



“十二五”职业教育国家规划教材  
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PEARSON

总主编 丁国声

# 新核心高职英语

## 综合教程 Integrated Course

# 2

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# CONTENTS 目 录

	Preface	
	总 序	i
	Introduction	
	编写说明	v
	Unit Structure	
	单元结构	vi
	Acknowledgements	
	致 谢	xiii
UNIT 1	Finding the Ideal Job	
	寻找理想工作	001
UNIT 2	Country Life or City Life?	
	乡村生活好，还是城市生活好？	023
UNIT 3	Making Money	
	制造钱币	044
UNIT 4	A Different Path to Justice	
	另一条正义之路	067
UNIT 5	Subway Etiquette	
	地铁礼仪	091
UNIT 6	Serious Fun	
	严肃的游戏	114
UNIT 7	The Best Produce There Is	
	最好的产品	135

UNIT 8	“I’ll take the train, thanks.” “我选择坐火车，谢谢。”	159
UNIT 9	What’s Your Medicine? 你用什么治病？	184
UNIT 10	Endangered Cultures 濒临灭绝的文化	209
	Student Activities 学生活动	235
	Credits 图片著作权人名单	238



# PREFACE 总序

2012年12月,教育部发布了《关于开展职业教育“十二五”国家级规划教材选题立项工作的通知》。上海交通大学出版社随后便开始和我接洽并商讨申报教育部“十二五”职业教育国家级规划教材的事宜。我深感责任重大,因而并未轻易答应出版社的邀请。但该社上至社长下至责任编辑,为此投入了许多时间和精力,表现出了极大热忱。后来,一方面受肩负使命的驱使,另一方面为出版社的真诚所感动,我最终决定接受这项任务。

在广泛调研基础上,根据教育部高职英语的最新教学基本要求,我们设计了这套教材的构架:全套教材分为基础部分和行业英语部分。基础部分以引进版教材改编为主。针对课时较多的院校,我们设计《读写教程》和《听说教程》,各两册,建议140个学时。针对课时较少的院校,我们设计了《综合教程》,同样分为两册。此外,我们还编写了《同步训练》,可分别与《读写教程》、《听说教程》和《综合教程》配套使用。行业英语部分由《商务英语》、《旅游英语》、《艺术英语》等构成,建议40个学时,以国家示范性高职院校的讲义为基础编写。

2013年2月底,上海交通大学出版社提交了本套教材的编写方案,并成功立项为教育部“十二五”职业教育国家级规划教材。这也成了我和出版社共同奋进的最大动力——我们力求把这套教材打造成国内一流的高职英语教材。

引进合适的外版教材是一项艰巨的工作。通过几个月的筛选,我们最终选择了培生(PEARSON)教育集团下属朗文(LONGMAN)公司的NORTHSTAR系列教材。培生教育集团是举世闻名的教育机构,在高等教育、英语教育、网络教育、考试测评等众多领域位居全球之首。朗文公司是培生集团旗下的著名出版社,已有280多年的英语教育出

版历史,其英语教材和词典等在全球占据权威地位。NORTHSTAR 系列教材是朗文公司开发的针对母语为非英语的学生的英语培训教材,其《综合教程》和《听说教程》主题新颖活泼,结构严谨科学,单元设计符合学生的认知规律,正是我国高职英语教学所需要的绝佳教材。这套教材的引进也给了我们充足的底气,使我们对改编好这套教材充满了信心。

我们组织了一支高职英语教师改编队伍,他们大多来自国家示范性高职院校,多数为教育部职业院校外语类专业教学指导委员会委员,同时也是各地方有代表性的英语教育专家。在团队协作的基础上,通过艰苦的努力,对 NORTHSTAR 系列教材和入选的行业英语教材依据互动性、真实性、融合性、职业性、高等性的特点进行了改编和编著。其基本原则如下。

### **1. 注重调动学生兴趣**

学生的学习兴趣被调动得越充分,其语言习得的效果越好。本套教材的各单元主题贴近学生生活,能够引起学生共鸣,有利于培养学生的表达能力和批判性思维,有助于塑造良好的情感态度。

### **2. 注重语言的形式和内容**

本教材将语言和文化有机结合在一起,使学生能够学习不同语境中语言的形式,同时,通过单元主题的变化和发展,增强学生文化意识,使他们逐渐学会使用较为高级的语言形式表达复杂的思想。

### **3. 强调学生的主体地位和能动作用**

积极主动的学习者才能在语言学习中获得成功。教材中的练习形式多样而富有创意,其主题富有时代感且系统性强,与学生日常生

活密切相关,使学生在日常生活交际中积极使用所学语言,以“用”促“学”,贯彻了“用英语做事”的理念。

#### **4. 注重反馈**

当学生进行小组活动或回答开放性问题时,老师应积极给予反馈。

#### **5. 注重在课堂中培育师生关系和生生关系**

本套教材的设计力求创造一种融洽的课堂氛围,形成一个师生互动、生生互动、包容不同观点、强化发散性思维与沟通的教学格局,从而帮助学生提高语言技能和思维能力,进而进行更深层次的讨论与写作。

本套教材的改编与编著强调了“三个关注”,即关注中高职衔接,关注学习策略和自主学习并重,关注基础英语与行业英语的融合,力求使教学达到学生“学会——会学——爱学”的目标。

这套教材以建构主义理论为基础,以动机为先导,以兴趣为动力,以学生为主体,以任务为驱动,强调培养学生的英语综合应用能力,遵循“以学生为本”的教学理念,应用最新的英语教学理论和科研成果,形成了以下特色。

##### **1. 结构严谨,精细实用**

本套教材以培养学生的英语综合应用能力和自学能力为目的,单元设计按照由浅入深、循序渐进的原则,课文主题和练习系统连贯流畅、环环相扣,强调词汇复现率,篇章纵横结合、相得益彰,各分册互相融渗,形成了科学的有机整体。

##### **2. 个性鲜明,针对性强**

本套教材体现了中国学生的语言习得认知规律,结合高职的教

育现状和区域及行业等因素,突出学生主体地位,强调互动教学,启发能动思考,给使用者自主设计教学保留了空间,彰显了英语教学的个性化。

### **3. 选材广泛,内容鲜活**

本套教材选材语言规范地道,场景真实准确,内容涉及校园生活、日常活动、就业创业等多个方面,范围包含各行各业,融入区域和行业特征,适合不同专业学生的学习需求。

### **4. 理念新颖,题型多样**

本套教材习题基于猜测、预测、验证、归纳、拓展等多个能力维度的考量,注重学用互动,在关注主题、阅读、写作、听力、口语的同时,还关注学生所学专业的发展,对专业词汇作了适当扩展。

虽然我们倾心编撰、精心制作,但难免百密一疏,恳请各位专家和读者提出宝贵意见,以便在修订中完善。

教育部职业院校  
外语类专业教学指导委员会副主任委员  
丁国声  
2015年5月

# INTRODUCTION 编写说明

《新核心高职英语·综合教程2》为《新核心高职英语》系列教材中的主干教材之一,改编自原版引进的培生教育集团 NorthStar 系列教材。

本教材将语言和文化有机融合,选材时尚活泼,原汁原味,既强调语言基本知识的获取,又注重训练学生运用英语汲取信息和处理信息及解决问题的能力。随着单元主题的变化,内容难度循序渐进,螺旋上升。学生可以逐渐学会用较为高级的语言表达复杂的思想,并不断提升其语用技能,促进学生掌握在课堂教学活动中,获得成功的策略。整套教材图文并茂,时尚靓丽,在结构安排、语言材料选择、任务练习设计等方面均具有独树一帜的鲜明特色。

《综合教程2》衔接《综合教程1》的内容。全书共十个单元,供一个学期使用,涵盖了听、说、读、写、译各方面的技能和相关练习。本套教材配有《教师用书》,提供了详细的教学建议,如教学方法、测试技巧、难点解析、学生用书练习答案等内容。

《新核心高职英语·综合教程2》中方主编为济南职业学院冯丽和山东旅游职业学院李彩霞,副主编为王正、张斐斐和孟皎。本套教材总主编丁国声教授对全书进行了审定。

编者

2015年5月

# UNIT STRUCTURE 单元结构

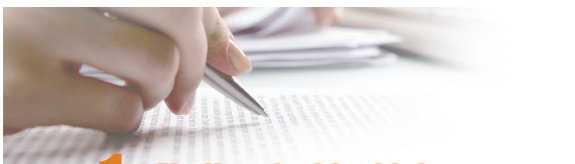


## 1 FOCUS ON THE TOPIC 聚焦主题

这部分向学生介绍单元主题。


**Predict** (预习) 和 **Share Information** (分享信息) 的目的在于调动学生对单元主题的兴趣, 进行初步的热身练习。

**Background and Vocabulary** (背景与词汇) 部分帮助学生理解第一篇阅读材料, 学习相关习语、搭配及构词法。通过这部分的训练, 使学生能够准确把握单元主题, 拓展书面表达能力和口头表达能力。



### 1 Finding the Ideal Job

UNIT 1 寻找理想工作



#### 1 FOCUS ON THE TOPIC

##### A PREDICT

Look at the cartoon and discuss the questions with the class.

1. What is the young man doing?
2. What kinds of work is he thinking of?
3. What do you think is the ideal job (the best job) for this young man?

Finding the Ideal Job · 寻找理想工作 001

### UNIT 1

#### 2 SHARE INFORMATION

Read each statement. How much do you agree or disagree? Check (✓) the box that shows what you think. Discuss your answers with the class.

STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Enjoying your work is more important than making a lot of money.				
2. Working with a lot of people is better than working alone.				
3. Working from home is better than working at an office.				
4. Working indoors (室内) is better than working outdoors.				

#### 3 BACKGROUND AND VOCABULARY

Read the list of words and their definitions.

<p><b>ads:</b> advertisements to sell things or to find new workers</p> <p><b>careers:</b> the kinds of work people do, usually after learning how and usually for a long time</p> <p><b>hire:</b> to give someone a job</p> <p><b>ideal:</b> perfect</p> <p><b>interviews:</b> meetings where a person looking for a job talks to the person who is looking for a new worker</p> <p><b>managers:</b> people who direct and organize groups of workers in a company</p>	<p><b>out of work:</b> without a job</p> <p><b>postings:</b> ads or comments on the Internet</p> <p><b>résumés:</b> written descriptions of people's education and previous jobs</p> <p><b>rewards:</b> good things you get in return for work (such as money or health insurance)</p> <p><b>skills:</b> things that you can do well; abilities that you have learned and practiced</p> <p><b>specific:</b> detailed and exact; not general</p>
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002 新核心高职英语·综合教程 2

# 2

## FOCUS ON READING 聚焦阅读

这部分要求学生理解两篇对比明显的阅读材料，两篇文章均改编自真实的语料。

本部分内容具有较强的逻辑性和连贯性，前后呼应，互为补充。每篇课文长度为 500 词左右。

**Intensive Reading** (精读) 是文选、学术论文、新闻、博客等紧扣主题的文章。

**Read for Main Ideas** (读大意) 和 **Read for Details** (读细节) 帮助学生理解和欣赏第一篇课文。

**Make Inferences** (推断) 的目的在于部分提高学生对文章字里行间意思的理解，要求他们从学术层面来理解课文，培养他们的批判性思维能力。

UNIT 1

### 2 FOCUS ON READING

#### A INTENSIVE READING: Finding the Ideal Job

Imagine you are not satisfied with your job. You decide to job hunt—that is, to look for a new job. With a partner, write a list of things you might do to find a job.

- I might ask someone in my family for a job.
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

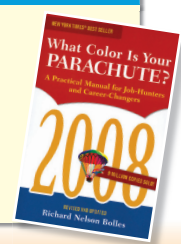
Now learn what a professional has to say about this topic. Read a book review of a job-hunting manual.

**FINDING THE IDEAL JOB**

*What Color Is Your Parachute? 2008: A Practical Manual for Job-Hunters and Career-Changers*

by Richard Nelson Bolles, Ten Speed Press, \$18.95.

If You are out of work.  
You hate your job.  
You aren't satisfied with your career.  
You are looking for your first job. Where do you start?



#### READ FOR MAIN IDEAS

Read each statement. Decide if it is true or false. Write T (true) or F (false) next to it. Compare your answers with a classmate's.

1. *What Color Is Your Parachute?* is similar to other job-hunting manuals.
2. Bolles wants to help people find jobs on the Internet more quickly.
3. According to *What Color Is Your Parachute?*, job hunters should think about their skills, the job setting, and the job rewards they want.
4. *What Color Is Your Parachute?* includes specific advice on finding jobs.
5. The reviews of Bolles's book are all positive.

#### READ FOR DETAILS

Look at the list of job-hunting methods. Decide where each one should go in the chart. Write each method in the correct column.

answer newspaper ads

decide what kind of job is ideal

decide what kind of place you want to work in

do exercises in *What Color Is Your Parachute?*

look on the Internet

send out lots of résumés

think about job rewards

think about your skills

FIND A JOB	
What Many People Do	What Bolles Says Will Help You
answer newspaper ads	

**Express Opinions** (表达观点) 要求学生根据 **Intensive Reading** 的内容分组讨论, 表达自己的观点, 完成由“输入”到“输出”的过程。

**Translation** (翻译) 要求学生用课文中重点词汇进行句子翻译。

**Fast Reading** (泛读) 以不同的形式和观点展现本单元主题。这篇文章的练习和活动让学生挑战和质疑 **Intensive Reading** 的观点并解释理由。

**Grammar** (语法) 帮助学生梳理重点语法知识, 并配有相应习题。

UNIT 1

**MAKE INFERENCES**

Read each situation. Decide whether, according to Bolles, the person is making a mistake or doing the right thing. Circle your answer. Then discuss your decisions with the class.

- Owen is a manager. He doesn't want to be a manager. But he's not looking for another job because he thinks he doesn't know how to do anything else. According to Bolles, Owen is \_\_\_\_\_.
  - making a mistake
  - doing the right thing
- Amy studied to be a teacher. But now she's not looking for work as a teacher. Instead, she's thinking about whether teaching is really the right career for her. According to Bolles, Amy is \_\_\_\_\_.
  - making a mistake
  - doing the right thing
- Bill is in a job interview. He is asking the person who is interviewing him some questions about the company. According to Bolles, Bill is \_\_\_\_\_.
  - making a mistake
  - doing the right thing
- Kathy has a choice between a job that pays very well and a job that seems very interesting. She decides that for her, money is the most important thing. So she chooses the job that pays well. According to Bolles, Kathy is \_\_\_\_\_.
  - making a mistake
  - doing the right thing
- Peter sent his résumé to many companies and he answered many Internet postings. Now he is waiting for someone to call him about a job. According to Bolles, Peter is \_\_\_\_\_.
  - making a mistake
  - doing the right thing

**EXPRESS OPINIONS**

Discuss the questions with a partner. Give your opinions. Then share your answers with the class.

- The next time you look for a job, which of Bolles's ideas do you think you might use?
- You are in an interview for a job with a very interesting company. What questions might you ask the interviewer about this company?
- The title of the book is *What Color Is Your Parachute?* Why do you think the author chose this title?

008 新核心高职英语·综合教程2

**TRANSLATION**

Translate the following sentences into English, using the given words or phrases.

- 面试很顺利。(interview)
- 他的职业生涯始于牛津大学。(professional)
- 我们大多数人都会认识一些总在学习新技术或研究新领域的人。(skill)
- 他回到办公室, 在计算机上更新了工作日程。(update)
- 工厂一旦关闭, 就意味着要有500工人失业。(be out of work)

**FAST READING: The Ideal Job**

Read the stories about people who love their jobs.

**THE IDEAL JOB** BY ALEX FROST

- Believe it or not**, some people get paid—and well—for doing the things that make them really happy. Here are a few people who have the jobs of their dreams.
- "I get paid to make videos!"—Ryan**  
 When I was 14, my uncle gave me his old video camera and I started making videos. I didn't do so well at school, but I loved **getting to know** people and making videos about them. I taught myself to edit the videos on this simple computer program that my dad had. One day a friend of my mom's asked me to make a video of her family. She wanted to send it to her mother who lived in China. It was totally fun, and she paid me \$150. Soon her friends asked me to make videos for them, and suddenly I had a business. That was 10 years ago. After a while, I **realized** I had to learn more about video. So now I am studying video part-time and **running my business**. It's great!

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# 3 FOCUS ON LISTENING AND SPEAKING 聚焦听说

这部分重点培养学生的口语和听力技能。

**Pronunciation** (发音) 注重通过听和音标的学习来练习单词发音。  
**Function** (能力练习) 训练学生语言交际能力。**Production** (能力拓展) 是综合训练, 通过不断尝试表达, 培养学生的自信心和语言的流利度。

**UNIT 1**

**3 FOCUS ON LISTENING AND SPEAKING**

**PRONUNCIATION: Stress**

In words with multiple syllables, one syllable is stressed. Stressed syllables sound longer than unstressed syllables. They are also louder and higher in pitch than unstressed syllables.  
多音节词中, 有一个音节重读, 重读音节比非重读音节读得长和响亮。

**Listen to the examples.**  
careful  
creative  
relaxing

A compound noun is formed when two nouns are used together as one noun. In compound nouns, the stress is stronger on the first word in the compound.  
复合名词是由两个名词直接连在一起构成的。复合名词中第一个词的重音读得重些。

**Listen to the examples.**  
animal trainer  
sales clerk

When an adjective is followed by a noun, the stress is usually stronger on the noun.  
当形容词后有名词时, 名词的重音应该读得重些。

**Listen to the examples.**  
professional shopper  
good pay

**1 Listen to the adjectives. Write the number of syllables you hear in each adjective. Then listen again and underline the stressed syllable. Listen again and repeat the words.**

1. dangerous
2. important
3. tiring
4. educated
5. difficult
6. spicy
7. unusual
8. interesting

014 必修1 Unit 1 综合教程 2

**2 Read each item and underline the stressed syllable. Listen and check your answers. Then work with a partner. Take turns saying each item and listening for the correct stress.**

1. cartoon artist
2. window washer
3. high salary
4. taste buds
5. ice cream
6. spicy foods
7. department store

**3 Work with a partner. Student A, ask Wh- questions with the phrases on the left. Student B, answer with the phrases on the right. Be sure to use the correct stress. Switch roles after item 4. Write your answers on the lines.**

**Example**  
A: What do you call someone who washes windows?  
B: A window washer.

<u>b</u> 1. someone who washes windows	a. taste buds
2. a frozen dessert	b. window washer
3. someone who sells things	c. job counselor
4. someone who draws cartoons	d. cartoon artist
5. a large store that sells many different products	e. ice cream
6. someone who puts together computers	f. department store
7. the parts of the tongue you use to taste food	g. computer assembler
8. someone who helps people find the right job or career	h. salesclerk

**FUNCTION: Small Talk**

When making conversation, it's polite to ask about a person's job and interests (what people like to do in their free time). It's also polite to express interest (to react positively) when people tell you something about themselves.  
谈话时, 询问他人的工作和爱好是礼貌的行为(人们在空闲时喜欢如此)。当别人告诉你一些他们自己的事情时, 对其表示出兴趣(积极回应)也是礼貌的行为。

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## 4 FOCUS ON WRITING 聚焦写作

这部分重点培养学生的原创性写作技能，包括词汇复习和写作技巧训练两部分。

**Writing** (写作) 通过提供具有挑战性和富有想象力的写作任务, 指导学生融会贯通单元所学内容和词汇, 运用到指定主题的写作训练中, 从而帮助其逐步提高原创性写作能力。

**4 FOCUS ON WRITING**

In this unit, you read about how to find your ideal job and about people who found their ideal job. Now think about your ideal job. Why is that job ideal for you?

You are going to *write a paragraph about your ideal job*. You will explain why this job is ideal for you. You will tell about the skills, setting, and rewards related to this job. Use the vocabulary from the unit.

**PREPARE TO WRITE: Listing**

In order to help you think about the topic for your paragraph, you will do a prewriting activity called **listing**. Listing is **making a list of your ideas** before you begin to write. When you make a list, it is not necessary to write complete sentences.

为了帮助思考段落主题, 你要在写作前进行构思, 也就是在写作前把自己的想法一一列出。写构思列表时, 不需要写出特别完整的句子。

1 Richard Bolles says that you need to know your skills, preferred settings, and rewards in order to find your ideal job. List these things in the chart. Then list some ideal jobs for you.

SKILLS I HAVE	SETTINGS I PREFER	REWARDS I WANT

Possible Ideal Jobs for Me

2 Find a classmate who knows you well. Show your list to this classmate. See if he or she has any more ideas about jobs that might be good for you. Add them to the list, then choose an ideal job to write about.

018 新核心高职英语·综合教程2

**WRITE: A Paragraph and Its Topic Sentence**

A **paragraph** is a group of sentences about one topic. The first sentence is the **topic sentence**. It states the **main idea** of the paragraph. For this assignment, the topic sentence will give the name of the writer's ideal job.

一个段落就是围绕某个主题的一组句子。段落的第一句一般是**主题句**, 阐述该段的**主要思想**。在这个段落中, 主题句提到了作者的理想工作是什么。

1 Read the paragraph. Then underline the topic sentence and circle the name of the writer's ideal job.

I would like to be a mountain-climbing guide. I like this job for several reasons. First of all, mountain climbing is very exciting. Mountain-climbing guides get to climb tall, dangerous mountains. Second, I enjoy working outside. I like the fresh air much better than I like a stuffy office. Finally, I like to meet interesting people. Mountain-climbing guides travel to many different parts of the world and meet other adventurous people.

2 Each paragraph is missing a topic sentence. Choose the best one from the list and write it on the line. Remember that the topic sentence must give the name of the writer's ideal job.

Paragraph 1

There are many reasons why I like this job. First, I like animals. Animals bring a lot of joy to our lives, but they do not ask for a lot in return. I also enjoy helping animals and their owners feel better. Pet owners are happy when their pets are well. Finally, veterinarians get to work with other people who like animals. They can even bring their pets to work!

**Topic Sentences**

a. I would like a job working with animals.  
b. I think I would like to become a veterinarian.  
c. A veterinarian helps people and animals feel better.

019 Finding the Ideal Job · 寻找理想工作

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*Natasha Haugnes and Beth Maher*

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# 1 Finding the Ideal Job

UNIT 寻找理想工作



## 1 FOCUS ON THE TOPIC

### A PREDICT

Look at the cartoon and discuss the questions with the class.

1. What is the young man doing?
2. What kinds of work is he thinking of?
3. What do you think is the ideal job (the best job) for this young man?

## SHARE INFORMATION

Read each statement. How much do you agree or disagree? Check (✓) the box that shows what you think. Discuss your answers with the class.

STATEMENT	STRONGLY AGREE	AGREE	DISAGREE	STRONGLY DISAGREE
1. Enjoying your work is more important than making a lot of money.				
2. Working with a lot of people is better than working alone.				
3. Working from home is better than working at an office.				
4. Working indoors (室内) is better than working outdoors.				

## BACKGROUND AND VOCABULARY

Read the list of words and their definitions.

**ads:** advertisements to sell things or to find new workers

**careers:** the kinds of work people do, usually after learning how and usually for a long time

**hire:** to give someone a job

**ideal:** perfect

**interviews:** meetings where a person looking for a job talks to the person who is looking for a new worker

**managers:** people who direct and organize groups of workers in a company

**out of work:** without a job

**postings:** ads or comments on the Internet

**résumés:** written descriptions of people's education and previous jobs

**rewards:** good things you get in return for work (such as money or health insurance)

**skills:** things that you can do well; abilities that you have learned and practiced

**specific:** detailed and exact; not general

Now use the words from the list to complete this newspaper article about American workers and companies.

In 2005, only five percent of Americans were Out Of Work<sup>1</sup>. That sounds like good news. But is it?

According to a 2005 survey, only 20 percent of American workers really love their jobs. Another 20 percent want to change jobs. This is a problem for workers, and it is also a problem for companies. Thirty-three percent of \_\_\_\_\_<sup>2</sup> say that they don't care what happens to their companies—and those are the people who are supposed to be in charge<sup>1</sup>!

What do workers want? Usually we think that everyone wants more money, but today's workers are looking for other \_\_\_\_\_<sup>3</sup>. They want health insurance and more vacation. They also want to know that they will learn new \_\_\_\_\_<sup>4</sup> at a job. Older workers are usually happier with their jobs than younger workers. This is probably because they have had time to think about their \_\_\_\_\_<sup>5</sup> and find a job they like.

Many companies today try to make changes to keep workers happy. They ask their workers \_\_\_\_\_<sup>6</sup> questions about what makes them really happy at work. If a worker loves his job, he will work harder and stay at the company. If workers leave, companies have to \_\_\_\_\_<sup>7</sup> new people. And that takes a lot of time. They have to write \_\_\_\_\_<sup>8</sup> and put \_\_\_\_\_<sup>9</sup> on the Internet. They have to read hundreds of \_\_\_\_\_<sup>10</sup>. They have to do \_\_\_\_\_<sup>11</sup> to meet people who want to work there. And even after all that work, they might not find the \_\_\_\_\_<sup>12</sup> new worker.

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<sup>1</sup> **be in charge**: 负责; 主管

## 2 FOCUS ON READING

### A INTENSIVE READING: Finding the Ideal Job

UNIT 1

Imagine you are not satisfied with your job. You decide to job hunt—that is, to look for a new job. With a partner, write a list of things you might do to find a job.

1. I might ask someone in my family for a job.
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

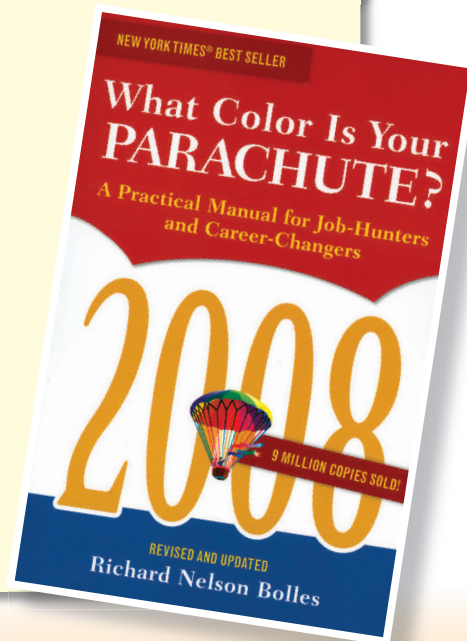
Now learn what a professional has to say about this topic. Read a book review of a job-hunting manual.

### FINDING THE IDEAL JOB

*What Color Is Your Parachute? 2008:  
A Practical Manual for Job-Hunters  
and Career-Changers*

by Richard Nelson Bolles, Ten Speed Press, \$18.95.

- 1 You are **out of work**.  
You hate your job.  
You aren't satisfied with your **career**.  
You are looking for your first job. Where do you start?







2 If you are like most Americans, you'll probably send your **résumé** to a lot of companies. You might search for job **postings** on the Internet or look for **ads** in the newspaper. But **experts** say you won't have much luck. People find jobs only five to ten percent of the time when they use these ways. So what can you do?

3 One thing you can do is to read Richard Bolles's *What Color Is Your Parachute?* Bolles is an expert in **job hunting**. He has helped thousands of people find jobs and careers. This book is different from other **job-hunting** manuals. Bolles doesn't help you to find just another job. Instead, he helps you find your **ideal** job: a job that fits you, a job that makes you happy. What kind of job is ideal for you? If you don't know the answer, Bolles says, you can't find your ideal job. You need to have a clear picture in your mind of the job you want. The book has many exercises to help you draw this picture.

4 Bolles says that you must think about three things:

(1) **YOUR SKILLS.** What do you like to do? What do you do well? Are you good at talking to groups? Growing vegetables? Teaching? Drawing on the computer? Bolles asks you to think about all your skills, not only "work skills." For example, a mother of four children is probably good at managing people (children!). This woman may be a good **manager**.

(2) **JOB SETTING.** Where do you like to work? Do you like to work outside? At home? In an office? Alone or with others? What kinds of people do you like to work with?

(3) **JOB REWARDS.** How much money do you need? How much money do you

want? What else do you want from a job? What makes you feel good about a job?

5 After Bolles helps you decide on your ideal job, he gives you **specific** advice on how to find that job. Bolles's exercises teach you how to find companies and how to introduce yourself. The chapter on job **interviews** is full of useful information and suggestions. For example, most people go to interviews asking themselves the question, "How do I get the company to **hire** me?" Bolles thinks this is the wrong question. Instead, he wants you to ask yourself, "Do I want to work here or not?"

6 Some people think that Bolles writes far too much and repeats himself. True, his book could probably have 100 pages instead of 456. But his writing style makes the book very easy to read, and a reader doesn't have to read the parts that seem less important. Other readers say that there is not enough space to write the answers to the exercises. But these are very small problems. *What Color Is Your Parachute?* is the best job-hunting manual you can buy.

7 *What Color Is Your Parachute?* was first written in 1970. Over nine million copies have been sold since then. The information is **updated** every year. So, if you are looking for a job or if you have a job but want a new one, remember: Don't just send out copies of your résumé. Don't just answer ads. And don't wait for friends to give you a job. Instead, buy this book and do a job hunt the right way. (560 words)

Barbara Kleppinger

## New Words

词 汇	词 性	释 义
ad /æd/	<i>n.</i>	广告
career /kə'riə/	<i>n.</i>	生涯; 职业; 事业
hire /'haɪə/	<i>v.</i>	聘用; 录用; 雇用
ideal /aɪ'di:əl/	<i>adj.</i>	理想的; 完美的
interview /'ɪntəvju:/	<i>n.</i>	面试; 采访
job-hunting /'dʒɔb,hʌntɪŋ/	<i>n.</i>	找工作, 求职
manager /'mænɪdʒə/	<i>n.</i>	经理, 管理人
manual /'mænjʊ(ə)l/	<i>n.</i>	手册; 指南
parachute /'pærəʃu:t/	<i>n.</i>	降落伞
posting /'pəʊstɪŋ/	<i>n.</i>	广告; 招贴
professional /prə'feʃ(ə)n(ə)l/	<i>n.</i>	专业人士
	<i>adj.</i>	专业的; 职业的
resume /rɪ'zju:m/	<i>n.</i>	简历
reward /rɪ'wɔ:d/	<i>n.</i>	报酬; 报答; 赏金; 酬金
setting /'setɪŋ/	<i>n.</i>	环境; (某事、戏剧、小说等的)背景
skill /skɪl/	<i>n.</i>	技能, 技巧, 才能, 本领
specific /spə'sɪfɪk/	<i>adj.</i>	明确的; 具体的; [免疫学]特效的
updated /ʌp'detɪd/	<i>adj.</i>	最新的; 现代化的; 适时的
expert /'ekspɜ:t/	<i>n.</i>	专家

## Phrases and Expressions

be out of work	失业
----------------	----

## ➔ READ FOR MAIN IDEAS

Read each statement. Decide if it is true or false. Write T (true) or F (false) next to it. Compare your answers with a classmate's.

- \_\_\_\_\_ 1. *What Color Is Your Parachute?* is similar to other job-hunting manuals.
- \_\_\_\_\_ 2. Bolles wants to help people find jobs on the Internet more quickly.
- \_\_\_\_\_ 3. According to *What Color Is Your Parachute?*, job hunters should think about their skills, the job setting, and the job rewards they want.
- \_\_\_\_\_ 4. *What Color Is Your Parachute?* includes specific advice on finding jobs.
- \_\_\_\_\_ 5. The reviews of Bolles's book are all positive.

## ➔ READ FOR DETAILS

Look at the list of job-hunting methods. Decide where each one should go in the chart. Write each method in the correct column.

answer newspaper ads

decide what kind of job is ideal

decide what kind of place you want to work in

do exercises in *What Color Is Your Parachute?*

look on the Internet

send out lots of résumés

think about job rewards

think about your skills

FIND A JOB	
What Many People Do	What Bolles Says Will Help You
answer newspaper ads	

## → MAKE INFERENCES

Read each situation. Decide whether, according to Bolles, the person is making a mistake or doing the right thing. Circle your answer. Then discuss your decisions with the class.

- Owen is a manager. He doesn't want to be a manager. But he's not looking for another job because he thinks he doesn't know how to do anything else. According to Bolles, Owen is \_\_\_\_\_.
  - making a mistake
  - doing the right thing
- Amy studied to be a teacher. But now she's not looking for work as a teacher. Instead, she's thinking about whether teaching is really the right career for her. According to Bolles, Amy is \_\_\_\_\_.
  - making a mistake
  - doing the right thing
- Bill is in a job interview. He is asking the person who is interviewing him some questions about the company. According to Bolles, Bill is \_\_\_\_\_.
  - making a mistake
  - doing the right thing
- Kathy has a choice between a job that pays very well and a job that seems very interesting. She decides that for her, money is the most important thing. So she chooses the job that pays well. According to Bolles, Kathy is \_\_\_\_\_.
  - making a mistake
  - doing the right thing
- Peter sent his résumé to many companies and he answered many Internet postings. Now he is waiting for someone to call him about a job. According to Bolles, Peter is \_\_\_\_\_.
  - making a mistake
  - doing the right thing

## → EXPRESS OPINIONS

Discuss the questions with a partner. Give your opinions. Then share your answers with the class.

- The next time you look for a job, which of Bolles's ideas do you think you might use?
- You are in an interview for a job with a very interesting company. What questions might you ask the interviewer about this company?
- The title of the book is *What Color Is Your Parachute?* Why do you think the author chose this title?

## ➔ TRANSLATION

Translate the following sentences into English, using the given words or phrases.

1. 面试很顺利。(interview)

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2. 他的职业生涯始于牛津大学。(professional)

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3. 我们大多数人都会认识一些总在学习新技术或研究新领域的人。(skill)

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4. 他回到办公室，在计算机上更新了工作日程。(update)

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5. 工厂一旦关闭，就意味着要有500工人失业。(be out of work)

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## **B** FAST READING: The Ideal Job

Read the stories about people who love their jobs.

### THE IDEAL JOB BY ALEX FROST

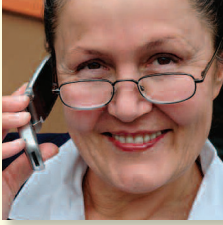
- 1 **Believe it or not**, some people get paid—and well—for doing the things that make them really happy. Here are a few people who have the jobs of their dreams.



#### **“I get paid to make videos!”—Ryan**

When I was 14, my uncle gave me his old video camera and I started making videos. I didn't do so well at school, but I loved **getting to know** people and making videos about them. I taught myself to edit the videos on this simple computer program that my dad had. One day a friend of my mom's asked me to make a video of her family. She wanted to send it to her mother who lived in China. It was totally fun, and she paid me \$150. Soon her friends asked me to make videos for them, and suddenly I had a business. That was 10 years ago. After a while, I **realized** I had to learn more about video. So now I am studying video part-time and **running my business**. It's great!

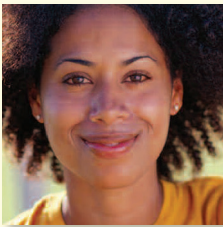
3



### “I have the greatest job in the world.”—Amanda

I am a **matchmaker** with 41 years of experience. Because of me, 60 couples are now happily married or **engaged**. I have a very good eye for people. And I don't mean I match people on how they look. I mean, I can meet a person just once for 10 minutes, and I know for sure what kind of person he or she is. I get a feeling. And this feeling tells me, “Oh, he might be a great husband for Stephanie,” or “Ah, now here is the woman for Timothy.” I can't imagine a job that's more fun. I meet wonderful people. I work for myself. Nobody tells me what to do. I don't spend much time with a computer in an office—the whole city is my office! I make enough money to **live a simple life**. And I get so much joy from seeing what happens to my matches. A month ago, a couple **stopped by** on their way home from the hospital with their new baby girl. I'm so happy to think that I helped make that family!

4



### “I have a job with an incredible view.”—Donna

Teaching **skydiving**<sup>1</sup> is so exciting. I get to be outside, and I love seeing students on their first jump. They are all nervous and excited. When they get to the ground, they can't wait to call everyone they know and tell them they just jumped out of an airplane. Later, when they learn to turn and fly forward, they realize that they're not just flying stones. They realize that they're like birds—they can fly!

5

It wasn't easy to get this job. I had to have about 1,000 jumps and about two years of **training**. And the **salary** was only \$15,000 for the first year. But I don't do it for the money. In fact, I don't need to get paid at all. I love it that much! (502 words)

Source: Based on information in Dave Curtin, “From Sky Diving Instructors to Fashion Consultants, Some Folks Just Love Their Jobs,” Knight-Ridder/Tribune News Service, 11 March 1996.

## New Words

词汇	词性	释义
engaged /ɪn'geɪdʒd/	adj.	有人用的；已订婚的；（指电话）占线的；忙碌的
incredible /ɪn'kredəbl/	adj.	不可思议的；惊人的；难以置信的
matchmaker /'mætʃmeɪkə/	n.	媒人，介绍人
realize /'ri:əlaɪz/	v.	实现；了解，意识到
salary /'sæləri/	n.	薪水
skydiving /'skɑɪdɑɪvɪŋ/	n.	跳伞运动
training /'treɪnɪŋ/	n.	训练；培养

## Phrases and Expressions

believe it or not	信不信由你
get to know	逐渐了解; 认识; 熟悉
live a simple life	过简朴的生活

**TASK 1** Complete the sentences with the correct name from the reading.

1. Donna made \$15,000 her first year.
2. \_\_\_\_\_ helped 60 couples find each other.
3. \_\_\_\_\_ didn't do well in school as a child.
4. \_\_\_\_\_ has the same job she had 40 years ago.
5. \_\_\_\_\_ is studying to get better skills.
6. \_\_\_\_\_ loves teaching.
7. \_\_\_\_\_ studied and practiced for her job for two years.
8. \_\_\_\_\_ is in charge of a video business.

**Task 2** Decide whether the following statements are true(T) or false(F) according to the passage.

- \_\_\_\_\_ 1. Ryan got paid by making CDs.
- \_\_\_\_\_ 2. Amanda was a matchmaker with 43 years of experience.
- \_\_\_\_\_ 3. Amanda didn't match people on how they look.
- \_\_\_\_\_ 4. Donna taught how to skate.
- \_\_\_\_\_ 5. Donna really liked her job and she didn't care about the salary.





## 冠词及冠词的用法

冠词是虚词,本身不能单独使用,也没有词义,它用在名词的前面,帮助指明名词的含义。英语中的冠词有三种,分别是定冠词(the Definite Article)、不定冠词(the Indefinite Article)和零冠词(Zero Article)。

## 1. 定冠词 the

the与指示代词this、that同源,有“那(这)个”的意思,可以和一个名词连用,来表示某个或某些特定的人或东西。

- 1) 特指双方都明白的人或物。例: Take the medicine.
- 2) 指上文提到过的人或事。例: He bought a house. I've been to the house.
- 3) 指世上独一无二的事物,如the sun、the sky、the moon、the earth。
- 4) 与单数名词连用,表示一类事物,如the dollar、the fox。与形容词或分词连用,表示一类人,如the rich、the living。
- 5) 用在序数词、形容词最高级,以及形容词only、very、same等前面。例: Where do you live? I live on the second floor.
- 6) 与复数名词连用,指整个群体。例: They are the teachers of this school.
- 7) 用在表示身体部位的名词前。例: She caught me by the arm.
- 8) 用在某些由普通名词构成的国家名称、机关团体、阶级等专有名词前,如the People's Republic of China。

## 2. 不定冠词

a (an)与数词one同源,是“一个”的意思。a用于辅音音素前,一般读作 /ə/, 而an则用于元音音素前,一般读做 /ən/。

- 1) 表示“一个”,意为one;指某人或某物,意为a certain。例: A Mr. Lin is waiting for you.
- 2) 代表一类人或物。例: A knife is a tool for cutting.
- 3) 与其他词构成词组或成语。如: a little / a few / a lot / a type of / a pile / a great many / many a / as a rule / in a hurry / in a minute / in a word / in a short while / after a while / have a cold / have a try / keep an eye on / all of a sudden。

## 3. 零冠词的用法

- 1) 国名、人名前通常不用定冠词,如England、Mary。
- 2) 泛指复数名词表示一类人或事物时,可不用定冠词。例: They are teachers.
- 3) 抽象名词表示一般概念时,通常不加冠词。例: Failure is the mother of success.



- 4) 物质名词表示一般概念时, 通常不加冠词。例: Man cannot live without water.
- 5) 在季节、月份、节日、假日、日期、星期等表示时间的名词之前, 不加冠词。  
例: We go to school from Monday to Friday.
- 6) 在称呼或表示官衔、职位的名词前不加冠词。例: The guards took the American to General Lee.
- 7) 在三餐、球类运动和娱乐运动的名称前, 不加冠词, 如have breakfast、play chess。
- 8) 当两个或两个以上名词并用时, 常省去冠词。例: I can't write without pen or pencil.
- 9) 当by与火车等交通工具连用, 表示一种方式时, 中间无冠词, 如by bus、by train。

Choose the best answers to fill in the blanks.

1. —Does Jim have \_\_\_\_\_ ruler?  
—Yes, he has \_\_\_\_\_ .  
A. an; some      B. a; one      C. a; /      D. any; one
2. There is \_\_\_\_\_ old bike. \_\_\_\_\_ old bike is Mr Zhao's.  
A. an; The      B. the; An      C. a; The      D. the; The
3. \_\_\_\_\_ apple a day keeps the doctors away.  
A. The      B. A      C. An      D. Two
4. —How many books do you have?  
—I have \_\_\_\_\_ book. That's \_\_\_\_\_ English book.  
A. a; an      B. a; one      C. one; an      D. one; one
5. At that time Tom was \_\_\_\_\_ one-year-old baby.  
A. a      B. an      C. the      D. /
6. \_\_\_\_\_ tiger is \_\_\_\_\_ China.  
A. The; a      B. A; the      C. The; from      D. The; the
7. We can't see \_\_\_\_\_ sun at \_\_\_\_\_ night.  
A. the; the      B. the; /      C. a; /      D. /; /
8. \_\_\_\_\_ useful book it is!  
A. What an      B. How a      C. What a      D. What
9. One afternoon he found \_\_\_\_\_ handbag. There was \_\_\_\_\_ "s" on the corner of \_\_\_\_\_ handbag.  
A. a; an; the      B. a; a; the      C. an; an; an      D. the; a; a
10. \_\_\_\_\_ old lady with white hair spoke \_\_\_\_\_ English well at \_\_\_\_\_ meeting.  
A. An; an; a      B. The; /; an      C. The; /; a      D. The; /; the



## FOCUS ON LISTENING AND SPEAKING

### PRONUNCIATION: Stress

In words with multiple syllables, one syllable is stressed. Stressed syllables sound longer than unstressed syllables. They are also louder and higher in pitch than unstressed syllables.

多音节词中，有一个音节重读，重读音节比非重读音节读得长和响亮。

1 Listen to the examples.

careful

creative

relaxing

A compound noun is formed when two nouns are used together as one noun.

In compound nouns, the stress is stronger on the first word in the compound.

复合名词是由两个名词直接连在一起构成的。复合名词中第一个词的重音读得重些。

1 Listen to the examples.

animal trainer

sales clerk

When an adjective is followed by a noun, the stress is usually stronger on the noun.

当形容词后有名词时，名词的重音应读得重些。

1 Listen to the examples.

professional shopper

good pay

1 2 Listen to the adjectives. Write the number of syllables you hear in each adjective. Then listen again and underline the stressed syllable. Listen again and repeat the words.

\_\_\_ 1. dangerous

\_\_\_ 2. important

\_\_\_ 3. tiring


\_\_\_ 4. educated

\_\_\_ 5. difficult

\_\_\_ 6. spicy

\_\_\_ 7. unusual

\_\_\_ 8. interesting

- 2  Read each item and underline the stressed syllable. Listen and check your answers. Then work with a partner. Take turns saying each item and listening for the correct stress.

- \_\_\_ 1. cartoon artist
- \_\_\_ 2. window washer
- \_\_\_ 3. high salary
- \_\_\_ 4. taste buds
- \_\_\_ 5. ice cream
- \_\_\_ 6. spicy foods
- \_\_\_ 7. department store

- 3 Work with a partner. Student A, ask Wh- questions with the phrases on the left. Student B, answer with the phrases on the right. Be sure to use the correct stress. Switch roles after item 4. Write your answers on the lines.

**Example**

A: What do you call someone who washes windows?

B: A window washer.

- |  |                            |
|--|----------------------------|
| <u>  b  </u> 1. someone who washes windows                   | a. taste buds              |
| ___ 2. a frozen dessert                                      | <u>  b  </u> window washer |
| ___ 3. someone who sells things                              | c. job counselor           |
| ___ 4. someone who draws cartoons                            | d. cartoon artist          |
| ___ 5. a large store that sells many different products      | e. ice cream               |
| ___ 6. someone who puts together computers                   | f. department store        |
| ___ 7. the parts of the tongue you use to taste food         | g. computer assembler      |
| ___ 8. someone who helps people find the right job or career | h. salesclerk              |

 **FUNCTION: Small Talk**

When making conversation, it's polite to ask about a person's job and interests (what people like to do in their free time). It's also polite to express interest (to react positively) when people tell you something about themselves.

谈话时，询问他人的工作和爱好是礼貌的行为（人们空闲时喜欢如此）。当别人告诉你一些他们自己的事情时，对其表示出兴趣（积极回应）也是礼貌的行为。

ASKING ABOUT SOMEONE'S JOB AND INTERESTS	TALKING ABOUT YOURSELF	SHOWING INTEREST
What do you do?	I'm not working right now. I'm a (student / chef / homemaker). I'm retired. <sup>1</sup>	Oh ... Really?
How do you like it?	It's great. It's interesting. It's all right, but ... I don't like it at all.	Good for you.  Oh, I see. Oh, why not?
What do you like to do in your free time?	I like to (listen to music / play tennis).  I enjoy (reading / playing computer games).	That's interesting.  That's nice.

Work with a partner. Complete the conversation with your own information. Then practice it aloud.

A: Hi. My name's \_\_\_\_\_.

B: Hi. I'm \_\_\_\_\_. Nice to meet you.

A: Nice to meet you, too. So what do you do?

B: I'm \_\_\_\_\_.

A: \_\_\_\_\_. How do you like it?

B: \_\_\_\_\_. How about you? What do you do?

A: \_\_\_\_\_.

B: \_\_\_\_\_. So what do you like to do in your free time?

A: \_\_\_\_\_. How about you?

B: \_\_\_\_\_.

## ➔ PRODUCTION: Participating in a Workshop

In this activity, you will **take part in a workshop for people looking for jobs**.

In this workshop, people with offbeat jobs want to get different jobs.

Job counselors talk with them to identify their skills and think of new jobs.

Try to use the vocabulary, pronunciation, and language to make small talk that you learned in the unit.

本活动中，你将参与一个针对求职者的专题讨论会。在这个讨论会上，拥有另类工作的人们想找不同的工作。职业顾问通过和求职者的交谈来确定其技能和对新工作的看法。尽量使用本单元学习的词汇、读音，以及适合简短交流的语言。

<sup>1</sup>retired: 退休的

*Follow the steps.*

**Step 1:** Divide into two groups with an equal number of students.

第1步：将学生平均分成两组

Group A: people with offbeat jobs who want to change jobs

A组：拥有另类工作的人，想换工作

Group B: job counselors, who can help identify skills and new jobs

B组：职业顾问，帮助人们确定技能和新工作

**Group A:** Each student chooses one job from the list below or another offbeat job. This is the job you now have. List the skills, characteristics, and strengths a person needs to do that job. Use words like: *creative*, *good with numbers*, and *trustworthy*. Then list reasons why you want to find a new job.

A组：每个学生从以下项目中选一项工作或其他另类的工作。假设你目前从事这项工作。列出从事此工作需要的技能、特长和资历。使用诸如“有创造力”、“精于数字”和“可靠”之类的词。然后列出你想找工作的原因。

restaurant reviewer

ice-cream taster

cartoon artist

professional shopper

game-show host

other: \_\_\_\_\_

window washer

**Group B:** Write five questions to ask the job holders.

B组：写出询问任职者的5个问题。

### Examples

What are your responsibilities?

Why do you want to change jobs?

**Step 2:** Form new groups of eight people—four from Group A and four from Group B. Offbeat job holders (Group A) sit in a line facing the job counselors (Group B).

第2步：组成8人的新小组——A组4人，B组4人。另类工作的任职者（A组）坐成一排和职业顾问（B组）面对面。

Conduct a workshop:

开展讨论会

- Each job holder briefly introduces himself or herself and then gives a short talk about his or her current job.

每位任职者先简单介绍下自己，然后就自己目前的工作做简短发言。

- Each counselor asks one or two questions to each job holder.

每位职业顾问询问任职者一两个问题。

**Step 3:** To end the workshop, each job counselor names a new job that is good for the job holders. Explain which skills the job holders can use in the new jobs.

第3步：最后，每位职业顾问为任职者提供一份合适的新工作。阐述任职者在新工作中可以用到的技能。

## 4 FOCUS ON WRITING

In this unit, you read about how to find your ideal job and about people who found their ideal job. Now think about your ideal job. Why is that job ideal for you?

You are going to **write a paragraph about your ideal job**. You will explain why this job is ideal for you. You will tell about the skills, setting, and rewards related to this job. Use the vocabulary from the unit.

### ➔ PREPARE TO WRITE: Listing

In order to help you think about the topic for your paragraph, you will do a prewriting activity called **listing**. Listing is **making a list of your ideas** before you begin to write. When you make a list, it is not necessary to write complete sentences.

为了帮助思考段落主题，你要在写作前先进行构思，也就是在写作前把自己的想法一一列出。写构思列表时，不需要写出特别完整的句子。

- 1 *Richard Bolles says that you need to know your skills, preferred settings, and rewards in order to find your ideal job. List these things in the chart. Then list some ideal jobs for you.*

SKILLS I HAVE	SETTINGS I PREFER	REWARDS I WANT

#### Possible Ideal Jobs for Me

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- 2 *Find a classmate who knows you well. Show your list to this classmate. See if he or she has any more ideas about jobs that might be good for you. Add them to the list, then choose an ideal job to write about.*

## ➔ WRITE: A Paragraph and Its Topic Sentence

A **paragraph** is a group of sentences about one topic. The first sentence is the **topic sentence**. It states the **main idea** of the paragraph. For this assignment, the topic sentence will give the name of the writer's ideal job.

一个段落就是围绕某个主题的一组句子。段落的第一句一般是**主题句**，阐述该段的**主要思想**。在这个段落中，主题句提到了作者的理想工作是什么。

- 1 Read the paragraph. Then underline the topic sentence and circle the name of the writer's ideal job.

I would like to be a mountain-climbing guide. I like this job for several reasons. First of all, mountain climbing is very exciting. Mountain-climbing guides get to climb tall, dangerous mountains. Second, I enjoy working outside. I like the fresh air much better than I like a stuffy office. Finally, I like to meet interesting people. Mountain-climbing guides travel to many different parts of the world and meet other adventurous people.

- 2 Each paragraph is missing a topic sentence. Choose the best one from the list and write it on the line. Remember that the topic sentence must give the name of the writer's ideal job.

### Paragraph 1

\_\_\_\_\_ .  
There are many reasons why I like this job. First, I like animals. Animals bring a lot of joy to our lives, but they do not ask for a lot in return. I also enjoy helping animals and their owners feel better. Pet owners are happy when their pets are well. Finally, veterinarians get to work with other people who like animals. They can even bring their pets to work!

### Topic Sentences

- a. I would like a job working with animals.
- b. I think I would like to become a veterinarian.
- c. A veterinarian helps people and animals feel better.

## Paragraph 2

Many people think accountants have boring jobs, but I think accounting is an interesting job. I like math, and I am good at it. I also like helping people manage their money. So I think I have the skills to be an accountant. Accountants mostly work alone. I like meeting people, but I prefer to work alone. Good accountants can earn a lot of money, and that is important for me.

## Topic Sentences

- a. Accountants are very important for businesses and people.
- b. I would like to be a mathematician.
- c. My ideal job is to be an accountant.

- 3 Write a topic sentence for the paragraph that you are going to write about your ideal job.

Your topic sentence: \_\_\_\_\_

- 4 Now write the first draft of your paragraph about your ideal job. Start with your topic sentence. Then write sentences that explain the idea in your topic sentence. Use the list you made on **page 18** to help you write your paragraph.

### ➔ REVISE: Adding Supporting Sentences

Sentences that come after the topic sentence are supporting sentences. They explain the main idea with specific details and examples.

主题句后的句子叫做支撑句。支撑句用详细的资料和具体的例子对主题句进行阐述。

- 1 Read the paragraph. Underline the topic sentence. Then discuss with a partner what kind of information the writer could add to the paragraph.

I would like to become an animator and make films like Toy Story, Shrek, and Cars. This job is ideal for me because I love to work on computers. It is important for me to work with fun people, and everyone I know in animation is really fun. Animators can make a lot of money, and that is important too.



- 2 Read each paragraph and list of supporting sentences. Choose **two** sentences to add to the paragraph. Use an arrow to show where each sentence should go. Put the sentences about skills together, the sentences about setting together, and the sentences about rewards together. The first one has been done for you.

### Paragraph 1

I would like to become an animator and make films like Toy Story, Shrek and Cars. This job is ideal for me because I love to work on computers and I love to draw. It is important for me to work with fun people, and everyone I know in animation is really fun. Animators can make a lot of money, and that is important.

### Supporting Sentences

- a. I always buy a large popcorn when I go to the movies.
- b. But the best reward is that I get to see films I helped to make in theaters.
- c. I also know how to draw Manga animations.
- d. Mickey Mouse was one of Walt Disney's first animations.

### Paragraph 1

Fashion designing is my dream job. I have good skills for designing clothes. Fashion designers have a lot of fun in their jobs. They can work alone at home or in a studio with others. One reward is that they get to see people wearing their designs. Designing clothes sounds like a lot of fun!

### Supporting Sentences

- a. I love wearing Dolce and Gabbana clothes.
  - b. I know how to sew, and I love to draw clothes.
  - c. Designing shoes could also be a fun job because I like shoes.
  - d. Fashion designers also get to travel, and I love to travel.
- 3 Now go back to the first draft of your paragraph. Do all your sentences support the topic sentence? If not, cross them out. Then add some more supporting sentences. Make sure these sentences explain the topic sentence with details and examples.

## → EDIT: Writing the Final Draft

Write the final draft of your paragraph. Carefully edit it for grammatical and mechanical errors, such as spelling, capitalization, and punctuation. Make sure you used some of the vocabulary from the unit. Use the checklist to help you write your final draft. Then neatly write or type your paragraph.

### ✓ FINAL DRAFT CHECKLIST

- Does your paragraph tell about your ideal job?
- Does it tell about the skills, setting, and rewards related to this job?
- Does it contain a topic sentence?
- Are there enough supporting sentences to explain the topic sentence?
- Do the supporting sentences give reasons why the job is ideal for you?
- Do you use new vocabulary that you learned in this unit?

## PROVERBS AND SAYINGS

1. The big jobs are for the ones who can handle the small ones.  
欲成大事者，需从小事着手。
2. No work, no pork.  
工作不努力，生活无着落。
3. Hunger is not the worst feature of unemployment; idleness is.  
挨饿不可怕，游手好闲最可悲。
4. It is no use doing what you like; you have got to like what you do. (Winston Churchill, former British Prime Minister)  
不能爱哪行才干哪行，要干哪行爱哪行。（英国前首相 丘吉尔）