

Unit Eight Career

A. Teaching Objectives:

The students are supposed to

1. learn and remember the new words and useful expressions in this unit;
2. get to know the background information related to career;
3. learn and practice the basic grammar points concerning nonfinite verbs;
4. learn and practice how to write an English resume;
5. learn and practice how to go for an interview.

B. Teaching Difficulties:

1. Vocabulary: accommodation; assessment; attributable to; career; condition; conscious; corporate; decade; distribute; ensure; firsthand; guarantee; identification; in demand; in the face of; open out; positive; proficient; requisite; trend.
2. Listening & Speaking: Going for an interview
3. Practical writing: Writing a resume
4. Grammar: Nonfinite Verbs
5. Mini-project: Performing a job interview

C. Teaching Time: 8 periods or so

D. Teaching Methodology:

Task-based teaching approach; communicative language teaching; question-answer approach; activity teaching approach. (free talk; role-play; group discussion; class presentation, etc.)

E. Teaching Procedure:

Step 1: Introduction & Warming-up

1. Introduction:

※ **Free Talk** – My Future Career / Job Interview (5 – 8 minutes)

2. Warm-up Activities

Objective: Ss learn the basic parts of a job advertisement.

Steps: (teamwork)

1. Ss read Warming-up Task 1.
2. Go through the job offer with Ss and ask them to match descriptions A-E with their corresponding parts 1-5 in the end.
3. Give the key.

Background Information:

What does a recruitment advertisement mainly consist of? (Group Discussion – Presentation)

→ A recruitment advertisement mainly consists of five parts:

Company Introduction: a company will usually start its ad with a brief introduction of itself in order to offer the job seekers a clear idea of the company. It usually includes the company's history, major business scope and major achievements, etc.

Position and Job Description: Job description is a summary of responsibilities a vacancy should carry. It is listed in details for job seekers so that they can understand whether they are capable for the position.

Qualification for Application: Qualification for application means the requirements needed for the position, e.g. age, sex, education background, training, work experience, specialties, skills, and personalities.

Methods of Application: Company usually state clearly in their ads the methods of application. Special requests would be listed like sending resume by mail or email, closing date, details on how to reply and to whom.

Key: 1 - D 2 - E 3 - B 4 - A 5 - C

Task 2

→ Pair-work: What kind of job do you want to do in your future? Discuss with your partner and give your reasons.

Objective: Ss can identify their preference for future careers.

Steps :

1. Ss read warming-up Task 2
2. Get Ss to work in pairs and discuss the question.
3. Ask some Ss to present their conclusions.
4. Comment briefly on their work

Step 2 Reading A

Directions:

- a. Ask the students to read the whole text and try to get the main idea, and then ask the students to guess the meanings of the useful expressions from context.
- b. Explain the language points to the class briefly: (课件)

Language Points

1. decade: n. a period of ten years

e.g.

That was the first meeting between the two companies in more than a decade.

2. relate to: to be connected with

e.g.

This relates to something I mentioned earlier.

3. ensure: v. to make it certain that something will happen

e.g.

All the necessary steps have been taken to ensure the safety of the children.

His wife ensured that he took his pills every day.

4. guarantee: v. to promise that something will certainly happen or be done. g.

e.g.

Take this opportunity, and I guarantee you won't regret it.

→ **assure & insure & ensure & reassure & guarantee 辨析:**

▲ **assure** 用来表示向某人保证某事将要发生, 既可以用来确证某事, 也可以表示使某人确信 (If you ASSURE a person of something, you promise them or tell them that). assure 的宾语通常是人或人称代词, 所以不能直接搭用 that - clause. 其常用结构为: assure sb. of sth. / as-.

① He assured us of his ability to solve the problem. 他向我们保证 he 有能力解决这个问题。

② We booked early to assure ourselves of (getting) good seats. 我们及早订座以保证我们能得到好座位。

▲ **assure** 后还可跟抽象名词作宾语, 此时与 **ensure** 同义, 表示确保。

① Weeks of practice assured / ensured success in the match. 几个星期的训练确保了在比赛中获得成功。

② Nothing can assure permanent peace. 没有什么能确保永久和平。

▲ **assure** 在英国英语中作为专业术语, 可表示投入寿保险。to insure / assure against death 投保寿险 (life assurance / insurance 人寿保险)

▲ **ensure** 的意思是使某行为或某件事的结果得以保证, 即确保某事发生 (to make sure that sth. happens)。

ensure 后可以直接跟 that-clause, 并可以用复合宾语。常用结构为: ensure sth. / ensure +that -clause / en-sure +obj. (i) +obj. (d)

①To ensure the child's quick recovery, the doctor gave him an antibiotic. 为孩子尽快恢复, 医生给他打了抗生素。

②Registration ensures delivery of mail. 挂号寄邮件保证会送到。

▲ensure 也可以表示确保安全, 免遭伤害。 To ensure freedom against tyranny 反对暴政, 维护自由

▲在美语中 ensure 常拼写为 insure。

▲**insure** 意思是向保险公司付钱投保 (to pay money to an insurance company against future disaster)。

①My house is insured against fire. 我的房子保了火险。

②Are you insured for all risks? 你是不是给自己保了综合险?

▲**reassure** 表示安慰忧虑不安的人, 使其安心, 放心, 恢复信心 (to comfort someone who is anxious and make him / her free from fear or worry; to bring back confidence to...). 常用结构为: reassure sb. (about sth.) / reassure sb. + that-clause

①I was worried that my work wasn't good enough, but the teacher reassured me (about it). 我担心我的作业不够好, 可是老师却让我放心。

②The captain reassured the passengers about the strength of the ship. 船长向乘客保证船很坚固, 要其安心。

▲**guarantee**: 1. (对某件事、物在一定时间内的质量、利益等的)保证; 保单, 保证书; 商品使用保证 2. (替他人偿还债务或履行义务的)担保, 正式保证 3. 担保品, 抵押品 4. 担保人, 保证人 5. 具有保证作用的事物 6. 接受保证的人

vt.1. 为他人作保, 担保: 例句: to guarantee a man's debt 担保某人的债务

2. 包, 确保: 例句: He will guarantee us possession of the house by May. 他保证我们五月可搬入这间房子。

3. 保证...免受损失(或伤害); 保证保护(或赔偿); 保障(常与 against, from 连用):

例句: The policy guarantees us against all loss. 这项政策保证了我们免受全部损失。

4. 保证(做某事); 保用(商品): 例句: The radio is guaranteed for twelve months. 收音机保修 12 个月。

5. 使变得确定, (某事物)使(另一事物)必定发生:

例句: Simply making steel stronger does not necessarily guarantee freedom from laminar tearing. 仅仅增加钢强度并不能保证不发生片状撕裂

5. attributable to: likely to have been caused by something

e.g.

His death was attributable to gunshot wounds.

6. in demand: greatly desired

e.g.

Skilled workers are in great demand in this city.

7. expand: v. to become larger in size, number or amount, or to make something become larger

e.g.

The population of the town expanded rapidly in the 1990s.

8. conscious: a. noticing or realizing something; aware

e.g.

I was very conscious of the fact that I had to make a good impression.

Are you conscious how people will regard such behavior?

9. in the face of: before; in the presence of

e.g.

What could he do in the face of all these difficulties?

10. open out: to become wider; to develop

e.g.

The path opens out into a courtyard behind the houses.

Business has been opening out recently.

11. identification: n. the act or process of recognizing something

e.g.

Correct identification of consumers' needs is important to the success of business.

12. primarily: ad. mainly

e.g.

This research is concerned primarily with prevention of the disease.

13. fill out: to complete (a form) by answering the questions in the spaces provided

e.g.

Could you fill out this application form quickly?

14. assessment: a process of making a judgment about a person or situation

e.g.

What's the CEO's assessment of the situation?

The investigation was reopened after careful assessment of the new evidence.

15. positive: a. believing that good things will happen or that a situation will get better; good, useful

e.g.

You've got to be more positive about your work.

At least, something positive has come out of the situation.

16. ... *all the education and training in the world will not get you very far*: ... all the education and training in the world will not help you much.

e.g.

With housing prices at this high level, \$50,000 won't get you very far.

17. in place: in existence and ready to be used

e.g.

The new regulations are now in place.

18. hand out: to give something to each member of a group

e.g.

Could you start handing these books out, please?

19. urge: v. to strongly advise someone to do something

e.g.

Brown urged her to reconsider his decision.

20. distribution: n. the act of sharing things among a large group of people in a planned way

e.g.

The distribution of the food supplies in the earthquake area began two days ago.

c. Ask the students to read the whole text and try to remember the language points.

d. Ask the students to finish the exercises on page 100 (Group-work)

Task 1 Fill in the table below with appropriate information from the passage.

Career Field	Why Hot?	Who in Demand?
IT	technological advance	System analysts, designers and developers, computer programmers, web developers, consultants and information managers, hardware engineers

Medical	1) the ageing of the population 2) the expansion of treatments available for medical conditions	medical assistants and nurses, home health advisers, health information technicians, administrative and support clerks in this field
Fitness	people becoming more and more health conscious	fitness management professionals, physical training coaches

Step 3 Reading B

a. Ask the students to read text B and finish the related exercises on page 119 in turn. Ask the students to pay attention to the useful expressions while reading:

1. Read the new words and expressions.
2. Understand how to understand a job offer:

corporate career	part-time job
administrative assistant	tasty food
leadership position	project management skills
team-work skills	

3. Read and finish doing task 1, 2.

b. Comments and Conclusion:

1. The teacher gives a short summary of what has been learned in Reading A & B.
2. The teacher comments on the students' performance in this period.
3. Useful expressions and patterns.

c. Assignments:

Review the text after class and explain "What does a job offer mean to us?" next time.

Notes:

Job ad: A job ad helps employers find the kind of employees they need. It usually includes the information about the job, such as title, location, responsibilities, salary range and other benefits, and the minimum experience, skills and other qualifications required of the applicant.

Step 4 Mini-project & Writing & Language Lab

a. Mini-project:

This project asks students to simulate a job interview and helps them develop interview skills. The interview simulation demands students to play the roles of interviewers and interviewees' performance and then decide who to hire with sound reasons. Interviewees need to prepare resume before participating in interviews. The whole process corresponds with what happens in the real world. So it is authentic and applicable. In order to complete it successfully, students should use the knowledge and skills they've learned from other activities in the unit.

Steps:

1. Grouping. Divide the class into groups.
2. Defining the project. Go through the project with the class and clarify requirements. You are advised to do it after Ss study Listening and Speaking.
3. Timing & cooperation. Give Ss the deadline for completion and guidelines on working together. Ss who take the role of interviewers need to prepare questions beforehand, while those who are interviewees should prepare resumes.
4. Presentation. Ss present their evidence for completion. In this project, they need to perform an interview

simulation in class. Each group should select one interviewer to report which interviewee is qualified. Ask Ss to do it after they study the whole unit.

b. Writing: Resume 简历

(讲授)

1. Warm-up

- Ask the students to recall the layout of a resume
- Summarize some useful expressions of a resume

2. How to Write an Resume? (讲授内容: 见课件)

3. Writing practice: Finish task 1&2 on page 1

Task 1 Suggested Answer

- ① A resume is a summary of one's qualifications, which describes him / her and shows what he / she can do. It should make a good first impression to a potential employer. The employer will decide whether he / she is qualified or not for their position according to the resume. Also, the employer will use the resume to determine whether to bring him / her into the office for an interview. Therefore, a good resume is important in job-seeking.
- ② Appearance is important, but content is even more crucial. The information in one's resume needs to be well organized, easy to read and results-oriented. It should address the employer's needs and show the employer how he / she will benefit. It should focus on his / her achievements and career goals...
- ③ A resume usually includes one's personal information, objective, education details, work experience, skills, interest, personality, and so on.

c. Ask the students to finish all the exercises in Language Lab in pairs or groups. (课件)

Step 5 Listening & Speaking

Directions:

1. Ask the students to guess the main points of each dialogue and try to finish some exercises.
2. Play the recording and twice and ask the students to finish the excises one by one in oral, and then correct their mistakes.
3. Ask the students to listen to the tape for the third time according to the scripts.

Notes:

1. TMC technology (Tongfang Microelectronics company) 北京同方微电子有限公司 (简称“同方微电子”), 是清华控股有限公司和同方股份有限公司共同组建的专业集成电路设计公司, 是清华大学微电子学研究所的长期战略合作伙伴, 是同方股份有限公司高科技业务的旗舰。

2. selling stuff:

food stuff 食品

green stuff 蔬菜

sweet stuff 饼, 点心

doctor's stuff [口]药品

stuff goods 毛织品

All stuff! 完全是胡说!

What stuff is he made of? 他是什么样的人?

He has good stuff in him. 他品质优良。

None of your stuff! 别说废话!

He knows his stuff. 他了解他自己本行。

➤ Self—study Room

(辅导答疑/讲练结合)

Nonfinite Verbs 非谓语动词

Step 1 Check-up

1. Dictate some important words and useful expressions of this unit.
2. Ss are asked to remember/recall what they have learned in this unit with their books closed.
3. Check the homework.

Step 2 Key Points about Nonfinite Verbs

(讲授)

非谓语动词形式有以下 4 种。

(1) 动词不定式: to do

(2) 动名词: doing

(3) 动词的现在分词: doing

(4) 动词的过去分词: done

考点 1 动词不定式作主语。

★此时，常用 it 作形式主语，而把动词不定式放在后面，这样句子可以避免头重脚轻。

It's easy to get lost in a big city like Tokyo. 在东京这样的大城市容易迷路。

It is good to read English in the morning. 早上读英语大有好处。

考点 2 动词不定式作宾语。

★常接动词不定式作宾语的动词有 afford, agree, begin, expect, forget, fail, forget, happen, help, hope, learn, plan, prepare, pretend, want, start, wish, promise 等。

I can't afford to buy a digital camera at the moment. 我现在买不起数码相机。

I want to show it to you. 我想把它给你看一看。

考点 3 动词不定式作表语。

★不定式作表语表示主语的职业、职责或性质等，通常对系动词前面的名词进行诠释说明。

His wish is to become a doctor. 他的愿望是成为一名医生。

To him, the first important was to save lives. 对他来说，最重要的事情就是抢救生命。

考点 4 动词不定式作宾语补足语。

1. 常接带 to 的不定式作宾语补足语的动词有 want, ask, tell, teach, wish, allow, invite 等，构成 want/ask sb. to do sth. 句型表示“想要/让某人做某事”。

Our head teacher wants us to come to school on time. 我们班主任要我们按时到校。

The policeman asked the children not to play in the street. 警察让这些孩子不要在街上玩耍。

2. 使役动词 let, make, have 和感官动词 see, watch, notice, look at, hear, listen to, feel 等后面接不带 to 的不定式（即动词原形）作宾语补足语。

These pictures made me think of childhood. 这些照片使我想起了我的童年。

I heard children talk in the next room. 我听见孩子们在隔壁交谈。

3. 动词 help 后面的不定式作宾语补足语，可以带 to，也可以不带 to。

You must help me to do my homework this afternoon. 你今天下午必须帮我做作业。

He often helps his parents clean the house. 他常常帮助父母打扫房屋。

考点 5 动词不定式放在它所修饰的名词或代词之后作宾语。

• I have some clothes to wash. 我有一些衣服要洗。

• Would you like something to drink? 你想喝点什么？

考点 6 动词不定式作状语。

1. 不定式在不及物动词后作目的状语的情况最多，可位于句首或句末。

To get good results one must study hard. 要想取得好成绩，必须努力学习。

She came here to ask for her book. 她来时为要回她的书。

2. 不定式和某些形容词连用构成“be+形容词+不定式”结构，作原因状语。

I'm glad to see you. 很高兴见到你。

We are sorry to trouble you. 很抱歉给你添麻烦了。

3. 不定式作程度或结果状语时，常与 enough (表示肯定)或 too (表示否定)连用。

He is old enough to go to school. 他长大了，该上学了。

He is too young to go to school. 他太小还不能上学。

考点7 疑问词 what, which, how, when, where 等与动词不定式连用。

★此时，它们在句中作主语、宾语、表语或宾语补足语。

Where to buy this kind of computer is a problem. 到哪里去买这种计算机是个问题。(作主语)

I really don't know what to do. 我的确不知道该怎么办了。(作宾语)

The question is how to get there. 问题是怎么到那里去。(作宾语)

Can you tell me which one to choose? 请告诉我选择哪一个?(作宾语补足语)

考点8 动名词作宾语。

1. 动词 enjoy, practice, finish, mind, miss, keep, suggest, imagine, consider 等后面只能接动名词作宾语。

My uncle enjoys going out for a walk after supper. 我叔叔喜欢晚饭后出去散步。

Her sister practices speaking English every day. 他妹妹每天练习说英语。

2. 某些由介词构成的短语动词如 be interested, be proud of, be worth, be used to, feel like, give up, think of, take part in 等之后也接动名词作宾语。

We are proud of being Chinese. 我们因是中国人而感到自豪。

We are used to living in this city. 我们已经习惯住在这个城市里。

考点9 某些动词后面接不定式或动名词作宾语的异同。

1. 动词 like, hate, start, begin 后面可以接不定式或动名词作宾语，意思没有太大区别。但后面接动名词指经常性的动作，接不定式指一次性的具体动作。

I like swimming. 我喜欢游泳。

I like to swim. 我现在喜欢游泳。

2. 动词 stop, forget, remember, go on, try 后面接不定式或动名词作宾语，意思有区别。

She stopped crying and listened to the music. 她停止哭泣去听音乐。

Dr Wang stopped to listen to the weather report. 王医生停下来去听天气预报。

考点10 分词作定语。

★单个分词作定语置于被修饰的词语之前；分词短语作定语时应放在被修饰的词语之后。

China is a developing country and America is a developed country.

A little child learning to walk often falls. 学走路的小孩常常摔跤。

The dictionary borrowed from Li Ming is on the desk. 从李明那里借来的那本字典在桌子上放着呢。

考点11 感官动词

★感官动词 see, watch, notice, hear 等后面接不带 to 的不定式(即动词原形)

作宾语补足语时强调动作经常发生或强调动作发生的全过程；而接现在分词时强调动作正在进行。

I often see him play basketball on the playground. 我经常看见他在操场上打篮球。

I saw him playing basketball when I passed the playground. 我经过操场的时候，看见他正在打篮球。

易错点突破:

易错点一 两个或两个以上的动词不定式并列在一起时，第一个不定式带 to，后面的不定式往往省略 to。

• To go to sleep early and get up early is a good habit. 早睡早起是个好习惯。

易错点二 动词不定式作主语时，常与介词 for 或 of 来引出其逻辑主语，即动作的执行者。如果动作的执行者于形容词具有逻辑上的主谓关系，那么就用介词 of；反之，如果动作的执行者与形容词不具有逻辑上的主谓关系，那么就用介词 for。

• It's nice ___ you ___ me with my maths.

A. for; to help B. for; helping C. of; to help D. of; helping

【解析】C。考查动词不定式在“It's +adj.+of+sb+to do sth”和

It's+adj.+for+sb+to do sth”两个句型中的用法。两者只有介词 of 和 for 之差，但意义不同。用 of 侧重对“某人”的品格、特征、性格等的描述；用 for 则侧重对不定式所指的“事情”的描述。结合句意“你帮我学数学，真是太好了。”可选出正确答案为 C。

易错点三 作宾语的动词不定式后面有宾语补足语时，通常要用形式宾语 it 代替不定式，并将不定式置于宾语补足语之后。

- Most young people find ____ exciting to watch a football match.
A. It B. this C. that D. one

【解析】A。考查动词不定式作宾语，在“find+it+形容词+to do sth”句型中 it 是形式宾语，而真正的宾语是后面的动词不定式，形容词在句中作宾语补足语。由关键信息 find 和 exciting to watch 可确定正确答案为 A。

易错点四 如果动词是不及物动词，且与它所修饰的词构成逻辑上的动宾关系，则作定语的不定式要加上相应的介词。

- We have a lot of things to talk about. 我们有很多事情要谈。

易错点五 在疑问副词 why, why not 之后，动词不定式不要 to。

- What shall we do this Sunday, Linda? Why ____ to the Science Museum?
A. not to go B. not go C. don't go D. not you go

【解析】B。“Why not do sth?”与“why don't you do sth?”意思同为：“为什么不... ..?”后面接动词原形。故选 B。

易错点六 现在分词作定语和过去分词作定语的异同。

★前者表示一个正在进行的动作，而后者表示一个完成了的动作。

- The book ____ by the young writer sells well. It is popular among middle school students.
A. Was written B. writing C. wrote D. written

Step Three Summary & Put in use

Task 1,2 on page 111 (Group-work & Group discussion)

Step Four Work Assignments

Review Unit 7 thoroughly and carefully

F. Evaluation:

1. Retell Reading A.

2. Mini-project: Group-work

3. Dictation:

- 1) information technology 2) infrastructure construction 3) job offer
- 4) guaranteed growth 5) expansion of treatments
- 6) administrative assistant 7) positive mental attitude 8) corporate career
- 9) organizational skills 10) physical training coaches

4. Do Exercise Task 5 (Translation practice)

5. Preview Unit 1 (Book 2)