

# Unit 7 “Our son is going to get a job!”

## Teaching Plan 1

### Teaching Content:

Unit 7 “Our son is going to get a job!”

Warming Up & Vocabulary Builder

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Have students name as many jobs as they can think of.
3. Know something about culture, ex. benefit; salary; wage.
4. Course education: through introduction of various jobs, let students form correct career views.

### Important Points:

1. Master some words and phrases:  
ad, clinic, compare, customer, dental, receptionist, vacation, paid vacation etc.
2. Some sentence patterns:  
use the company car, take messages, having a sale, get back to work, answer the phone, haven't seen him for a week, etc.
3. Enable the students to talk about professions and describe some jobs.

### Teaching Difficult Points:

1. The language points in making introduction of different jobs.
2. Cultural elements: benefit; salary; wage

### Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, integrated classroom

### Teaching Procedures:

#### Step 1 Classic Reading

Pride hurts, modesty benefits.

满招损,谦受益。

Pride /praɪd/ n. 自豪; 骄傲; 自尊心

Modesty /ˈmɒdɪsti/ n. 谦逊; 质朴; 稳重

He laughs best who laughs last.

谁笑到最后,谁笑得最美。

### Requirements:

1. Read the poem and try to understand the meaning.
2. Understand the meaning of modesty and persistence.

### **Step 2 Course Introduction (30 min)**

1. Review last unit about health, then point out that health is the fundamental factor to do a job.
2. Ask students to talk about the main topic of this unit in a comfortable and relaxed manner.
3. Moreover, the teacher may ask students to talk about their dream jobs.
4. Course education: through introduction of various jobs, let students form correct career views. Each job is a part of the society, and will bring benefits for people and country. People should maintain good sense of responsibility on each post.

### **Step 3 Warm-up (15 min)**

1. Have students look at the pictures and ask them to tell you as much as they can about it.
2. Read the words and match them to the sentences, check the answers.
3. Have students name as many jobs as they can think of. To make a game out of it, you could split the class into two teams and have them write down as many jobs as they can. When they are finished, see which team has written the most jobs.

### **Step 4 Vocabulary Builder (20 min)**

1. Guide the students to look at the pictures and try to tell the picture.
2. Listen to the record and study the words: ad, clinic, compare, customer, dental, receptionist, vacation, paid vacation
3. Do exercise B, complete the sentences with words from Exercise A.  
Ask the students to fill in the blanks and try to understand the meaning of each sentence, some useful phrases:  
use the company car, take messages, having a sale, get back to work, answer the phone, haven't seen him for a week, etc.

### **Step 5 Exercise C Listen and complete the conversation (15 min).**

1. Browse the dialogues and try to guess the word.
2. Listen and fill in the blanks.
3. Listen again and check the answers.
4. Dialogues: students work in pairs and make dialogues about their dream jobs.

### **Step 6 Exercise D Complete the sentences with jobs from the boxes. (7 min).**

1. Guide the students to read the 6 words.
2. Have students complete the sentences.
3. Invite students to make a job description.

**Step 7 Homework and conclusion (3 min).**

1. Review the words and expressions in this class, and prepare for dictation.
2. Remember the words concerning job description.
3. Work in pairs and practice oral English—dream jobs.

Reflection :(It will be written just after class):

Talking about dream jobs is an interesting topic to arouse students' passion. During this period, the teacher should encourage students to work hard to realize their dreams.

Ss are interested in various jobs and they have their own idea about future jobs. They are willing to discuss this topic. Through discussion, teacher can guide students to form correct career views and try their best to bring benefits for our society.

## Teaching Plan 2

### Teaching Content:

Unit 7 “Our son is going to get a job!”

### Show Time

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Enable the students to understand the meaning in the record.
3. Enable the students to master the skills of listening.
4. Be able to give some job descriptions.

### Important Points:

1. Master some words and phrases:  
Classify, imagine, insurance, mop, odd, staple, classified ad, make money, of one's own, etc.
2. Skills for listening:  
be able to get the main idea, grasp key words, write down the missing words quickly
3. Enable the students to describe some common jobs.

### Teaching Difficult Points:

1. Some words and phrases.
2. Expressions of describing some common jobs.

### Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (5 min)

Review the words and phrases in last class, culture points, how to describe some common jobs.

#### Step 2 Classics Reading (10 min)

Rays from the sunrise drew forth the buds and stretched them into long stalks, lifted up sap in noiseless streams, opened petals, and sucked out scents in invisible jets and breathings.

晨曦的光辉使嫩芽绽放，把它们拉长，变作了长长的茎；催得树液无声地奔流，惹得花瓣烂漫地开放，吸得花香无形地飞溅喷吐。

### Requirements:

1. Understand the meaning of the sentence and try to remember it;
2. Guide the students to talk about the topic.

**Step 3 Exercise A: Match the pictures to the sentences which best describe them. (15 min)**

1. Guide the students to look at the pictures and try to tell the picture.
2. Study the new words and phrases in the record:  
classify, imagine, insurance, mop, odd, staple, classified ad, make money, of one's own, etc.
3. Listen to the record and do exercise A: match the sentence with the picture
4. Check the answer.

**Step 4 Exercise B: Watch the video. Read the statements. Write T or F (15 min).**

1. Browse the five sentences in the exercise and understand its meaning.
2. Watch the video again and judge true or false.
3. Check the answer. Watch the video again and guide the students to get the language points in the dialogues.

**Step 5 Exercise C: Watch the video again. Use the words in the boxes to complete the conversation (15 min).**

1. Browse the dialogue first, try to get the meaning of each sentence, and guess the words.
2. Watch the video and try to fill in the blanks.
3. Watch the video again and check the answer.

**Step 6 Exercise D: put the sentences in order to create a conversation.**

1. Read the five sentences first and get their order.
2. Check the answer.
3. Students work in pairs and use the sentence patterns in this part to make dialogues.

**Step 7 Homework and conclusion (3 min).**

1. Review the words and expressions in this class.
2. Practice listening comprehension after class.
3. Preview Reading.

Reflection:(It will be written just after class):

The conversation in the record is difficult for many students, so it is important for scaffolding. Teach the new words and phrases first, and then it is easier for their listening.

Combine listening with speaking. If time permitted, ask the students to practice the dialogues in group.

It is important to make the students confident, so teach some proverbs in English will make the class interesting, and cultivate their habit and thinking.

## Teaching Plan 3

### Teaching Content:

Unit 7 “Our son is going to get a job!”

### Reading—Do you want to try?

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Enable the students to understand the meaning of the text.
3. Enable the students to apply the words and expressions in speaking and writing.
4. Course education:

### Important Points:

1. Master some words and phrases:  
based, bug, career, collect, diver, earn, ethical, hacker, honest, remove, et into, golf ball, pick up, etc.
2. Skills for reading: be able to get the main idea of the text, and know the structure.
3. Enable the students to know some skills to describe some unusual jobs.

### Teaching Difficult Points:

1. Some words and phrases.
2. Some sentence patterns: Is it possible to be a hacker and an honest person at the same time? Picking up golf balls sounds like dirty and tiring work. etc.

### Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (3 min)

Review the words and phrases in last class, read the words and sentence patterns.

#### Step 2 Classics Reading (5 min)

Beyond the mountains there are people to be found.

山外有山，天外有天。

A big tree falls not at the first stroke.

一斧子砍不倒大树。

### Requirements:

1. Understand the meaning of the sentence and try to remember it;
2. Understand the meaning of be oneself.
3. Guide the students to talk about the topic.

### **Step 3 Pre-reading. (15 min)**

1. Talk about the unusual jobs, guide the students to talk about their experience.
2. Ask the students to read the passage for the first time, and get the main idea.

Line the new words and guess them, then look up them in the dictionary.

3. Ask several students to retell the main idea of the text.
4. Study the new words and phrases in the text:

based, bug, career, collect, diver, earn, ethical, hacker, honest, remove, et into, golf ball, pick up, etc.

### **Step 4 Careful reading (40 min).**

1. Read each paragraph in group, give comments and correct their pronunciation.
2. Teach the language points in each paragraph.
3. Ask the students to retell the meaning of each paragraph.

### **Step 5 Do exercises according to student's understanding of the text (25 min).**

#### **Exercise B and Exercise C and Exercise D:**

The students can easily choose or judge according to their understanding.

#### **Exercise E: free discussion.**

1. Ask the students to discuss what other unusual jobs they think of?
2. Ask the students why they think they are unusual.

### **Step 6 Homework and conclusion (2 min).**

1. Review the words and expressions in this class.
2. Practice listening comprehension after class.
3. Preview Reading.

#### **Reflection:**(It will be written just after class):

The text seems a bit difficult. So it is necessary for teacher to teach the language points in detail and add more for those higher level students.

Retelling is a good way for study. After studying each paragraph, ask the students to imitate the words and expressions to tell a similar story, or make several sentences.

## Teaching Plan 4

### Teaching Content:

Unit 7 “Our son is going to get a job!”

### Chat Time

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Enable the students to ask about jobs by using some useful languages.

### Important Points:

1. Master the skills of asking others “Did you hear the news?”
2. Master the skills of describing the jobs.
3. Some words and phrases

### Teaching Difficult Points:

1. Some words and phrases.
2. Describing the ads to recruit on the campus.

### Teaching Methods:

1. Task-based language teaching method.
2. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review and dictation. (10 min)

Review the words and phrases in last class, read the words and sentence patterns.  
Have a dictation.

#### Step 2 Classics Reading (10 min)

A book is known in time of need.

书到用时方恨少.

A ragged coat may cover an honest man.

人穷志不短。

### Requirements:

1. Understand the meaning of the sentence and try to remember it;
2. Understand the meaning of be oneself.
3. Guide the students to talk about the topic.

#### Step 3 Listen and complete the conversation. (25 min)

Listen the conversation first, then fill in the blanks according to the record.  
Re-play the record and check the answer.



Explain the language points:

Did you hear the news?

I got a job as a cashier at a store.

That's wonderful! Congratulations.

**Step 4 Ask about health. (20 min).**

Use the sentence "Did you hear the news?" to start a conversation.

Students work in pairs or groups to ask about their part-time jobs and present their dialogues.

**Step 5 Make an appointment. (20 min).**

Students work in pairs or groups to ask about their part-time jobs and present their dialogues.

**Practice the sentence pattern:**

Did you hear the news?

What position are you interested in?

What kind of position would you be after?

**Step 6 Homework and conclusion (5 min).**

1. Review the words and expressions in this class.
2. Practice listening comprehension after class.
3. Preview Reading.

**Reflection:**(It will be written just after class):

The student's oral English is not quite good, so it is important to use these simple sentence patterns to design the class. Basing on the given sentence patterns, the teacher should ask the students to practice.

Some students can do it well, while others not. So it is necessary to give some situations and ask students practice. Meanwhile, motivate them.

## Teaching Plan 5

### Teaching Content:

Unit 7 “Our son is going to get a job!”

### Writing— An application letter

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Learn some new words and phrases.
2. Enable the students to understand an application letter informal email and be able to fill in it.
3. Understand some rules of an application letter.
4. Be able to apply the words and expressions in writing an application letter.

### Important Points:

1. Master the new words and phrases.
2. Understand an application letter and be able to fill in it.
2. Be able to write an application letter for a part-time job.

### Teaching Difficult Points:

1. some rules of an application letter.
2. The writing of an application letter.

### Teaching Methods:

1. Task-based language teaching method.
2. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (5 min)

Review the words and phrases in last class, read the words and sentence patterns.

#### Step 2 Classics Reading (10 min)

A flow of words is no proof of wisdom.

口若悬河并非明智的表现。

A book that remains shut is but a block.

有书闭卷不阅读，无异是木头一块。

### Requirements:

1. Understand the meaning of the sentence and try to remember it;

2. Understand the meaning of be oneself.
3. Guide the students to talk about the topic.

**Step 4 Read the letter. Make it more formal with expressions from the boxes.. (40 min).**

Ask the students to fill in the application letter. Check their answer.

**Step 5 Extra exercise — write an application letter for a part-time job. (20 min).**

Students write an application letter by themselves.

**Step 6 Homework and conclusion (5 min).**

1. Review the words and expressions in this class.
2. Do the exercise book.

**Reflection:**(It will be written just after class):

The application letter is very useful for students and they are willing to study it. It is important to make clear the rules of writing an application letter. From this point, the different social background and history are revealed. Students are interested in culture, esp. some literature works they are familiar, such as *The Dream of Red Mansion*.

## Teaching Plan 6

### Teaching Content:

Unit 7 “Our son is going to get a job!”

**Grammar— should and have to**

**Exercise book: Part II Vocabulary and Structure**

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Understand the definition and functions of should and have to.
2. Understand the usage of should and have to.
3. Be able to do the exercises.

### Important Points:

1. Understand the definition and functions.
2. Understand the usage.
3. Some expressions in the exercises.

### Teaching Difficult Points:

1. The functions and usage of should and have to.
2. Some expressions in the exercises.

### Teaching Methods:

1. Task-based language teaching method.
2. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review. (5 min)

Review the words and phrases in last class; review the key points in writing an application letter.

#### Step 2 Classics Reading (10 min)

**There Is No Frigate Like a Book**

(Emily Dickinson)

There is no frigate like a book

To take us lands away,

Nor any courser like page

Of prancing poetry:

This traverse may the poorest take

Without oppress of too toll;

How frugal is the chariot

That bears the human soul!

没有快船比书卷

没有快船能比书卷

引我们游异邦他乡，

没有骏马快如诗篇

展翅飞遍大地人间：  
至穷之人亦可游览  
何愁支付路费盘缠；  
载人类灵魂的战车  
何等的便宜和节俭！

**Requirements:**

1. Understand the meaning of poem, especially “frigate”, “oppress”;
2. Understand the tone of the poem.
3. Be able to read the poem and guide the students to discuss about the topic.

**Step 3 Grammar teaching(30 min).**

**should** 用于提出建议, 后接动词原形。否定形式为 **should not** 或 **shouldn't**。  
**have to** 用于表示责任和义务, 后接动词不定式 (to + 动词原形)。主语是第三人称单数时, **have to** 应变形为 **has to**。否定形式为 **don't / doesn't have to**, 表示没有必要做某事。

**Requirements:**

- (1) be able to understand the definition and functions of **should** and **have to**
- (2) Be able to use them correctly in the exercises.

**Step 4 Exercise book: Part II Vocabulary and Structure (40 min).**

**Step 5 Homework and conclusion (5 min).**

1. Review the grammatical points in this class.
2. Review the words and expressions.
3. Do the exercise book.

**Reflection:**(It will be written just after class):

The grammatical points are not difficult, but some students still feel difficult. So it is necessary for students to understand and practice. They can make some easy sentences.

## Teaching Plan 7

### Teaching Content:

Unit 7 “Our son is going to get a job!”

#### My Story

Exercise book: Part I Listening Comprehension

Part III Reading Comprehension

Part IV Note Quiz

**Teaching Time:** Two classes hour (90 minutes)

### Teaching Aims:

1. Watch the video and grasp the main idea.
2. Be able to do the exercises with the information they get.
3. Some words and expressions.

### Important Points:

1. Be able to write down the name of the speakers.
2. Some words and expressions.

### Teaching Difficult Points:

1. The listening comprehension and some exercises in the exercise book.
2. Some expressions in the exercises.

### Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

### Teaching Aids:

The blackboard, Integrated classroom

### Teaching Procedures:

#### Step 1 Review (10 min)

Review the words and phrases in last class;

Review the grammar point: can and could.

Have a dictation

#### Step 2 Classics Reading (10 min)

A great poem is a fountain forever overflowing with the waters of wisdom and delight.

【译】一首伟大的诗篇犹如一泓清泉，不断喷吐出智慧和快乐的水花。

Learning to the studious; Riches to the careful; Power to the bold; Heaven to the virtuous.

【译】学问属于勤奋的人，财富属于谨慎的人，权力属于勇敢的人，天堂属于正直的人。

### Requirements:

1. Understand the meaning of the sentences;
2. Be able to recite.
3. Guide the students to discuss the topic.

**Step 3 My Story. (20 min).**

**Exercise A& B:** First explain the meaning of the five sentences, then watch the video for the first time and make a judge, finally check the answer.

**Explain:** advisor, financial, fix, international, lawyer, teller, etc.

Exercise C: Ask the students to work in pairs and tell their own stories.

1. Do you have a job now?
2. What do you like about your job?
3. Have you ever looked for a job? Where?

**Step 4 Exercise book (45 min)**

Part I Listening Comprehension

Part III Reading Comprehension

Part IV Note Quiz

**Step 4 Homework and conclusion (5 min).**

1. Review the grammatical points in this class.
2. Review the words and expressions.
3. Do the exercise book.

**Reflection :**( It will be written just after class):

Some students' listening comprehension is poor, so it is necessary to enhance this ability by practice. They also need to master some common knowledge, such as some proverbs, etc.

