

托业考试 (TOEIC) 备考用书

剑桥美式商务英语 (高级)



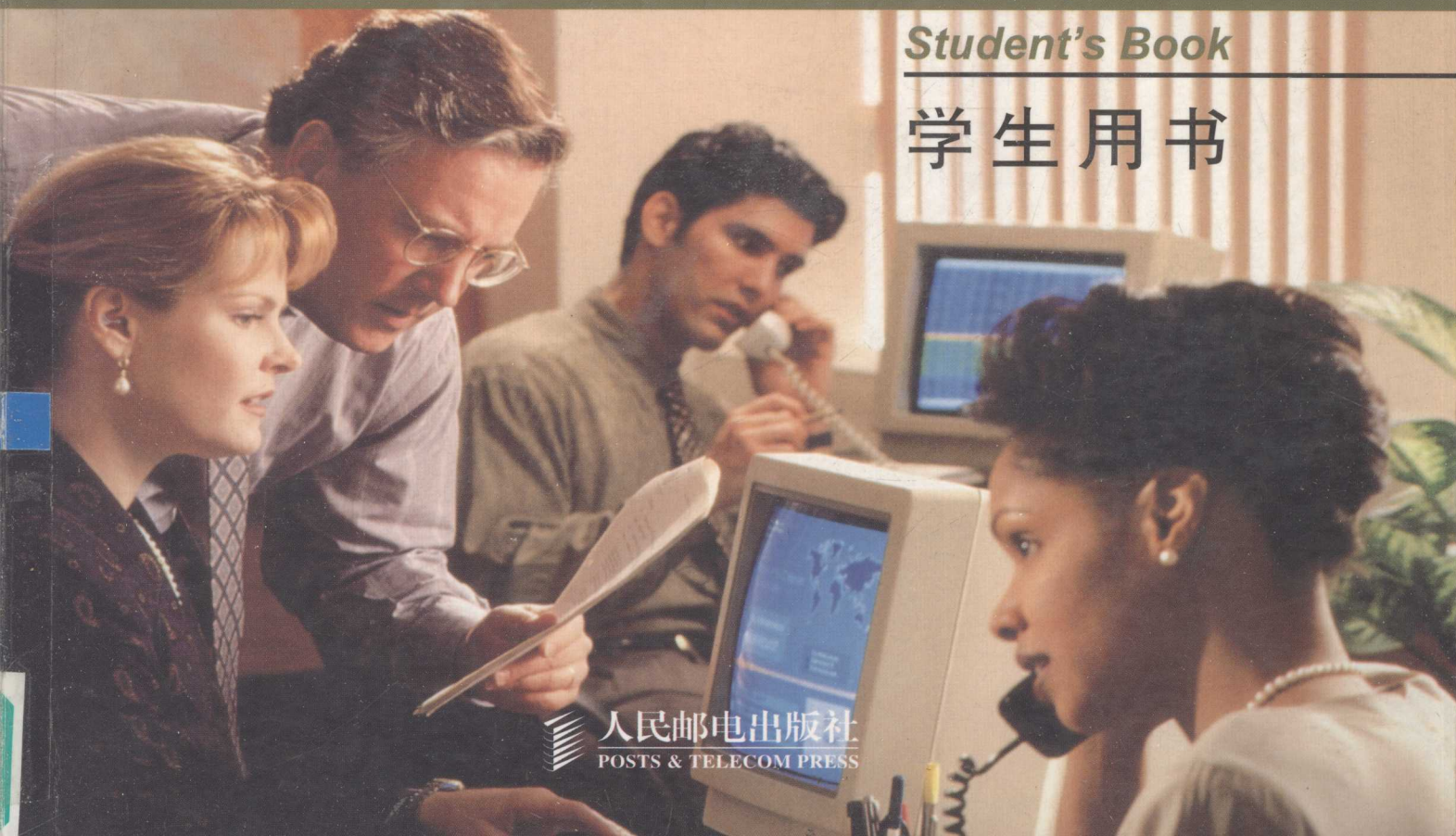
Skills for Success

Working and Studying in English

Donna Price-Machado

Student's Book

学生用书



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San Diego Community College District

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剑桥美式商务英语 (高级): 学生用书

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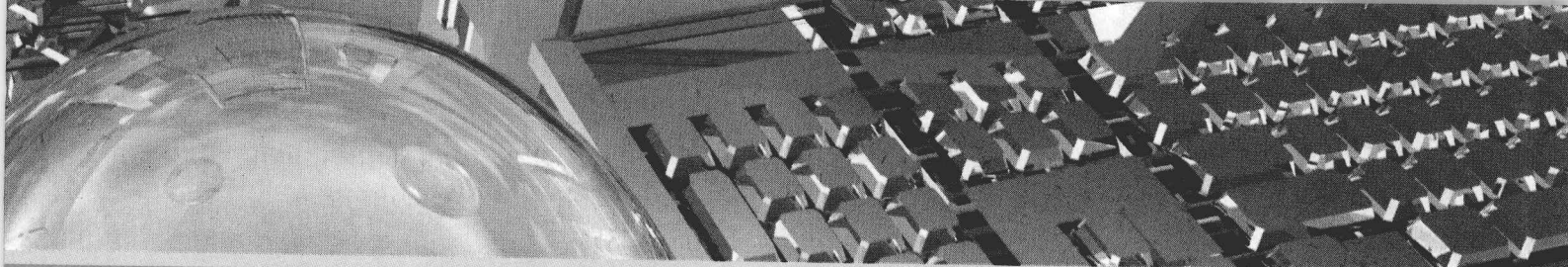
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Scope and Sequence

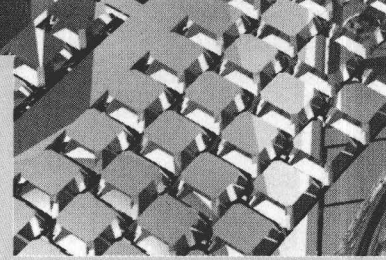


Chapter	Workplace/Academic Behaviors (SCANS)	Functions
1 What Are Employers Looking For?	Resources: Allocating time to activities Interpersonal: Negotiating meanings of want ads Information: Analyzing and interpreting want ads Systems: Evaluating performance Thinking skills: Describing events	Checking other people's understanding Checking one's own understanding
2 Building Self-Confidence	Information: Organizing information by ranking Using a graphic organizer to organize information Thinking skills: Using visuals to make predictions Applying rules to figure out correct spelling Personal qualities: Building self-esteem Assessing self accurately	Agreeing Disagreeing
3 Volunteering: On-the-Job Training	Information: Organizing information by clustering Systems: Monitoring and correcting pronunciation Thinking skills: Using want ads to make conclusions Figuring out meaning by using contextual clues	Expressing opinions Asking for repetition or clarification
4 Effective Job Applications	Resources: Acquiring and using job applications Information: Organizing information in chronological order Systems: Understanding job application forms Monitoring and correcting pronunciation Thinking skills: Using clues to make predictions Paraphrasing Personal qualities: Taking responsibility	Giving suggestions
5 Successful Job Interviews	Information: Using a graphic organizer to organize information Systems: Understanding social systems Evaluating performance Thinking skills: Deciding best responses to difficult questions Personal qualities: Assessing self accurately	Restating for clarification



Team Activity	Grammar	Assessment Test (in Teacher's Support Materials)
Brainstorming Cooperative learning: Doing a specified task	Participial adjectives	page T-56
Cooperative learning: Jigsaw reading Role play	Common spelling rules	page T-58
Cooperative learning: Jigsaw reading Clustering	Present perfect vs. past tense	page T-60
Cooperative learning: Doing a specified task Round-robin reading	Capitalization, punctuation, past tense on application forms	page T-62
Cooperative learning: Jigsaw reading Interviewing	Gerunds as subjects	page T-64

Scope and Sequence



Chapter	Workplace/Academic Behaviors (SCANS)	Functions
6 Small Talk at the Water Cooler	Resources: Allocating time to an activity Information: Using categories to organize information Systems: Evaluating performance Understanding social systems Thinking skills: Using visuals to make predictions Personal qualities: Assessing self accurately	Ending a conversation politely
7 Improving Relationships at Work	Information: Interpreting bar graphs Basic skills: Computing percentages Thinking skills: Reasoning by using contextual clues Solving problems Organizing bar graphs Paraphrasing	Giving advice
8 Handling Criticism	Systems: Using flowcharts Evaluating performance Monitoring and correcting pronunciation Thinking skills: Reasoning by using contextual clues Paraphrasing Solving a problem Personal qualities: Assessing self accurately	Offering and accepting apologies
9 Having a Positive Attitude	Systems: Monitoring and correcting pronunciation Thinking skills: Listing purposes of business letters Solving problems Paraphrasing Personal qualities: Assessing self accurately Building self-esteem	Bringing other people into a conversation Expressing gratitude
10 Writing at Work	Interpersonal: Negotiating clarity of memos Systems: Writing memos and e-mail Thinking skills: Predicting meaning from titles Paraphrasing Applying rules to analyze memos	Giving instructions



Team Activity	Grammar	Assessment Test (in Teacher's Support Materials)
Brainstorming Round table Cooperative learning: Jigsaw reading	Question formation	page T-66
Quick write Cooperative learning: Jigsaw reading Doing a specified task	Common modal auxiliaries: should, ought to, had better, would, would rather	page T-68
Round table Cooperative learning: Jigsaw reading Doing a specified task	Negative questions	page T-70
Cooperative learning: Jigsaw reading Role play	Subject-verb agreement	page T-72
Cooperative learning: Doing a specified task Jigsaw reading	Active and passive voice	page T-74

All chapters of *Skills for Success* integrate the following SCANS competencies and skills.

Resources:

Using materials such as a dictionary and a thesaurus

Interpersonal:

Participating as a member of a team

Teaching others new skills

Information:

Interpreting and communicating information

Systems:

Monitoring and correcting performance

Technology:

Selecting technology (*Online!*)

Basic skills:

Reading, writing, listening, speaking

Personal qualities:

Demonstrating sociability



Preface

BRIEF DESCRIPTION AND RATIONALE

Skills for Success integrates English language instruction with the teaching of the competencies essential for succeeding on the job or in an academic setting. This theme-based and student-centered text gets students reading, talking, and writing about such topics as building self-confidence, handling criticism, managing a successful job interview, and making small talk with colleagues. All content and activities in *Skills for Success* are informed by the SCANS competencies, developed by the Secretary's Commission on Achieving Necessary Skills. This U.S. government commission has attempted to define the "soft skills" necessary in the workplace, such as working in teams, correcting performance, solving problems, and using technology, all with the goal of helping people to become job-ready in a shorter period of time and to maintain and thrive in their existing jobs. These workplace behaviors are also expected in academic settings.

PHILOSOPHY AND APPROACH

Skills for Success is a theme-based, integrated-skills approach that encourages lively student interaction through cooperative learning techniques. The chapters are organized following the basic steps of a well-organized lesson plan. Material is introduced in cycles of preparation, practice, and evaluation that integrate the skills of listening, speaking, reading, writing, and basic math. Each chapter has the dual purpose of building language skills and developing an awareness of appropriate workplace and academic behavior.

AUDIENCE AND LEVEL

Skills for Success can be used by a wide range of students who are preparing to work or who already work or study in an English-speaking environment, including those attending non-credit ESL classes, two- and four-year colleges, intensive English programs, vocational ESL classes, and on-site workplace programs. Native speakers in adult basic education classes will also find this book useful. The level ranges from intermediate to advanced.

CONTENT AND SKILLS

Skills for Success integrates speaking, listening, reading, writing, and math in a variety of student-focused activities, such as jigsaw, round table, and clustering. Grammar and vocabulary are presented in the context of topics related to the world of work. All content and activities integrate the

SCANS competencies and foundation skills. In addition, the instructional approach of each chapter meets the standards of the California State Model Standards for Adult ESL programs. In terms of the standards developed by the Comprehensive Adult Student Assessment System (CASAS), the skill level of the text is equivalent to Student Performance Levels (SPL) 4–6, Low Intermediate through Advanced, and to scores 200–235 on the CASAS scale.

SCANS

Skills for Success integrates the skills and competencies described in the SCANS report. The report outlines two categories of abilities that people must develop if they are to succeed in high-performance workplaces. The first category covers foundation skills, including basic skills (speaking, listening, reading, writing, and math); thinking skills (creative thinking, decision-making, problem-solving, reasoning, and knowing how to learn); and personal qualities (responsibility, self-esteem, social skills, self-management, and integrity).

The second category describes competencies that include working well in teams, using resources, acquiring and evaluating data, and understanding and using technology. A chart showing the SCANS competencies taught in every chapter appears in the Teacher's Manual.

FEATURES

- All chapters focus on both academic and work skills, thus appealing to a wide audience.
- Skill level is equivalent to CASAS Student Performance Levels 4–6. The instructional approaches meet the instructional standards of the California State Model Standards for Adult ESL programs.
- SCANS competencies (workplace know-how) are interwoven in all content and exercises.
- Student-focused communicative activities use a variety of techniques to expand students' understanding of content and to develop their language skills.
- Activities encourage team interactions typical of many workplaces and academic settings.
- Readings from authentic newspaper articles highlight workplace issues.
- **Online!** sections give students addresses for finding more information on the content of each chapter.

- **How to Say It** sections teach students common expressions needed in academic and work settings, such as those used to clarify meaning, to respond to criticism, or to close a conversation.
- Chapters may be used independently, in any order.

ORGANIZATION

Every chapter of *Skills for Success* includes the following major sections:

Objectives. The objectives show students what they will learn. The objectives also serve as a model of an agenda, an organizational system used in the workplace, and one of the SCANS competencies.

Workplace Know-How. This section provides a brief description of the SCANS foundation skills and competencies that students will focus on in the chapter.

Talk About It! This brief, conversational ice-breaker gets students to focus on the chapter topic by activating their own knowledge about and experience with it.

Take It Down! This section includes a dictation that provides a summary of what students will learn in each chapter and integrates the grammar focus of the chapter.

Read About It! Students read an article or section from an authentic newspaper that focuses on an important workplace issue.

Practical Grammar. Grammar, taught in the context of the chapter themes, presents important, practical structures in a meaningful, communicative way. Explanations integrate simple checks (*Can you do it?*) to ensure that students grasp each concept. Additional exercises provide ample practice.

Write It Up! This section gives students the opportunity to develop such prewriting and writing skills as clustering, semantic mapping using graphic organizers, summarizing, and composing business letters and e-mail messages.

Check It! Students reflect on what they have learned in each chapter and complete Academic and Work Skills Checklists.

Additionally, the Teacher's Manual provides an Assessment Test for every chapter to document students' progress and give them input on what they have learned.

Acknowledgments

Skills for Success is dedicated to all students who juggle work schedules, child-care needs, and health and transportation difficulties to come to school to enrich and improve their lives. It is also dedicated to the many ESL instructors who spend hours on lesson plans and in classrooms and who give unstintingly of their energy, creativity, and time for their students. I began work on this book in 1996, when, after searching for appropriate textbooks for my ESL and vocational ESL courses, I started to piece together the lesson plans that formed the basis for my classes.

The development of a textbook is a long and complex process, and many individuals contribute along the way. There are so many people who have been so generous to me over the years, that I do not even know where to begin. A few words in a preface do not capture the quality nor the extent of my gratitude, but these acknowledgments offer me a place to register my sincere appreciation to the many people who have taught me most of what I know about second-language teaching, provided tireless and seemingly endless staff development resources, all the while supporting my students and me while I was writing *Skills for Success*: Gretchen Bitterlin, Leann Howard, Autumn Keltner, Dr. Ann Johns, Rod Smith, President of Continuing Education and Frances Lee, Dean of Continuing Education, both of San Diego Community College District. I would also like to extend my gratitude to Ann Marie Damrau for her encouragement, friendship, patience, and collaboration.

I am grateful to the members of CATESOL for giving me opportunities to learn about all levels of ESL and for providing a forum for all instructors to exchange ideas and techniques. I thank the people at CASAS for their expertise on testing and assessment, which I hope is reflected in the pages of *Skills for Success*. I want to add a special note of thanks to Brigitte Marshall for her dedication to the ESL field, willingness to travel, creation of newsletters, and for sharing her expertise on SCANS.

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collaborated with me so that I would achieve it. In addition to learning about what does and does not constitute a chapter head structure, I have grown to trust Marian as a devoted publisher and friend. I would also like to express my sincere appreciation to Debbie Brennan, Steve Debow, Maria Garcia, and Gordon Johnson for their unwavering support of *Skills for Success* through a very difficult transition in their own lives. Tina Carver believed in me and persuaded me to bring my materials to St. Martin's Press in the first place.

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Finally, I thank my husband, Sergio Machado, for helping me with the computer and for letting me ignore him for over a year.

D.P.M.

7/98

To the student

Students often ask, “How long will it take me to learn English?” A good book and a good teacher will help, but students themselves must take some of the responsibility. Here are several things you can do to facilitate learning while you are using *Skills for Success*.

1. Keep a vocabulary notebook.

Buy a small memo book. As you read the articles in each chapter, write down new vocabulary words along with a brief definition of each word. Periodically go through your notebook to review the words. You will be surprised at how many of the words you learn this way will carry over to your college or vocational life.

2. Keep a grammar notebook.

Keep track of the grammar rules you learned in the *Practical Grammar* section of each chapter. You will see an improvement in your writing as you become aware of the specific mistakes you are making.

3. Do the checklists at the end of every chapter.

The checklists give you the opportunity to reflect on what you have learned in each chapter. In this way you can evaluate your own progress and achievements and learn the language to describe them. One common question prospective employers often ask students during a job interview is, “What do you learn in your English class?” The checklists will help you answer that question fully.

4. Monitor your use of English.

Once or twice a month, fill out the *Monitoring Your English* form on the next page. Think about where you used your English, who you spoke to, why you used it, and if you had any problems. Work on your weaknesses and be proud of your strengths.

5. Keep a log book.

In business, employees often use log books to communicate with the next shift. Workers write what they did that day. In college, students frequently write in journals. Keeping a log book will help your fluency in writing and will give you the opportunity to express what you have accomplished in class. Use the log book topics listed after this section (see page xvii) as a guide.

6. Chart your progress on chapter tests.

An Assessment Test is provided for every chapter. Chart your progress on the Progress Graph that appears after this section, on page xviii.

7. Practice working effectively in teams.

In college and business, you will work in teams. One of the biggest concerns of employers today is the need to find workers who can get along with each other. When there are interpersonal problems, productivity and morale decrease. The activities in *Skills for Success* give you many opportunities to work in teams. Take advantage of your time in class to figure out ways to work effectively with people who are different from you.

MONITORING YOUR ENGLISH

Being aware of when you use English and the problems you have in certain situations will help you monitor and correct your own performance. Once or twice a month, fill out this chart. Then discuss it with your teacher and classmates. What does it tell you about your strengths and weaknesses?

I used my English . . .

Where were you?	With whom did you communicate?	What did you communicate about?	What problems did you have communicating?
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

Log book topics

At least twice a week, answer any or all of these questions in your log books.

I N C L A S S

1. What did you learn today that will help you in your job or personal life?
2. What did you like or dislike about the lesson?
3. What happened with your team or partner?
4. Did you do anything today to help someone in class? What did you do?

I N T H E C O M M U N I T Y

1. Are you a U.S. citizen? Did you register to vote? Did you vote?
2. Are you involved in your community? Explain what you do.
3. Are you taking a citizenship class?

I N Y O U R C H I L D ' S S C H O O L

1. Have you gone to your child's school?
2. Did you volunteer to help?
3. Do you read to your child?

A T W O R K

1. Did you get a job recently?
2. Did you do something special at work, such as get an award or a promotion?

I N Y O U R E D U C A T I O N

1. Did you enter a job-training class?
2. Are you taking other classes? Are you taking college classes?