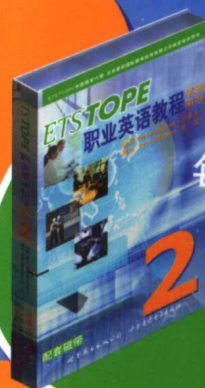


# ETS®TOPE

## 职业英语教程 学生用书

编著: Nevin Blumer (加拿大)

策划: John Johnson (美国)




每册附磁带  
2盘

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## Editor's Introduction

I am very proud to introduce this set of books to our students. ETS® TOPE Professional English is a project that we have all been looking forward to for a long time. Since its inception, the author, my good friend Nevin Blumer, and I have worked hard together to produce the best instructional materials possible.

This set of books is intended to be used as a tool for language instruction geared towards those who wish to prepare for taking ETS® TOPE. It is intended for students from the high-beginning level, through the intermediate level, to the advanced level. This course is not for those who wish to have an introduction to ETS® TOPE because no details of the test are given. This course is not for those who want to improve their test taking skills because there are no test taking strategies discussed. This course is not for those who like to memorize many test examples in order to 'crack' the test and get a high score because no test examples are given. This course is for those who want to improve their English ability in terms of the four skills: speaking, reading, listening, and writing in order to do well on the test.

The first two books cover general English and the second two cover business English as ETS® TOPE covers these two areas. This course utilizes the communicative approach to language acquisition: "A linguistic feature must be used in a meaningful way (communication) in order to be acquired," which simply means that the exercises are geared towards getting the students to talk and listen. Therefore, while all four skills are featured in this course, an emphasis is given to speaking and listening. Nevin and I (and many other language teachers) know that most students do best at reading and writing but fall short with their aural-oral skills. Moreover, ETS® TOPE weighs these two areas more heavily. Subsequently, more time has been given to these skills.

I will not go into many details of the book because Nevin has already exhausted this in his outline. I cannot thank everyone who was involved in this project because space simply does not permit. So, I would simply like to personally thank those who I worked with the closest. I thank Justin Liu and Amy Li of Beijing Topeak, who made this course possible; Nevin and Jasmine Blumer, who provided a wonderfully creative and instructive manuscript; my personal assistant, Cecilia Zhang, who keeps my head on strait and without whom I couldn't do anything; Joshi Kirtikaushal, who provided the beautiful and elucidating illustrations of the characters; and most of all I would like to thank the editors at Guangdong World Press, Jamie, Sandy, and Lucy, who worked with me shoulder to shoulder everyday and without whose kindness, patience, diligence, and charm this project would have not been so enjoyable. Thank you all.

Any mistakes or inaccuracies in this set of books should be blamed on me, for it was I who followed this course through every phase.

I hope all the users of these books enjoy them as much as I have.

Best wishes,

John Johnson  
Beijing Topeak, March, 2003



## Preface

### The main characters

**Dan Riverton** is a young legal assistant at a law firm. He currently lives in West Montreal. He graduated from Law School at the University of McGill in Montreal and specialized in contractual disputes between Asian companies and Canadian companies. He grew up in a small town in Quebec called Bonneyville, where his family currently lives. He has not been working long and he dreams of working overseas one day. Dan is an intelligent and idealistic man, but he is often impatient.

**Judy** is a law student at the University of McGill. She lives in the dormitory with her roommate Carmen. She is an only child and her father is a tax auditor for Revenue Canada. She will graduate soon and plans to work at a legal firm like the one where Dan Riverton works. She is kind and playful, but she can be fickle and sometimes bad tempered.

**Stacey Sorenson** is a legal assistant who works for the same legal firm as Dan Riverton. She is also Judy's best friend. She also graduated from McGill University and was in the same classes as Dan. She is very strong-minded, humorous, and independent. She dreams of being a corporate lawyer and her family lives in Ontario.

**Jeff Barton** is Dan's best friend. He is not a lawyer and works for an insurance company. He has a tendency to act strangely and his girlfriends tend to be eccentric. He rarely gets angry and never seems to get depressed no matter what happens in his life

**Mark Jacobs** is Stacey's boyfriend. He is currently unemployed, but it doesn't matter since his parents are very wealthy. He is a very good looking young man and very charming, but he is very unreliable and irresponsible. He is unfaithful and has no scruples.

**Carmen Ralston** is Stacey's roommate. She is a sociology major. She is very cunning and ruthless about her romances. She is quite possessive and will do anything to win. She studies Spanish in her spare time and has a secret crush on Dan Riverton.

## Organizational Structure



Dan Riverton

Judy



Stacey Sorenson

Jeff Barton



Mark Jacobs

Carmen Ralston



# Introduction

## Course Summary

This course is a multi-level course designed for working professionals who are primarily interested in building communicative competence in an English environment. The emphasis is on developing communication skills in a variety of ways, according to topics, situations and functions. The 4 modes of language (speaking, listening, reading and writing) are integrated together so that the input mode activities (listening and reading) provide the base for the output (speaking and writing) activities. It is also a course that flows from general personal topics (Book 1), to general issue topics (Book 2), to more personal business topics (Book 3), and then finally to business issue topics (Book 4).

## Level Two—General English

Level Two (i.e. Book 2) is designed to build the students' intermediate grammatical, functional and lexical skills for the ultimate purpose of being able to communicate effective General English to native speaking friends and clients. The emphasis is on English that is most likely to be used in a social environment, in contrast to Book 3 and 4, which are meant to primarily build English for business purposes.

## Primary Purpose

The course is designed to build communicative competence by building both fluency and accuracy skills. The student is expected to be able to engage in a variety of intermediate level situations, functions, topics and roles in speaking and writing. The course teaches students to use English for everyday situations and purposes with a particular emphasis on the kinds of English used to socialize, get certain things done at work or to discuss certain issues. Book 2 emphasizes the common general discussion-based topics often used among close friends and acquaintances. This contrasts to Book 1, which emphasizes more functional topics among friends and acquaintances, ones that the student feels more comfortable with at an earlier stage of their English development.

The course gives students the tools and opportunities to use English in a non-threatening and enjoyable way. The course is grounded in the belief that language knowledge is only true knowledge once students are able to apply it in a meaningful way. The belief of the program is that when students are given opportunities to use English to fulfill meaningful and interesting tasks in class,

students are more likely to apply these skills outside of class in real situations.

### Course Length

Book 2 represents a 16-lesson program and can be completed within 48 hours of class instruction. Where less time is available, teachers may reduce some of the tasks. If the time needed is more than 48 hours, the teacher may augment the communicative tasks.

### Content

Each chapter contains the following:

1. Topic presentation
2. A dialogue
3. Role play speaking exercises related to the dialogue
4. Vocabulary building exercises
5. Speaking exercises related to the vocabulary
6. Grammar emphasis (focus on a series of structures—e.g. Present Perfect)
7. Speaking activities for accuracy practice
8. Grammar exercises (self study)
9. Listening exercises (self study)
10. Business writing exercises (self study)

Each even chapter contains:

1. Reading exercises
2. Writing exercises

Each odd chapter contains:

1. Listening exercises
2. Pronunciation exercises

### Approach

The syllabus takes a thematic approach, linking vocabulary and grammar with it. Each chapter begins with a different topic. These topics are chosen as topics most common for a social environment in English.

Each chapter begins with a **thematic introduction** designed to provoke interest in the topic and to encourage students to draw from their knowledge and experience.

The **dialogues** in the chapters are also related to the chapter theme, and apply the target vocabulary and the subsequent grammatical structures. The dialogues follow a serial “soap opera” type story to build student interest in the text.

The **vocabulary** in the lessons is thematic-based, and exercises that follow concentrate on the logical classification and creative application of the vocabulary.

The **grammar** in each chapter is communicative and designed to encourage oral sentence construction. Each chapter will introduce new structures beginning at an intermediate level, and the structures chosen progressively become more complex as the chapters continue.

**Reading exercises** are designed to be read for communicative purposes. The emphasis of the reading is on summarizing the content, provoking discussion or providing a model for subsequent business writing tasks.

**Writing practice** follows reading exercises and is split between essay assignments or functional tasks, like e-mail letters or contracts. The focus in Book 1 is on social or functional style writing as opposed to the business style emphasis in Book 3 and Book 4.

**Listening exercises** are dialogue oriented. The emphasis in Book 2 is mainly on building students' ability to listen to conversations. The listening dialogues follow the thematic story and are intended to build interest in the dialogues as well as the subsequent listening exercises.

**Pronunciation** follows listening task and is designed to build the students skills in the 3 following areas.

1. Phonetic sounds which are much different between Asian and Western speakers
2. Rhythm issues including stress, word connection and pausing
3. Intonation issues including tone, voice pitch and voice control

Each chapter ends with **self-study exercises** primarily which give students further written, listening, pronunciation and grammatical practice. Because these areas of study generally take up more time and do not involve interaction, these tasks are left for self-study so that teachers in class may use the class time more effectively for communicative exercises.



## Outline for 2<sup>nd</sup> Book

Theme	Grammar Forms	Functional Skills	Lexical Resource
<b>Chapter 1</b> <u>About Background</u> Talking about your past	Simple Past Sequencing with <i>before, then, after that</i>	Expressing and asking about durations	Personal history verbs or life events
<b>Chapter 2</b> <u>About Work Issues</u> The advantages and disadvantages of your work	Compound contrasts with modals of contrasts ( <i>Although ... / Even though ... / but ...</i> )	Comparing and contrasting jobs Expressing positive and negative aspects Giving opinions	Work title nouns Adjectives of work Job skills
<b>Chapter 3</b> <u>About Entertainment</u> How it has changed	Present continuous for future plans Invitation questions using would + verb + to + verb	Inviting, accepting and declining Stating opinions about entertainment types	Entertainment types Adjectives to describe entertainment
<b>Chapter 4</b> <u>About Hometown</u> Describing and helping friends	Indirect questions	Asking favours politely Refusing politely Expressing feelings about certain favours	Friendship Personality types and qualities Relationships
<b>Chapter 5</b> <u>About Humour</u> Telling humorous stories	Superlatives and present perfect	Narrating details of a story in sequence Responding to a story Asking details	Humour nouns, verbs and adjectives
<b>Chapter 6</b> <u>About Wishes and Regrets</u> Talking about past and future dreams	Conditionals with past perfect <i>Hope</i> vs <i>wish</i> difference	Sharing wishes and regrets with someone Describing challenges	Wishes Ambitions Hopes Regrets
<b>Chapter 7</b> <u>About Problems and Solutions</u> Your problems and the solutions to them	Gerund and infinitive suggestions Negative question suggestions	Expressing problems Giving suggestions Asking for advice	Vocabulary related to stress
<b>Chapter 8</b> <u>About Strange Experiences</u> Story telling	Past continuous and simple past using <i>while</i> and <i>when</i>	Narrating events Creating suspense Explaining causes of events	Verbs and adjectives of fright Verbs of action

Theme	Grammar Forms	Functional Skills	Lexical Resource
<b>Chapter 9</b> <u>About Appearances</u> Describing People in Depth	Connecting <i>be</i> and <i>has</i> using <i>with</i>	Describing people in more depth using physical features and clothing	People description using adjectives and nouns
<b>Chapter 10</b> <u>About Languages</u> The rewards and challenges of learning a language	Suggestions with <i>might</i> + <i>by</i> + <i>gerund</i>	Comparing methods Giving advice about language learning	Language nouns & verbs Learner methods Learner requirements
<b>Chapter 11</b> <u>About Country's History</u> Important events	Passive phrases	Telling someone about history Informing in sequence	Historical nouns Past participle verbs of historical events
<b>Chapter 12</b> <u>About Culture</u> Visitor hospitality	Expectation statements with infinitive clauses	Asking cultural advice Giving a visitor cultural advice Describing expectations Talking about customs	Cultural terms Cultural differences
<b>Chapter 13</b> <u>About Money</u> Your wishes & hope	Wishes with 2 <sup>nd</sup> conditionals	Expressing wishes and imagination statements	Money vocabulary
<b>Chapter 14</b> <u>About Technology</u> How to use it	Infinitive compliments	Giving Instructions Giving Instruction tips	Instruction terms
<b>Chapter 15</b> <u>About Predictions and the Future</u>	Conditionals with <i>unless</i>	Making predictions Describing Trends	Probability adverbs Prediction terms
<b>Chapter 16</b> <u>About Social Problems</u> Discussion of problems	Past modals with Present perfect	Explaining causes Expressing opinions on solutions	Social problem terms

Dialogue	Listening/ reading	Writing/ Pronunciation	Self-study Practices
<b>Chapter 1</b> It was love at first sight	Listening practice: At the Stag Party	Phonetics: Phoneme / f / Rhythm: Stress of 2 syllable words Intonation: Affirmations and rejoinder words at the beginning of the sentence	Crossword puzzle for sequencing terms Error correction Listening: Judy's Interesting Life Writing: Life story compositions
<b>Chapter 2</b> Dan's Career Thoughts	Reading article: What causes work happiness?	Writing a simple cover letter	Sentence conversion Error correction Listening: A Call from Judy's Ex-boyfriend Writing: Cover letters
<b>Chapter 3</b> Dan's Invitation	Listening practice: Judy's Excuse	Phonetics: Phoneme / z / Rhythm: Unstressed infinitive – "to" Intonation: Invitation rejections	Dialogue creation Error correction Listening: Judy and Bart Writing: Letter invitations
<b>Chapter 4</b> Judy is caught	Reading article: Do animals have friends?	Writing a request	Sentence conversion from direct to indirect questions Error correction Listening: The Clash of the Roommates Writing: Request letters
<b>Chapter 5</b> Dan lightens up	Listening practice: Comedian Show	Phonetics: Phoneme / n / Rhythm: Stress before ... <i>ial</i> or ... <i>ial</i> suffixes Intonation: "or" or "nor"	Sentence conversion into superlative and present perfect sentences Error correction Listening: Carmen and Dan Writing: A humorous story
<b>Chapter 6</b> The Dress-down by Stacey	Reading article: Regrets	Writing apology letters	Sentence conversion Error correction Listening: Carmen's Personal Attack Writing: An apology letter
<b>Chapter 7</b> Judy gets the best advice	Listening practice: Jeff's Advice	Phonetics: Phoneme / I / Rhythm: Weak stress of "the", "to", and "you" Intonation: Relative pronouns	Sentence conversion using suggestions Error correction Listening: Dan's Police Report Writing: Advice letters

Dialogue	Listening/ reading	Writing/ Pronunciation	Self-study Practices
<b>Chapter 8</b> Set Him Free or Die	Reading article: Phobia	Writing suspenseful stories	Sentence creation of past continuous sentences Error correction Listening: Judy's Terrible Night Writing: Stories
<b>Chapter 9</b> Dan's Disappearance	Listening practice: The Plan	Phonetics: Phoneme / ɱ / Rhythm: Unstressed modals Intonation: Pitches of questions	Sentence creation of descriptions <i>with</i> Error correction Listening: The Break In Writing: Descriptions
<b>Chapter 10</b> The Visit to Carmen's Room	Reading article: Learning a Second Language	Writing diary entries	Sentence conversion with <i>might + by + ...ing</i> Error correction Listening: The Evidence Writing: Diary entries
<b>Chapter 11</b> A Country's History	Listening practice: Letter translations	Phonetics: Phoneme / r / Rhythm: Unstressed auxiliary verbs Intonation: Passive sentences	Sentence conversion active to passive sentences Error correction Listening: The Policeman's Theory Writing: Essay on your country's history
<b>Chapter 12</b> The Death Ritual	Reading article: North American Customs	Writing about customs and habits	Sentence creation Error correction Listening: Jeff's Theory Writing: Advice about customs
<b>Chapter 13</b> Carmen's Spending Habits	Listening practice: News Report	Phonetics: Phoneme / j / (y) Rhythm: Contrastive stress Intonation: Emphatic stress	Sentence conversion to wishes Error correction Listening: Dan's Attempt to Save Himself Writing: A request letter
<b>Chapter 14</b> Breaking into Carmen's House	Reading article: Instructions that Lead to Disaster	Writing instructions	Sentence creation with instructions Error correction Listening: Advice to Judy Writing: Instructions

Dialogue	Listening/ reading	Writing/ Pronunciation	Self-study Practices
Chapter 15 The end is near	Listening practice: Going to Carmen's House	Phonetics: Phoneme / w / Rhythm: Collocations of verbs and nouns Intonation: Adverbial phrases	Sentence conversion from "if" to "unless" Error correction Listening: Judy and Jean Writing: A thank you note
Chapter 16 Judy and Dan Reunite	Reading article: The Limits of Human Kindness: When Humans will Intervene	Writing essays	Sentence creation of "would" + "have" + <i>past participle</i> Error correction Listening: Nancy Parker and Dan Writing: Essays

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# 1 About Background

## 1.TOPIC PRESENTATION

Stacey says



We met at a party. It was a bit boring. He started talking to me, but, frankly speaking, I thought he was a bit loud and boastful. He acted like I should be impressed with everything he said.

Mark says



We met at a party. The party was fun. I think it was love at first sight for her, but I frankly thought she was too cool and reserved. I could tell she liked me immediately, though. A lot of girls do, you know.

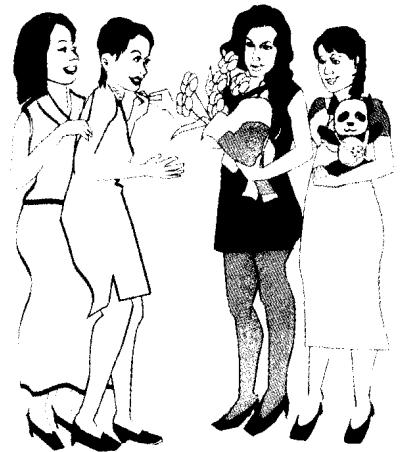
### Questions for discussion:

1. Do you believe in love at first sight?
2. Where did you meet your wife/husband/girlfriend/boyfriend/best friend?
3. Did you like each other immediately?

## 2.DIALOGUE IN CONTEX

### IT WAS LOVE AT FIRST SIGHT

[Judy is interrogated at her bridal shower.]



- Fay: So, Judy, before I give you this present, you have to answer a very important question.
- Judy: Ok, take back the present (*she laughs.*)
- Stacey: All of us feel the same as Fay! You know what they want to know. How did you two meet?
- Judy: Stacey, you know the story — why don't you tell it?
- Stacey: But we all want the details — I mean. I wasn't with you two alone! (*everyone laughs.*)
- Fay: Yes, come on, what happened first?
- Judy: I insist Stacey starts the story. I'll fill in what she misses.
- Stacey: Ok, well, first Dan met Judy at a party, and it was love at first sight!
- Judy: No, it wasn't.
- Fay: What happened before that?
- Judy: Before we said anything, he bumped into me and spilled his drink on me.
- Stacey: Judy was happy he did.
- Judy: No, I was just forgiving, that's all.
- Fay: What happened then?
- Stacey: Then he asked her to a movie. It was called "Romance Holiday".
- Judy: (*laughing*) "Roman Holiday".
- Stacey: Whatever. There, Judy and Dan's eyes met and they kissed.
- Judy: We did not. In fact, I was trying hard not to fall asleep. I had seen it a thousand times.
- Fay: Come on, Judy. What happened after that?
- Judy: After that, nothing happened.
- Fay: Let's skip the boring details. When did you fall in love?
- Judy: I think it was when Dan took me to a Sichuan restaurant.
- Stacey: Which she hated and Dan loved!
- Judy: Yes, but you know what? Dan actually walked out of there with me and went to an Italian seafood restaurant instead. He ordered 5 cheese dishes and ate only a plate of spaghetti without cheese. Dan's a bit allergic to cheese.
- Stacey: That was true sacrifice! Now let's get to the point. When did you two first kiss?
- Judy: We finally kissed — oh I'm not telling you that.
- Everyone: Judy!!

## 1. Dialogue Discussion

- 1) Where did this conversation take place? (what kind of event?)
- 2) What did they all want to know?
- 3) What was Stacey's role?
- 4) Why did Stacey say, "that was true sacrifice"?

## 2. Dialogue Practice

- 1) Sequencing events

Group A do exercise A, and group B do exercise B. Put the story together and tell the story to the opposite partner.

Group A Story	
a. I quickly turned around.	___ A. Once, e.g. <i>I was walking down a street after a party.</i>
b. I ran home as fast as I could.	___ B. That night, _____
c. I felt as if someone was following me.	___ C. As I was walking, _____
d. I felt a hand on my shoulder.	___ D. So, _____
e. I was walking down a street after a party.	___ E. But _____
f. I screamed.	___ F. Suddenly, _____
g. I heard someone laughing behind the trees.	___ G. So, _____
h. I couldn't see anyone.	___ H. Then _____
i. It was dark and cold and windy.	___ I. After that, _____
j. I knew it was just a pine cone that some naughty boy had thrown at me to scare me.	___ J. Finally, _____

Group B Story	
a. He told me he was already married.	___ A. I'll never forget the time _____
b. His eyes stared at me in a funny way.	___ B. I can remember, _____
c. I cried and cried at the table alone.	___ C. At that time, _____
d. We were sitting down in a romantic café.	___ D. I noticed _____
e. I slapped his face hard.	___ E. So, _____
f. I asked him what was wrong.	___ F. Next, _____
g. He looked worried about something.	___ G. _____
h. The café was crowded.	___ H. Then _____
i. I couldn't believe it.	___ I. After that, _____
j. He apologized, paid the bill and left.	___ J. Finally, _____