

■ ■ Professional
■ ■ English
职场英语选修教程系列

Teacher's
Resource Book
教师用书

English for Professional Success

成功职场英语

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English for Professional Success 成功职场英语

Martin Milner

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出版前言

教育部最新颁布的《大学英语课程教学要求》提出：“大学英语的教学目标是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。”大学生要在今后学习、工作和社会交往中能用英语有效地进行交际，除了掌握听、说、读、写等基本英语语言技能外，很有必要学习相关的专业英语知识。经过广泛的市场调研及分析，我社与圣智学习出版公司合作出版了这套“职场英语选修教程系列”(*Professional English*)，以满足大学生的实际需求。

与仅注重阅读和专业词汇的传统专业英语教材不同，该系列教程将专业知识融入真实的职场情景中，旨在培养职场英语交际能力，使大学生在未来的英语职场中能脱颖而出。整个系列包括四种教程：《成功职场英语》(*English for Professional Success*)，《商务职场英语》(*English for Business*)，《人文职场英语》(*English for the Humanities*)和《理工职场英语》(*English for Science and Engineering*)。其中，《成功职场英语》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国外硕士课程等继续深造方面的话题，适合各专业学生学习使用；其他各教程则以商务、人文、理工等专业的话题为主线进行编写，适合相关专业学生学习使用。

各教程均由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复习题、附加活动、阅读材料、写作材料和单元测试，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。

各教程均配有教师用书。

上海外语教育出版社

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Introduction

English for Professional Success is a four-skills course designed to build both fluency and accuracy in pre-work students and those professionals starting out in their first job. By setting language activities in the context of their future professional or educational lives, it motivates learners to develop the language skills they will need for professional success.

Program components

Student Book
Teacher's Resource Book
Audio CD

Organization of the Student Book

Each unit of **English for Professional Success** addresses a topic that will be relevant for students when they graduate.

For those students who would like to enter the English-speaking business world, the book covers such diverse areas as applying for jobs, writing cover letters and resumes, interview skills, decision-making skills, time management, organizing and participating in meetings, presentation techniques, and performance evaluation.

For students who plan to continue their education with English as the medium of instruction, there are topics such as deciding what type of continuing education is most appropriate for them, applying for a Master's course, and applying for online courses.

In addition, more practical topics are dealt with such as finding somewhere to live in an English-speaking country, tips for choosing a roommate and moving into a new apartment, finding part-time employment, and dealing with household problems.

Every unit is based on a theme and contains six two-page lessons, integrating the four language skills and reviewing and extending the use of grammar points that students have previously studied. In the units, there are recorded listening activities, intensive reading passages, and some writing activities, along with reviews of grammar points. Students have numerous opportunities to practice and improve their communication skills, including role plays, pair and group discussions, and whole-class speaking activities. Every unit culminates in a Team Project, in which groups utilize their ideas and language skills together.

Contents of this Teacher's Resource Book

This Teacher's Resource Book contains everything you will need to successfully teach **English for Professional Success** and adapt it to the specific classroom needs of your students.

For each unit of the Student Book, you will find the following:

- Detailed teaching notes for each lesson. Instructions are given for presenting every activity in the classroom, and answer keys are provided following each activity, for easy reference.
- An Additional Activity for each lesson, giving further practice in objectives from the lesson.
- Two reading texts plus activities in the Reading Resources, related to the theme of every unit.
- Two writing activities in the Writing Resources, designed to build and reinforce students' skills at the paragraph level. They give practice in common writing formats such as business e-mail messages and formal letters.
- Teaching notes for the Additional Activities, Reading Resources, and Writing Resources are incorporated into the unit notes, in the suggested place for each activity in the unit sequence.
- A two-page Unit Test, along with role cards and a script for assessing students' listening and speaking.
- Complete audio scripts of the listening contexts in the Student Book are provided at the end of the book.

Unit Tests

Each unit test checks understanding and mastery of the grammar and language functions presented in the unit. Tests follow a uniform format.

- Part 1 covers listening, with a script provided for the teacher to read.
- Part 2 contains multiple-choice items, which cover grammar and vocabulary.
- Part 3 tests writing. The items are generally controlled so as to provide better reliability.
- Part 4 is a reading passage with comprehension questions.
- An optional speaking section tests fluency and the use of appropriate language through a pair exercise. Role cards are provided as required.

Grading

With the speaking section included, the unit test comprises 25 points (multiply the score by 4 to give a percent grade). Without the speaking section, the test comprises 20 points (multiply by 5 to give a percent grade).

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Preparing for challenges

Grammar Resource exercises for this unit begin on Student Book page 128.
Audio scripts for this unit are available on page 123.

Lesson 1 The reason I'm applying is . . . **SB Pages 2-3**

Ice-breaker Activity:

ADDITIONAL ACTIVITY 1.1.1 page 67; SB page 77

- a**
- Have the students check the boxes. Remind them that they can check more than one box.
 - Choose some students to explain their decisions to the class. Encourage the other students to ask questions.
 - To make this activity more interactive, it can be converted into a *Find Someone Who . . .* activity.

Find someone who would like to . . .	Name	Reason
take a professional development course.		
continue an M.A. degree at his/her own university.		
study for an M.A. degree abroad.		
get a job related to his/her field.		
study for another Bachelor's degree.		
study in another country.		
work in another country.		

Extension

- Elicit from the students other possible ways of developing their careers. For example, *attend conferences, make business contacts, talk to superiors about ways you can improve your work performance, private study via the Internet or through books, etc.*
- Have the students discuss the advantages and disadvantages of the various options that they have come across so far in the lesson.

- b**
- Have the students look at the picture. Ask the following questions:
Who are these people? (Students.)
What nationality do you think they are? (Male Asian, female possibly Latin.)
What is their relationship? (Could be boyfriend and girlfriend.)
 - Have the students read the conversation and point out to them that they can find the definitions of the words or expressions with an asterisk (*) in the dictionary box at the bottom of the page.
 - Have the students match the columns and then check their answers with a partner.

Answers

c, h, a, f, g, b, e, d

- c**
- Go through the characteristics with the class and check vocabulary understanding.
 - Have the students fill in *positive* and *negative*.

Answers

(P) being a leader, (N) making decisions with your emotions, (N) being pushy, (N) being a perfectionist, (P) being active, (N) being aggressive

Extension

- Have the students think of other positive and negative characteristics. (For example: Positive: Shows initiative, perseverance, creativity. Negative: Is lazy, inconsistent, unprofessional.)

ADDITIONAL ACTIVITY 1.1.2 **page 67; SB page 77**



- d**
- Make sure that the students know what a pre-interview or hiring test is. (It is a written test done before an interview to gather information and do objective testing.)
 - Ask the students what its purpose is. (It gives the people conducting the interview time to study the applicants' responses in detail and formulate follow-up questions for the interview.)

Answers

1. Sometimes 2. Always 3. Not sure 4. Always 5. Never

- e**
- Read aloud the example.
 - Then give an example that describes your own personal characteristics.
 - Form the students into pairs.
 - Explain that as they are telling their partner about their personalities, they should not be restricted to the vocabulary and expressions in the unit.
 - Monitor.
 - Invite one or two good students to describe themselves to the class.

For extra practice in describing personal characteristics:
WRITING RESOURCE 1.1 **page 92; SB page 102**

Lesson 2 Just applying for the M.A. is hard SB Pages 4-5

- a**
- Have the students read the headings from the chart and check vocabulary understanding.
 - Elicit one example of each heading from the class.
 - Have the students work alone to fill in the chart.
 - Then have the students form pairs and compare and discuss their answers.
 - The pairs can then form groups of four, then groups of eight, and so on.

Answers will vary but may include the following:

Academic requirements	Personal qualifications	Other
A recognized Bachelor's degree	Intelligence	Financial resources
A high level of English (Paper-based TOEFL: 550 points. New Internet TOEFL: 80)	The ability to work hard Cultural flexibility	A student visa

- b**
- Tell the students to close their books and ask them the following questions. If they don't know the answers, encourage them to guess.
How much does it cost for one year's tuition at an average U.S. university?
How much are annual living expenses?
How much does a TOEFL exam cost?
 - Tell them to open their books and check their answers or guesses as quickly as possible.
 - Then have the students read the whole text silently.
 - Deal with any vocabulary questions.

Answers

1. Select a university in advance.
2. Apply for financial help and scholarships.
3. Take a TOEFL test.
4. Collect evidence that she has enough money to pay for her course and living costs.
5. Apply for a student visa.
6. Pay for health insurance.

Extension

- Ask the students the following questions:
How much money would you need to do a three-year Master's degree?
 (Around US\$100,000.)
Is it easy to get part-time work? Why? (No, because there are visa problems.)
Do you get your student visa from the university, at immigration in the U.S.A., or in your own country? (At the American Consulate or Embassy in your own country.)

READING RESOURCE 1.1 page 82; SB page 92

- c** ■ Draw the following chart on the board:

FOR	AGAINST
FREEPORT COLLEGE OF BUSINESS STUDIES	
NYBC	

- Make sure students know what a **FOR and AGAINST** chart is. (It is a simple decision-making tool that lists points in favor of and against an option. Sometimes called a **PROs and CONs** chart.)
- Have them copy the chart in their books, read the texts, and fill in the chart.
- Monitor and then invite individual students to come to the front and write one item in the chart and justify their decisions.

Answers will vary, but may contain the following:

FOR	AGAINST
FREEPORT COLLEGE OF BUSINESS STUDIES	
Highly flexible course Can be completed in one year One-on-one career counseling	Expensive
NYBC	
Low fees Scholarships available They claim staff have a high international reputation. Similarly, graduates hold important positions.	Possibly not as prestigious as other colleges.

The additional information might include:

the details of the course units and options.
whether there are dorms or students have to find their own accommodation.
what the class sizes are at NYBC.

For practice with collocations:

ADDITIONAL ACTIVITY 1.2

page 68; SB page 78

- d** ■ Form pairs and have the students read the statements and then deal with any vocabulary questions.

Answers will vary.

WRITING RESOURCE 1.2

page 92; SB page 102

Lesson 3 If tuition fees weren't so expensive . . . SB Pages 6-7

- a** ■ Form the students into pairs, monitor and then have some good students report their answers to the class.

Answers will vary but may include the following:

If you wanted . . .	where would you get the information?	what would you want the information about?
1. to buy an airplane ticket	at a travel agent	prices, times, availability
2. to get a part-time job	in classified ads in newspapers on college notice boards by talking to other students	hours, type of work, pay
3. to take the TOEFL	on a Web site at a testing center in an English department	fees, dates, example tests
4. to research graduate study	on the Internet at a Careers Department	courses available entrance requirements fees

- b** ■ Explain that Paula is a native Spanish speaker with excellent English. Her classes are in the morning.

	FOR	AGAINST	COMMENTS
Are you bilingual?	Paula is capable of doing the job. No fixed hours so she can fit it in round her classes.	She might not have the subject knowledge to translate technical papers.	No mention of fees. A possibility.
Assistant Librarian	Quiet job. Health insurance paid for.		We don't know whether the hours are in the morning or the afternoon. A possibility.
Fast Food Retailer		At the same time as her classes.	Completely unsuitable.
Are you good with kids?	Hours don't clash with classes.	Sounds like noisy work.	A possibility.
Driver needed	Good money.	Long hours. Paula probably doesn't have a NY license.	Not an option.

ADDITIONAL ACTIVITY 1.3.1 page 68; SB page 78

For extra practice in describing personal characteristics:

WRITING RESOURCE 1.3 page 93; SB page 103

- c**
- Before the students look at the exercise, ask them what information they might expect to find in a job contract. Accept all answers and write them on the board.
 - Have the students look at the employment agreement and check their predictions.
 - Students work individually and answer the questions.

Answers

1. Definitely yes. Not only will she be working with other librarians who also speak English, Paula has to "provide assistance to university students," which will help her English a lot. 2. \$15 (20 hours per week, \$300 per week, 300 divided by 20 = 15). 3. No. 4. What hours will she be required to work? When should she begin?

Extension

Have the students write an employment contract for their job. If they are still in school, then they could write an employment contract for the job they would like to have when they begin their careers.

- d**
- If the students are having problems transforming these sentences, explain that first they have to change the sentence so that it has the opposite meaning and then convert it to a contrary-to-fact statement or second conditional.
- Original sentence: *She isn't stressed because she doesn't work overtime.*
Opposite meaning: *She is stressed because she works overtime.*
Contrary-to-fact statement: *She would be stressed if she worked overtime.*

Answers

2. She would be more secure if her contract was for a long period.
3. She wouldn't have to get up so early if she lived nearer the university.
4. She would get the paid vacation benefit if she had a contract for a full year.
5. She wouldn't sign the contract if she didn't agree with everything.
6. She would apply for a full-time position if she had enough time to work a full-time shift.

Extension

The sentences can also be written with the *If* clause at the beginning, for example,

If Paula worked overtime, she would be stressed.

- Have the students read aloud or write the sentences with the *If* clause first.

For more practice with contrary-to-fact statements:

ADDITIONAL ACTIVITY 1.3.2 page 68; SB page 78

- a** ■ Ask the students the following questions. Encourage them to guess if they don't know the answers. Accept all answers.
- What is Continuing Education?*
- Why would you say it is important?*
- What forms of continuing education are there?*
- Have them read the text and check their predictions.
- Deal with any vocabulary. If necessary, explain the concept of credit and non-credit courses. (When you finish a course in an American university, you are awarded a credit or credits. You need a certain amount of credits to graduate. This credit can also then be transferred to another university.)

Answers

1. a 2. c 3. b 4. e 5. d

- b** ■ Have the students read the sentences. Deal with any vocabulary questions.

Answers

2. F *Continuing Education is any form of education for adult learners.*
3. F *There are many distance education programs that grant degree credits.*
4. T 5. F *Many companies provide refresher courses for their employees.*
6. F *There are many ways to progress professionally. There is no difference between a degree awarded for a full-time graduate course and a distance course.*

Extension

Students could design a similar Web page that is specific to their own professions, for example:

Medicine

Distance Courses	Join a video-conferencing group. Talk to and learn from the experts in your field.
Residency	4-year residency in pediatrics. Meets requirements of American Board of Pediatrics.
Conferences	"From Womb to Tomb" Annual Conference of General Medical Practitioners.
Refresher Courses	Weekend course in new imaging techniques for all specializations.
Part-Time Courses	Continue to work and take part-time courses for Cardiac Sonographers.

- c**
- Discuss the question "How do you feel about continuing education?" with the whole class.
 - Form pairs and have the students fill in the chart.
 - Monitor carefully and then open up the discussion for the whole class.

Answers will vary, but may include the following:

	Advantages	Disadvantages
1. Distance courses	You are studying alone; it's a "cold" learning environment. You can study during your free time and at your own speed.	Computer equipment is getting more reliable but technical problems do sometimes occur.
2. Full-time graduate courses	You can concentrate on one thing—studying. There are no domestic distractions.	Expensive.
3. Conferences	Good opportunity to meet people. Often have the very latest ideas.	Quality can vary and it is difficult to know before the conference if it will be good.
4. Refresher courses	Not expensive. A quick way to keep yourself up-to-date.	Because they are short, they do not go into great depth. They are often not recognized by employers.
5. Part-time graduate courses	You can continue to work and earn money as you are studying.	Difficult to mix work, family, and study.

- d**
- Go through the list of courses with the students and check they understand.
 - Have them fill in the chart and explain that opinions will differ; the important thing is that they can justify their decision.
 - Monitor and invite some students to report to the whole class.

Answers will vary slightly. If students can justify their answers, accept them.

	Doctor	Lawyer	Structural Engineer	Your profession
Managing the Environment			✓	
Improving your Interpersonal Skills	✓	✓	✓	
Psychology of Violence in the Family	✓	✓		
Triumphant Managers	✓	✓	✓	
Strategic Marketing				
Dietary Approaches to Prevention	✓			
Taking Charge of Change	✓	✓	✓	
Managing Technical People	✓		✓	
Employee's Rights	✓	✓	✓	
Work-related Health and Safety	✓		✓	