

Help Yourself to Advanced English

高级英语自学系列教程

English at Work



高级职业英语

顾曰国 主编

Gu Yueguo (chief editor)

外语教学与研究出版社

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高级职业英语藏书章

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Help Yourself to Advanced English

高级英语自学系列教程

Help Yourself to Advanced English is a series specially designed for those self-study learners who want to upgrade their English from intermediate to advanced levels. It is thematically structured and five-skill integrated on activity/task basis. It consists of two modules: English Language Communication Module and Professional Training Module. Module 1 caters for general learners of English, and Module 2 provides up-to-date professional training for teachers of English.

English Language Communication Module:

A Guide to Success 1: Orientation
English in Daily Life
English at Leisure
English at Work
English in Current Affairs

A Guide to Success 2: Learning Strategies
English for Studying
Cross-cultural Communication
English in a Changing World
English Through Literature

Professional Training Module:

A Guide to Success 3: Professionalism
Language and Linguistics: A Workbook
English Language Teaching Methodology (1)
English Language Teaching Methodology (2)
Practical Project Design

Print materials are supplemented with both audio and video cassettes.

Distance Taught In-service Teacher Training BA (non-hons) Project Team
School of English Language Communication 应用英语学院
Beijing Foreign Studies University 北京外国语大学

Managing Board

Director: Gu Yueguo (M.A., Ph.D.)
Micro-project Co-ordinators: Janet Beddison (B.A., M.A.), Tony Ward (Ph.D.)
Macro-project Co-ordinator: Zhu Weifang (M.A.)
Group Leader: Wang Wei (B.A., M.A.)
Research Assistant: Tang Jinglan (B.A., M.A.)

Materials Development Team

Editorial Board

Editor: Gu Yueguo
Co-editors: Janet Beddison, Tony Ward

Writing Team for the Second Semester (in alphabetic order)

Janet Beddison (B.A., M.A.)
Cao Wen (B.A., M.A.)
Gu Yueguo (M.A., Ph.D.)
Qu Yanping (M.A.)
Shen Yiwen (B.A., M.A.)
Wang Wei (B.A., M.A.)
Yu Aiju (B.A., Ph. D.)
Zhang Wen (B.A., M.A.)
Zhu Meiping (M.A.)

Layout Design (in alphabetic order)

Gu Yueguo
Li Ming (B.A., M.A.)
Wu Zhan (B.A.)

Glossary

Tang Runguang

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The First Year Pack

Checklist

Materials Provided:

version available for Autumn Semester

- ◆ *A Guide to Success 1*
- ◆ *English in Daily Life*
with 2 audio cassettes
- ◆ *English at Leisure*
with 1 audio cassette

version available for Spring Semester

- ◆ *English at Work*
with 1 audio cassette
- ◆ *English in Current Affairs*
with 1 audio cassette

Materials Students Should Provide Themselves:

- ◆ 2 assignment notebooks (standard A4 size recommended)
- ◆ 1 rough notebook
- ◆ 1 self-assessment record notebook
- ◆ 2 blank cassettes for speaking practice



What's this book?

It's part of *Help Yourself to a BA Co-course* series. It's your third course in your first year study.



What's it about?

In this course, you are exposed to more neutral/formal language than that of the previous two courses to reflect the more formal nature of working contexts. Much of the language does, however, remain informal – to ensure that you begin to develop an appreciation of different genres/styles. You have more reading inputs than in the first two courses and are required to undertake more demanding writing tasks. The unit topics have been selected to ensure coverage of a range of different types of employment and work related topics.



How long does it take to finish this course?

Eight weeks. You must work very hard, though.



If I have to work so hard, do I earn any credits at the end?

Yes. Your hard work will be richly rewarded. You'll earn 4.5 credits !!!



English at Work

unit	topic	activities	functions
1	Jobs	6	<ul style="list-style-type: none"> *describing/enquiring about jobs *giving career advice *describing working routines *explaining responsibilities *defining occupations *describing feelings about work
2	Teaching	6	<ul style="list-style-type: none"> *formal introductions *recommending a textbook *summarising an article *summarising a lesson *reporting on behaviour *describing lesson procedure
3	Food	6	<ul style="list-style-type: none"> *describing processes *describing foods/dishes *describing nutritional value *instructing *giving warnings *comparing cooking methods *offering alternatives *describing problems *giving advice
4	Crime	5	<ul style="list-style-type: none"> *asking for/offering help *warnings/safety advice *asking about/describing a crime *asking about/describing a criminal *deducing *stating rules/laws



English at Work

unit	topic	activities	functions
5	Healthcare	5	<ul style="list-style-type: none"> *describing a place (hospital) *asking for/giving instructions *describing symptoms *explaining treatment *describing physical structure
6	The Business World	4	<ul style="list-style-type: none"> *describing products (strengths/advantages) *describing development of a company *stating sales figures *comparing sales *explaining tables/charts *reporting progress
7	Administration	6	<ul style="list-style-type: none"> *making arrangements/appointments *formal letter writing *taking messages *writing memos *asking for/giving info. *welcoming visitors *reporting events
8	Life and Work	5	<ul style="list-style-type: none"> *filling in an application form *writing a job application letter *describing working problems *asking for/giving advice *stating reasons for problems *giving sympathy *describing the ideal job

How to Study This Course

Welcome to *English at Work*. I assume that you have successfully completed *A Guide to Success 1: Orientation, English in Daily Life and English at Leisure*. You must, by now, be familiar with the way this *Help Yourself to Advanced English* series is organized and written. However, as each individual course of the series has its own distinctive features, it is worthwhile getting familiar with it before you start with the course in real earnest.

Resources Checklist

The Materials You Should Have

Have You Got Them?

- There is **an audio cassette** accompanying the book. It is for listening tasks. And all the listening tasks are integrated with the other tasks of the book. It is therefore absolutely essential that you have it.
- For each unit there is **a supplementary listening material**. It is included in Appendix 1. This extra listening material is also recorded, and is to be found in the supplementary listening cassette. If you feel that your listening competence needs some more training, you are advised to listen to this supplementary material.
- There are also **some video programmes** accompanying the book. They show some authentic clips of the sorts of work British and American people are typically engaged in. You are not expected to buy them, of course, but you should watch them in the tutorial centre.
- You should have **a cassette recorder**. It is useful for

self-recording.

- You should have at least **one notebook**.

You have the resources now. They will remain wasted if you fail to use them wisely.

English at Work

If you say that you are at work, it means that you are doing a job or an activity. I can say that I have been at work on the book *English at Work* for a couple of years now. Something can also be said to be at work. For example, 'My computer has been at work on this problem for three days.' Can you figure out what is meant by '*English at Work*' now? It is really like a pun. On the one hand, it means 'English that is used by people who are at work (i.e. who are doing their jobs)'. It can also mean, on the other hand, English that is at work itself! Of course, as a book title, it is the first sense that is used here. The second sense is however also welcome. For it does more good than harm. We study English in order to make it work for us, don't we?

What sort of English do people use while they are doing their jobs? The answer is that the English used is related to the jobs people do. So let's see what jobs people do. In our life, we find that some teach — they are teachers; some prepare food for others to eat — they are chefs and food manufacturers; some catch criminals and keep our life in order — they are policemen; some look after our health — they are doctors; some make money and keep themselves (and the society perhaps) rich — they are businessmen; some 'keep an eye' on how people do their jobs — they are administrators; and ... you may continue ... These jobs are being done daily all over the world, and in all societies. They are universal, so to speak. You will find that they are dealt with in separate units. As we all know, there are not enough jobs to go round for everyone. People have to

hunt for jobs. And it is often the case that a dozen of people are chasing for one job at one and the same time! Unit 8 of this course shows you how to 'sell' yourself in job hunting.

Emphasis on Skills in Using English, and on Reading in Particular

Unlike *English in Daily Life* and *English at Leisure*, *English at Work* shifts the focus from on listening and speaking onto reading, and consequently, your exposure to colloquial English is also changed to more formal and written English. You are often required to read, think, and reproduce by writing or speaking. There are altogether 8 units with 43 activities which in turn are made up of 247 tasks. On top of these, each unit has a warm up task, and a supplementary listening task. So you will have 263 tasks in all.

I am often approached to with the question: '本单元的重点在哪儿?' '考试考哪些?' These two questions are quite wide-spread, and warrant a careful examination. For each unit there are indeed some essential points which are called 'performance objectives'. You can easily locate them. They are enclosed in a box immediately below the unit title. Each of them is not linked to a separate and particular task. It is often the case that it takes more than one task to achieve a specific performance objective. So it is a bad learning strategy to do only those tasks which are assumed to be crucial, and likely to be examined, while ignoring the rest. The tasks are designed in such a way that they lend support to one another. If you skip tasks, at the same time you miss reinforcement and recycling ones. Your learning cannot be expected to be effective. It would be unfair, then, for you to complain that the tutorial isn't good, or that the materials are poorly designed. It is always beneficial for you to reflect upon your own learning strategies to see if they are effective before looking for other causes.

It seems to me that the best way to approach the tasks is to do all of them as quickly as

English at Work

you can. Then you go back to those essential ones or to those you find difficult. Probably you would say: 'No, I cannot find time. I am too busy!' I don't think you are too busy to study. Again, as we did with the previous two courses, let's do some simple calculation together. Suppose that you spend 10 hours a week on the course. So you have 80 hours which are equal to 4,800 minutes, to be divided by 263 tasks. It takes an average of 18.25 minutes to finish a task.

We can do another simple calculation. You have 56 days to finish 263 tasks. On average you have to finish 4.7 tasks a day. Since it takes 18.25 minutes to finish a task, you need 85.78 minutes, which are less than an hour and a half a day.

Now can you spare 85.78 minutes a day? Don't tell me that you cannot. But let's take no chances. Let's plan our study carefully.

An 8-week Planner

(If you have already done so during your study of *A Guide to Success 1: Orientation*, skip this.)

I know you are very busy, like everybody else. It is essential that you prioritize your time very well. **It takes 8 weeks to finish this course.** The first step, therefore, is to draw an 8-week planner. Your planner may look like this:

course	study week	calendar week	task	tutorial	hours p.w.
<i>English at Work</i>	3		U1		
	4		U2		
	5		U3		
	6		U4		
	7		U5		
	8		U6		
	9		U7		
	10		U8		
semester exam					

A Weekly Planner

(If you have already done so during your study of *A Guide to Success 1: Orientation*, skip this.)

The next thing you should do is to draw a weekly planner. Your planner may look like this.

English at Work

Monday

6.30 get up
7.00-7.30 breakfast
8.00-12.00
12.00-2.00 lunch break
2.00-6.00
6.00-7.30 dinner
7.30-10.00
10.30 bed time

An hour a day on distance learning

Tuesday

6.30 get up
7.00-7.30 breakfast
8.00-12.00
12.00-2.00 lunch break
2.00-6.00
6.00-7.30 dinner
7.30-10.00
10.30 bed time

An hour a day on distance learning

Wednesday

6.30 get up
7.00-7.30 breakfast
8.00-12.00
12.00-2.00 lunch break
2.00-6.00
6.00-7.30 dinner
7.30-10.00
10.30 bed time

An hour a day on distance learning

Thursday

6.30 get up
7.00-7.30 breakfast
8.00-12.00
12.00-2.00 lunch break
2.00-6.00
6.00-7.30 dinner
7.30-10.00
10.30 bed time

An hour a day on distance learning

Friday

6.30 get up
7.00-7.30 breakfast
8.00-12.00
12.00-2.00 lunch break
2.00-6.00
6.00-7.30 dinner
7.30-10.00
10.30 bed time

An hour a day on distance learning

Saturday

6.30 get up
7.00-7.30 breakfast
8.00-12.00
12.00-2.00 lunch break
2.00-6.00
6.00-7.30 dinner
7.30-10.00
10.30 bed time

A distance learning day!!!

Sunday

6.30 get up
7.00-7.30 breakfast
8.00-12.00
12.00-2.00 lunch break
2.00-6.00
6.00-7.30 dinner
7.30-10.00
10.30 bed time

Half a day on distance learning

The two planners are effective means for self-discipline and self-management.

Self-discipline and Self-management

The three trial years (from 1996 to 1998) with over 1,200 students all over China bear the evidence that self-discipline and self-management are among the most important factors that make a successful distance learner. Apart from making planners such as those above, another feature of self-discipline and self-management is to monitor your own learning process. In *A Guide to Success 2: Learning Strategies*, we shall talk about it in more detail. A quick note will do here. Probably you have already realised that all the tasks are headed by instructions on how to do them, and some even have the first one done for you as an example. Learning tips and strategies are occasionally also built into the instructions or feedback. As it is recommended above, you read the instructions carefully, and do the tasks as quickly as you can, while marking those which you find challenging or difficult. Then you spend your review time on the marked ones. **Marking the hard ones and going back to them** constitute a way of monitoring your own learning. I hope you will have the will of doing it, not just one week, but week after week, until you reach the end of the course.

Contents

language points	performance objectives	pages
<ul style="list-style-type: none"> *simple present *relative clauses (in definitions) *should/must/have to *adverbs of frequency *would/should 	<ul style="list-style-type: none"> *asking/talking about different jobs *defining different occupations *reading/talking about responsibilities *discussing qualities necessary for various occupations *reading job ads/notices *writing a resume *writing a short biography 	1-51
<ul style="list-style-type: none"> *simple present *sequence markers *suggest + subj. 	<ul style="list-style-type: none"> *introducing a professional person *recommending a book/article *describing a lesson *reporting/discussing behaviour (with 3rd party) *giving oral/written comments on performance *summarising a lesson/mini-lecture 	53-104
<ul style="list-style-type: none"> *present simple passive *be rich in/high in *attributive clauses (which, that) *as ... as *but/while/whereas 	<ul style="list-style-type: none"> *talking/asking about food preparation *talking/asking about nutritional values *reading/giving recipes *comparing diets/eating habits *describing problems at work *offering advice/suggestions for dealing with problems 	105-155
<ul style="list-style-type: none"> *adverbials of time *sequence markers *past simple *past perfect *3rd conditional *past continuous *must/may/might have 	<ul style="list-style-type: none"> *talking/asking about different crimes & punishment *describing a criminal event *describing a criminal *giving/asking for crime prevention advice *describing missing items *filling in forms 	157-199