

新理念

职业英语

Expressions

拓展模块

教师用书 TEACHER'S BOOK



总主编 David Nunan 戴炜栋

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1

Get Ready

A Write the number of the workplace next to the correct business card.

1. school
2. office
3. factory
4. studio

4



2



3



1



B Think of three people you know. Write their information in the spaces.

Name	Job	Workplace

1 a. 平面造型的 2 n. 学院 3 n. 共和国; 共和政体 4 n. 工业; 企业

Unit 1: What do you do?

Goals

► Describing occupations

► Talking about likes and dislikes

Workbook: pages 2–5

1 Get Ready

Task A

support

..... Elicit the meanings of the four types of workplaces listed under “A.”

- 1 Have students look at the business cards and match each to the correct workplace.
- 2 Have students tell you what words helped them to decide their answers.

Task B

support

..... Elicit different types of jobs and workplaces, and note them on the board. Focus on pronunciation and spelling.

- 1 Have students fill in the chart individually.
- 2 Pair students and have them share answers.

Unit 1: What do you do?

2 Listen and Talk

Task A

- 1 Play the tape while students listen to the conversation.

support

- 2 Rewind the tape and have students repeat each line of the conversation after the tape.

- 3 Have students practice the conversation in pairs.

Task B

Have students swap partners and do the pair work again using the occupations on the business cards and the list they made.

Task C

- 1 Play the tape and have students match each name with a job and workplace.
- 2 Have students compare answers in pairs.
- 3 Go over answers as a class.

Task D

- 1 Play the tape again and have students check the correct column.
- 2 Have students compare answers in pairs.
- 3 Go over answers as a class.

challenge

- *Have students give reasons for their answers.

Tapescript

W: What do you do?
M: I'm an engineer.
W: Oh, where do you work?
M: I work for Republic Industries.
W: Oh, really? Where's that?
M: Our factory is in Chester. Where do you work?
W: I work for Hi-Tel Technologies. I sell computers.

Tapescript

1. W1: So, what do you do for a living, Gloria?
W2: Oh, I'm a receptionist at a legal office downtown.
W1: Oh, really? Which firm?
W2: Waterford & Simmons. Do you know it?
W1: Yeah, I think I know the name... So, how is that? Do you like the job?
W2: Yeah, it's all right. The people there are very nice. And I like the location.
W1: That's good.
2. M1: I forgot to ask—what do you do, Daniel?
M2: Oh, I sell real estate.
M1: Real estate?
M2: Yeah.
M1: Where do you work?
M2: I work for DSA Properties. In Hyattsville...
M1: Oh, OK. What's it like?
M2: Oh, it's fantastic.
M1: What do you mean?
M2: Well, to tell you the truth, I don't really like sales.
M1: You don't?
M2: No, not at all.
3. W3: And what do you do for a living, Richard?
M3: Oh, well, I'm a kindergarten teacher.
W3: Oh, really? Where?
M3: Over at Head Start Academy...
W3: Oh, yeah. I know that place. Good school.
M3: Yeah, it is.
W3: What's the job like?
M3: Oh, it's great.
W3: That's nice. It must be a hard job.
M3: Yeah, it's hard, but I really love teaching kids. I always wanted to be a teacher.
4. M4: So, what do you do, Susan?
W4: Well, I'm a graphic designer. Mostly advertisements, that kind of thing... The studio's called Idea One.
M4: How do you like that? Is it interesting?
W4: Well, it's OK. It's pretty interesting, but I don't really like working for a big studio. I want to start my own business.
M4: Oh, well, maybe you should.

2 Listen and Talk

A Listen to the conversation. Then practise it with a partner.

Cynthia: What do you do?

Douglas: I'm an engineer.

Cynthia: Oh, where do you work?

Douglas: I work for Republic Industries.

Cynthia: Oh, really? Where's that?

Douglas: Our factory is in Chester. Where do you work?

Cynthia: I work for Hi-Tel Technologies. I sell computers.



Pair work

B Practice again using the occupations on the business cards and the list you made.

C Listen and match the name with the job and workplace. Draw lines.

	Name	Job	Workplace
1.	Gloria	designer	Idea One, Inc.
2.	Daniel	receptionist	Head Start Academy
3.	Richard	salesperson	Waterford & Simmons
4.	Susan	teacher	DSA Properties

D Listen again.
Do these people like their job?
Check (✓) yes, no or
yes and no.

	Yes	No	Yes & no
1. Gloria	✓		
2. Daniel		✓	
3. Richard	✓		
4. Susan			✓



3 Focus In

A Look at the chart.

like + ing and get to + verb

What's your job like?

Do you like your job?

It's great. I **like working** in an office.

It's OK, but I don't **like traveling** very much.

It's wonderful. I **get to meet** a lot of interesting people.

Not really. I **don't get to travel** very much.

B Check (✓) the correct sentence in each pair.

- ☒ Does he get to study English for free at his company?
☐ Does he gets to study English for free at his company?
- ☐ He doesn't really liking to work outdoors.
☒ He doesn't really like working outdoors.
- ☒ Does she like working the morning shift?
☐ Is she like working the morning shift?
- ☐ They get to going on a company trip every summer.
☒ They get to go on a company trip every summer.

C Unscramble the questions. Then ask your partner.

- English/a lot/get to/do/you/practice
- you/like/studying/on/do/the weekends
- you/get/in/English/watch/videos/do/to
- like/you/taking/do/tests

Do you get to practice English a lot?

Do you like studying on the weekends?

Do you get to watch videos in English?

Do you like taking tests?

Notes:

- like doing 和 like to do 都表示“喜欢做某事”，但 like doing 表示经常性或一贯的爱好，不具体指某一次动作，而 like to do 则常指某个具体的动作。如：

Jack likes swimming.

Mike likes to swim in the afternoon.

- get to do 可以表示“有机会做某事”。如：

We didn't get to see her because she was too busy.

Did you get to visit the Great Wall when you were in Beijing?

D Talk Some More

- Write the words in the correct spaces.

Listen and check your answers.

Gerald: What's your job like?

Cynthia: It's pretty interesting.

I get to travel and meet

a lot of people. Do you like your job?

Gerald: Yes, it's all right.

I like working in an office.

I don't like traveling very much.

travel working meet
job traveling interesting



Spotlight
I get to... is positive.
It is used to talk about
a nice part of your job.

Pair
work

- Practice the conversation with a partner.

Then practice again using one of the jobs in your list from Get Ready.

Unit 1: What do you do?

3 Focus In

Task A

- 1 Go through the chart and notes with students.
- 2 Present more examples, if necessary.

Task B

- 1 Have students check the correct sentence in each pair.
- 2 Have students check their answers by reading their chosen sentences to each other.
- 3 Go over answers as a class.

Task C

- 1 Have students unscramble and write the complete questions.
- 2 Have them compare answers with a partner.
- 3 Go over answers as a class.
- 4 Have students work in pairs to ask each other the questions. Students should answer using their own information.

Task D

- 1 Have students fill in the blanks using the words provided.
- 2 Have students compare answers with a partner.
- 3 Play the tape and have students check their answers.

support

Play the conversation again and have students repeat after the tape.

- 2 Have students practice the conversation in pairs.
- 2 Get them to swap partners and do the exercise again, this time using the jobs from Get Ready "B."

SPOTLIGHT

Draw students' attention to the nuance in *I get to...* Note that *I don't get to...* can have either a positive or a negative meaning, depending on the context, e.g. *I don't get to meet many people so I get bored in the office* or *I don't get to travel much, which is good because I'm afraid of flying.*

Tapescript

M: What's your job like?
W: It's pretty interesting. I get to travel and meet a lot of people. Do you like your job?
M: Yes, it's all right. I like working in an office. I don't like traveling very much.

Unit 1: What do you do?

4 Work in Pairs

Task A

support

Review different ways of expressing job satisfaction/dissatisfaction, and note them on the board. Have students look back at the language introduced in Focus In and Talk Some More, if necessary.

- 1 Divide the class into pairs. Refer one student in each pair (Student B) to page 6.
- 2 Have students fill in the card and then write whether they like their job or not, and the good and bad points about the job.

Task B

- 1 Have Student B ask Student A about their job.
- 2 Have Student B fill in Student A's information in the chart provided.

support

Refer students to the speech bubbles in the cartoon or the sample dialog below.

challenge

*Have students extend the dialog by asking about place of work, working hours, what colleagues are like, etc.

Task C

- 1 Have students swap roles and do the exercise again. This time Student A asks about Student B's job.
- 2 Have Student A fill in Student B's information in the chart provided.

Sample

B: So, what do you do?
A: I'm a sales manager.
B: Really? Who do you work for?
A: A company called Reliable Auto Parts, Inc. We sell car parts.
B: Where's your office?
A: It's in California. Long Beach.
B: Oh, that's a nice area. Do you like your job?
A: Well...

* TRY THIS!

Have students complete this task individually, first. Monitor students and provide language support. Pair students again and have them tell each other if they would or wouldn't like to have their partner's job, and the reasons why.

challenge

*Elicit some job types and note them on the board. In pairs or small groups, have students list good and bad points for each job. See which pair or group can come up with the longest list.

- A** Write your name in the business card.
Would you like to have this job? Think of some good or bad points about the job and write them down.

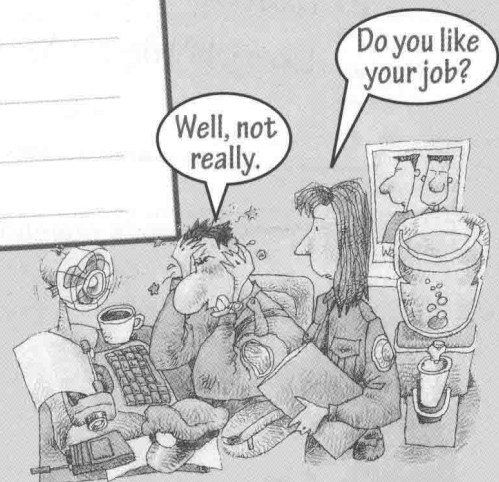
Reliable Auto Parts, Inc.
Long Beach, California

Sales Manager

I _____ my job because

- B** Answer your partner's questions about your job.
- C** Ask about your partner's job and fill in the missing information.

Name: _____
Occupation: Marketing Assistant
Location: Santa Monica, California
Likes job? Why or why not?



*Try this

Would you like to have your partner's job? Why or why not?
Write your reasons.

- A** Write your name in the business card. Would you like to have this job? Think of some good or bad points about the job and write them down.

KSDM RADIO
 Santa Monica, California

Marketing Assistant

I _____ my job because

- B** Ask about your partner's job and fill in the missing information.

Name: _____

Occupation: Sales Manager

Location: Long Beach, California

Likes job? Why or why not? _____

- C** Answer your partner's questions about your job.



***Try this**

Would you like to have your partner's job? Why or why not?
 Write your reasons.



Unit 1: What do you do?

4 Work in Pairs

See p. T5 for suggested instructions for this task.

Mid-Unit Assessment

Once your students have finished Work in Pairs, they will have covered approximately half of this unit. How well are they accomplishing the unit goals at this stage? You may wish to assess their ability on the points below before beginning the fluency task Express Yourself. Check (✓) the appropriate space in the chart for each goal.

Can your students...	Yes, all can.	Yes, most can.	Maybe half can.	Only some can.
1 name places of work? (see <i>Get Ready for list</i>)	_____	_____	_____	_____
2 name different occupations? (see <i>Listen and Talk for list</i>)	_____	_____	_____	_____
3 use <i>like + ___ing</i> and <i>get to + verb</i> to talk about their job? (see <i>Focus In for examples</i>)	_____	_____	_____	_____
4 use WH- and <i>do/does</i> questions to ask about someone's job? (see <i>Focus In for examples</i>)	_____	_____	_____	_____
5 give reasons why they like/dislike their job?	_____	_____	_____	_____

If your students can already accomplish these fairly well, they're better prepared to expand their use of the target language in the tasks that follow. For those who are still having problems with particular items above, you may wish to direct them to the relevant areas of the unit on pages 2–6, or to workbook pages 2–3.

Unit 1: What do you do?

5 Express Yourself

Task A

- 1 Have students think of their ideal occupation.
- 2 Students should write their real/ideal job in the space provided and then list what they think are/would be the good and bad points of the job. Do not allow students to see each other's books at this point.

Task B

- 1 Divide students into groups.
- 2 Have each student tell the other group members what they like or dislike about their own job.

challenge

*Have students read out the good and bad points of their job, without saying what the job is. Other students in the group have to guess the job based on the information provided.

Task C

- 1 Have each student work with a partner from a different group.
- 2 Have them talk about the jobs they have heard about so far, and say whether they would like those jobs and why.
- 3 Pick a few jobs that have been mentioned at random and get students to vote for whether they would or wouldn't like that job. See which jobs are the most popular/unpopular.

6 Think About It

- 1 Have students read the text and think about the questions.
- 2 In pairs, have students discuss the questions.
- 3 Have students look at the business cards in Get Ready and talk about differences, if any, between those and business cards in their culture(s).

7 Write About It

Task A

- 1 Have students read the job application.
- 2 Offer language support as necessary.

Task B

- 1 Give students time to write a similar paragraph.
- 2 Pair students and have them read their paragraph to their partner.

challenge

*Have students describe a job they really wouldn't like to do and have them explain why they wouldn't want to do it.

*Task C

- 1 Have students talk about their ideal job in pairs.
- 2 Share a sample of an application letter with students.
- 3 Explain the key points in writing an application letter.
- 4 Tell students to write an application letter for their ideal job.

5 Express Yourself

- A** Write your own occupation or an occupation you'd like to have. List some of the good and bad points about the job.

	Good points	Bad points
Job:		



- B** Ask your partners about their jobs. What do they like or dislike?

- C** Work with someone from another group. Answer the questions.

1. What jobs did your group talk about?
2. Which of these jobs would you like/dislike? Why?



6 Think About It

Exchanging business cards is a common custom¹ in many cultures.

In some cultures, there are many formal rules about doing this. In other cultures, it's more casual². But when you meet someone from another culture for the first time, it's important to know the rules.

- How about in your culture? Are there special rules for exchanging business cards?

7 Write About It

- A** Look at the information in the job application.
- B** On a piece of paper, write a similar paragraph about your ideal job. Then share it with your classmates.

I would like to work for the San Diego Zoo because I enjoy working outdoors, and I love animals. I have several pets at home. When I was growing up, I always wanted to work at a zoo or for a veterinarian.

- * **C** Write a short letter of application for your ideal job. Then share it with your classmates.

1 n. 习俗

2 a. 随意的