

总主编 石 坚 向前进

INTERACTIVE COLLEGE ENGLISH FOR A NEW ERA

新时代 大学互动英语

TEACHER BOOK

主 编 李 萍 魏尼亚

教师用书



重庆大学出版社



图书在版编目(CIP)数据

新时代大学互动英语3教师用书 / 李萍, 魏尼亚主编

— 重庆: 重庆大学出版社, 2021.4

“知行”应用型本科大学英语系列教材

ISBN 978-7-5689-2547-1

I. ①新… II. ①李… ②魏… III. ①英语—高等学校—教学参考资料 IV. ①H319.39

中国版本图书馆CIP数据核字(2021)第022281号

新时代大学互动英语3教师用书

XIN SHIDAI DAXUE HUDONG YINGYU SAN JIANSHI YONGSHU

主 编 李 萍 魏尼亚

责任编辑:张春花 版式设计:张春花

责任校对:谢 芳 责任印制:赵 晟

*

重庆大学出版社出版发行

出版人:饶帮华

社址:重庆市沙坪坝区大学城西路21号

邮编:401331

电话:(023) 88617190 88617185(中小学)

传真:(023) 88617186 88617166

网址:<http://www.cqup.com.cn>

邮箱:fxk@cqup.com.cn (营销中心)

全国新华书店经销

POD:重庆新生代彩印技术有限公司

*

开本:889mm×1194mm 1/16 印张:11.25 字数:391千

2021年4月第1版 2021年4月第1次印刷

ISBN 978-7-5689-2547-1 定价:49.00元

本书如有印刷、装订等质量问题,本社负责调换

版权所有,请勿擅自翻印和用本书

制作各类出版物及配套用书,违者必究

《新时代大学互动英语》教材包括学生用书和教师用书,这套具有新理念的英语教材从构思、调研到样课编写,从分册设计到教材整体构架,再到教材的编写与试用,历时两年有余。为了让教材使用者更好地了解本套教材的编写思路,特在此分享我们的整体考虑和编写工作。

一、编写背景

随着我国改革开放不断深入和“一带一路”倡议的实施,国家对外语人才的需求越来越大,对外语人才的素质要求越来越高。《大学英语教学指南》明确提出:“大学英语的教学目标是培养学生的英语应用能力,增强跨文化交际意识和交际能力,同时发展自主学习能力,提高综合文化素养,使他们在学习、生活、社会交往和未来工作中能够有效地使用英语,满足国家、社会、学校和个人发展的需要。”

学生通过学习英语,应该达到以下目标:立足本国,了解世界文明、文化、历史和当今国际社会,形成关注人类共同命运的自觉性;以开放姿态参与国际交流合作,增强团队合作意识和发展共赢意识;掌握明辨是非、求同存疑、融通见解的本领,学会和他人一起解决问题,实现资源共享,互助互惠。《中华人民共和国高等教育法》规定,高等教育的任务是培养具有创新精神和实践能力的高级专门人才,发展科学技术文化,促进社会主义现代化建设。换句话说,不管学生获得什么学位,最终都要走向社会,用自己的知识和技能为社会做贡献,所以,职场能力应该是他们必须具备的首要能力。

在职场所需的诸多能力中,语言能力是基础,跨文化能力是助推器,软技能(适应能力、人际交往能力、分析问题和解决问题的能力等)是腾飞的翅膀。《中共中央关于全面深化改革若干重大问题的决定》要求:为亿万学生提供多样化的学习选择和成长途径,构建衔接沟通各级各类教育、认可多种学习成果的人才成长“立交桥”。本套教材就是要致力于为学生软技能的提升打造一座英语学习的“立交桥”。

大学英语教学是我国高校素质教育的重要组成部分,在创新型人才培养上发挥着不容忽视的重要作用。随着日益高涨的教育改革,应用型教育改革引领“中国教育战略性调整”已成为现实,普通大学中有 600 余所正在转型为应用型高校,加上独立学院和民办院校,应用型本科院校已达 1000 余所,其数量占有本科院校近三分之二。同时,英语教学的使命也发生了颠覆性变革,由早期把发达国家先进的科学技术和管理经验引进来,转变为把中国优秀的传统文化和新时代中国特色社会主义伟大成就传播出去,讲好中国故事。

目前,我国的大学英语教材呈现多样化但同质性的特点,大多适用于学术型大学本科教育,缺乏“中国元素”,显然无法满足应用型大学人才培养的需要。在这个背景下,编写一套顺应应用型

教育改革,满足新时代大学英语教学需求,以就业为导向、以培养学生职场外语交互能力为教学目标的现代应用型大学英语教材迫在眉睫。

《新时代大学互动英语》融合了“项目教学法”“互动教学法”“产出导向法”等多种理念,在《大学英语教学指南》指导下进行设计和编写;注重培养和提高学生运用英语的综合能力、跨文化交际能力、思辨能力和综合学习能力;突出职业特色和语言应用能力,注重在教学模式中融入信息技术,兼顾中国背景与国际趋势,是顺应新时代大学英语教学改革发展趋势的产物。

二、学生用书的特色

《新时代大学互动英语》学生用书具有以下特色:

1. 针对职业需求,注重应用实效

《新时代大学互动英语》学生用书由3册构成,编排上每册8个单元,主题以职业需求为导向,内容贴近学生生活,针对学生毕业后就业所需各项技能的重点语言项目进行操练,突出英语语言的“工具性”,兼顾“人文性”。

2. 着重培养学生的“双基+双能”

“双基”指语言基础知识和语言基本技能;“双能”指跨文化交际能力和职业(做人做事)能力。教材既注重语言基础知识的讲解与传授,也注重语言技能、跨文化交际能力、职业能力和思辨能力的培养。每单元以主题为轴心,以项目为主导,以听、说、读、写、译各项任务为抓手,以学生间和师生间互动为手段,以提高学生实际应用能力为目标,进行教材的设计和编写。

3. 既注重跨文化元素,又注重中国元素

教材各单元的听说读写素材体现多国文化,呈现多元文化特点,以此提高学生的跨文化交际意识和能力。随着我国国际地位日益提升,与各国交往日益频繁,向外国输出我国优秀文化日益重要。因此,教材在各单元恰当体现中国元素,介绍中国文化,并设计相关的练习形式,帮助学生提高传播我国优秀传统文化的英语能力。

4. 融合现代教育技术,凸显现代教育特点

以纸质教材为主体,又不局限于纸质教材。根据学生的学习需求和时代特点,教材配套与纸质版内容相对应的移动应用,为学生随时随地学习英语提供方便的同时,也为教师对学生的过程进行实时监管提供便利。此外,教材还辅以两门自制的“阅读技巧”和“语法”慕课课程,为教材提供有益补充,满足学生全方位的学习需求,帮助学生提升其自主学习能力,同时方便教师进行创造性教学设计,采取线上线下相结合的教学方式,实施课堂翻转,促进教学效果提升。

5. 听、说、读、写、译五位一体,齐头并进

教材中每篇课文的长度大都在700~1200个单词,除拓展阅读(网络版)和辅助慕课外,不再编写视听说教程、阅读教程、快速阅读教程和写作教程,既减轻学生购买教材的经济负担,又确保教材为学生能提供足够量的语言输入,为语言输出提供支持。

三、学生用书的结构和单元安排

为方便学生和教师整体把握教材特点,了解教材内容,特对学生用书的结构和单元安排进行简单介绍。

1. 本套教材学生用书共 3 册,每册 8 个单元。每单元围绕一个主题分别设置听、说、读、写、译各项技能型任务。

2. 第 3 册 8 个单元主题分别是:

Unit One How to Hunt for an Ideal Job 理想职业

Unit Two How to Conduct a Survey 调查调研

Unit Three How to Improve Negotiation Skills 谈判技巧

Unit Four How to Solve Work-related Problems 解决问题

Unit Five How to Protect Occupational Health 职业健康

Unit Six How to Start Your Own Business 自主创业

Unit Seven How to Be Innovative in Your Work 创新工作

Unit Eight How to Maintain Sustainable Career Development 职场发展

3. 单元结构

每单元围绕一个主题,由 3 篇文章组成。以第 3 册第 1 单元 How to Hunt for an Ideal Job 为例,各部分教学设计思路如下,供教学参考:

Project 1 Preliminary Exploration: Discovering by Searching, 包含 3 个 Tasks。

项目 1 是为学生设计的课前任务。学生需要在课前预习课文,查找一些公司职位信息,并在小组内分享,然后进行小组讨论。根据小组讨论的结果制作 PPT,最后在课堂上进行展示。这一部分旨在引导学生进入主题并为课堂学习做好准备,培养学生自主查找资料和团队协作的意识和能力。

Project 2 Subsequent Exploration: Discovering by Listening, 包含 4 个 Tasks。

项目 2 为视听任务,共包含 3 段与课文主题相关的听力和视频材料。Task 1 列出听力材料中出现的生词,旨在帮助学生听前学习,以便理解听力内容。听力材料以和单元主题相关的知识型或技能型内容为主。Task 2 为“填空听写”任务,要求学生在听力播放 2~3 遍后补全 10 个空。Task 3 为判断正误的练习任务,学生需要在听力播放 1~2 遍后判断 6 个 statements 的正误。Task 4 则是一个与单元主题相关的视频材料,教师可以布置学生在课前完成视频的观看任务,写出 summary,并在课堂上复述视频主要内容。该任务旨在锻炼学生借助信息输入进行有效口语输出的能力。

Project 3 Insight Exploration: Discovering by Reading, 包含 6 个 Tasks。

项目 3 与 Passage A 阅读理解任务相关。Task 1 是 Passage A 的生词表。Task 2 为阅读前问题,要求学生读前思考并讨论。Task 3 是阅读理解题,学生需要在读完课文后回答相关问题。Task 4 是文章提纲填空题。Task 5 是文章内容概括的填空题。Task 6 是英译中段落翻译任务,旨在巩固和锻炼学生对话题内容的理解程度及翻译能力。

Project 4 Language Exploration: Use and Usage, 包含 3 个 Tasks。

项目 4 与 Passage A 的语言应用任务相关。Task 1 要求学生配对课文学习中的重难点词汇及其翻译,旨在帮助学生复习巩固一些惯用表达。Task 2 是选词填空题,目的在于夯实学生的词汇和语法基础。Task 3 是模仿翻译题,帮助学生掌握和应用本单元的重要句型及其表达。

Project 5 Further Exploration: Interactions, 包含 7 个 Tasks。

项目 5 引导学生进行互动交际。Task 1 列出对话生词。Task 2 为两篇听力对话内容,要求学

生听对话并朗读,然后以小组为单位进行角色扮演。此任务旨在锻炼学生的听、说、演的能力。Task 3 要求学生根据题目给出的情景和要求自编对话,结合学习与实际生活情景,提高学生学习的动力及语言运用的能力。Task 4 则在 Task 3 自编对话任务的基础上进行交替翻译任务的操练,进一步提升学生在真实交际情景下语言转换的能力。Task 5 是演讲任务,旨在巩固学生对该单元主题知识的消化,并锻炼学生的口语能力和演讲能力。Task 6 和 Task 7 为应用文写作任务。

Project 6 Follow-up Exploration: Language and Culture, 包含 2 个 Tasks。

项目 6 主要用于翻转课堂的教学。Task 1 是 Passage B 的阅读理解“大纲填空题”。Task 2 则是 Passage C 的阅读理解“归纳填空题”。

四、教师用书的结构和单元安排

《新时代大学互动英语》学生用书针对职业需求,以就业为导向,以培养学生职场交互能力为教学目标,注重培养和提高学生运用英语的综合能力、跨文化交际能力、思辨能力和综合学习能力。其配套教师用书则提供了比较详细的教学建议和教学技巧,帮助教师根据教学需要和学生特点,合理设计教学步骤,有效使用学生用书。

1. 单元安排

每册教师用书包含 8 个单元,与学生用书各单元完全同步。

2. 单元结构

Part One: Introduction

此部分是对学生用书各单元的一个总体介绍,包括引入语、对单元主要内容的概括介绍等,教师可利用此部分内容帮助学生从整体上把握单元特点。

Part Two: Teaching Objectives

此部分包括 Language Focus、Communicative Competence、Integrated Competence 三方面主要内容,帮助教师明晰教学目标和教学重点。

Part Three: Suggested Teaching Plan

此部分主要包含两方面内容:

(1) Teaching Guides for Completing the Projects

此部分针对学生用书各单元的 6 个 projects,就教师在课前、课中及课后的一些教学活动及教学程序进行了比较详细的说明,教师可以根据教学需要选择性使用或进行调整使用。

(2) Unit Summary (Assessment of Learning)

本部分有以下三方面功能:

- 对学生用书各单元主文章 Passage A 进行总结(如文章结构、短语句型方面);
- 对学生用书各单元涉及的主要技能(听、说、读、写、译)进行总结;
- 针对学生用书各单元内容,为学生提供一些扩展 topic 或者 task,帮助学生内化所学知识并进行更深入的思考。

Part Four: Words and Expressions

此部分就学生用书各单元涉及的一些词汇和短语(重点单词短语主要来自学生用书各单元的 Project 3)进行讲解和举例说明,帮助学生学习语言知识点并掌握其主要用法,教师可根据教学需

要选择使用。

Part Five: Answers to Tasks

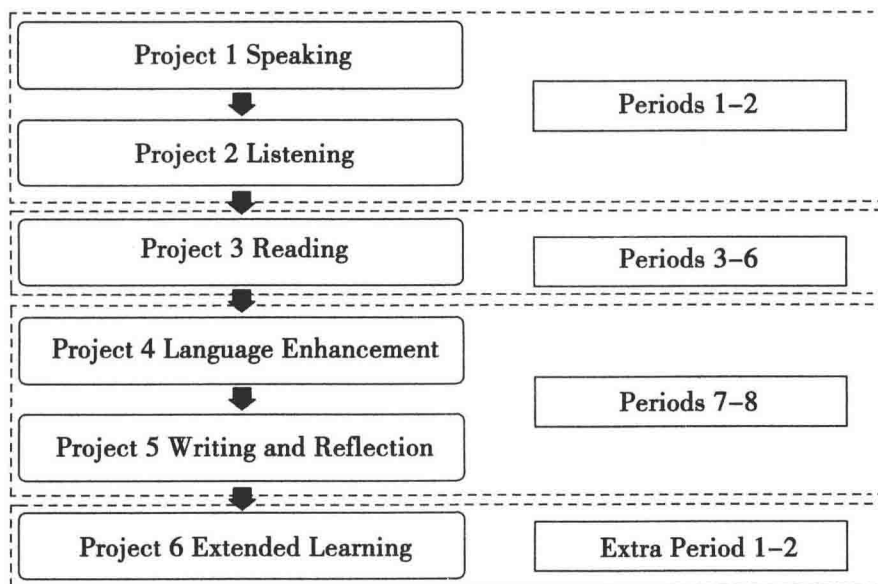
提供学生用书各单元中的练习的答案;并为一些写作和口语练习提供参考范文。

Part Six: Translation of Passages

提供学生用书各单元3篇文章(Passage A、Passage B、Passage C)的参考译文。

3. 教学流程说明

以下是对教学流程的建议,教师可以根据实际情况进行适当调整。



- Projects 1-2 为 Speaking 和 Listening,需要 1-2 课时,置于阅读前的目的是让学生借助听力和视频材料初步尝试输出,为另一种形式的 Brainstorming。
- Project 3 为 Reading,大约需要 4 个课时,其目的是从内容、语言和结构三方面让学生深入学习 A 篇阅读材料。
- Projects 4-5 为 Language Enhancement 与 Writing and Reflection,其主要目的是引导学生通过语言练习和写作来巩固和拓展前三个 projects 所学内容,并对本单元的内容进行总结。
- Project 6 为 Extended learning,可用于翻转课堂教学。B 篇及 C 篇两篇课文作为扩展阅读材料,可由学生课后自主学习,教师可通过微课等对其中的语法点和阅读技巧进行讲解。

本册教师用书由成都大学李萍、魏尼亚主编。由于编者水平有限,本书难免存在不足之处,恳请广大师生批评指正!

编者
2020年3月

CONTENTS

Unit One	How to Hunt for an Ideal Job	1
Part One	Introduction	1
Part Two	Teaching Objectives	1
Part Three	Suggested Teaching Plan	2
Part Four	Words and Expressions	8
Part Five	Answers to Tasks	10
Part Six	Translation of Passages	18
Unit Two	How to Conduct a Survey	23
Part One	Introduction	23
Part Two	Teaching Objectives	23
Part Three	Suggested Teaching Plan	24
Part Four	Words and Expressions	31
Part Five	Answers to Tasks	33
Part Six	Translation of Passages	39
Unit Three	How to Improve Negotiation Skills	45
Part One	Introduction	45
Part Two	Teaching Objectives	45
Part Three	Suggested Teaching Plan	46
Part Four	Words and Expressions	52
Part Five	Answers to Tasks	54
Part Six	Translation of Passages	62
Unit Four	How to Solve Work-related Problems	67
Part One	Introduction	67
Part Two	Teaching Objectives	67
Part Three	Suggested Teaching Plan	68
Part Four	Words and Expressions	74
Part Five	Answers to Tasks	75
Part Six	Translation of Passages	83

Unit Five	How to Protect Occupational Health	88
Part One	Introduction	88
Part Two	Teaching Objectives	88
Part Three	Suggested Teaching Plan	89
Part Four	Words and Expressions	94
Part Five	Answers to Tasks	96
Part Six	Translation of Passages	103
Unit Six	How to Start Your Own Business	108
Part One	Introduction	108
Part Two	Teaching Objectives	108
Part Three	Suggested Teaching Plan	109
Part Four	Words and Expressions	114
Part Five	Answers to Tasks	115
Part Six	Translation of Passages	123
Unit Seven	How to Be Innovative in Your Work	129
Part One	Introduction	129
Part Two	Teaching Objectives	129
Part Three	Suggested Teaching Plan	130
Part Four	Words and Expressions	136
Part Five	Answers to Tasks	138
Part Six	Translation of Passages	146
Unit Eight	How to Maintain Sustainable Career Development	150
Part One	Introduction	150
Part Two	Teaching Objectives	150
Part Three	Suggested Teaching Plan	151
Part Four	Words and Expressions	157
Part Five	Answers to Tasks	159
Part Six	Translation of Passages	165

Unit One How to Hunt for an Ideal Job

Part One Introduction

In this unit, we are going to learn about how to get the job you have always dreamed. You might think that getting an ideal job is easy, but it's not. There are a lot of skills and resources you can utilize while trying to find a job that interests, energizes you and most importantly, suits you. But it will be too late if you think of this question after graduation, you need to pay attention to and develop certain skills and mentality that help you to be ready for the job you aspire to get even before you graduate from college. The knowledge, skills and experience you'll gain in college can provide you a variety of opportunities. Thus, you'd better make some plans to unlock these opportunities. Well begun is half done. After learning this unit, you'll know how to become more active in finding a job, broaden your horizons, explore your options, and above all prepare yourself.

In this unit, we will learn:

i. about 49 new words and expressions about job hunting and how to use them in a specific context properly;

ii. language skills including: predicting the content before listening, inferring the meaning while listening and summarizing the content, scanning the article to identify topic sentences, and writing a summary/outline;

iii. how to complete various tasks. For instance, you may do a search about job descriptions on the Internet and present the findings to others. In addition, Project 6 is mainly designed for self-study. You will study Passages B and C by yourself to learn outlining and summarizing.

At the end of this unit, we will summarize the unit from three dimensions: language points, key language skills and intercultural reflection. We will have some language quizzes in class to assess your memorization and understanding. Then we will review the language skills in terms of listening, reading, speaking, writing and translation. Last but not least, you need to critically think about some intercultural reflection questions. The last dimension is the important output to assess your learning as you need to analyze and evaluate what you have learned.

Part Two Teaching Objectives

Upon completion of this unit, students (Ss) will be able to:

Language Focus	<ul style="list-style-type: none">• build up vocabulary related to job hunting, and use the key words and expressions in a context properly;• understand the passages by outlining and summarizing;• know how to be a qualified job hunter.
----------------	---

Continued

Communicative Competence	<ul style="list-style-type: none"> • share job hunting experiences with each other; • role play different scenarios about jobs with their classmates.
Integrated Competence	<ul style="list-style-type: none"> • make a speech on how to find a well-paid job through introspection and gathering useful information, and how to narrow the gap between their current status and their future jobs, etc.; • associate the acquired skills from this unit with college students' potential for job hunting and self-positioning in society.

Part Three Suggested Teaching Plan

I. Teaching Guides for Completing the Projects

<p>Project 1</p> <p>Preliminary Exploration: Discovering by Searching</p> <p>Project Introduction: The first project is to design real-world tasks suited to Ss' language level. This is the initial step of "Production Oriented Approach" (POA), output-driven section.</p>	<ul style="list-style-type: none"> • Introduce the topic to the class in English. • Ask Ss to search for some company job descriptions online. • Guide Ss to work in groups to discuss their findings and prepare a PowerPoint (PPT) presentation. • Invite one or two groups to share their findings. Then make some comments on their presentations and give them some suggestions for their future work.
<p>Project 2</p> <p>Subsequent Exploration: Discovering by Listening</p> <p>Project Introduction: By providing the listening and video input materials, this project aims to arouse Ss' intellectual curiosity on this topic.</p>	<ul style="list-style-type: none"> • Guide Ss to learn the new words as instructed by Task 1 and repeat the words and expressions after the recording. Then ask Ss to translate the Chinese phrases into English with books closed. 核对; 扣除 (check)—check off 适合于; 胜任 (be suitable for)—be fit for 长远; 终究 (in the long term)—in the long run 反过来说; 另一方面 (on the other side)—on the flip side <p>Notes: The answers in parenthesis might be the Ss' answers. The teacher (T) can guide them to pick up the words and expressions in the recording to replace those sayings inherent in their minds. Ss can learn the words by paraphrasing.</p> <ul style="list-style-type: none"> • Ask Ss to fill in the blanks in Task 2 to practice their listening. • Ask Ss to complete Task 3 to check their understanding. • Ask Ss to watch a video clip and discuss the main idea in pairs, then invite one or two pairs to retell the video: Why the Best Hire Might Not Have the Perfect Resume.

<p>Project 3 Insight Exploration: Discovering by Reading Project Introduction: As an essential part of this unit, Project 3 can be deemed as the intensive reading section. Hence, T can interpret the passage in terms of vocabulary, phrases, sentences and discourse.</p>	<ul style="list-style-type: none"> • Guide Ss to learn the new words. Ss are required to listen and learn the new words listed in Task 1 before class. T could inform Ss a language quiz will be arranged at the beginning of this period. The following is a sample quiz for T's reference. <i>Preview quiz</i> i. Write down the corresponding Chinese meaning. 1) get a foot in the door 2) aim to do 3) want-ads 4) job seeker 5) on-site ii. Write down the corresponding English meaning. 1) 招聘 2) 空缺 3) 招工板 4) 猎头公司 5) 实习 <p>Notes: T should check the answers <u>immediately</u> after the test. Ss' answers may be different, and T can guide them to pick up the words and expressions from the list to replace those sayings inherent in their minds. T should elaborate on some words and phrases.</p> <ul style="list-style-type: none"> • Ask Ss to discuss the pre-reading questions in pairs before reading the passage. • Guide Ss to probe the text by answering the while-reading questions in Task 3. Ss will be given 15 minutes to read through the passage again, then discuss in groups. • Ask Ss to do back translation of the following sentences in pairs to learn some difficult sentences. The following is a sample test for T's reference. <i>Please translate the following sentences into English.</i> 1) 从学校刚毕业就找工作并坚持到退休的老日子肯定已经过去了。在当今时代,人们越来越善于寻找新的工作机会。 2) 人脉积累既可以亲自进行,也可以在线进行。你可以加入专业协会,参加学校毕业生的活动,或者与你所在领域的专业人士建立联系。 3) 还有各种在线工具,比如领英,它允许你与其他专业人士建立联系,了解可能的职位空缺。
--	--

Continued

	<p>4) 你得到了一份新工作, 而你的联系人因为吸引了一个一流的员工而获得了一笔中介费。</p> <p>5) 你也可以利用互联网上的求职搜索引擎, 或者大量专门发布求职信息的网站, 比如 monster.com 或 careerbuilder.com。这些网站的运作方式与传统的招聘广告类似, 但是, 它们有更快的周转时间, 能让你在较大范围内搜索更多的工作。</p> <p>Notes: Ask Ss to work with their partners to translate the sentences into English with books closed. Then ask them to open the books again to compare their translation with the original sentences in their textbooks. Ask one or two pairs to tell the differences. Ss are guided to paraphrase some sentences and use the new words and expressions in their speaking and writing after they learn this passage.</p> <ul style="list-style-type: none"> • Guide Ss to analyze the whole passage by completing the outline in Task 4, and help Ss learn how to draw an outline by referring to subtitles. • Work with Ss to summarize the passage by filling the blanks in Task 5, and guide Ss to look through the passage again to discuss how to write a summary. • Task 6 can be completed in or after class. Ss can swap and discuss their versions with their partners and T can provide a proper version.
<p>Project 4</p> <p>Language Exploration: Use and Usage</p> <p>Project Introduction: This project serves as the follow-up part of the reading section. These language exercises are designed with the guidance of Bloom's taxonomy, i.e., remembering, understanding, applying.</p>	<ul style="list-style-type: none"> • The language exercises can be assigned to be completed before or in class. Here are some suggestions for T to assess Ss's assignments. • Task 1: T can ask Ss to finish the task before class and check the answers with Ss in class, and then give Ss 3 minutes to memorize these expressions. Or T can provide the Chinese (English) versions of those expressions, and then ask Ss to give the English (Chinese) versions in class. • Task 2: T can ask Ss to finish the task before class, and then check the answers in class. Or T can ask Ss to read out the sentences, fill in the blanks and translate the sentences into Chinese in class. T should remind Ss of the grammatical rules. • Task 3: Check the answers and T can ask Ss to make other sentences to see whether they have understood the usages of the sentence patterns.

<p>Project 5</p> <p>Further Exploration: Interactions</p> <p>Project Interaction: It's all about output activities. Ss will present and enjoy the output achievement under T's guidance. In this project, T can assess Ss' learning through their self-assessments and peer assessments, which is called "assessment as learning".</p>	<ul style="list-style-type: none"> • Task 1: Guide Ss to learn the words and expressions and repeat them after the recording. • Task 2: Invite two pairs to role play the conversations in class and comment on their performance in terms of the content, language usage, pronunciation, etc. • Task 3 & Task 4: Assign Ss to prepare the conversations in pairs before class, and invite several pairs to perform their conversations in class. T can comment on their performance in terms of basic elements of an event, language usage, the accent, tone, and pattern of speech, etc. • Task 5: Assign Ss to prepare the speeches before class, and invite two or three Ss to deliver their speeches in class. T can ask Ss to do peer assessments. A speech becomes effective when it fulfills the following features: <ol style="list-style-type: none"> 1) Clarity: A speech should be clear and unambiguous so that it can be understood easily. 2) Definiteness of Message: The message of a speech should be definite and relevant to the subject matter. 3) Conciseness: A speech should be as concise as possible. However, it should not be incomplete. 4) Being Interesting: A speech should be delivered in an interesting and pleasing way and various stories, examples, quotations, and jokes can be cited to make it interesting. 5) Considering the Audience: The expectations, interest and nature of target audience should be taken into consideration. • Task 6: Guide Ss to complete the table. • Task 7: This task can be completed in or after class. In class, Ss will write a draft of an application letter within 15 minutes. T can ask Ss to do peer assessments and then revise their drafts. Then T can ask several volunteers to read their drafts, and make comments in terms of word usage, sentence patterns, structures, etc. Then Ss can revise their writings via pigai.org. after class. Or T can assign Ss to finish the task after class and revise their drafts via pigai.org. Then T can ask Ss to do peer assessments and comment on several drafts and then ask Ss to revise their versions again.
--	---

Continued

<p>Project 6 Follow-up Exploration: Language and Culture</p>	<ul style="list-style-type: none"> • Task 1 and 2 are designed to help Ss with outline and summary writing. Ss should finish these two tasks after class. • T can ask Ss to write the outline drafts before they finish Task 1. The following are some tips for writing an outline: Step 1: Generalize the main idea of each paragraph; Step 2: Group the paragraphs that express a similar idea or serve the same purpose into one logical part; Step 3: Summarize the main idea of each logical part in a logical and concise way. • T can ask Ss to write their own summary drafts before they finish Task 2. The following questions can be used for Ss's self-assessments of their summary drafts. <ol style="list-style-type: none"> 1) Do I fully understand the passage? 2) Do I highlight the topic sentences and underline the important ideas? 3) To make my summary no longer than a third of the source material, do I omit the details, examples and repetitions? Do I compress clauses or sentences into phrases, phrases into words? Do I use general words instead of specific ones? 4) Do I use the shortest possible transition to make it logical and cohesive in the same order as the source material? 5) Do I avoid using the original phrasing and vocabulary by paraphrasing? Do I avoid adding my own interpretation or comment? <p>Notes: By asking these questions, Ss can understand the major steps in summary writing: first, read thoroughly (questions 1&2), then write in a brief, clear, concise way (questions 3&4) and finally revise (question 5).</p>
--	---

II. Unit Summary (Assessment of Learning)

1. Language Points (Passage A)

Structure of the Passage (Paras.)	Main Information/Ideas	Key Language Points
Part 1 (Para.1)	Introduction: Job seekers are becoming more creative and utilizing new strategies in moving their careers forward.	<ul style="list-style-type: none"> • 善于 be adept at • 不再流行 fade in popularity • 使用新的战略 utilizing new strategies • The old days of... are certainly in the past.的时代已经一去不复返了。 • no longer are people doing... 人们再也不会.....

Part 2 (Paras.2-3)	Networking	<ul style="list-style-type: none"> • 职位空缺 job vacancies • 迈出第一步 get a foot in the door • 在……方面获得长足发展 go a long way in • 当面和在线 in person and online • 为的是…… aim to... • 与……建立人际交往 network with • 社交媒体网站 social networking sites • 即使……,也可以…… even if..., there's a chance.
Part 3 (Para.4)	Referrals	<ul style="list-style-type: none"> • 推荐人 referrals • 向……推荐 referring... to...
Part 4 (Para.5)	Job Boards and Career Websites	<ul style="list-style-type: none"> • job boards 招工板 • want-ads 招聘广告
Part 5 (Para.6)	Job Fairs	<ul style="list-style-type: none"> • ...are typically targeted toward 以……为特别目标
Part 6 (Para.7)	Company Websites	<ul style="list-style-type: none"> • 记得、想要做某事 have... in mind • 做列表 create a list of • 决心要 be set on
Part 7 (Para.8)	Cold Calling	<ul style="list-style-type: none"> • 向……咨询 inquiring with • 记住…… Keep in mind that...
Part 8 (Para.9)	Head Hunters and Recruitment Agencies	<ul style="list-style-type: none"> • 猎头公司 head hunter • 招聘机构 recruitment agencies
Part 9 (Para.10)	Temping or Internships	<ul style="list-style-type: none"> • 实习生 internship • 志愿工作 volunteering
Part 9 (Paras.11-12)	Creative or Outlandish Tactics	<ul style="list-style-type: none"> • 出其不意的战术 outlandish tactics • 招聘者 recruiters • 吸引注意力到……的身上 drawing attention to

2. Key Language Skills

Listening	Predict the content; listen for the details; infer the meaning
Reading	Scan for main ideas; identify topic sentences; summarize the main ideas of the text
Speaking	Organize a group discussion; illustrate your points with appropriate examples; communicate constructively in team work

Continued

Writing	The basic speech format consists of three parts: 1) an opening or introduction; 2) the body where the bulk of the information is given; 3) an ending (or summary).
Translation	Diction, amplification, omission, rearrangement

3. Intercultural Reflection (Group Projects)

The following topics are designed to help Ss internalize what they have learned in this unit. You can assign Ss to discuss the topics based on prior independent research, and then prepare a five-minute presentation or write an essay of 200–300 words.

1) Compare the career planning services in American universities with those in Chinese universities. You can make a table of the similarities and differences.

2) What will a typical American college student do in his/her job hunting? What about a Chinese college student? Try to analyze what factors will influence their plans. For instance, social policies, parents' expectations and involvement, peer pressure, etc.

Part Four Words and Expressions

1. **fade** *vt.* 凋谢;逐渐消失

If you hang your clothes out in the bright sun, they will fade.

如果你把衣服晾在大太阳下,它们会褪色的。

2. **job seeker** 求职者

This is good advice for any job seeker, but more so with the older ones.

对于任何求职者而言,尤其对职场“老人”而言,这都是很好的建议。

3. **vacancy** *n.* 空缺;空位

A vacancy has arisen which I intend to fill.

我想接任的职位已经空出来了。

4. **top-notch** *adj.* 一流的;拔尖的

The peanuts they grow are top-notch.

他们种的花生是顶级的。

5. **aim to do** 打算做某事

I aim to be at the lake before dawn, so let's get moving.

我打算天亮之前到湖边,所以我们马上就动身吧。

6. **format** *n.* 格式;版式

The meeting will have the usual format—introductory session, group work and then a time for reporting back.

这次会议将采取常规模式——情况介绍,分组讨论,然后是反馈汇报。