

● 大学英语拓展课程系列

拓展课程



English for Professional Success
Student Book

成功职场英语
学生用书

Hector Sánchez

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学生用书

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出版说明

教育部最新颁布的《大学英语课程教学要求》将大学英语的教学目标确定为“培养学生的英语综合应用能力，特别是听说能力，使他们在今后学习、工作和社会交往中能用英语有效地进行交际，同时增强其自主学习能力，提高综合文化素养，以适应我国社会发展和国际交流的需要”，并提出：“将综合英语类、语言技能类、语言应用类、语言文化类和专业英语类等必修课程和选修课程有机结合，确保不同层次的学生在英语应用能力方面得到充分的训练和提高。”《大学英语课程教学要求》明确要求大学英语教学中开设选修课，以满足大学生的实际需求。

依据《大学英语课程教学要求》，上海外语教育出版社邀请国内外英语教学专家开发编写了选修教材，通过教材的出版引领、促进了大学英语选修课程设置的发展，丰富了我国大学英语教学。这些教材品种丰富，涵盖面广，包括以下多个系列：大学英语应用提高阶段专业英语系列教材、大学英语综合应用能力选修课系列教材、职场英语选修教程系列、大学目标英语、牛津专业英语基础丛书等。这些年来，全国数百所高校使用了这些教材，部分老师对教材的内容和编写形式提出了宝贵的建议，为我们进一步完善教材提供了实践依据。

虽然很多高校多年来一直尝试开设选修课，专家学者也进行了理论研究，但目前此类课程在大学英语教学中所占比重并不大，仍处于探索阶段。多数教学专家对大学英语选修课程的具体教学目标和教学内容范围未形成统一认识，教育主管部门亦未出台具体的选修课教学要求。为了进一步推动大学英语选修课教学的发展，外教社在多年选修课教材使用情况调研的基础上，结合专家学者的最新研究成果和建议，充分考虑我国目前的大学英语教学现状、师资条件、实际需求等因素，重新策划编写了“大学英语拓展课程系列”，该系列教材包括EAP、ESP和EOP三个子系列。

- EAP (English for Academic Purposes)

学术英语类，侧重高级水平英语听、说、读、写、译等技能的培养，为大学生出国留学、攻读研究生、进行科研等学术活动打下更扎实的英语基础。此类课程包括：演讲听说、跨文化交际、文学赏析、学术英语写作等。适合需要继续在学术上深造的大学生使用。

- ESP (English for Specific Purposes)

专业英语类，侧重提升专业英语能力，在培养学生听、说、读、写、译等基本语言技能的基础上，教授与该专业相关的英语词汇和表达，并尽可能传授专业知识，以使大学生轻松通过英语媒介获取本专业知识和信息。此类课程适合相关专业学生学习，针对性强。

- EOP (English for Occupational Purposes)

职场英语类，侧重提升职场英语能力，为大学生将来在英语环境中工作打下扎实的职场交际基本功。此类课程多数适合所有大学生使用，有部分教程与专业结合，适合相应专业学生使用。

除了重新修订已出版的教材外，我们还通过邀请更多海内外英语教学专家参与编写、和国外出版社合作出版等方式，扩大本系列教材的选题规模，以满足各专业大学生的学习需求。本系列教材具有时代感强、实用性强、课堂可操作性强等特点，相信会给我国大学英语教学带来新风向。

上海外语教育出版社

2013年2月

前 言

《成功职场英语》 (*English for Professional Success*) 由上海外语教育出版社与圣智学习出版公司合作出版。

本教程旨在培养大学生的职场英语交际能力，使他们能在未来的英语职场中脱颖而出。本教程包括申请工作、写简历、组织会议、演示等普通职场话题及申请硕士课程等继续深造方面的话题，适合所有专业学生学习使用。

本教程由5个单元组成，每单元6课，各单元围绕一个主题展开，每个单元后有一个Team Project。所选内容为真实职场环境中的交际话题，可以激发学生的学习兴趣，提高学习积极性。训练形式多样化，旨在培养听、说、读、写技能，促使学生掌握职场环境中的种种英语交际能力。书后为每个单元配备了附加活动、阅读材料、写作材料、复习题和单元测试，丰富了学习内容。此外，还提供了语法要点、专业词汇表，方便学生查阅。

本教程配有教师用书。

上海外语教育出版社

2013年2月

To the Student

English for Professional Success is especially designed for university students at the intermediate level who want to use their English for international communication in professional contexts.

Objective

The purpose of this book is to empower students with the language and life skills they need to carry out their career goals. To this end it provides ample opportunities for students to build awareness and practice the language in real-life scenarios. Its integrated skills approach develops the student's self-confidence to survive and succeed in professional and social encounters within an English-speaking global community.

The **Professional English** portion of our book follows an eclectic approach to ESP language teaching, so teachers will find a wide variety of activities which will include practice in problem-solving, critical thinking, and professional communication.

Content

The book has been designed with a core of 30 lessons plus additional resource sections to provide teachers and course designers with the necessary flexibility for planning a wide variety of courses.

The four skills of listening, speaking, writing, and reading are developed throughout each unit in professional contexts. Emphasis is on developing the life skills students need to deal with situations that they will encounter in the job market.

University students, regardless of their major, will immediately be motivated by the opportunity to prepare for the job market as they practice their English language skills in the following job-related scenarios.

Job hunting

How to read want ads, deal with application forms, plan and write cover letters and resumes, develop interview skills and learn what employers look for in a candidate

Relocating

Apartment hunting, deciding whether or not to look for a roommate and how to do so, handling landlords, interpreting leases, dealing with household problems

On-the-job skills

Problem-solving, setting goals, creating action plans, decision-making, developing time-management skills, dealing with change within a company

The language of work

Learning the language of warehousing, placing orders, participating in meetings, giving formal presentations, practicing moderating skill

Using the book

Each content-based unit is divided into six two-page lessons. Each lesson is designed to present, develop, and practice a particular job-related skill. (See **Contents**)

Vocabulary

The content vocabulary that might be unfamiliar to an intermediate-level student is glossed in dictionary boxes at the bottom of each lesson. Teachers may choose to focus on this vocabulary through direct presentation, or may introduce the students to the dictionary boxes and suggest they refer to them if they find that not recognizing a glossed word impedes their understanding of a given text.

Grammar

There is no direct grammar instruction in the core lessons. However a complete grammar resource has been provided at the end of the book. The grammar resources can serve as a reinforcement of the students' grammar skills to be used for self-study and independent practice. Or the teacher may choose to use material in class to present and practice language skills required by the productive exercises in the different lessons.

The language elements are ordered as they would appear in a traditional grammar syllabus, but they may be referred to in any order. Each grammar presentation provides a grammar box or paradigm followed by contextual examples and a practice exercise.

Listening

Many of the workplace scenarios are presented and/or established through the listening contexts. An audio CD has been provided for the student to allow for independent listening practice. Student access to audio CDs also provides multi-level instruction opportunities in the classroom.

On-going assessment

The five team projects found at the end of every unit as well as the one-page unit reviews at the end of the book provide ample opportunity for on-going assessment.

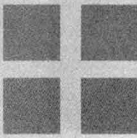
Other additional materials—additional activities, reading resources, writing resources, unit tests—are also provided at the end of the book.

Contents

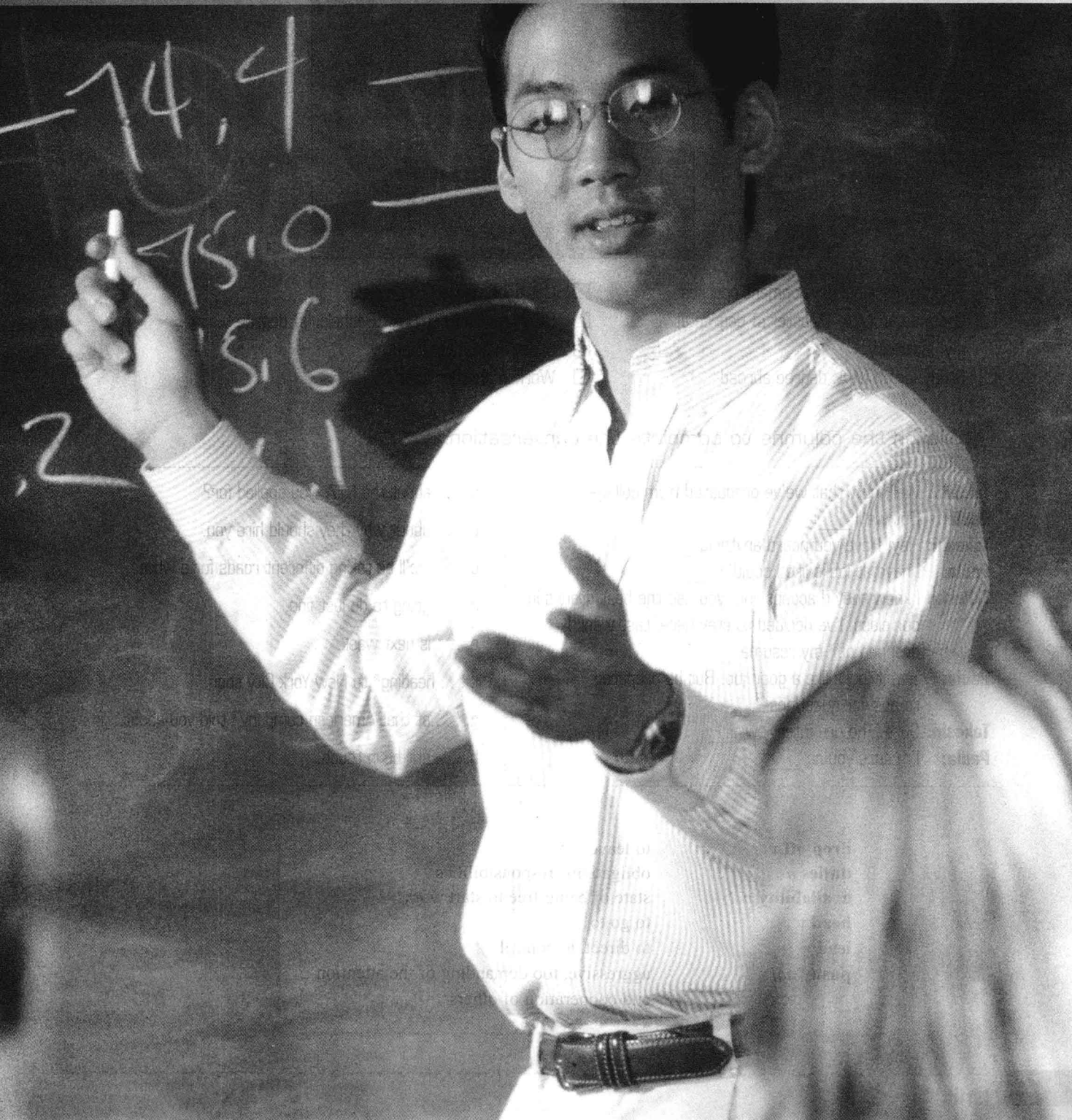
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Unit 1



Preparing for challenges



The reason I'm applying is . . .

a Check ✓ the steps you would like to take to develop your career. Then explain your decisions to a partner.



- | | |
|--|---|
| <input type="checkbox"/> Take professional development courses | <input type="checkbox"/> Get a job related to my field |
| <input type="checkbox"/> Continue an M.A. (Master's) degree at my university | <input type="checkbox"/> Study for another B.A. (Bachelor's) degree |
| <input type="checkbox"/> Study for an M.A. degree abroad | <input type="checkbox"/> Study in another country |
| | <input type="checkbox"/> Work in another country |

b Match the columns to complete the conversation.

Takeshi: Well, now that we've graduated from college, ____

Paula: But we'll ____

Takeshi: Hey! Have you heard anything ____

Paula: I have. It looks like I could be ____

Takeshi: I knew they'd accept you; you had the best grades in our class. I've decided to stay here. Last week I dropped off* my resume ____

Paula: Yes, it looks like a good job. But be prepared to answer questions ____

Takeshi: Sure. The pre-interview ____

Paula: I'm sure you're ____

- a. . . . about the M.A. you applied for?
- b. . . . about why they should hire you.
- c. . . . we'll be taking different roads for a while.
- d. . . . going to do just fine.
- e. . . . is next week.
- f. . . . heading* to New York City soon.
- g. . . . at that American company I told you about.
- h. . . . still be in touch.

drop off *v*

duties *n*

availability *n*

head *v*

lead *v*

pushy *adj*

to leave

obligations, responsibilities

state of being free to start work

to go to

to direct, to control

aggressive, too demanding of the attention and cooperation of others

c Look at the following characteristics. Which do you think an employer would consider *positive* (P) in a job interview? Which do you think an employer would consider *negative* (N)?

- | | |
|---|---------------------------|
| ___ being a leader | ___ being a perfectionist |
| ___ making decisions with your emotions | ___ being active |
| ___ being pushy | ___ being aggressive |



d Listen to Takeshi talk about his hiring test. How did he respond?
Check ✓ the correct box.

Applicant's name: Takeshi Oropeza **Date:** June 4

Check the option that expresses how decisive you are.

1. I like to lead*.

Always Sometimes Never Not sure

2. I care about getting things done well.

Always Sometimes Never Not sure

3. I am not emotional when making decisions.

Always Sometimes Never Not sure

4. I like to be busy all the time.

Always Sometimes Never Not sure

5. I could be described as pushy*.

Always Sometimes Never Not sure



e Describe yourself to your partner. Use the phrases in the box.

I always . . .
I don't think . . .
I absolutely . . .
Sometimes I . . .
I consider . . .
I'd say . . .
I prefer . . .

I don't consider myself a leader.
I prefer being told what to do all the time.
I always try to get things done well. I'd say that
I hate making mistakes. I double-check
everything before turning it in.

Lesson 2

Just applying for the M.A. is hard

a Brainstorm the things you would need in order to study for a Master's degree abroad.

Academic requirements	Personal qualifications	Other

b Read the Web page and make a list of the five things Paula will need to do in order to study for a Master's degree in the U.S.

Info about Graduate Study in the USA


- ▶ More than 1,200 qualified U.S. private and state universities offer graduate study courses.
- ▶ It commonly takes at least a year to select a university, to complete the admission process and to apply for financial help and scholarships*.
- ▶ Yearly tuition* costs might be as much as US\$25,000, while living costs may vary from US\$8,000 to US\$14,000.
- ▶ Universities charge an admission application fee*, which ranges between US\$25 and US\$150.
- ▶ You will be required to take the TOEFL (Test of English as a Foreign Language). This test measures the English proficiency* of non-native English-speaking students. Most universities request a score of 550 points. The TOEFL Web site contains complete information about the test: registration forms, test dates and sites, fees (US\$130), test samples, etc. Web site: www.toefl.org.
- ▶ Job opportunities for foreign students are restricted* and strongly regulated by the U.S. Citizenship and Immigration Services.
- ▶ Before obtaining a student visa, you will have to prove to the U.S. Consulate that you have sufficient income* to pay for your education and living costs. You will also have to pay for health insurance.



1. *Select a university in advance.*
2. _____
3. _____
4. _____
5. _____
6. _____

fee <i>n</i>	charge, cost
income <i>n</i>	money earned from working or investment
proficiency <i>n</i>	ability to work with skill, expertise
restricted <i>adj</i>	limited in use or in availability
scholarship <i>n</i>	a grant to pay for study
tuition <i>n</i>	school or college fees

- C** Read the following course descriptions. Write a FOR and AGAINST table for each of the courses and a list of additional information you would need to know to make a choice between the two.



FREEPORT COLLEGE OF BUSINESS STUDIES

Master's in Business Administration

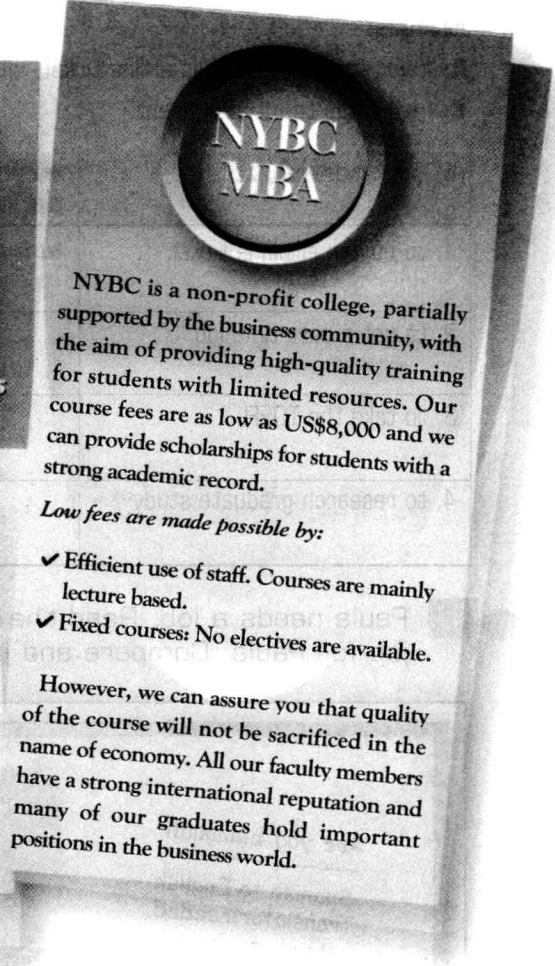
Course structure: We recognize that each student is unique and has individual needs and interests. Therefore, we have designed a highly flexible course. After completing the core course (80 units), you can design your own course from the 30 elective options.

Course length: The course can be completed in one year, but it is possible to extend the time.

Course fee: US\$14,000. This fee is for tuition. All transport and accommodation costs are the responsibility of the student.

Career counseling: We appreciate that a Master's Degree alone is not a guarantee of professional success. Students need to program their career around the course. We offer a comprehensive one-on-one career counseling service.

Class size: Maximum 10. Individual tutoring available on request.



NYBC MBA

NYBC is a non-profit college, partially supported by the business community, with the aim of providing high-quality training for students with limited resources. Our course fees are as low as US\$8,000 and we can provide scholarships for students with a strong academic record.

Low fees are made possible by:

- ✓ Efficient use of staff. Courses are mainly lecture based.
- ✓ Fixed courses: No electives are available.

However, we can assure you that quality of the course will not be sacrificed in the name of economy. All our faculty members have a strong international reputation and many of our graduates hold important positions in the business world.

- d** Read the following general Graduate Admission Requirements. Then work with your partner to answer the questions.

- 1. Evidence of four years' tertiary study:** Official transcripts / academic records will be required from each undergraduate and / or graduate institution that you have attended.
Do you know where to get your transcripts? How much will it cost? How long will it take?
If you don't know, how can you find out?
- 2. Supporting references or recommendations:** A minimum of two references will be required from professors or lecturers if you are applying to an academic degree program. References from your undergraduate institution and your employer(s) will be useful if you are applying to a professional program.
Who will you ask for letters of reference? How difficult will it be to get them?
- 3. Personal statement:** This can be a deciding factor in an application. Content may be either a general personal statement, or responses to very specific questions asked by the school.
What activities will you mention in a general personal statement?
What specific questions might a school ask?

Lesson 3

If tuition weren't so expensive . . .

a Student A asks Student B questions from the chart. Student B answers. Then exchange roles.

Example:

A: If you wanted to buy an airline ticket, where would you get the information?

B: I would go to a travel agent.

If you wanted . . .	where would you get the information?	what would you want information about?
1. to buy an airplane ticket	<i>at a travel agent</i>	<i>prices, times, availability</i>
2. to get a part-time job		
3. to take the TOEFL		
4. to research graduate study		

b Paula needs a job. Read the college notice board and decide which is the best job for Paula. Compare and justify your answer with your group.

- arbitrator** *n* mediator, judge
- lawsuit** *n* a legal action bringing a claim to a court of law
- settle** *v* to come to an agreement
- shift** *n* a segment of work time

c Paula has gotten a part-time job. Read her contract and answer the questions.

Part-time Employment Agreement

Name:	Paula Fuentes
Job Title:	Assistant Librarian
Length of Contract:	3 months
Duties:	Assist librarian in organization of books; store information in the computer; and provide assistance to university students
Salary:	\$300 weekly
Hours:	4 hours per day, Monday to Friday
Paid Vacation Leave:	Not applicable
Insurance Coverage:	Group health insurance plan, includes accidents at work (workman's compensation) and third party coverage
Arbitration:	Disputes will be settled* by an Arbitrator* in an Arbitration hearing, rather than via a lawsuit* in a court of law.
Attorney's Fees:	In the event of any legal action taken to enforce the provisions of this contract, the prevailing party will be entitled to recover their attorney's fees from the other party.

1. Do you think working in the library will help Paula's English? Give your reasons.

2. How much does Paula get paid per hour?

3. Is Paula entitled to take paid leave?

4. Before signing the contract, what questions do you think Paula should ask?

d Change the following sentences to contrary-to-fact statements without changing the meaning.

1. She isn't stressed because she doesn't work overtime.

She would be stressed if she worked overtime.

2. Paula doesn't feel secure because her contract is for a short period.

3. She lives far from the university so she gets up very early.

4. She doesn't get the paid vacation benefit because the contract isn't for a full year.

5. She will sign the contract because she agrees with everything.

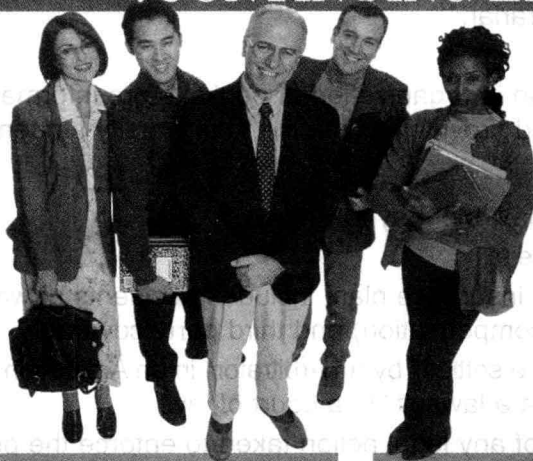
6. She's applying for a part-time position because she doesn't have enough time to work a full-time shift.

Lesson 4

There are other options . . .

a Read the definition of Continuing Education and then match the different types of continuing education with their description.

CONTINUING EDUCATION



Generally speaking, continuing education can be defined as any form of education for adult learners. It often takes the form of degree credit* granting courses at a college or university, taken by full-time or part-time students and delivered by traditional lectures,* seminars, or at distance. It can also take the form of short credit or non-credit courses of a professional, vocational or personal nature delivered* by colleges, professional organizations or companies.

Types of Continuing Education

Description

- | | |
|--|---|
| <p>___ 1. Distance courses</p> <p>___ 2. Full-time graduate courses</p> <p>___ 3. Conferences</p> <p>___ 4. Refresher courses</p> <p>___ 5. Part-time graduate courses</p> | <p>a. Courses that allow you to study at home without attending classes. Most courses incorporate computer conferencing, e-mail, computer-based quizzes and the use of the Internet, sometimes called online courses. They can be credit or non-credit courses.</p> <p>b. A large meeting where a group of professionals present papers on developments in their field.</p> <p>c. Courses where you attend a college or university. Most courses include lectures, seminars and tutorials.* For students who already have a first degree.</p> <p>d. Courses where you can continue working but attend lectures or classes, in your free time. May be delivered partially at distance.</p> <p>e. Usually short courses intended to keep professionals up-to-date.*</p> |
|--|---|

b Answer T (true) or F (false). If false, correct the sentence.

- | | |
|---|-------|
| 1. Continuing Education refers to non-degree courses. | F |
| <u>Continuing Education refers to all types of education for adults.</u> | _____ |
| 2. Continuing Education is for professional enrichment. | _____ |
| 3. If you wish to take a degree credit course, you must attend lectures and seminars. | _____ |
| 4. There are credit and non-credit distance education courses. | _____ |
| 5. Continuing Education courses cannot be taken at your workplace. | _____ |
| 6. The only way to progress professionally is to take a full-time graduate course. | _____ |