

四川托普信息技术职业学院

大学英语 2

详 案

自编教材 Chapter Two: Career

Teaching Plan 1

Teaching Content:

Chapter Two: Career

Warming Up & Word Study

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn the basic parts of a job advertisement.
2. Identify their preferences for future careers.
3. Learn and master the new words and expressions, etc.
4. Guide the students to change their concept of job hunting.

Important Points:

1. Master some words :
(ad)advertisement, introduction, position, description, qualification, skill, contact etc.
2. Enable the students to talk about job advertisement.

Teaching Difficult Points:

1. The language points in understanding a job advertisement.
2. How to talk preferences for future careers.

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 Classics Reading (5 min)

Easy come, easy go. 易得者亦易失。 —— Hazlitt 赫斯特

From small beginnings comes great things. 伟大始于渺小。

Requirements:

1. Understand the meaning of the two sentences and try to remember them;
2. Guide the students to talk about the topic.

Step 2 Unit Introduction (25 min)

Review last unit about Organization. Get students to talk about the main topic of this unit in a comfortable and relaxed manner. Moreover, the teacher may ask students to talk about job advertisement. Tell students the difference between career and job.

Step 3 Warm-up (40min)

Task 1 (25 min)

1. Go through the job offer, write down the new words, guess what these new words mean, get the main idea about the job offer.
2. Ask students to match descriptions A-E with their corresponding parts 1-5 in the ad.
3. Give the key.

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

3. Explain the language point in the ad.

Task 2 (15 min)

What kind of job do you want to do in your future? Discuss with your partner and give your reason.

1. Ask students to read the question of task 2.
2. Get students to work in pairs and discuss the question.
3. Ask some pairs to present their work.
4. Comment briefly on their work.

Course education: Xi Jinping encourages college students to change their concept of job hunting.

College students should be ambitious, down-to-earth, change the concept of career selection, adhere to the reality, be brave to go to the grass-roots front line and hard places, keep the road of life steady and solid step by step, and be good at creating extraordinary performance in ordinary posts.

Greatness comes out of the ordinary, adhering to firm ideals and convictions and working tirelessly to have their jobs done, every ordinary person can have an extraordinary life and every ordinary job can produce extraordinary achievements.

Work creates human beings and the society. There is no such thing as noble or low work. All labor is glorious no matter what occupation.

人类是劳动创造的，社会是劳动创造的。劳动没有高低贵贱之分，任何一份职业都很光荣。--习近平。

Step 4 Word Study (20 min)

Teacher give students explanation on the important words.

corporate /'kɔ:pərət/ a. 公司的，企业的

global /'gləʊbəl/ a. 全球的

leadership /'li:dəʃɪp/ n. 领导，领先

superior /su:'piəriə /a. 优秀的，优良的

firsthand /'fɜ:st'hænd/ ad. 直接地

responsibility /rɪ'spɒnsə'bɪləti / n. 责任，职责

distribute /dɪ'strɪbjʊ:t / v. 分发

incoming /'ɪnkʌmɪŋ / a. 进来的；收到的

accommodation /ə kɒmə'deɪʃən / n. 食宿

verbal /'vɜ:bəl / a. 口头的

proficient /prə'fɪʃənt / a. 熟练的，精通的

Phrases & Expressions

B.A. = Bachelor of Arts 文学学士

Proper Names

Fortune magazine 《财富》杂志

Step 5 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.

4. Practice:Your Skills-P39-Task 1

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

Talking about job is an interesting topic to arouse students' passion. During this period, the teacher should encourage students to share the ideal jobs to their classmates.

Through learning the concept of Xi Jinping Encourages college students to change their concept of job hunting, the students think about job hunting carefully, change some idea about the job hunting.

Teaching Plan 2

Teaching Content:

Chapter Two: Career

Listening & Speaking

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. Know something about job interview.

Important Points:

1. Master some words and phrases:
Opportunity, up to now, graduate, mechanical, impressive, available, direction, professional, mixed, deserve, prospect, 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 role play a job interview with the useful expressions.

Teaching Difficult Points:

1. Some words and phrases.
2. Expressions in interview.

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 Classics Reading (5 min)

Faith will move mountains. 精诚所至，金石为开

Easier said than done. 说起来容易做起来难

Requirements:

1. Understand the meaning of the two sentences and try to remember them;
2. Guide the students to talk about the topic.

Step 2 Listening 40 minutes

Words and Expressions

Opportunity, up to now, graduate, mechanical, impressive, available, direction, professional, mixed, deserve, prospect.

Explain the words and expressions one by one to the students.

Task 1 Li Qiang is seeking a job and now he is having an interview with Ms. Chen. Listen to the conversation and choose the best answer to each question you hear.

1. First, ask students to read through the answers to get the main idea about the record.
2. Listen to the record and choose the best answer.
3. Listen again and check the answers.
4. Explain the language points in the listening material.

Script:

M: Thank you for giving me this opportunity, Ms. Chen.

W: You are welcome, Mr. Li. Please sit down. Well, first I'd like to know something about your present job and what you've done up to now.

M: Sure. I am a graduate of Tsinghua University and have been working as a mechanical engineer with TMC Technologies for about five years.

W: That's very impressive. Then do you have any particular reason for changing the job?

M: Well, right now I am looking for a growth opportunity, which I feel is not available at my current employer.

W: I see. What are some of your responsibilities...?

(FADE OUT)

Q1: Where did the man graduate?

Q2: What is the man's present job?

Q3: Why does the man want to change his job?

Key: 1. B 2. C 3. D

Task 2 Simon is job hunting and is asking Ms. Wright for a reference (推荐信).

Listen to the conversation and decide whether the following statements are true or false.

1. First, ask students to look through the statements to get the main idea about the record.
2. Listen to the record and judge true or false.
3. Listen again and check the answers.
4. Explain the language points in the listening material.

Script:

M: Ms. Wright, as you know I've been thinking about moving my career in a new direction. I hope that you can provide me with a reference for my job hunting.

W: Sure. I am glad to.

M: Thanks. You know, I've really enjoyed working here and I've grown both personally and professionally with your help.

W: It's a pleasure to work with you too. I won't forget what you have done for our department.

M: It's really hard to say goodbye. The company is like a family to me.

W: My feelings are mixed too. By helping you I'm losing a valuable employee. However I think you deserve a better prospect.

Key:

1. F moving his career in another direction
2. F She's glad to do so.
3. T
4. T

Step 3 Speaking 45 minutes

Task 3 Practice the following two dialogues about having an interview.

Dialogues 1 and 2

1. Ask students to read through the dialogues, write down the new words, get the main idea about the dialogue.
2. Explain the dialogue to the students.
3. Ask the students to read the dialogues in different roles.

Task 4 Work in pairs. Role-play a job interview according to the given information.

1. Work in pairs to make a dialogue about a job interview according to the given information.
2. Work in pairs to role play the job interview.
3. Tips:

Self-expression during an interview

It's always best to appear clean, neat and professional. What this means is as follows:

- Remove all facial piercings (women can leave earrings in, but smaller is better).
- Men can have facial hair; just make sure it's neatly trimmed.
- If possible, make sure your hair coloring is somewhat normal. Avoid blue, green, purple, etc.
- Dress appropriately for the position. You should always be dressed more formally than those interviewing you (unless the person who set up the interview tells you otherwise).
- Shower before the interview and avoid perfumes or colognes with strong scents. Also, don't smoke right before an interview. Some people are allergic to certain scents.
- Speak clearly and professional. Avoid slang and similar language that's not appropriate for a work or business setting.

Key: (Omitted)

Step 4 Homework

1. Review the words and expressions learned in this class.
2. Read the dialogues
3. Practice:Your Skills-P40-Task 2

Step 5 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:

Chapter Two: Career

Reading & Vocabulary

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. Encourage students to approach work with a firm footing.

Important Points:

1. Master some words and phrases:
corporate, global, leadership, superior, firsthand, responsibility, distribute,
incoming, accommodation , verbal, proficient, B.A=Bachelor of Arts, Fortune magazine
2. Skills for reading: be able to get the main idea of the text, and know the structure.

Teaching Difficult Points:

1. Some words and phrases.
2. Some sentence patterns in text.

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

Step 1 Pre-reading. (10 min)

1. Talk about job advertisement, guide the students to talk about their ideal job.

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:

corporate, global, leadership, superior, firsthand, responsibility,
distribute,

incoming, accommodation , verbal, proficient, B.A=Bachelor of Arts,

Step 4 Careful reading (50 min).

1. Read each paragraph in group, give comments and correct their pronunciation.

2. Teach the language points in each paragraph.

Paragraph 1

decade: n. a period of ten years

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

Paragraph 2

relate to: to be connected with

e.g. This relates to something I mentioned earlier.

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.

Paragraph 3

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

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

attributable to: likely to have been caused by something

e.g. His death was attributable to gunshot wounds.

in demand: greatly desired

e.g. Skilled workers are in great demand in this city.

Paragraph 4

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.

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?

in the face of: before; in the presence of

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

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.

Paragraph 5

identification: n. the act or process of recognizing something

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

primarily: ad. mainly

e.g. This research is concerned primarily with prevention of the disease.

assessment: n. 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.

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.

... 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.

3. Ask the students to retell the meaning of each paragraph.

Step 5 Do exercises according to student's understanding of the text (20

min).

Task 1:

The students can easily judge according to their understanding.

Task 2: Work in pairs.

1. Complete the task.

Sample:

Category	Your Qualifications
Personal skills	1. Excellent written and spoken English 2. Good Microsoft Office skills 3. Strong organizational skills
Education and training	1. Graduated from Shenzhen Polytechnic 2. Completed two weeks' course in ISO9000 3. Passed BEC Advance
Work experience	1. One-year internship at a shipping company 2. Two years' experience as a sales assistant at an IT company 3. One year's experience supporting a foreign technician

2. Compare their work with others.

3. Select students to present their work.

Step 6 Conclusion and homework (10 min).

1. Review the words and expressions in this class.

2. Practice listening comprehension after class.

3. Practice: Your Skills-P40+P41-Reading Task 1

Course education: Xi Jinping' s words.

Building a high-rise begins with mounds of soil. To translate the blueprint into reality, we have to avoid the distractions of unsubstantial ideas and superficial fame, take one step at a time, and approach our work with a firm footing.

Do not fail to do good even if it's small; do not engage in evil even if it's small.

Only Virtues can a person be convincing.

勿以善小而不为，勿以恶小而为之。惟贤惟德，能服于人。--刘备

If you can not do great things, do small things in a great way.

如果你不能做伟大的事，那请以伟大的方式做小事。

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

The job advertisements seem 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.

Trough learning about the words of Xi Jinping, students understood the importance of work attitude and said that they would work with a firm footing.

Teaching Plan 4

Teaching Content:

Chapter Two: Career

Practical Reading and writing:

Practical Reading-Resume (explain the structures and patterns of a resume)

Practical Writing- Write a resume and review how to write a job application

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn some new words and phrases.
2. Enable the students to understand a résumé and be able to fill in it.
3. can get familiar with the style of résumé.
4. Be able to apply the words and expressions in writing a résumé.

Important Points:

1. Master the new words and phrases.
2. Understand résumé and be able to fill in it.
2. Be able to write a résumé.

Teaching Difficult Points:

1. some rules of a résumé.
2. The writing of a résumé.

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 (10 min)

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

Step 2 Classics Reading (10 min)

Birds of a feather flock together. 物以类聚，人以群分。

Be honest rather clever. 诚实比聪明更要紧

Requirements:

1. Understand the meaning of the two sentences and try to remember them;
2. Guide the students to talk about the topic.

Step 4 Read the résumé. (20 min).

Ask the students to read the résumé.

Get the answer of Task1.

Check their answer.

Suggested Answers:

1. A résumé 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 résumé. Also, the employer will use the résumé to determine whether to bring him/her into the office for an interview. Therefore, a good résumé is important in job-seeking.

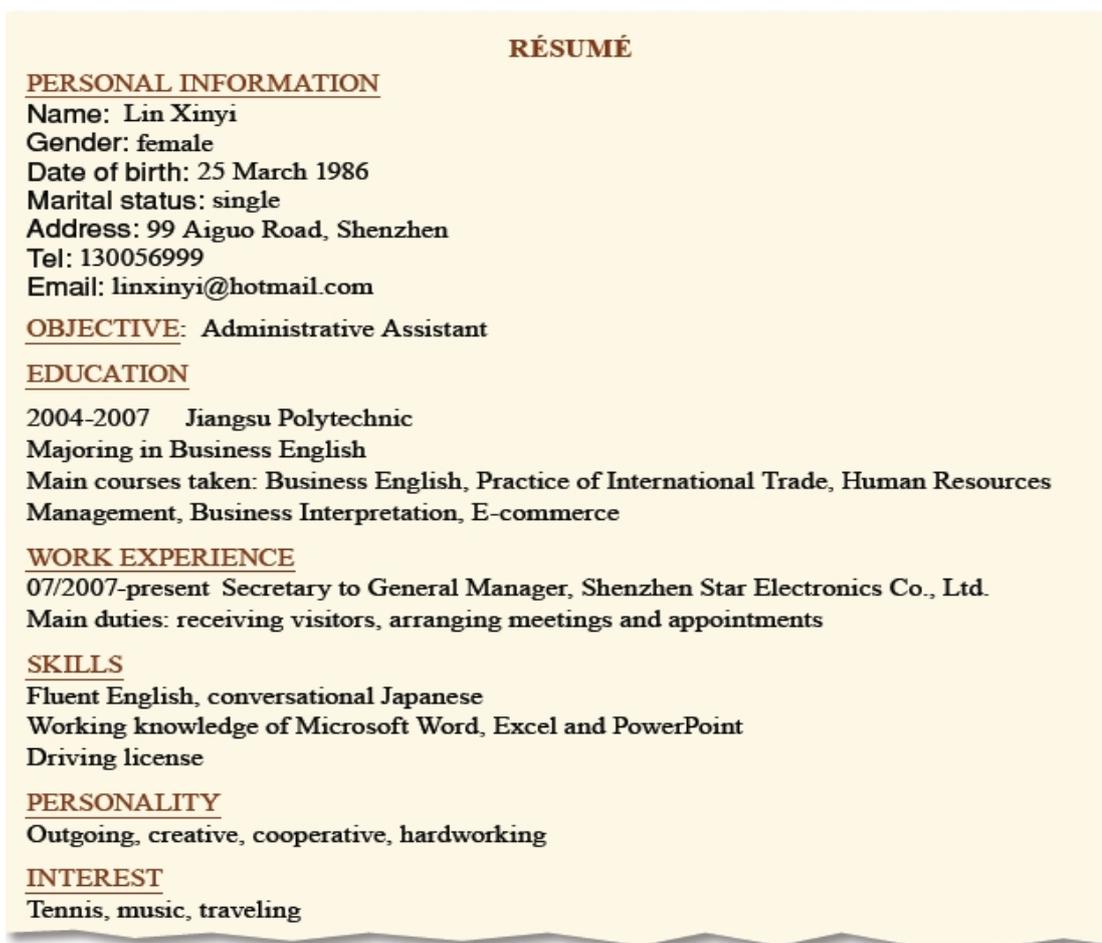
2. Appearance is important, but content is even more crucial. The information in one's résumé needs to be well organized, easy to read and results-oriented. It should address the employer's needs and show the employer how he/she will benefit. It should focus on his/her achievements and career goals...

3. A résumé usually includes one's personal information, objective, education details, work experience, skills, interest, personality, and so on.

Step 5 Read the résumé of Task 2, put the headings into the proper position. (20 min)

1. DO the task individually.
2. Ask students to ompare the answer with their partners.
3. Present the answers.

Sample:



Step 6 Extra exercise — write your own résumé after studying the format of the above sample. (25 min).

Step 7 Homework and conclusion (5 min).

1. Review the words and expressions in this class.
2. Part Two Practice:Your Skills-P42-Reading Task 2
3. Practice:Your Skills-P42-Reading Task 2

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

A résumé is very important for a job-seeker. It is important to make clear the requirement and information should includes in a résumé , not only in study but also in the usage of finding a job.

Teaching Plan 5

Teaching Content:

Chapter Two: Career

Grammar for Use & Project

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Understand the definition and functions of **Non-finite Verbs**
2. Understand the usage of **Non-finite Verbs**
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 **Non-finite Verbs**
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 a résumé .

Step 2 Classics Reading (10 min)

Being on sea, sail; being on land, settle. 随遇而安。

Be just to all, but trust not all. 要对一切都公正,但不要对一切都信

任。

Requirements:

1. Understand the meaning of the two sentences and try to remember them;
2. Guide the students to talk about the topic.

Step 3 Grammar teaching(30 min).

Non-finite Verbs

1. Explain to students the definition of Non-finite Verbs and three forms of Non-finite Verbs. Write them up on the board and show the characteristics of Non-finite Verbs, write an example for each characteristics. (you can use the ones in the book or come up with your own).

2. Task

Ask students to finish the task.

Check the answer.

Step 4 Project 40 minutes

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 students study Listening & Speaking.
3. Timing & cooperation. Give Ss the deadline for completion and guidelines on working together. Students who take the role of interviewers need to prepare questions beforehand, while those who are interviewees should prepare résumés.
4. Presentation. Students 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 students to do it after they study the whole unit.

Step 5 Homework and conclusion (5 min).

1. Review the grammatical points in this class.
2. Review the words and expressions.

3. Practice:Your Skills-P42-Translation

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. Presentation is difficult for students, some students can't do this job, teacher should encourage them.

Teaching Plan 6

Teaching content:

Chapter Two Career

My progress check

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Have students finish the exercises by themselves.

Important Points:

1. Explain the new words and expressions in the part
2. Ask the students to make sentences with new words and expressions.

Teaching Difficult Points:

1. Discuss with partners about some useful and daily vocabulary and try to practice them
2. Group work

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 My Progress Check

Ask students to do the task before, then teacher explain the answer.

My Progress Check

Listening Comprehension

Task1. Amy and Adam are talking about a job position in the newspaper.

Listen to the conversation and choose the descriptions for the job mentioned.

1. selling books

2. working in the evening
3. selling furniture
4. have to carry some heavy books
5. have to be physically strong
6. working on weekends
7. need to have a driver's license
8. working on weekdays

Task2. How can you make your résumé attractive?

1. Appearance is important, but content is even more crucial.
- 2.
- 3.
- 4.

Vocabulary and Structure

Task1. Complete the sentences with the proper form of the given words.

1. She decides to make teaching her _____ (career) because she loves it.
2. The company has _____ (expand) its operations in Wuhan by building a new factory.
3. The cost _____ (relate) to the amount of time spent on the job.
4. The _____ (trend) of oil prices is still upwards this month.
5. Sorry, the manager is not _____ (avail) today because he is on a business trip.
6. The fall in the price is _____ (attribute) to a sharp reduction in demand.

Task 2 Fill in the blanks with the proper form of the given words

1. They want to _____ (make) a plan for next week's work.
2. _____ (look) very tired, they seemed _____ (walk) a long way.
3. Peter came to visit me, _____ (bring) his son with him.
4. At the hospital he asked who was the old man _____ (operate) on.
5. The film is very _____ (excite), and we are all very _____ (excite).
6. We have to pay duties on good _____ (import) from other counties.

Translation

Translate the following into English using the given words or phrase.

1. 麦当劳是全球最大最知名的食品服务零售商。(food-service retailer)
2. 我们提供美味的食物、上乘的服务和每天的超值享受。(everyday value)
3. 我不能担保你得到一个满意的结果。(ensure)
4. 面对危险她表现得很勇敢。(in the face of)

Reading and Writing

Read the paragraph and write down your understanding of the underlined part in about 50 words.

It is very important to remember that the top requisites for success in any field are communication skills, positive mental attitude, and the ability to get along with people. Without these qualities, all the education and training in the world will not get you very far.

Step 2 Homework

Part Two Practice:Your Skills-P43-Writing

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

Listening Comprehension is difficult for students, just a few of students can get the answer after listening to the record. Ask students to do more listening exercise to improve listening ability.

Teaching Plan 7

Teaching content:

Chapter Two Career

Practice your skills

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns and try to catch them when listening.
2. Have students finish the exercises by themselves, some of which will be explained by the teacher for his or her choice accordingly.

Important Points:

1. Explain the new words and expressions in the part
2. Ask the students to make sentences with new words and expressions.

Teaching Difficult Points:

1. Discuss with partners about some useful and daily vocabulary and try to practice them
2. Group work

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 My Progress Check

Part Two Practice Your Skills

Listening Comprehension

Task 1 Listen to the questions and choose the best answer to each of them

1. A. Yes, I agree B. No, I don't agree C. Yes, I got a degree in
business
2. A. Yes, I believe customers are important
B. They didn't get mad because of me.
C. Yes, my customers have always been satisfied
3. A. I need two sugars in each cup. B. As many as he wants
C. Three hundred dollars
4. A. I promise to work hard in your company B. I left my last job last
week.
C. Well, I'm hoping to get a better position.
5. A. No, a friend told me about this job. B. No, I'd like to watch TV
C. No, the advertisement is too bad.

Task 2 Listen to the short dialogs and choose the best answer to each question.

6. A. He lives far away from his work B. He lives in a new house
C. He lives close to his work. D. He hasn't found a new job yet.
7. A. A teacher B. A waitress C. An office clerk D. A shop
assistant
8. A. Once a week B. Twice a week
C. Every Monday D. Once a month
9. A. She's head of the export department B. She's sales assistant
C. She's head of the personnel department D. She's an office
secretary
10. A. She doesn't like the job B. She doesn't like the pay
C. She likes traveling D. She wants more time with her
family

Task 3 Listen to the letter and fill the missing words in the blanks.

Dear Sirs,

In response to your (1)_____ in the newspaper on June 8, I wish to apply for

the position of assistant to the sales manager.

I'm a new college (2) _____ from Shanghai International Studies University. My major is international trade and I hold BEC and TEM 8 certificates. I can speak English well. I have computer (3) _____, especially at word-processing. I believe that I'm competent and able to meet your (4) _____.

I'm enclosing my full resume together with my photo and certificates.

Should my application be of interest to you, I am (5) _____ for an interview at your convenience.

Yours

sincerely,

Li Gang

Words and Structures

Task 1 Complete each statement by choosing the appropriate answer from the four choices marked A, B, C and D.

- Elizabeth decided to make her _____ plan because she will graduate next term.
A. profession B. career C. vocation D. occupation
- It is generally considered unwise to give a child _____ he or she wants.
A. however B. whenever C. whichever D. whatever
- Take a map _____ you can't find the way back to the hotel.
A. in case B. because C. in any case D. in order that
- Do you know the German student _____?
A. whom I often talk B. with whom I often talk
C. I often talk D. that I often talk
- It is well-known that Edison's success was _____ to his intelligence and hard work.
A. referred B. contributed C. subjected D. attributed
- The villagers all agreed to _____ the railway into the mountains.
A. spread B. enlarge C. extend D. increase

7. Sandy's work is going well, and _____ he will send me the plan.
 A. long ago B. long before C. before long D. before time
8. He said, "Cocks eggs," but he was _____, of course.
 A. lay; laying B. lay; lying C. laid; laying D. laid; lain
9. _____ in the thick forest, the little girl fell to_____.
 A. Having lost; cry B. Lost; crying
 C. To have lost; cried D. Being lost; cry
10. The Olympic Games, _____ in 776 BC, did not include female athletes until 1912.
 A. first held B. to be first held C. first holding D. to be first holding

Task 2 Fill in each blank with the proper form of the words given below to complete the following passage.

relate	base	employ	attribute
guarantee			

- (1) _____ on the statistics of the US Bureau of Labor, it is believed that the most popular three career fields in the next decade are going to be information technology (IT), medical and fitness. Each field is expected to double its demand for workers by 2010. It is no surprise that one of the fastest growing areas of
- (2) _____ in recent years (3) _____ to computer technology. Technological advance ensures that this trend will continue for some time. The other two (4) _____ growth areas are medicine and fitness. The increasing number of health-care jobs is (5) _____ to the growing age of population and the expansion of the range of medical treatment available.

Reading Comprehension

Task 1 Read the following passage and choose from the best answer from the four choices marked A, B, C and D.

When you have completed your college education, you will look for a job suited

to your training, interests, and ambitions. In most cases, you will visit a potential employer's office and complete an application form for the position in which you are interested. The employer may then make a decision regarding your ability on the basis of the application form and a personal interview.

Throughout your lifetime, however, you may find yourself in other job-seeking situations in an attempt to improve your position. As you gain experience, you are likely to become ambitious for better and better jobs. These better jobs often request written letters of application and summaries of your background and experience. Your writing skills may be an important part in obtaining the job you desire.

In any job-seeking situation, there are a number of ways you may use your writing skills: to complete an application form, prepare a resume, write an application letter, or write employment follow-up letters. As an ambitious job-seeker, therefore, you should be able to prepare all the written material that will help you obtain the job you want.

1. According to the passage, in seeking a job, students _____.
 - A. will follow their interests and ambitions
 - B. will visit every employer's office
 - C. can make an arrangement for an interview
 - D. will get the job they want at last.
2. If you want to improve your position and find a good job, it is important to _____.
 - A. understand the company's application form
 - B. improve your writing skills
 - C. make a decision on the basis of your own desires.
 - D. get a job related to your education
3. To find a job, it is not necessary to supply _____.
 - A. a letter of application
 - B. a letter for an interview
 - C. an application form
 - D. a resume

4. Your application for a better job should mainly inform the employer of your

_____.

- A. present position and salary B. letter-writing ability
C. background and experience D. former employer's background

5. What would be the best title for this passage?

- A. How to Complete a Job Application Form
B. An Introduction to Job-hunting Situations.
C. An Attempt of Writing Skills for Job-hunting.
D. The importance of writing skills for job-hunting

Task 2 Read the following passage and decide whether the following statements are True (T) or False (F) .

Linda was a few minutes late. Wilson had left the office when she got there. His secretary told her he would be back in a few minutes. She had to sit down and wait for a few minutes in the outer office.

“I’ll never get this job.” she told herself. For a moment she wanted to run out of the building. Just then, Wilson came through the door and hurried into his office. A few seconds later his secretary took Linda in and introduced her.

Linda apologized for being late, Wilson did not seem to mind. They chatted casually for a few seconds and then got down to business. He took out her letter of application.

“You’ve never worked in radio or television before, have you?” he said. Now she was ever more sure that she would not get the job. Wilson asked her a few more questions.

To her surprise, he seemed impressed with her other qualifications. She was even more surprised when he asked her if she could start soon. “I wonder if you’d mind starting next month?” he asked with a smile.

It seemed she had got the job after all.

- () 1. Linda was late, so she had to wait for a few hours outside the office.
- () 2. At first Linda thought she would never get this job.
- () 3. Linda had never worked in radio or television before.
- () 4. Wilson's secretary seemed impressed with her other qualifications.
- () 5. Wilson asked Linda to start to work the following month.

Translation

Task 1 Translate the following sentences into Chinese.

1. The timely recovery of the economy led to a higher demand for workers in the service industry.
2. To some extent, the success of your career depends on your interpersonal skills.
3. The sight of your manager always reminds me of the first business deal of my life.

Task 2 Translate the following sentences into English, making sure the translations are faithful to the original sentences.

4. 一口流利的外语是进入跨国企业工作的首要条件。
5. 只有非常小心谨慎，才能在面试中避免不必要的错误。
6. 在紧急情况下，尽量放松，保持镇定。

Writing

Task 1 Put the following patterns into some related categories.

1. I like...very much
2. I am very interested in...
3. worked as...in...
4. I have a work experience.
5. graduated from...
6. I studied at...
7. responsible for...
8. assisting in general office management...
9. ...majored in management and information systems
10. have completed additional elective courses in...
11. in charge of a new business launched by the company...

Task 2 Write a short essay on the topic "Large or Small Companies?" according to the following information.

1. 很多大学生毕业后希望在大公司工作；
2. 也有人选择到小企业开始自己的职业生涯；
3. 结合自己的实际情况谈谈自己的想法。

Step 2 Homework

Review words and expression in Chapter 2

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

Grammar points and Writing is difficult for students, they should spent more time to practise.