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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, or the Business Language Testing Service (BULATS) test, including one complete practice exam for BEC and another for BULATS.

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 either the Business English Certificate (BEC) Higher 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 the BEC Higher exam consists of, or what the BULATS test consists of, together 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) or the parts of the BULATS test (BULATS edition) which are designed for advanced students. The BULATS test is supplied by Cambridge ESOL.

- **Answer keys** 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 either on audio CD or cassette.

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.

Website
Further information and resources can be found online @ http://www.cambridge.org/businessbenchmark.

BULATS CD-ROM (BULATS edition)
The BULATS edition of Business Benchmark, Advanced contains skills advice and exam practice for all parts of the BULATS test which are relevant to students at advanced level. A complete BULATS test is supplied free with Business Benchmark BULATS Edition, Advanced on CD-ROM for students wishing to familiarise themselves with all parts of the computer test.

Business English Certificate (BEC) Higher exam
BEC Higher assesses language ability used in the context 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.

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 159 for more information about the Council of Europe Framework.
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).

| Talking point: Aspects of corporate culture | BEC: Speaking Part 1 | BULATS: Speaking Part 1 |
| Listening: Aspects of corporate culture     | BEC: Listening Part 2 | BULATS: Listening Part 3 |
| Reading: Creating a corporate culture       | BEC: Reading Part 2   | BULATS: Speaking Part 3  |
| Talking point: Creating a corporate culture | BEC: Speaking Part 3 & 2 | BULATS: 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.
Photocopyable activity

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?*)

<table>
<thead>
<tr>
<th>Job/Occupation/Studies:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary of duties and responsibilities / What course consists of:</td>
</tr>
</tbody>
</table>

| 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 |
| Works/Studies at weekends? Yes/No |

| 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: