

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)



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 世界图书出版公司
广州 上海 西安 北京

4

图书在版编目(CIP)数据

ETS®TOPE 职业英语教程(学生用书 4)/(加)布卢默(Blumer, N.)
编著. —广州: 广东世界图书出版公司, 2003.3
ISBN 7-5062-5510-3

I. E... II. 布... III. 英语—教材 IV. H31

中国版本图书馆 CIP 数据核字(2003)第 015642 号

ETS® TOPE 职业英语教程(学生用书 4)

出版发行: 广东世界图书出版公司

(广州市新港西路大江冲 25 号 邮编: 510300)

电 话: 020-84451969 84453623

http:// www. gdst. com. cn

E-mail: pub@gdst. com. cn

排 版: 北京华伦图文制作中心 010-82866441

经 销: 各地新华书店

印 刷: 广东邮电南方彩色印务有限公司

(广州市天河高新技术工业园建工路 17 号 邮编: 510630)

版 次: 2003 年 3 月第 1 版 2003 年 3 月第 1 次印刷

开 本: 850×1 168mm 1/16

印 张: 14.75

印 数: 00 001~10 000 册

书 号: ISBN 7-5062-5510-3 / G·0023

定 价: 23.00 元(音带价另计)

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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.

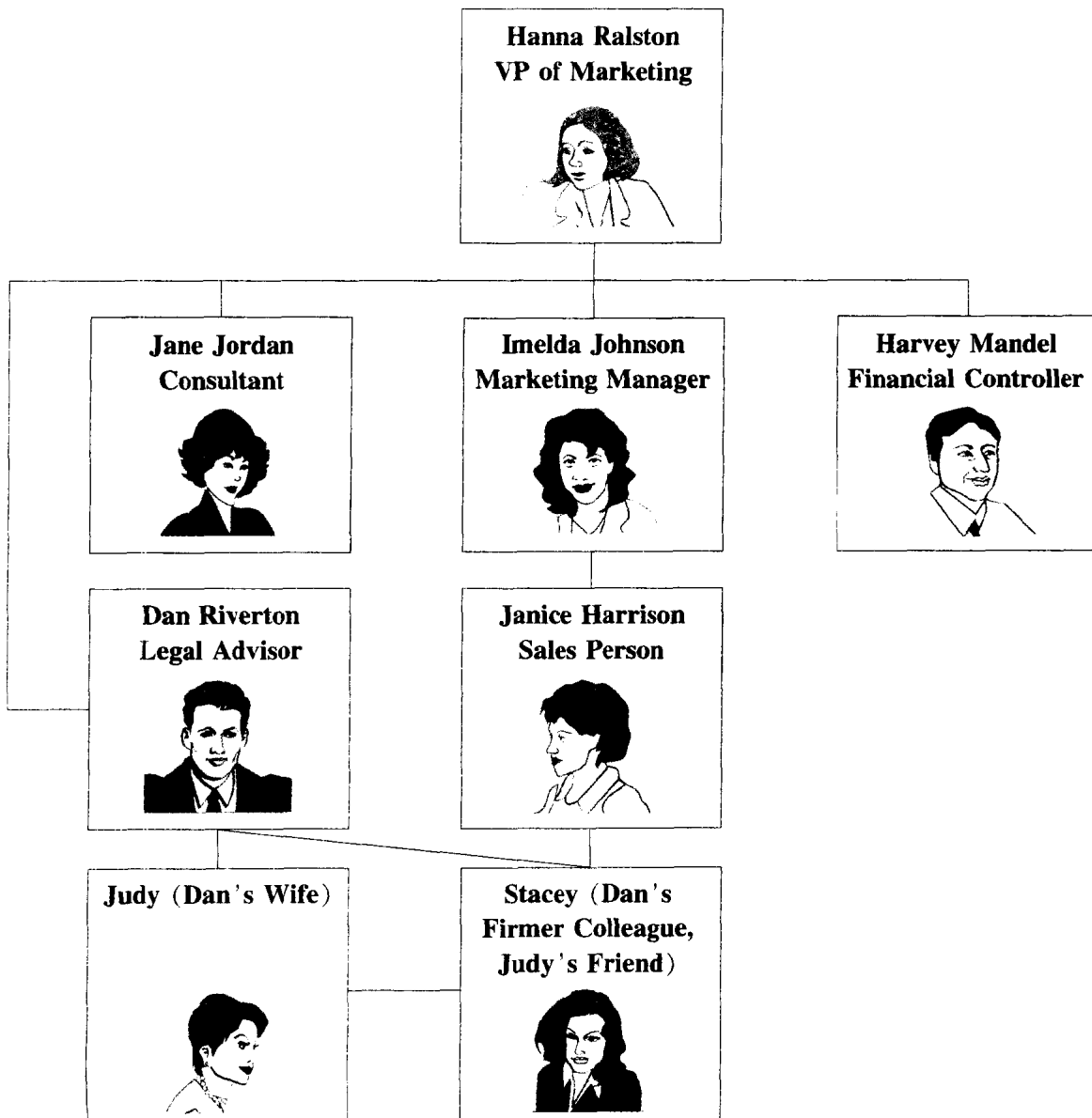
Best wishes,

John Johnson
Beijing Topeak, March, 2003

Preface

Abnorm is a multinational company that has a medium-sized fledgling branch in Beijing. It sells toiletry products like fresheners, cleansers, floor cleaners and toilet cleaners. Lately, it has been experiencing difficulties with its competition. A new person has just been hired. His name is Dan Riverton, a 31-year-old married man and graduate of McGill University in Canada. He graduated with a law degree, but he has yet to pass the bar exam. He has come to Beijing to gain some experience in an “international environment.” He has been hired as a legal advisor since Abnorm Company is plagued with legal problems.

Organizational Structure



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 functional purposes. The 4 modes of language (speaking, listening, reading and writing) are integrated together in such a way that the input mode (listening and reading) activities 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 Four

Level Four (i.e. Book 4) is designed to build on the skills learned in Book 3, and introduces upper intermediate grammatical, functional and lexical skills for the ultimate purpose of being able to communicate business English to native speaking friends or business clients. The emphasis is on English that is most likely to be used in a business or work environment, in contrast to Book 1 and 2, which are meant to primarily build English for general 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 beginner level situations, functions, topics and roles in speaking and writing. This 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 4 emphasises more general and discussion-oriented issues in business. This contrasts to Book 3, which emphasises the more concrete, functional business topics, closest to the learner.

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 4 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. Business topic presentation
2. Dialogue
3. Vocabulary building
4. Speaking exercise related to vocabulary
5. Role play speaking exercise related to dialogue
6. Grammar emphasis (focus on a series of structures — e.g. present perfect)
7. Speaking activity for accuracy practice
8. Business writing skills and exercises
9. Grammar exercises (self study)
10. Reading exercises (self study)

Each even chapter contains:

1. A reading exercise
2. Writing exercise

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 discussion amongst people who are more familiar with each other and are generally deeper and less concrete than in Book 3.

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

The **dialogues** in the chapters are also related to the chapter theme and apply the target vocabulary and the subsequent grammatical structures.

The **vocabulary** in the lessons is theme-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 a pre-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 summarising the content, provoking discussion or providing a model for subsequent business writing tasks.

Business writing practice follows reading exercises and is split between essay assignments or functional tasks like e-mail letters or contracts. The focus in Book 3 is on business style writing, and the writing component is given more emphasis here than in Books 1 and 2.

Listening exercises are primarily business-oriented. The emphasis on Book 4 is mainly on the more discussion type of listening, while the more functional business listening tasks and dialogues are reserved for Book 3.

The Pronunciation task that follows the listening task 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 including stress, word connection and pausing
3. Intonation including tone and voice pitch

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 4th Book

Theme	Grammar Forms	Functional Skills	Lexical Resource
Chapter 1 About Work Issues The good and bad things about work	<i>Would rather + prefer + if ...</i>	Stating preferences Stating reasons Agreeing and disagreeing	Work in the future
Chapter 2 Presentations The skills of making a good one	Linking transitions	Planning a presentation Opening Making transitions Concluding	Marketing issues
Chapter 3 About Growth and Development Analyzing changes	Prepositions of cause	Interpreting a graph Describing changes Explaining causes	International business terms
Chapter 4 About the Future Analyzing trends	Future perfect Future continuous	Interpreting a graph Expressing trends Making prediction Justifying predictions	Change terms
Chapter 5 About Marketing Issues The ethics involved	Recommendations with passive modals for necessary and advisable options	Conducting a meeting Asking opinions Expressing limitations and unadvisable options	Advertising terms
Chapter 6 About Financial Situation The interpretations	Using compound adjectives	Interpreting a financial statement Explaining strengths Explaining weakness	Accounting and finance terms
Chapter 7 About the Regulatory Environment Plans to comply	Modal + <i>be</i> + past participle	Giving a presentation Explaining regulatory procedures Explaining restrictions	Regulation terms
Chapter 8 Analyzing Performance Goals versus actual	Expressing opposition with adverb clauses and prepositions	Interpreting a graph Describing goals Describing actual performance Interpreting plans vs. results	Vocabulary related to goals

Theme	Grammar Forms	Functional Skills	Lexical Resource
Chapter 9			
About Regrets Reflection on performance	With <i>should have</i> + past participle With <i>if</i> clauses in the past perfect	Expressing what should have been done Speculating on different scenarios	Mistakes
Chapter 10			
About Culture and Business Explaining cultural behavior	Past modals for degrees of certainty (i.e. must have)	Using deductions Proposing possible explanations Explaining culture norms	Cultural expressions
Chapter 11			
About Relationships at work Human interaction	Complex noun phrases with gerunds (e.g. <i>the most ... ing about ... is ...</i>)	Describing relationships at work	Human interaction terms
Chapter 12			
About Changing Expectations and Plans Explaining and justifying changes	Past Perfect with expectations	Expressing desire to change Justifying changes	Decision change
Chapter 13			
About Problem Solving Teamwork	Recommendations with passive modals	Conducting a meeting Deciding issues Expressing opinions Agreeing and disagreeing	Teamwork and cooperation terms
Chapter 14			
About Competition Making comparisons	Comparative and superlative adverbs	Comparing service Communicating plans to compete Bargaining & making sales pitches	Competition terms
Chapter 15			
About Technology and Business The information age	Noun phrases with a relative clause	Talking about current requirement Describing industries Making expressions related to modernization	Information age terms

Theme	Grammar Forms	Functional Skills	Lexical Resource
Chapter 16 About the Market Explaining the nature and suggesting strategy	Infinitive clauses and phrases of purpose Clauses containing it with adverbial clauses	Interpreting a graph Explaining customers for success Persuading a course of action	Lifestyles and demographic terms Marketing terms

Dialogue	Listening/ Reading	Writing/ Pronunciation	Self-study Practices
Chapter 1 Dan Receives a Bombshell	Listening practice: Choices Facing the Marketing Department	Phonetics: Phoneme /ɛr/ Rhythm: mildly stressed verbs Intonation: fall of tone before a pause Writing: Comparisons	Sentence creation using would rather/prefer ... if Error correction Listening: Who to Cut Writing comparison reports
Chapter 2 The Change in Janice	Reading article: The best way to make a presentation	Writing: Preparing presentations	Sentence conversion to transitions Error correction Listening: Janice's presentation Writing dialogue of a presentation
Chapter 3 The Cause of It All	Listening practice: Hanna's Presentation	Phonetics: Phoneme /ɔɪ/ Rhythm: unstressed modals Intonation: End of sentence verbs Writing reports to explain trend	Matching exercise Sentence creation Listening: The causes of Bad Presentations Writing: Explaining trends
Chapter 4 Prediction at the Office	Reading article: Company's profile	Writing a forecast	Dialogue creation error correction Listening: Janice Warns Harvey Writing predictions
Chapter 5 An Advertising Dilemma	Listening practice: Janice and Jane	Phonetics: Phoneme /e/ Rhythm: Modal + you to create sound Intonation: rising intonation for requests Writing a rhetorical letter	Sentence conversion to passive sentences Sentence creation of rules Listening: 5 Types of Behaviour Writing: Letters of complaint

Dialogue	Listening/ Reading	Writing/ Pronunciation	Self-study Practices
Chapter 6 Expanding Sales at Abnorm	Reading article: A financial report	Writing a report	Filling in the blanks with compound adjectives Error correction Listening: Cook the Books Writing: e-mail containing terms
Chapter 7 The Chicken Has Come Home to Roost	Listening practice: The Ultimatum	Phonetics: Phoneme /aɪ/ Rhythm: contracted pronouns and auxiliaries Intonation: Tone of adjectives Writing advice on rules	Cloze passage with regulation terms Error correction Listening: About Janice Writing: Rules regulations manual
Chapter 8 Target Reached	Reading article: Reading reports	Writing performance reports	Sentence creation of contrast Letters of revision Listening: Stan is fired Writing: Character reference
Chapter 9 Dan's Regrets	Listening practice: The Showdown	Phonetics: Phoneme /ʊr/ Rhythm: The strongly stressed adverbs of frequency Intonation: Imbedded question tone Writing explanations of situation	Sentence creation expressing regrets Error correction Listening: Janice as Imelda Writing an apology letter
Chapter 10 Cultural Advice by Janice	Reading article: A letter to the editor	Writing an apology note	Sentence conversion into sentences with modals + present perfect Sentence creation with <i>must</i> <i>have ...</i> or <i>couldn't have ...</i> Listening: The Cultural Aspects of Doing Business Writing an e-mail giving cultural advice

Dialogue	Listening/ Reading	Writing/ Pronunciation	Self-study Practices
Chapter 11 Hanna's Announcement	Listening practice: Jane's Speech	Phonetics: Phoneme /au/ Rhythm: stress of negative auxiliary verbs Intonation: Tone of conditional clauses Writing thank you notes	Matching phrases Error correction Listening: Dan's Message Writing letters of thanks
Chapter 12 Dan's Evil Plot	Reading article: Why is change so difficult?	Writing a comparison report	Sentence conversion Error correction Listening: Janice and Ranice Writing a comparison report
Chapter 13 Hanna Finally Makes a Decision	Listening practice: Harmony at Abnorm	Phonetics: Phoneme /o/ Rhythm: Stress of 1 st words in suggestion statements Intonation: Suggestions Writing inquiry letters	Sentence conversion into passive sentences Error correction Listening: Dan's call Writing inquiry letters
Chapter 14 Dirty Competition	Reading article: On competition	Writing requests for feedback	Sentence creation making comparison statements Error correction Listening: Asking for Payment Writing requests for feedback
Chapter 15 The Star of the Annual Report	Listening practice: Janice and Ranice	Phonetics: Phoneme /ir/ and /il/ Rhythm: Intonation: Imperative Tones Writing Accompanying notes	Sentence creation Error correction Listening: Imelda's interview Writing a note with an attachment or enclosure
Chapter 16 One Year Later – December 23 rd 2004	Reading article: Beyond the tyranny of target marketing	Writing a letter of reference	Sentence conversion using <i>One way to ... is ...</i> Error correction Listening: Janice's fate Writing reference letters

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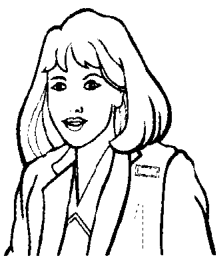
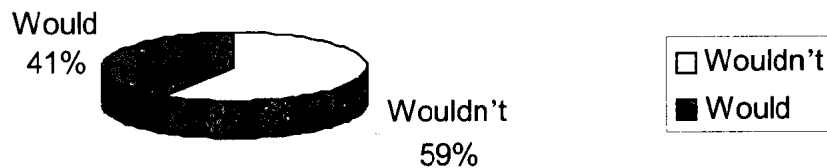
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1 About Work Issues

1.BUSINESS TOPIC PRESENTATION

Winning the Lottery—10 Million US Dollars!!!

Would you quit or continue working?



No, I'd feel too bored. I work because I feel useful doing it.



Yes, of course. You'd have to be a moron to keep working after winning so much money!

Questions for discussion:

1. How do you think you would decide?
2. How do you think your friends and family members would decide?

2.DIALOGUE IN CONTEXT

DAN RECEIVES A BOMBSHELL

[Dan receives a startling piece of news when he returns.]

Janice: Well, Dan, how was your vacation? Isn't it nice to be back?

Dan: Actually, I'd prefer to still be at home, Janice. But look at you. You're all smiles, Janice! What is wrong with you? Are you actually suggesting you're happy to return?

Janice: I'm not exactly happy, but I prefer being here to staying at home.

Dan: Oh really. Why?

Janice: Nothing to do—it drives me crazy. I'd rather be subjected to the tortures of chaos than the pain of boredom.

Dan: Okay, but tell me the truth. Wouldn't you rather be working at some place that allows you to actually get your job done and remain sane at the same time?

Janice: Well, you got the point, but listen, Dan. I've got some news. *(whispering)* keep this a secret, Dan. I just had an interesting phone call from Hanna during the vacation. She said she's planning to resign soon, maybe as early as March.

Dan: What! Hanna resign? Why?

Janice: Shh ... keep your voice down. This is not to be spread around. She was apparently headhunted by that pesky competitor, Shades of Grey from Thailand. She said they are willing to pay her double the salary, stock options—the whole works.

Dan: And here she was lecturing me for not being loyal when she found out I was applying to other companies. That swine! Why would she only tell you?

Janice: Put things into perspective, Dan. She's not exactly a star manager. Wouldn't you rather she mess up another company? And the good news is she wants to find a replacement before she leaves.

Dan: You call that good news? She'll give the job to Imelda probably, and then our whole company will self-destruct.

Janice: No, she won't. She actually wants me to be the VP. Fancy that! From saleswoman to VP in just a couple months. And here I was thinking of quitting just a few weeks ago.



Dialogue Practice

1. Dialogue memory and discussion

Cover up the dialogue and discuss these questions.

- 1) Why do you think Janice doesn't like staying at home? How do you feel about her viewpoint?
- 2) Why is Hanna resigning? What do you think of Hanna's decision? Is it common?
- 3) Why did Hanna only tell Janice?
- 4) What do you think of Hanna's decision to promote Janice over others?
- 5) What do you predict will happen next?

2. Analysis—Scenario of choices

Discuss with a partner.

Which of the list of choices would you prefer? Why?

If you are rich?

- Buy a new car
- Start a charity
- Go travelling
- Build a new house
- Start a company

If you are young?

- Study harder
- Make new friends
- Develop more talents and skills
- Have a more carefree life
- Travel more

If you have free time?

- Travel around
- Read more books
- Learn a new skill
- Develop a hobby
- Learn more English

3. Role play—Expressing an uncomfortable decision

Pretend you are planning to quit your job, and you have scheduled a meeting with your boss. You want to tell him/her you are quitting. Act out the meeting—one person as the boss, the other as an employee.

3.VOCABULARY AND EXPRESSIONS

1. VOCABULARY—Work in the future terms

Which of the following job changes would you like to see occur in your company or future company? Why? Work with a partner.

