

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

Teacher's  
Resource Book  
教师用书

# English for the Humanities

# 人文职场英语



Professional  
English  
职场英语选修教程系列

Teacher's  
Resource Book  
教师用书

# English for the Humanities 人文职场英语

Kristin L. Johannsen

**W** 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

圣智学习出版公司  
Cengage Learning

## 图书在版编目 (CIP) 数据

人文职场英语 / 乔纳森 (Johannsen, K.) 编著.

—上海: 上海外语教育出版社, 2009

(职场英语选修教程系列)

教师用书

ISBN 978-7-5446-1031-5

I. 人… II. 乔… III. 英语—高等学校—教学参考资料

IV. H31

中国版本图书馆CIP数据核字 (2008) 第135752号

图字: 09-2008-376号

First published by Heinle, a part of Cengage Learning, United States of America.

All Rights Reserved.

Reprinted for People's Republic of China by Cengage Learning Asia Pte Ltd and SFLEP under the authorization of Cengage Learning. No part of this book may be reproduced in any form without the express written permission of Cengage Learning and SFLEP.

本书由圣智学习出版公司授权上海外语教育出版社出版。

仅供在中华人民共和国境内销售。

**出版发行: 上海外语教育出版社**

(上海外国语大学内) 邮编: 200083

电 话: 021-65425300 (总机)

电子邮箱: bookinfo@sflep.com.cn

网 址: <http://www.sflep.com.cn> <http://www.sflep.com>

责任编辑: 李法敏

印 刷: 上海叶大印务发展有限公司

经 销: 新华书店上海发行所

开 本: 850×1168 1/16 印张 8.5 字数 225千字

版 次: 2009年4月第1版 2009年4月第1次印刷

印 数: 1 000 册

书 号: ISBN 978-7-5446-1031-5 / H · 0442

定 价: 17.00 元

本版图书如有印装质量问题, 可向本社调换

## 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

2009年3月

## Introduction

**English for Humanities** is a four-skills course designed to build both fluency and accuracy in tertiary students enrolled in humanities programs. By setting language activities in the context of their future professional lives, it motivates learners to develop the language skills they will need for career success.

## Program components

Student Book  
Teacher's Resource Book  
Audio CD

## Organization of the Student Book

Each unit of the **English for Humanities** Student Book follows a single character through daily experiences in his or her professional life. In this way, learners can see the immediate relevance of each of the language learning activities they take part in. The professional settings have been carefully chosen to represent a variety of typical settings for humanities majors. Through the units, students explore the daily activities of a student in an overseas exchange program, a recent graduate beginning a new job in a company, an artist doing consulting work, a volunteer coordinator for a nongovernmental organization, and a social scientist doing research in a foreign country. In addition, each unit covers a different field of the humanities: philosophy, language and literature, arts, history, and social science.

Every unit contains six two-page lessons, integrating the four language skills and reviewing and extending use of grammar points that students have previously studied. In every unit, there are two to three recorded listening activities, one extensive reading passage, and one longer writing activity, along with reviews of three 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 to produce a tangible product such as a website design or booklet.

## Contents of this Teacher's Resource Book

This Teacher's Resource Book contains everything you will need to successfully teach **English for Humanities** 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 writing activities in the Writing Resources, designed to build and reinforce students' skills at the paragraph level. Among the objectives practiced are generating and organizing ideas, writing topic sentences, and paragraph unity. In addition to single paragraphs, they give practice in common writing formats such as business e-mail messages and formal letters.
- A reading text plus activities in the Reading Resources, related to the theme of the unit.
- Teaching notes for the Additional Activities, Writing Resources, and Reading Resources 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. They follow a uniform format.

- Part 1 covers listening, with a script provided for the teacher to read.
- Part 2 covers grammar. Students find and correct common errors in sentences.
- Part 3 covers use of language functions. Students write what they would say in the given situation.
- Part 4 covers vocabulary, with a fill-in exercise using key items from the unit.
- An optional speaking section tests fluency and use of appropriate language through a pair exercise. Role cards are provided.

With the speaking section included, the test comprises 50 points (double the score to give a percent grade). Without the speaking section, the test comprises 40 points (multiply by 2.5 to give a percent grade).

Teaching ESP to humanities students presents special challenges because the field is so broad and diverse, incorporating many different areas of study and future careers. By emphasizing the most common uses of English across different careers and professions, such as for meetings, phone calls, presentations, and business travel, English for the Humanities helps prepare students for whatever the future holds for them.

# Contents

<b>Introduction</b>	vi
<b>Lesson Guides</b>	
<b>Unit 1    Philosophy</b>	2
<b>Unit 2    Language</b>	15
<b>Unit 3    Art</b>	29
<b>Unit 4    History</b>	43
<b>Unit 5    Social Science</b>	57
<b>Unit Tests</b>	
Unit 1	71
Unit 2	74
Unit 3	77
Unit 4	80
Unit 5	83
Tests Answer Key	86
<b>Reading Resources</b>	
Unit 1	88
Unit 2	90
Unit 3	92
Unit 4	94
Unit 5	96
<b>Writing Resources</b>	
Unit 1	98
Unit 2	100
Unit 3	102
Unit 4	104
Unit 5	106
<b>Additional Activities</b>	
Unit 1	108
Unit 2	111
Unit 3	114
Unit 4	117
Unit 5	120
<b>Audio Script</b>	123



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

Teacher's  
Resource Book  
教师用书

# English for the Humanities 人文职场英语

Kristin L. Johannsen

 上海外语教育出版社  
外教社 SHANGHAI FOREIGN LANGUAGE EDUCATION PRESS

圣智学习出版公司  
Cengage Learning



**Objectives****Language skills:**

reading and understanding schedules,  
understanding an academic lecture,  
discussing in a group, speaking  
formally and informally, taking notes  
from a reading

**Functions:**

asking for and giving opinions

**Grammar:**

real conditional, present perfect  
tense, modals for obligation,  
necessity, and lack of necessity

**Lesson 1** Are you going to be a philosopher? **SB Pages 2-3**

This lesson explores the language of academic English and the initial experiences a university student has at an American university. It practices listening as well as reading for specific information. It also practices note-taking. It introduces and practices the differences between formal and informal speech.



- a**
- Introduce the idea of an international student. Discuss any experiences your students have had studying in another country.
  - Have students read the chart and note the information they are asked to find. Explain that in American universities, some students live in dormitories, and eat in a cafeteria. Others (like Rafael) live in an apartment near the campus.
  - Play the audio.
  - Check answers.

**Answers**

Nationality: Venezuelan / Hometown: Caracas / Major: Philosophy / Future plans: work in his family's (shipping) business

**Culture Note: major**

In an American university, a student's major is the main subject they're studying. Students are also required to take a number of courses in fields outside of their major in order to receive their degree. Most students take these general requirements in the first two years of their studies, and concentrate on their major in the last two years.



- b**
- Have students read the questions. Ask them to listen again and find the answers to the questions.
  - Play the audio.
  - Allow time for students to finish answering the questions about themselves.
  - In pairs, have students compare answers.
  - Check answers to 1, 2, and 3. Then discuss students' answers to questions 4, 5, and 6. If students have different majors, they may find it interesting to compare how useful their majors will be in future life.

### Answers

1. how to think clearly, how to solve complicated problems
2. solving problems in his summer job
3. work for his father

- c**
- With the class, talk about the steps students go through at the beginning of each academic year—for example, getting their schedule, buying textbooks, etc. Ask, *What extra things does a new international student have to do?*
  - Have students read the notice, paying attention to the underlined items.
  - Have students match the underlined words with the definitions.
  - Check answers.

### Answers will vary, but may include the following:

1. tuition
2. register
3. ID
4. textbooks
5. clinic
6. advisor
7. orientation

- Ask, *Which of these things do we have at this school?*



- d**
- Ask students to listen to Rafael talking with Sandra, and fill in the verbs.
  - Play the audio.
  - Check answers.

### Answers

1. have obtained, got
2. haven't met, have made
3. have filled out

- Review the form and use of the present perfect with the class.

### The present perfect

The present perfect is formed with *have* + past participle.

It is used to talk about events that happened at an unspecified time in the past (*I have taken a course in Greek and Roman Philosophy*), to talk about

something that happened several times in the past (*Rafael has visited his professor's office three times*), and to talk about something started at a specific time in the past that continues now (*I've worked here for ten years*).

In contrast, the simple past is used for past events that happened at a specific time (*I took Introduction to Philosophy last year*) and events that began and ended in the past (*The philosopher Aristotle lived in ancient Greece*).

- For further practice of the present perfect see **Grammar Resource** in SB, page 126.

- e**
- Have students complete the sentences with the correct form of the verb.
  - Check answers.

### Answers

1. hasn't bought, has sent
2. has paid
3. has registered, did
4. hasn't attended

- f**
- Model the activity by asking, *Have you ever taken a philosophy class?* Follow up by asking, *What was it about?* or *Why not?*
  - Brainstorm possible additional items with the class, such as *study in another country, make a phone call in English*, etc.
  - Have students interview their partner.
  - Invite students to share information they learned about their partner.

**ADDITIONAL ACTIVITY 1.1** page 108; SB page 111

For further practice of the present perfect

- g**
- Have students read the questions.
  - In small groups, have students discuss the questions.
  - Have groups report on their opinions.

**READING RESOURCE 1** page 88; SB page 91

This activity practices reading a page from a university catalogue and understanding the information about different courses.

- a**
- Explain that universities in the U.S. have a catalog that gives information about all the classes at the university. Students register for their classes by using the information in the catalog. Have students choose the course that would be the most interesting for Rafael. Check answer.

**Answers**

Business Ethics

- b**
- Have students match the words with their meanings. Check answers.

**Answers**

1. f 2. g 3. e 4. c 5. d 6. b 7. a

- c**
- Have students find the number of the course that covers each topic. Check answers.

**Answers**

1. 383 2. 432 3. 240 4. 380 5. 130

- d**
- Discuss the idea of requirements for courses.
  - Have students complete each sentence. Check answers.

**Answers**

1. must 2. can 3. must 4. can't 5. don't have to

- e**
- Have students answer the questions. Check answers.

**Answers**

1. Technology and Human Values, Business Ethics, Health and Medical Ethics  
2. Greek and Roman Philosophy, Twentieth-Century Philosophy  
3. answers will vary



## Lesson 2

First day of class

SB Pages 4-5

This lesson follows a student through his first day of class and gives practice reading and understanding schedules. It moves on to listening practice with an academic lecture.

- a**
- In pairs, have students discuss the different abbreviations on the schedule.
  - Check answers.

### Answers

ID#: *identification number* / Instr: *instructor* / PHIL: *Philosophy* / ENGL: *English* / MUSI: *music* / ESL: *English as a Second Language* / M: *Monday* / T: *Tuesday* / W: *Wednesday* / Th: *Thursday* / F: *Friday* / a: *a.m.* / p: *p.m.*

- With the class, discuss how Rafael's schedule is similar to and different from a typical schedule at the students' school.

### Culture Note: Class schedules

At American colleges and universities, classes are held Monday through Friday. A typical student has about 12–16 hours of class per week, but spends much more time studying and working on individual projects. An increasing number of classes are offered early in the morning, or in the evening, to make them available to “non-traditional students,” older students who have jobs and are taking classes part-time to earn a degree.

- b**
- Have students work individually to complete the conversation, using information from the schedule.
  - Check answers.

### Answers

1. five 2. 7:45 3. 2:15 4. five 5. philosophy 6. (ESL) Writing  
7. twice/two times 8. evening

- c**
- In pairs, have students compare and discuss the advantages and disadvantages of their schedules.
  - With the class, compare ideas about the perfect schedule. If desired, introduce the idea of *early risers* (people who like to get up early) and *night owls* (people who like to go to bed very late.) Ask, *Who in the class is an early riser? a night owl?*
- d**
- Have students work individually or in pairs to brainstorm a list of common topics for the first day of class, as a preparation for the listening activity that follows.
  - Compare answers with the class.



**e**

- Tell students they are going to listen to the lecture from the first day of Rafael's Business Ethics class. Have them look over the list of information they must find.
- Play the audio.
- Check answers.

**Answers**

1. Anne 2. 822 Humanities Building 3. 3–4 p.m. 4. *Business Ethics for Today*

**f**

- Tell students they are going to listen to the second part of the lecture, and should fill in the missing words.
- Play the audio.
- Check answers.

**Answers**

1. study 2. words 3. understand 4. world 5. general 6. issues 7. action  
8. business person

**g**

- Tell students that the last part of the lecture is a case study—the story of what happened in one company. Have them read the statements.
- Play the audio.
- Check answers.

**Answers**

1. T 2. T 3. F 4. F 5. T 6. F 7. T 8. F

**h**

- In pairs, have students discuss their reactions to the company's decision.
- Compare opinions as a class, and ask students to vote on whether the company did the right thing.
- Finish with a discussion of any businesses that have been in the news lately for ethical and unethical practices. What do students think about these companies' actions?

**ADDITIONAL ACTIVITY 1.2 page 108; SB page 111**

For further practice writing about an ethical decision

- Give students the tapescript of the lecture they have just heard and have them read it.
- Have them write a short paragraph in response. If necessary, give them the first sentence to complete: *I think Arden Textile did/didn't do the right thing because . . .*
- In groups, have students share and discuss their answers.

### Lesson 3

In my opinion . . .

SB Pages 6-7

This lesson presents a model for group discussion activities that can be followed throughout the course. It also gives practice in asking for and giving opinions.

- a**
- Have students read the discussion aloud in groups of three.
  - Go over the expressions in the chart. Have students work individually to find one more expression for each section of the chart.
  - Check answers.

#### Answers

How do you feel about that / personally, I think / Why do you say that?

- Point out that these are all polite expressions that would be used in an academic or professional setting, such as a meeting or conference.
- b**
- Introduce the idea of ethics in everyday situations—for example, issues like cheating on exams, not telling the truth to a friend, etc. Point out that ethics is not just a subject for academic study.
  - Go over the survey questions with the class, explaining any unfamiliar items.
  - Allow time for students to think about the issues and mark their responses.
- c**
- In pairs, have students alternate choosing topics from the survey, asking for and giving opinions.
  - As students work, circulate around the class asking for further explanations.
- d**
- Have each pair choose a topic to discuss. Then combine pairs.
  - In groups, have students compare their opinions and reasons.
- e**
- Introduce the subject of advice columns in newspapers and magazines and the different topics they cover. Ask students if they ever read these columns.
  - Divide the class into groups of four. Tell students that each group member will have a specific role in the group. Go over the roles. Allow time for students to read the article, and answer any questions about vocabulary.
  - Have students discuss the first situation and give their opinions about what the person should do.
  - When each group finishes, tell them to change roles and discuss the next situation. Continue in this way until they have talked about all of the situations.

- f** ■ Go over the tips in the box. Point out that these are useful for all situations when you have to speak in front of a group, not only in class but also professionally. Demonstrate using a voice that's slightly louder than normal, and making eye contact with different listeners.

Have each group present its answers to the four situations, with each student taking a turn to stand up and speak.

Make general comments on the class's performance in speaking to an audience, and give general suggestions for improvement (such as *Many students spoke too quickly—you need to speak slowly so your audience can understand you*).

**ADDITIONAL ACTIVITY 1.3**      **page 109; SB page 112**

For further practice in asking for and giving opinions

- Divide the class into groups of 3–4 and have them read the letter together.
- Have each group work together to write its response to the letter. Appoint one member of each group to be the “secretary.”
- Have a “reporter” in each group read the letter out loud to the class.
- With the class, discuss similarities and differences in the answers.

## Lesson 4

## Too much to do

## SB Pages 8-9

This lesson gives practice in listening for specific information, as well as in understanding and using formal and informal ways of speaking.



**a**

- Introduce the topic by asking students how much homework they usually have in their classes. Ask, *Do you ever have problems finishing all your assignments? What do you do?*
- Tell students they will hear four professors giving assignments. They should complete Rafael's notes about the assignments and due dates.
- Play the audio.
- Check answers.

### Answers

1. Business Ethics: read chapters 7 and 8, answer questions on page 124, Due: next time
2. Greek and Roman Philosophy: choose a topic, write an essay of 2-3 pages, Due: Monday
3. ESL Writing: Exercises A, B, C, D on page 53, Due: Monday
4. Music History: listen to CD 2, answer questions on page 82, Due: Monday

- Ask, *Do you think Rafael has a lot of assignments? How does that compare with your classes?*

**b**

- Briefly review the form and use of modals and expressions for necessity with the class. Present the verb forms and give/ elicit more examples from the students of things they *must* / *don't need to* / etc. do in English class.

### Modals and expressions for necessity

A number of verb forms are used in English to express the concept of necessity. These include:

*must* = this is necessary

*must not/mustn't* = this is not allowed

*have to* = this is necessary

*don't have to* = this is optional, not necessary

*need to* = this is necessary

*don't need to* = this is optional, not necessary

*should* = this is a good idea

*shouldn't* = this is a bad idea

*Must*, *have to*, and *need to* are similar in meaning, with *must* the strongest expression of necessity.

- For further practice see **Grammar Resource** in SB, page 128.
- Have students write sentences about the assignments in Exercise A.
- Check answers.

### Suggested answers

1. He has to write an essay.
2. He should see his professor if he has questions about the assignment.
3. He doesn't have to hand in his homework for ESL writing.
4. He can write the answers in his notebook.



- c**
- Introduce the idea of using different kinds of language to talk to different people. Ask, *Who do we use very polite language with?* Elicit answers such as a boss, elderly people, etc. Ask, *Who do we use informal language with?* Elicit answers such as friends, classmates, family members. If necessary, discuss polite words and structures from the students' native language.
  - In pairs, have students practice the conversations, paying attention to the underlined phrases. Encourage them to look at their partner while speaking, rather than just reading from the book.
  - With the class, discuss the questions.

#### **Suggested answers**

1. The first conversation is informal, the second is more formal/polite. 2. In the first conversation, Rafael is talking to a friend. In the second, he is talking to an older professor.

- d**
- Have students work individually to read through Conversation 2 again and find the equivalent expressions.
  - Check answers.

#### **Answers**

1. Do you have a moment? 2. What can I do for you? 3. I'm really sorry that I missed. 4. That's unfortunate. 5. Thank you (for your help). 6. Don't mention it.

- e**
- Have two students read the conversation out loud to the class. Point out that the language is extremely rude for the situation!
  - In pairs, have students rewrite the conversation to make it more appropriate, using expressions from Exercise D and other more polite language.
  - Invite pairs to present their conversations to the class.

#### **Suggested answers**

Student: Good afternoon, Ms. Cole. Do you have a moment? / Teacher: Of course. What can I do for you? / Student: I have some questions about your lecture today. / Teacher: I'm sorry, but I have to go to class soon. Could you come back at 4:00? / Student: Yes, I'm free then. / Teacher: Then I'll talk to you at 4:00. / Student: Thank you.

- f**
- In pairs, role-play the situations. Remind students to use language that is appropriate to the situation, formal or informal.
  - As students practice, walk around the class making notes of problems and successes.
  - Invite students to present their role plays to the class.
  - Discuss the observations you made as students were carrying out the activity.

#### **ADDITIONAL ACTIVITY 1.4**

**page 109; SB page 112**

For further practice of formal and informal language