------------------|---------|---|---|---|---|---|---|---------|---|-----------|---|---|---|
| Unit | Part | 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 | | | | | | | | ■ | ■ | | | | |
| 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. It can also be very helpful to use the speaking preparation pack to show students a complete speaking exam. This pack as well as past papers, can be ordered directly from Cambridge ESOL.

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 in the recordings and candidates can use British English, American English, Australian English – or any other native speaker variety – as long as they are consistent. Both American and British English are accepted in the writing section, however, candidates must be consistent. If they start with one variety of English, they should use it throughout. However, as the exam is international, 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, some of the speaking activities in the book might 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 Cambridge ESOL 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.

Introduction

Objectives: To give Ss general information about Cambridge BEC Preliminary
To provide useful study strategies for the Cambridge BEC Preliminary course
To familiarise Ss with the content of *Pass Cambridge BEC Preliminary*

Unit overview

- **Cambridge Business English Certificate Preliminary**

T does essential briefing for the start-up of a new course.

Warmer: T elicits Ss' knowledge, experience and opinion of examinations.

T goes through the weighting of the different parts of the examination.

- **An overview**

T describes the examination content and relates it to real-world skills.

T talks Ss briefly through the content of the examination.

- **Important Cambridge BEC Preliminary dates**

Ss complete a table with their essential Cambridge BEC Preliminary dates.

- **Introductions**

Ss obtain personal information from one another and complete cards.

Ss do a *Find someone who ...* activity.

- **Studying for Cambridge BEC Preliminary**

Ss work in pairs and brainstorm ideas to add to a diagram about studying for the examination.

Ss discuss and complete a questionnaire on the usefulness of various language learning practices.

- **Quiz: *Pass Cambridge BEC Preliminary***

Ss do a quiz to familiarise themselves with *Pass Cambridge BEC Preliminary*.