

# ETS® TOPE

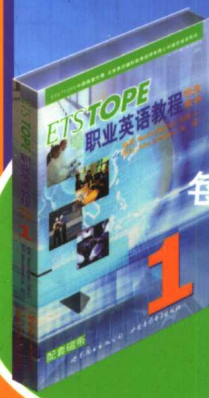
## 职业英语教程 学生用书

编著: Nevin Blumer (加拿大)

策划: John Johnson (美国)



# 1



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世界图书出版公司

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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 functional purposes. The 4 modes of language (speaking, listening, reading and writing) are integrated together in such a way 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 One — General English

Level One (i.e. Book 1) is designed to build the students' pre-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 1 emphasizes the common social topics often used among friends and acquaintances. This contrasts to Book 2, which emphasizes more general and discussion-oriented issues among friends and acquaintances that the student feels more comfortable with at a later stage of theory 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 1 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. Dialogue
3. Role Play Speaking Exercise Related to Dialogue
4. Vocabulary Building
5. Speaking Exercise Related to Vocabulary
6. Grammar Emphasis (focus on a series of structures – *e.g. Present Perfect* )
7. Speaking Activity 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 1 is mainly on building student's 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. Phonetics 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 to 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 1<sup>st</sup> Book

Theme	Grammar Forms	Functional Skills	Lexical Resource
<b>Chapter 1</b> <u>About</u> <u>Personal Information</u>	<i>Wh</i> questions Question tags Simple present Present continuous	Asking and exchanging personal information Confirming information Introducing yourself	Personal Information Family Work School
<b>Chapter 2</b> <u>About work</u> Your routines	Simple present habits in sequence 1 <sup>st</sup> person 3 <sup>rd</sup> Person	Expressing sequences Expressing duration Asking & talking about daily routines	Work verbs terms Daily routine words Job feature adjectives
<b>Chapter 3</b> <u>About Free Time and Hobbies</u> Your habits & preferences	Expressing gerunds Adverbs of frequency Questions with <i>how</i>	Expressing and asking about habits, likes and preferences	Spare time activities Sports, hobbies, relaxation Entertainment Collocation – <i>do</i> or <i>go</i>
<b>Chapter 4</b> <u>About Hometown</u> The main features	Prepositions of location Possessives including <i>there is/there are it has/they have too many/much/not enough</i>	Giving directions and locations Simple descriptions Asking about places	Hometown Location, facilities Landscape, city sites Other features
<b>Chapter 5</b> <u>About Family</u> What they do and some features	3 <sup>rd</sup> person simple present (pronoun & verb agreement)	Describing family members Giving personal information about your family	Family, issues, events, members description, appearance and personalities
<b>Chapter 6</b> <u>About Traveling</u> Your experiences and the things to see and do	Modals for recommendations 1 <sup>st</sup> conditionals	Expressing traveling habits and preferences	Outdoor activities Tourist words Travel terms
<b>Chapter 7</b> <u>About Good and Bad Days</u> Your experiences	Simple past using senses	Telling a story Asking details Expressing emotion	Verbs of sense ( <i>heard, saw, felt, smell</i> ) verbs of emotion

Theme	Grammar Forms	Functional Skills	Lexical Resource
<b>Chapter 8</b> <u>About Eating Habits</u> Your preferences	Modals of preference (e.g. <i>prefer to...would rather...</i> ) Simple comparatives	Asking and expressing preferences Ordering at a restaurant Comparing dishes	Food names Food adjectives of styles and tastes Restaurant nouns & verbs
<b>Chapter 9</b> <u>About Shopping Habits</u> Your likes & options	Demonstrators— <i>this/that/these/those</i> Determiners— <i>some, any, many much, a lot of/few/little</i>	Buying and selling Asking and expressing wants and quantities Bargaining Making complaints Expressing opinions	Shopping nouns & verbs Prices Measure words Weights and measures
<b>Chapter 10</b> <u>About Plans</u> Your ambitions & dreams	Simple future tense Probability adverbs Conditionals	Expressing dreams Making predictions Using probability Statements	Wishes, hopes, plans and dreams
<b>Chapter 11</b> <u>About Feelings</u> Your moods and what affects them	Clauses containing <i>it</i> with adverbial clauses	Expressing moods Expressing causes of moods	Mood and feelings adjectives
<b>Chapter 12</b> <u>About Friends</u> What is important to you in a friend	Relative pronouns as subjects and objects	Describing personalities & the ones that suit you Describing important characteristics for friendship	Adjectives of personality
<b>Chapter 13</b> <u>About Abilities</u> What you can and can't do	Modals of ability <i>can</i> and <i>able to</i>	Asking and talking about abilities and inabilities	Skill verbs
<b>Chapter 14</b> <u>About Problems</u> What to do about them	Modals of recommendation	Expressing problems Asking and giving advice	Problem adjectives and nouns Health & solution verbs
<b>Chapter 15</b> <u>About Messages</u> Reporting messages and delivering news	Simple reported Speech	Gossiping Delivering messages	Bad News Verbs Gossip Verbs
<b>Chapter 16</b> <u>About Restrictions</u> Explaining rules	Modals of Imperatives (e.g. <i>must, have to</i> )	Asking and expressing about rules and protocol	Rules and regulations

Dialogue	Listening/ Reading	Writing/ Pronunciation	Self-study Practices
Chapter 1 The Coming Together of Dan and Judy	Listening dialogue: Judy gets to know Dan	Phonetics – phoneme /p/ Rhythm – stressed nouns Intonation – question Tags	Sentence creation with keywords Error correction Listening – Stacey and Dan Writing self introduction
Chapter 2 Judy gets to know Dan further	Reading article: How much routine is necessary?	Writing e-mails about your routine	Changing dialogue to 3 <sup>rd</sup> person Error correction Listening – Judy's routine Writing about your typical routine
Chapter 3 After the Film	Listening dialogue: Stacey snoops	Phonetics – phoneme /b/ Rhythm – stressed syllable before ... <i>ion</i> suffix Intonation – affirmations and exclamations	Sentence creation using durations Error correction Listening – Arranging to meet for dinner Replying to e-mail and writing about yourself
Chapter 4 Where They Live	Reading article: What is most important in a place	Writing about the positive and negative features of your hometown	Fill in blanks with there is/are/or they have/it has Error correction Listening – Dan talks about Bonnyville Writing descriptions of your hometown
Chapter 5 At Dan's Parents Home	Listening dialogue: The impression Judy makes on Dan's parents	Phonetics – phoneme /t/ Rhythm – stressed verbs Intonation – negative statements	Transfer from 1 <sup>st</sup> person to 3 <sup>rd</sup> person Error correction Listening – About Judy's family Writing about your family
Chapter 6 Looking through the Photo Album	Reading article: Video night in Katmandu	Writing letters of advice	Sentence conversion Error correction Dialogue – Judy seeking Jean's advice Writing letter of advice
Chapter 7 The Good Old Days	Listening dialogue: Judy's ghostly experience	Phonetics – phoneme /d/ Rhythm – stressed verbs Intonation – dropped	Sentence conversion of a letter Error correction Listening – A rocky briefcase Writing about a strange experience

Dialogue	Listening / Reading	Writing / Pronunciation	Self-study Practices
<b>Chapter 8</b> At an Authentic Sichuan Restaurant	Reading article: Why is food so different in different countries?	Writing complaint letter	Sentence conversion with <i>prefer to</i> and <i>rather</i> Sentence creation with preference statements Listening – At the Italian Restaurant Writing about your eating habits
<b>Chapter 9</b> At the Grocery Store	Listening dialogue: At the Store	Phonetics – phoneme /k/ Rhythm – mildly stressed verbs Intonation – dropping intonation of statements	Close passage for determiners Error correction Listening – A Dinner Conversation Writing shopping conversation instruction messages
<b>Chapter 10</b> Dan and Judy's Plans	Reading article: New Year Plans	E-mail about career plans	Sentence conversion using simple future tense Error correction Listening – The Fallout Writing plans for the future
<b>Chapter 11</b> Dan feels awful	Listening dialogue: Dan's Second Mistake	Phonetics – phoneme /g/ Rhythm – stressed mood verbs with when Intonation – dropping tone preceding a comma	Sentence conversion using <i>it when...</i> Error correction Listening – Judy's Complaint Writing complaint letter
<b>Chapter 12</b> What do you like in people?	Reading article: How successful are Internet friendships	Writing advice about people	Sentence creation Matching sentence halves Listening – Judy Will Search for Another Writing – what you like in people
<b>Chapter 13</b> Judy meets Mr. Humble	Listening dialogue: Judy's Lament	Phonetics – phoneme /tʃ/ Rhythm – stressed adjectives Intonation – 4 <sup>th</sup> tone conjunctions	Sentence creation Error correction Listening – Judy Meets Another Writing a cover letter
<b>Chapter 14</b> Dan meets Miss Sympathizer	Reading Article: Do moods affect our health?	Writing letters of advice	Sentence creation Matching solutions to problems Error correction Listening to a telephone call Writing advice letters

<b>Dialogue</b>	<b>Listening / Reading</b>	<b>Writing / Pronunciation</b>	<b>Self-study Practices</b>
<b>Chapter 15</b> The Great Message	Listening dialogue: Stacey's Loss and Judy's Gain	Phonetics—phonemes /dʒ/ Rhythm—stressed adverbs Intonation—intonation on polite questions	Sentence conversion Reported speech Error correction Listening – The Other Woman in Dan's Life Writing a report of a dialogue
<b>Chapter 16</b> Begging the Priest	Reading article: Wedding Rules from Around the World	Writing letters expressing rules	Fill in the blanks for “rules” terms Error correction Listening – The Return of Mark Writing about rules

# Contents

Introduction .....	I
1 About Personal Information .....	1
2 About Work .....	15
3 About Free Time and Hobbies .....	27
4 About Hometown .....	38
5 About Family .....	51
6 About Traveling .....	64
7 About Good and Bad Days .....	75
8 About Eating Habits .....	85
9 About Shopping Habits .....	96
10 About Plans .....	107
11 About Feelings .....	117
12 About Friends .....	127
13 About Abilities .....	138
14 About Problems .....	149
15 About People's Messages .....	160
16 About Restrictions .....	170
Transcript .....	179
Answer Key .....	190



# 1 About Personal Information

## 1.TOPIC PRESENTATION

Just how  
comfortable?  
How much???



**So how much do they  
pay you at work?**

What business is  
this of yours?



**Oh I'm comfortable,  
I guess.**

Top 10 types of personal questions people hate to be asked:

1. Questions about your work
2. Questions about your age
3. Questions about your relationships
4. Questions about your marital status
5. Questions about your income
6. Questions about the worth of the objects you own
7. Questions about your religious beliefs
8. Questions about your weight
9. Questions about your future plans
10. Questions about your health



**Questions for discussion:**

1. Which of the top 10 types of questions do you dislike?
2. Do you think there are cultures of issues related to acceptable and unacceptable questions?

## **2.DIALOGUE IN CONTEXT**

### *DAN AND JUDY MEET*

*[Dan meets Judy by accident at a party.]*

Dan: *(Accidentally spilling his drink)* Whoops. I'm sorry. Here, let me get a cloth from the bartender.

Judy: It's ok, really. I can do it later. It's really crowded here. I thought this might happen.

Dan: Well, my name's Dan.

Judy: I'm Judy. Nice to meet you.

Dan: Did you come here by yourself?

Judy: Yeah, Stacey invited me. She's really nice, isn't she?

Dan: Yeah, she's cool. How long have you known her?

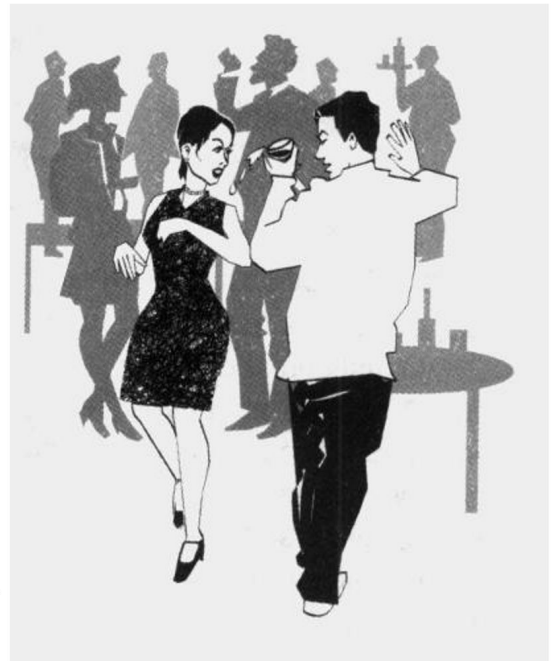
Judy: About three years. You're her colleague, aren't you?

Dan: That's right. Only for three months, though. And, how about you? Where do you work?

Judy: I don't work. Actually, I'm a law student at McGill.

Dan: Really? I just graduated from there last spring. I was also a law student. I spilled a drink on you. You aren't going to sue me, are you?

Judy: *(laughing)* No, but you can buy me a drink. I like gin and tonic.



### 1. Questions for discussion:

- 1) What did Dan apologized for doing?
- 2) Why didn't Judy seem to be angry?
- 3) What does Dan do for a living?
- 4) What is Judy's occupation?
- 5) What does Dan do at the end?



### 2. Dialogue Practice

- 1) Dialogue memory

Cover up the dialogue and try to remember it. From the selected words, try to play the roles of Judy and Dan.

Dan: Did you come here by yourself?  
 Judy: Yeah \_\_\_\_\_ Stacey \_\_\_\_\_ nice.  
 Dan: Yeah, she's cool. How long have you known her?  
 Judy: 3 \_\_\_\_\_ you're \_\_\_\_\_ colleague?  
 Dan: Three months \_\_\_\_\_ you? \_\_\_\_\_ work?  
 Judy: Don't \_\_\_\_\_ law \_\_\_\_\_ McGill.  
 Dan: Really? \_\_\_\_\_ graduated \_\_\_\_\_ last spring. \_\_\_\_\_ also \_\_\_\_\_ law student. spilled a drink \_\_\_\_\_ sue me \_\_\_\_\_ you?  
 Judy: \_\_\_\_\_ cost \_\_\_\_\_ drink. \_\_\_\_\_ gin and tonic.

- 2) Semi-structured socializing

Ask and answer the following. Make full questions and replies from the following word selections.



e.g.

Question: (What do?) – “What do you do?”

Answer: (Lawyer Beijing) – “I am a lawyer in Beijing.”

A.

Question: Where/live? How long/lived?

Answer: Beijing/5 years