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剑桥标准商务英语教程

高级·教师用书

(英) Guy Brook-Hart 编著

第2版

Business BENCHMARK

剑桥英语考试 Cambridge English: Business Higher (BEC Higher) 官方备考资料



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Introduction

Who this course is for

Business Benchmark Advanced/Higher is designed as an interesting and stimulating course in Business English for students at Common European Framework (CEF) level C1. 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 (younger people who are intending to work in business in the future).

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 approximately three hours' classroom time each.

For students who require a Business English qualification, the course provides a thorough preparation for the Business English Certificate (BEC) Higher level including **one complete practice exam** for BEC.

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 presentations
 - 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.
- Many of the activities in the units are also designed to provide students with the skills and training necessary for the **Business English Certificate (BEC) Higher level**.
- **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 the BEC Higher exam consists of, with information about what each section of the exam is testing and detailed 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 **BEC Higher exam (BEC Higher edition)** which is designed for advanced students.
 - **Answer key** to all the exercises in the book.
 - **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 available online.

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 keys to all exercises in the photocopiable activities
- answer keys 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 C1 (advanced) level.

Business English Certificate (BEC) Higher exam

BEC Higher assesses language ability used in the ability used of business at the Council of Europe's Effective Operational Proficiency Level (C1) for general language proficiency.

- In the **Reading** component, there are six tasks of the following types: multiple choice, matching, word level gap-filling, sentence-level gap-filling, multiple-choice gap-filling and error identification. The Reading component is 25% of the total marks.

- In the **Writing** component, there are two tasks. In Part One candidates produce a short report (based on graphic input, approximately 120–140 words). In Part Two candidates choose whether to write a report, proposal or piece of business correspondence. The Writing paper is 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 paper is 25% of the total marks.
- The **Speaking Test** is conducted by two external examiners and candidates are tested in pairs. At centres with an uneven number of candidates, the last single candidate is examined with the last pair in a group of three. During the test each candidate responds to questions, gives a 'mini-presentation' lasting approximately one minute, takes part in a collaborative task with the other candidate and the interlocutor. The Speaking Test is 25% of the total marks.

Corporate culture

This unit teaches language and vocabulary connected with company culture, phrasal verbs and defining and non-defining relative clauses.

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
Talking point: <i>Aspects of corporate culture</i>	Speaking Part 1	Speaking Part 1
Listening: <i>Aspects of corporate culture</i>	Listening Part 2	Listening Part 3
Reading: <i>Creating a corporate culture</i>	Reading Part 2	
Talking point: <i>Creating a corporate culture</i>	Speaking Part 3	Speaking Part 3
Photocopiable activity 1	Speaking Parts 1 & 2	Speaking Parts 1 & 2

Notes on unit

Getting started

As a further extension, you can get students to brainstorm other typical characteristics of corporate culture.

You could also discuss the relationship between national cultures and corporate cultures if you think your students have the background to do this.

Talking point: *Aspects of corporate culture*

Pre-service students who have no close acquaintance with a company can be asked to talk about the culture of a college or school where they have studied.

Listening: *Aspects of corporate culture*

All audio material in this book is intended to be listened to twice.

If students are new to this type of listening activity, allow them to check their answers by looking at the transcript for Track 2 to see how the activity works.

If you wish to make the activity more challenging, Exercise 1 can be done after, rather than before, Exercise 2.

Reading: *Creating a corporate culture*

As a warmer before the reading passage, ask students to do Exercises 1 and 2.

When students do Exercise 3, they should read the whole text again when they have finished to make sure that it reads logically.

As an alternative approach to this and other tasks, you can discuss the best approach with students and get their ideas. Different students, or different groups of students, can try different ways, e.g. reading the list of sentences carefully first and then finding gaps for them, or reading to the first gap and then looking through the list of sentences, etc. They can then compare which method was most effective.

Vocabulary: *Creating a corporate culture*

If your students have a copy of the Personal Study Book, you can point out that it contains exercises which recycle vocabulary and grammar encountered in the unit and, in some units, gives extra reading and writing tasks.

You can also point out that the Personal Study Book contains a Word list which they can consult when doing vocabulary exercises.

Photocopiable activity

This activity is intended as an ice-breaker at the beginning of the course (perhaps before students have had time to buy their course books) and will take about an hour of class time.

Getting started

Time management is about managing your time efficiently so that you achieve the most effective use of your working day, and also have time for free-time activities and interests. Courses in time management are also offered in many universities to help students manage their time efficiently. This activity is intended to analyse how you spend your day and suggest some time-management methods.

Work with a partner and complete this questionnaire for each other. (Ask each other complete questions to obtain the information, e.g. *How long is your working day?*)

Job/Occupation/Studies:

Summary of duties and responsibilities / What course consists of:

Length of working day / time each day spent in class or studying:

Starts work/studies at:

Length of lunch break:

Finishes work/studies at:

Time per day spent travelling to work/college/university:

How time spent while travelling to work/college/university (e.g. reading the newspaper):

Takes work home? Yes/No

If Yes, give details:

Works/Studies at weekends? Yes/No

If Yes, give details:

Working time spent in meetings/classes/tutorials:

Working time spent on phone:

Time spent per day on enjoyable non-work/non-study activities:

Time spent per day on household chores, childcare, etc.:

Do you think you make efficient use of your time? Yes/No

If Yes, give details:

Talking point

Time management experts list a number of common activities or circumstances which waste people's time. These are often called *time thieves*.

Work in groups of three. Discuss these questions.

- 1 How do the *time thieves* listed below waste people's time?
- 2 Which ones waste your time?
- 3 How can people reduce their vulnerability to these *time thieves*?

Time thieves

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> • Telephone interruptions • Interruptions from visitors • Meetings • Not delegating tasks • Crisis management (i.e. spending your day dealing with problems that arise) • Poor communication | <ul style="list-style-type: none"> • Lack of training • Unclear objectives • Poor planning • Stress and fatigue • Inability to say 'No' • An untidy desk/computer filing system • Being a perfectionist |
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Reading

- 1 Work in groups of three. You will each read a different text giving advice on how to manage time better.
- 2 Read your text and make brief notes on the main points.
- 3 Talk to your partners and explain the main advice and the reasons for it. When speaking, refer to your notes rather than the original text.
- 4 When you have finished, discuss which were the best pieces of advice.

Writing

Work with a partner. Write one more piece of advice for good time management like the ones you have just read.

- A** **SPEND TIME PLANNING AND ORGANISING.** Using time to think and plan is time well spent. In fact, if you fail to take time for planning, you are, in effect, planning to fail. Organise in a way that makes sense to you. Some people need to have papers filed away; others get their creative energy from their piles. So forget the 'shoulds' and organise *your way*.
- SET GOALS.** Goals give your life, and the way you spend your time, direction. When asked the secret to becoming so rich, one of the famous Hunt brothers from Texas replied, 'First, you've got to decide what you want.' Set goals which are specific, measurable, realistic and achievable. Your optimum goals are those which cause you to 'stretch' but not 'break' as you strive for achievement. Goals can give creative people a much-needed sense of direction.
- PRIORITISE.** Use the 80–20 rule originally stated by the Italian economist Vilfredo Pareto, who noted that 80 per cent of the reward comes from 20 per cent of the effort. The trick to prioritising is to isolate and identify that valuable 20 per cent. Once identified, prioritise time to concentrate your work on those items with the greatest reward.
- USE A 'TO-DO' LIST.** Some people thrive using a daily 'to-do' list which they construct either last thing the previous day or first thing in the morning. Such people may combine a 'to-do' list with a calendar or schedule. Others prefer a 'running' 'to-do' list which is continuously being updated.

B

BE FLEXIBLE. Allow time for interruptions and distractions. Time management experts often suggest planning for just 50 per cent or less of one's time. With only 50 per cent of your time planned, you will have the flexibility to handle interruptions and the unplanned 'emergency'. When you expect to be interrupted, schedule routine tasks. Save (or make) larger blocks of time for your priorities. When interrupted, ask Alan Lakein's crucial question, 'What is the most important thing I can be doing with my time right now?' to help you get back on track fast.

CONSIDER YOUR BIOLOGICAL PRIME TIME. That's the time of day when you are at your best. Are you a 'morning person', a 'night owl', or a late-afternoon 'whiz'? Knowing when your best time is and planning to use that time of day for your priorities (if possible) is effective time management.

DO THE RIGHT THING RIGHT. Noted management expert Peter Drucker says 'doing the right thing is more important than doing things right'. Doing the right thing is effectiveness; doing things right is efficiency. Focus first on effectiveness (identifying what is the right thing to do), then concentrate on efficiency (doing it right).

ELIMINATE THE URGENT. Urgent tasks have short-term consequences, while important tasks are those with long-term, goal-related implications. Work towards reducing the urgent things you must do so you'll have time for your important priorities.

C

PRACTISE THE ART OF INTELLIGENT NEGLECT. Eliminate from your life trivial tasks or those tasks which do not have long-term consequences for you. Can you delegate or eliminate any of your 'to-do' list? Work on those tasks which you alone can do.

AVOID BEING A PERFECTIONIST. In the Malaysian culture, only the gods are considered capable of producing anything perfect. Whenever something is made, a flaw is left on purpose so the gods will not be offended. Yes, some things need to be closer to perfect than others, but perfectionism, paying unnecessary attention to detail, can be a form of procrastination.

LEARN TO SAY 'NO'. Such a small word – and so hard to say. Focusing on your goals may help. Blocking time for important, but often not scheduled, priorities such as family and friends can also help. But first you must be convinced that you and your priorities are important – that seems to be the hardest part in learning to say 'no'. Once convinced of their importance, saying 'no' to the unimportant in life gets easier.

REWARD YOURSELF. Even for small successes, celebrate achievement of goals. Promise yourself a reward for completing each task, or finishing the total job. Then keep your promise to yourself and indulge in your reward. Doing so will help you maintain the necessary balance in life between work and play. As Ann McGee-Cooper says, 'If we learn to balance excellence in work with excellence in play, fun, and relaxation, our lives become happier, healthier and a great deal more creative.'

From *Thirteen timely tips for more effective personal time management* by Kathy Prochaska-Cue

Answer key

Student's Book activities

Getting started

- 1 1 b 2 g 3 e 4 d 5 f 6 c 7 a
2 1 mentor 2 dress code 3 goals 4 autocratic
5 bonuses 6 do things by the book 7 vision
8 entrepreneurial

Aspects of corporate culture

Listening

- 1 1 g 2 j 3 a 4 i 5 d 6 e 7 c 8 b 9 f
10 h
2 Candela: 5 Henry: 4 Sonia: 7 Omar: 3

Vocabulary

- 1 out 2 through 3 up with 4 to 5 turn
6 getting 7 down

Creating a corporate culture

Reading

- 1 1 The board of directors
2 It can affect ethics, risk-taking and bottom-line performance.
3 Board members often lack an understanding of corporate culture.
3 1 G 2 F 3 D 4 C 5 A 6 E

Vocabulary

- 1 b 2 g 3 c 4 a 5 d 6 f 7 e

Grammar workshop: *defining and non-defining relative clauses*

- 1 How should a director think about the “corporate culture” of the company on whose board he or she serves?
2 Consult a management text on organizational culture and you’ll find a chapter or more of definition which/that boils down to something like “a pattern of shared basic assumptions.”
3 Every organization has a culture which/that manifests itself in everything from entrepreneurship to risk-taking all the way down to the dress code.
4 An understanding of corporate culture is one of the main things missing on boards, but they really need it if they’re going to monitor what’s going on inside the corporation.
5 Nucor’s culture, which he describes as “extraordinarily powerful, effective, and unique,” can be traced back to the values and vision of its legendary founder, F. Kenneth Iverson.

Transcript

02 Listening page 11

- Omar:** So, Candela, what’s it like working for a large car manufacturer?
Candela: You’d be surprised, actually. You hear so much about cut-throat competition amongst managers in my type of company, but in fact, as someone starting out on the management ladder, I get a lot of back-up from senior staff. We have twice-weekly get-togethers where we talk through our difficulties and come up with ideas and solutions. It’s great. I don’t get the feeling that it’s ‘sink or swim’ at all.
Omar: And you, Henry?
Henry: Well, as you’d expect working in hospital administration, there’s plenty of red tape. We have to stick to the rules fairly carefully because at the end of the day, people’s health’s involved, and we’re publicly accountable. But that doesn’t mean there’s no room for inventiveness. We’re always looking for ways of streamlining procedures and making efficiency gains.
Omar: And saving taxpayers’ money.
Henry: That’s right.
Omar: Now, Sonia, what’s it like working for a dotcom?
Sonia: It’s not exactly a dotcom. As a matter of fact, it’s more a software developer. And it really suits me, you know, I nearly always turn up at work wearing jeans and a T-shirt, which is great for a manager, and everyone talks to everyone else in a really relaxed way. There’s none of that ‘them-and-us’ feeling between management and staff that you get in other industries. I mean, in most ways the staff are more expert than the managers! And what about you, Omar?
Omar: My company, as you know, is a consumer products company, and we’re all organised in divisions, and the divisions in teams, and we’re all competing against each other. Our pay is performance-related, and nobody gets the same. Getting ahead and even keeping your job depends on your performance.
Sonia: Um, and how’s performance measured, Omar? Is there a yardstick?
Omar: Not really. In the end, it boils down to performance in comparison with other teams and divisions.
Henry: Sounds quite a rat race.
Omar: For me, that’s business!