

UNIT ONE

I'm Lovin' It

Part One Design the Unit Teaching

Teaching Contents

- factors affecting job satisfaction
- relationship between interest and earnings at workplace
- integrated language skills

01

Teaching Objectives

After the completion of this unit, students are able to:

- understand that interest is a prerequisite for job satisfaction
- realize the correlation between love and money in a job depends on one's perspective
- develop interest in one's future job in the beginning

Teaching Key Points

- realize job satisfaction is affected by inner and outer factors

02

- understand job passion and income are not contradictory, but reciprocal
- develop critical thinking and analyze the phenomena of job hopping
- master some basic language skills
- master and use key words, phrases, word formation and sentence patterns

Teaching Difficulty

- cultivate a good habit of critical thinking and develop the ability to analyze the phenomena of job hopping

03

- apply what is learned in class to future job choice

Teaching Methods

- communicative approach
- cognitive approach
- audio-lingual approach

04

Time Allotment

- Warming-up one period
- Reading three periods
- Writing one period
- Listening & Speaking two periods
- Further Learning one period

06

05

Part Two Teaching the Unit



Warming-up

■ Task 1

1. Task Design Purpose

Job is an eternal subject. In our childhood, we were often asked by adults about our future job. Childish as our answer might be, it is our best perspective of the future. When we college students are faced with the same question, we should give a careful answer. The task is designed to inform the learners that personal attributes, such as interest, specialty, personality and character are the first lot of factors to take into consideration when they choose their future job.

2. Task-centered Activities

- 1) Work in pairs. Students are required to guess what the future jobs might be based on the statements. Write down as many possible answers as they can for Questions 1-6. As for Questions 7-8, let students exchange their plan for their future job and explain the reason(s) with their partner.
- 2) Check the answers for Questions 1-6.
- 3) To share students' future job, the teacher can choose games to arouse their interest in this unit.

Game 1—Simulation: Student A simulates an action about his/her future job and lets the rest of the students guess the job.

Game 2—Yes-or-No Game: Student A faces the class with a note of his/her future job stuck on the back. The rest of the students guess by asking questions, such as workplace, products or service provided and working hours. Student A can only answer “Yes” or “No” and turn back to show the note when someone gets the right answer.

Game 3—Photoshop: Choose some interesting jobs. Change the figures in the pictures with students' photos and make them guess the jobs. Students can be assigned to design their or their partner's future job with Photoshop or other editing software after class.

3. Reference

| | | |
|-----------------|----------------------|----------------|
| accountant 会计 | captain 船长 | carpenter 木匠 |
| architect 建筑师 | chef 主厨 | D.J. 电台音乐节目主持人 |
| astronaut 宇航员 | chemist 化学家 | dentist 牙医 |
| banker 银行家 | consultant 顾问 | director 导演 |
| bartender 酒吧服务员 | customs officer 海关官员 | electrician 电工 |

| | | |
|-----------------------|------------------|--------------------|
| firefighter 消防员 | model 模特 | scientist 科学家 |
| flight attendant 空乘人员 | navigator 航海家 | secretary 秘书 |
| gardener 园丁 | painter 油漆匠 | shop assistant 店员 |
| hairdresser 美发师 | photographer 摄影师 | tailor 裁缝师 |
| hairstylist 发型师 | pilot 飞行员 | technician 技师 |
| jeweler 珠宝商 | plumber 水管工人 | teller 出纳 |
| journalist 记者 | porter 行李搬运工 | translator 翻译 |
| judge 法官 | producer 制片人 | travel agent 旅游代理商 |
| lawyer 律师 | receptionist 接待员 | typist 打字员 |
| mechanic 机械工 | sailor 水手 | usher 引座员 |
| miner 矿工 | salesperson 销售员 | veterinarian 兽医 |

■ Task 2

1. The task is to help students to form the right values of job-choosing. The statements are supposed to trigger students to ponder what top factors are to be taken into consideration when they are faced with job-choosing.
2. Let students brainstorm what are common factors for people to choose their job. The teacher can write down some key words as examples:
Common factors:
training, promotion, working hours, holiday, benefits (holiday, health care, insurance), rights and obligations, working environment, transportation, self-development, teamwork, cooperate culture, personal interest, interpersonal relationship...
3. Work in groups. Share the top three demands for a job with group members and state the reason.
4. Choose some students to share their choice with the class.



Reading

Pre-reading—Approaching the Topic

■ I. Background Information

1. mortician 殡葬业者, 丧事承办人

Mortician is a professional involved in the business of funeral rites. Their tasks often entail the embalming (尸体防腐), burial or cremation (火化) of the dead, as well as the planning and arrangement of the actual funeral ceremony. Morticians may at

times be asked to perform tasks such as dressing (给逝者穿寿衣), casketing (入殓) and cosmeticizing (遗容化妆).

2. **job satisfaction** 职业满意度

Job satisfaction describes how happy an individual is with his/her job. The happier people are with their job, the more satisfied they are said to be. A primary influence on job satisfaction is the application of job design, which aims to enhance job satisfaction and performance using methods such as job rotation, job enlargement, job enrichment and job re-engineering. Other influences on satisfaction include management styles and culture, employee involvement, empowerment, and so on. The most common technique for measuring job satisfaction is the use of rating scales where employees report their thoughts about and reactions to their jobs. Questions can relate to rates of pay, work responsibilities, variety of tasks, promotional opportunities, the work itself, and co-workers.

3. **physical therapist** 理疗师

It is a health care profession concerned with the treatment of physical dysfunction (功能障碍) or injury by the use of therapeutic exercise and the application of modalities, intended to restore or facilitate normal function or development.

■ II. Teaching Suggestions

1. Ask students to make a list of unconventional jobs and tell a story about a person with an unconventional job.
2. Ask students to read through the first four paragraphs of the passage and complete Task 1. Let them explain the reasons.
3. Ask students to read through the remaining paragraphs and complete Task 2.
4. Ask students to summarize the main idea of the passage: The passage begins with a story of Elizabeth Fournier, a mortician, who gains job satisfaction by assisting others. Then the passage provides suggestions for people with various degrees of job satisfaction.

While-reading—Exploring the Topic

■ I. Vocabulary Study

1. **assist**

v. 帮助, 协助; 促进

e.g. His secretary was assisting him to prepare his speech.

秘书正在帮他准备演讲稿。

Salvage operations have been greatly assisted by the good weather conditions.

天公作美, 这大大促进了救援行动的顺利进行。

n. 帮助, 援助

e.g. The victims of earthquake need assist as soon as possible.

那些地震灾民急需援助。

2. **funeral** *n.* 葬礼

e.g. The spokesman would not reveal any details about the location or time of the funeral.

这位发言人不愿再透露有关葬礼地点和时间的任何细节。

Thousands of people attended his funeral to commemorate his great contribution to the country.

成千上万的人参加了他的葬礼, 纪念他为国家作出的巨大贡献。

3. **contribution** *n.* 贡献; 捐赠; 稿件

e.g. I am proud of my contribution to the team's success.

为团队胜利作出贡献我感到很骄傲。

By his suggestion the contribution was raised.

根据他的倡议而发起了募捐。

The editor is short of contributions for the May issue.

编辑缺少五月份出版的稿件。

4. **unconventional** *a.* 非传统的, 非常规的, 标新立异的

e.g. The two countries share fundamental strategic goals in reduction of unconventional security threats such as climate change, terrorism and pandemics.

两国在打击非传统安全威胁方面有着共同的基本战略目标, 这些威胁包括气候变化、恐怖主义以及流行病等。

Her unconventional dress and hairstyle drew our attention.

她标新立异的穿着和发型引起了我们的注意。

5. **conventional** *a.* 传统的, 常规的

e.g. My landlady is a respectable married woman with conventional opinions.

我的房东是一个可敬的有着传统观念的已婚妇女。

Making bacon and sausage before Spring Festival is a conventional practice flourished in my hometown.

春节前做腊肉、灌香肠这种常规做法在我的家乡很盛行。

6. correlation *n.* 相互关系; 相关, 关联

e.g. He is quite clear about the correlation between smoking and disease.

他很清楚吸烟与疾病之间的关系。

In fact, quality and cost have a close correlation.

事实上, 质量和成本密切相关。

7. autonomy *n.* 自主, 独立; 自治

e.g. Branch managers have full autonomy in their own areas.

分支机构的经理在其管辖范围内有充分的自主权。

Learner autonomy is the ultimate aim of foreign language learning.

自主学习是外语学习的终极目标。

China has been exercising regional autonomy of ethnic minorities.

中国一直实行少数民族区域自治政策。

8. disenchantment *n.* 不抱幻想, 醒悟

e.g. This decision may merely aggravate voters' disenchantment with this organization.

这个决定或许只会让选民对于该组织更加不抱幻想。

He was not quite the first American to view Western life with disenchantment.

他并不是第一个以清醒的头脑观察西部生活的美国人。

9. surprisingly *ad.* 惊人地, 出人意料地

e.g. Don't throw the little gadget. You will find it surprisingly useful in your trip.

不要扔掉这个小玩意。你会发现在旅行中它非常有用。

His prediction was surprisingly consistent with what happened fifty years later.

他当年的预言和五十年后发生的一切惊人的一致。

10. unappreciated *a.* 未获赏识的, 未被欣赏的; 不领情的

e.g. He was in a job where he felt unappreciated and undervalued.

他以前的工作让他感觉不受赏识和重视。

It should not matter if your help is unappreciated.

如果你提供了帮助却不被接受, 这不要紧。

11. outweigh *v.* 比……更重要, 比……重(在重量上)

e.g. Living in the countryside means fresh air and unpolluted food. Its benefits far outweigh the inconveniences.

住在乡下意味着清新的空气和无污染食物, 它的好处远远大于不便。

The boxer outweighed his opponent by 15 pounds.

这名拳击手比他的对手重了15磅。

12. intersection *n.* 交叉点, 相交; 十字路口

e.g. Two parallel lines will never have an intersection point.

两条平行线永远不会相交。

The policeman regulated traffic at the intersection.

警察在十字路口指挥交通。

13. overlap

n. 重叠

e.g. We're working to reduce overlap between jobs.

我们在努力减少工作内容的重叠。

There is no question of overlap between the two courses.

这两门课程之间不存在重叠的问题。

v. 重叠, 交搭

e.g. History and politics overlap and should be studied together.

历史与政治有相同之处, 应该一起来研究。

14. identify *v.* 确定; 认出; 把……看作一致

e.g. Miss White identified her baggage among hundreds of others.

怀特小姐在几百件行李中认出了自己的行李。

Surprisingly, a number of people identify wealth with happiness.

令人吃惊的是, 不少人把财富等同于幸福。

15. take...seriously 认真对待

e.g. Don't take it so seriously; it was just a joke.

别当真, 不过是开个玩笑而已。

When people ask you to do something, you should take it seriously.

人家托你的事, 你别不在意。

16. (be) consistent with 与……一致, 与……吻合

e.g. His action is always consistent with his words.

他始终言行一致。

This report is consistent with what we've already known.

这个报道与我们所知道的是一致的。

17. correlate with 与……相关, 与……联系起来

e.g. We should correlate demand with supply.

我们应把供与求联系起来。

We can often correlate age with frequency of illness.

我们经常可以发现年龄与发病率有联系。

18. get along with 相处融洽

e.g. Ability to get along with people is a great asset in business.

在商界, 能与别人融洽相处是莫大的财富。

Is she getting along all right with her new job?

她新的工作岗位上干得不错吧?

19. strategy *n.* 策略, 战略

e.g. What do you do with these trends and how do they affect your future marketing strategy?

面对此趋势, 你打算做些什么? 它们将如何影响你未来的营销策略呢?

She also helped me to understand how my personal goals fitted with my business strategy.

她还帮助我了解到我的个人目标与我的商业战略的协调程度。

■ **II. Sentence Structure**

1. While at college, she made it clear that her interest in the mortuary business was more than a joke but her friends never took her seriously. (Para. 1)

大学时, 她就表明自己对殡葬业的兴趣绝非玩笑, 但她的朋友们从来没有把此话当真。

• more than+名词表示“不仅仅是”。

e.g. They are more than friends. They are also competitors.

他们不仅是朋友, 也是竞争对手。

• more than+数词含“以上”或“不止”之意。

e.g. I have known David for more than 20 years.

我认识戴维有20余年了。

• more than+形容词表示“很”或“非常”的意思。

e.g. I assure you I am more than glad to help you.

我敢保证我是非常乐意帮助你的。

• more than+(that)从句表示“超过”, 可译成“简直不, 远非, 完全不能”, 其后常搭配情态动词can。

e.g. The heat there was more than he could stand.

那儿的炎热程度是他所不能忍受的。

• more than也在一些惯用语中出现。

e.g. More often than not, people tend to pay attention to what they can take rather than what they can give.

通常, 人们关注收获胜于付出。

2. It has been discovered that the happiest workers are those in caregiver roles such as firefighters, teachers, the clergy and physical therapists. (Para. 2)

该研究发现,职业满意度最高的是照料他人的从业人员,例如消防员、教师、神职人员和理疗师。

It is+动词过去分词+that是一种句式,真正的主语为that引导的从句。常用于此句式的动词有: say, know, rumor, record, report等。

e.g. It is said that the inspectors will arrive in two days.

据说检查人员两天后到达。

It was reported that only two passengers survived the air crash.

据报道,这次空难中仅有两名乘客幸存。

3. The energy we get from the work we enjoy probably far outweighs the drain of the things we don't like. (Para. 5)

从自己喜爱的工作中获得的干劲或许远远超过了负面损耗。

此句中的outweigh表示“比……重”。有些英语单词本身包含比较的意义,不用比较级,例如: prefer to, inferior to, superior to, prior to, senior to, junior to等。

e.g. Bob is two years senior to me.

鲍勃比我大两岁。

My knowledge is inferior to his.

我的知识面不如他。

■ **III. Chinese Version of the Passage**

热爱本职工作

伊丽莎白·福尼尔是一位殡葬从业者。大学时,她就表明自己对殡葬业的兴趣绝非玩笑,但她的朋友们从来没有把此话当真。然而,大约19年后,这些朋友却请她为自己的家人安排葬礼。在别人最难过的时候能帮上忙,福尼尔深感荣幸。在她眼里,殡葬从业者通过组织葬礼帮助别人,其作用和助产士、护士类似。福尼尔认为自己对社会的贡献同样很有意义。

福尼尔热爱这份非同寻常的工作的大部分理由其实是普遍认同的,至少根据职业满意度对工作中的满足感和个人贡献相关度的研究可以得出这一点。该研究发现,职业满意度最高的是关心照料他人的从业人员,例如消防员、教师、神职人员和理疗师。

职业满意度是自主性、目的性和渴望从事有用、快乐、有趣工作的综合结果。薪水未必和职业满意度必然相关。它也许会吸引人们入门,但别的东西会阻止其发展。

然而,在所有热爱本职工作的人群中,仍有相当多的人承认对自己的工作不满意。如果对职业生涯逐渐心灰意冷,我们可以采取下面的措施改变现状。

如果有80%的时间我们热爱自己所做的工作,那就说明我们干得相当不错。从自己

喜爱的工作中获得的干劲或许远远超过了负面损耗。这种情况下，我们应关注工作中带来愉悦的部分。

如果感到不被赏识或被忽视，则应设法彰显自我。我们可以寻找机会表达心迹。如果工作很无聊，我们可以要求承担更多的责任。如果工作太容易，我们可以要求新的挑战或培训以拓展技能。

我们应该设法找到自己的兴趣、优势以及市场价值的契合点。确定这个契合点将有助于我们认识到工作的价值所在，而认识到这一点将带来满足感。

最后，倘若我们和上司、同事相处不融洽，则应尽量减少和他们的互动交流。专注于自己的工作表现和结果即可。

如果这些策略仍使我们忐忑不安，也许是时候寻找新的工作了。记住，你的工作意味着你拥有它并以此为生。因此，努力热爱它吧。

Post-reading—Expanding the Topic

1. Work in groups: As for the first question of “Thinking Point to Approaching the Topic”, students are required to present their results after discussion in class. The task is to help students set a standard of job satisfaction. The second question can be assigned as homework. The teacher is advised to focus on practicing students’ oral English or written English. Choose one group to present it in the next class.
2. Learner autonomy: Tasks in “Word Practice” can be assigned as homework. Students are encouraged to complete the tasks with the help of dictionaries, the Internet or their classmates. Check the answers in the next class.



Language Review

Word Building

■ I. 后缀-tion

后缀-tion或者-ation常用于某些动词后构成名词，表示一种状态或过程。

1. 直接加-(t)ion。

erupt—eruption 爆发

connect—connection 连接

extinct—extinction 熄灭

invent—invention 发明

inhibit—inhibition 抑制

construct—construction 建设

addict—addiction 沉溺

interact—interaction 相互作用

predict—prediction 预言

2. 变词尾-te为-tion。

evaluate—evaluation 评价

donate—donation 捐献

emote—emotion 情感

relate—relation 联系

stimulate—stimulation 模仿

3. 直接加-ation。

limit—limitation 限制

form—formation 形成

consider—consideration 体贴

4. 变词尾-e为-ation。

civilize—civilization 文明

organize—organization 组织

imagine—imagination 想象

5. 变词尾-e为-ption。

consume—consumption 消费

6. 变词尾-e为-ition。

impose—imposition 强加

dominate—domination 控制

associate—association 社团

fascinate—fascination 迷恋

investigate—investigation 调查

recommend—recommendation 推荐

found—foundation 建立

conserve—conservation 保存

prepare—preparation 准备

combine—combination 组合

assume—assumption 假设

compete—competition 比赛

■ II. 后缀-er/-or/-ar

后缀-er/-or/-ar常置于动词后表示从事某一职业的人,有时也可以指能够做某一工作的物体,如机器、工具等。

sing—singer 歌手

administrate—administrator 管理者

teach—teacher 教师

visit—visitor 参观者

pack—packer 打包工人; 打包机

conquer—conqueror 征服者

beg—beggar 乞丐

drive—driver 司机

work—worker 工人

instruct—instructor 指导者

invent—inventor 发明者

conduct—conductor 指挥

clean—cleaner 清洁工; 清洁剂

lie—liar 撒谎者

■ III. Supplementary Exercises

Task 1 Fill in each sentence with an appropriate word with the suffix “-tion”.

The original verb can be found in the sentence itself.

1. She is estimated to arrive on time. But in my _____, she will be late as usual.

2. The consequence of _____ is that people who have been discriminated will lose an equal opportunity.

3. We have received your letter of _____ in which your ex-boss recommended you for the post.
4. Mr. Lee instructs us in English. His _____ is interesting and effective.
5. The party was canceled because of the rain and the _____ annoyed the invited guests.

Key

1. estimation 2. discrimination 3. recommendation 4. instruction 5. cancellation

Task 2 Match the words in Column A with the appropriate suffixes in Column B. Fill in the blanks with the words.

| A | B |
|-----------|-----|
| direct | |
| bake | -er |
| produce | -ar |
| translate | -or |
| govern | |

1. The firm is Britain's main _____ of electronic equipment.
2. The new-style machine helps housewives make bread as well as the _____ does.
3. I love language learning and dream of becoming a _____ someday.
4. Arnold Schwarzenegger, the former Hollywood's superstar, became California _____.
5. The _____ of the film has directed several action movies.

Key

1. producer 2. baker 3. translator 4. governor 5. director



Writing

Task 1

1. The teacher puts forward the question of "What might affect one's job satisfaction?" and lets students brainstorm as many answers as possible. Some factors are listed below.

| | | | |
|-------------------------|----------------|--------------------------------|-----------------------------------|
| personal interest | achievement | security | company policy and administration |
| salary | responsibility | stress | working condition |
| recognition | promotion | social status | relationship with the supervisor |
| relationship with peers | | relationship with subordinates | |
2. Work in groups and summarize the factors which affect job satisfaction in the pictures.

■ Task 2

Have a pre-writing discussion in groups and write an outline of Task 2 in class. After class, group members are required to write the first draft collectively and make their contribution by correcting and modifying the draft. Hand in the final draft as the group assignment.



Listening & Speaking

■ Task 1

1. Ask students to go through the alternative options and guess what the question might be for each exercise. Explain the new words and phrase in the listening material.

Vocabulary List

| | | |
|--------------|-----------|------------------|
| marvelous | <i>a.</i> | 非凡的, 不可思议的, 奇迹般的 |
| inspire | <i>v.</i> | 鼓舞, 激励 |
| distribute | <i>v.</i> | 分发, 散发 |
| subscription | <i>n.</i> | 订阅(费) |
| branch out | | 扩大业务, 拓展领域 |

2. Listen for the first time for the main idea.
3. Listen for the second time for details.
4. Listen for the third time for answers. Choose the right answer to each question.
5. Role-play the interview.

■ Task 2

1. Explain the new words and phrases to help students catch the main idea of the conversation.

Vocabulary List

| | | |
|---------------------|-----------|-------------|
| make ends meet | | 收支平衡, 量入而出 |
| on a(n)...basis | | 以……为基础 |
| insignificant | <i>a.</i> | 无足轻重的, 不重要的 |
| sense of well-being | | 幸福感 |
| profound | <i>a.</i> | 深刻的; 强烈的 |

2. Ask students to go through the conversation and try to fill in the following table. And then let them listen and complete the blank-filling of Task 2.

| No. | David's Problem | Mary's Suggestion |
|-----|-----------------|-------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

3. Listen again and check the answers. Ask students to role-play the conversation.

■ Tasks 3 & 4

1. The script is about a clown called Miss TeaCup. It introduces how she became a clown and some stories in her work. First explain some new words which might be obstacles for listening comprehension.

Vocabulary List

| | | |
|---------|-----------|----------|
| enroll | <i>v.</i> | 报名登记, 参加 |
| amiable | <i>a.</i> | 和蔼可亲的 |
| witty | <i>a.</i> | 诙谐的, 机智的 |
| autism | <i>n.</i> | 自闭症 |

2. Help students understand the statements in Task 3 and Task 4.
3. Catch the main idea for the first listening. Listen again and pause the recording when the statement concerned is mentioned and let students choose. Then offer the right answer. Disputes are welcomed if students fail to reach agreement.

■ Task 5

1. Let students listen to Task 4 again and jot down some key words to get ready for story-retelling.
2. Choose two students to retell the two stories. Both the teacher and students can supplement if necessary.

■ Task 6

The task is set to consolidate students' comprehension of the listening material. Students are encouraged to add more questions for the interview.

■ Task 7

Work in groups of three. Student A writes down his/her favorite part-time job and hides it. While listening to Student A's description of the job and reasons for loving the job, Student B takes notes. Then Student B repeats what Student A says and lets Student C guess. Student A shows the answer if Student C gets it. Change the roles and practice again.



Further Learning

■ I. Approaching the Topic

Nowadays, job satisfaction sounds like an ultimate luxury which is only available to very few people. For most people, job is the means to maintain survival primarily and a life of good quality ultimately. Achieving job satisfaction seems like a utopian dream, or a wild wish. However, it is not reasonable to criticize those people who pursue a job which is their favorite and adequately-paid simultaneously. The passage is selected to help workplace novices to have a dialectic perspective to view the relationship between love and money in their career.

Love and money rely on each other at the workplace. Young graduates should bear in mind that the first thing is to follow your interest or your instinct when choosing a job. Money is important, but not as important as interest. Interest repels all kinds of temptations and impels you to gain expertise in your field. When interest turns into passion, you work more productively and efficiently, you can bear more pressure and challenges and you are more immune to mental or physical diseases. Your excellent performance will definitely lead to large reward, either in a visible or invisible form, but both will increase your income. Job satisfaction embraces all those who are job-lovers and devoted to their job. Therefore, loving one's job is the prerequisite, and money and job satisfaction are the results. Love and money are never contradictory, but indispensable.

■ II. Background Information

1. pay day 发薪日

Pay day is a specified day when one is paid, usually for workers to collect wages or salaries from their employers.

2. unemployment rate 失业率

The unemployment rate is expressed as a percentage and is calculated as follows:

$$\text{unemployment rate} = \frac{\text{unemployed workers}}{\text{total labor force}}$$

3. a cog in the wheel 无足轻重的人物

The phrase means one who holds a minor but necessary post in a large organization. This term alludes to the role of the mechanical cog, one of the teeth on a wheel or gear that, by engaging other teeth, transmits or receives motion. Used figuratively, it emphasizes a person's lack of importance.

III. Passage Comprehension

The passage analyzes the relationship between job-loving and money from a unique perspective. The following process can be assigned as after-class application.

1. Lead-in: Discuss the relationship between love and money in a job.
2. Main idea: Scan the passage and summarize the main idea. Do Task 1 to check how many students grasp the passage.
3. Case study: Based on the understanding of the passage, analyze the case in Task 2. Work in groups and give the suggestions for each symptom.

IV. Chinese Version of the Passage

职场中的乐业奉献与金钱赚取

发薪日是你工作中唯一开心的日子还是你每天都爱去上班? 谈论对工作的热爱与否听上去有些可笑, 毕竟, 考虑到居高不下的失业率, 如今拥有工作的人已是幸运。当人们求“职”若渴时, 薪酬通常被放到第二位, 至于工作愉悦感, 也许从未考虑在内。然而, 倘若不喜欢自己的工作, 我们有可能会牢骚满腹, 郁郁寡欢。对于发薪日和工作日不同的感受也许取决于我们的视角。

不管从事什么工作, 乐观是关键。经济危机时期, 我们应该深信经济低迷是暂时的。得与失是一个动态的变化过程。当经济繁荣时, 公司能够支付津贴和奖金, 这会让员工爱上发薪日。而当经济衰退时, 福利可能要少些, 但是我们仍竭尽所能, 为公司发挥了或大或小的作用, 这就够了。乐观不仅让我们和公司休戚与共, 而且能够激发我们的工作热情。乐观地工作让我们发现工作的乐趣和同事的风趣。工作中获得的愉悦有助于身体健康, 也意味着少花医疗费, 相当于间接增加收入。

热爱工作也可能带来直接经济收益。有证据表明, 爱岗敬业提升工作动力, 增加劳动产出, 从而增加收入。老板对我们的出色表现不会视而不见, 而成为老板眼中的红人的结果通常是晋升或加薪。

然而,我们应该明白工作热情并不总是用金钱作为奖励的。譬如,公司可能用带薪假期、免费培训、带薪进修或丰厚的健康保险等形式来表达对乐业奉献的员工的感激之情。这些福利相当于30%的加薪。

职场中积极乐观的精神和爱岗奉献的态度远远超过我们每月的薪酬。爱岗敬业能够让我们真正富足!



Famous Quotes

I. Teaching Suggestions

Let students read the quotes and choose the one which impresses them most. Use some stories to illustrate its moral.

II. Chinese Version of the Quotes

- A burden of one's choice is not felt.
爱挑的担子不嫌重。
- When one loves one's art no service seems too hard.
一旦热爱艺术,什么奉献也不难。
- Happiness lies not in the mere possession of money; it lies in the joy of achievement, in the thrill of creative effort.
幸福不在于拥有金钱,而在于获得成就时的喜悦以及产生创造力的激情。
- A man can succeed at almost anything for which he has unlimited enthusiasm.
无论何事,只要对它有无限的热情你就会取得成功。
- It is no use doing what you like; you have got to like what you do.
不能爱哪行才干哪行,要干哪行爱哪行。
- A man without passion can do nothing, because the basic point of passion is responsibility.
一个人若是没有热情将一事无成,热情的基点正是责任心。
- All things are easy that are done willingly.
做事乐意,诸事容易。
- When work is a pleasure, life is joy! When work is duty, life is slavery.
工作是一种乐趣时,生活是一种享受!工作是一种义务时,生活则是一种苦役。

Part Three Key & Script



Warming-up

■ Task 1

Suggested Answers

1. accountant
2. programmer
3. architect
4. lawyer/reporter/salesperson
5. translator/diplomat
6. actress/model
7. (open)
8. (open)

■ Task 2

Suggested Answers

On choosing a career, different people may consider different factors. Therefore, their reasons vary a lot. For most workplace newbies, they focus on some external or apparent conditions like income, benefits, working environment, and commute. However, invisible dimensions such as personal interest, self-development and interpersonal relationship are often disregarded. Comprehensive and far-sighted consideration is recommended.

Common factors:

training, promotion, working hours, holiday, benefits (holiday, health care, insurance), rights and obligation, working environment, transportation, self-development, teamwork, cooperate culture, personal interest, interpersonal relationship...



Reading

Thinking Point to Approaching the Topic

Suggested Answers

1. I will choose a job mainly out of my interest. My parents may also influence me a lot. If they both work in this field, they can give me some guidance and help. Besides, my major should be closely connected with it, so I can use what I've learned in my job. I expect to gain a lot from my job. Firstly, I hope to accumulate rich work experience after years of work. Secondly, I hope to be trusted and respected by my colleagues because of my talent and efforts. Thirdly, I hope to improve my ability and develop myself further. Most importantly of all, I hope to gain satisfaction and fulfillment from my job.
2. Usually, dissatisfaction or unhappiness with one's job lies in three aspects. The first one is the job itself. It might be the high pressure or the excessive assignments which are beyond one's ability. The tense relationship with colleagues and superiors ranks second. It might derive from competition, cooperation, promotion or difference in opinions. The third is the void of job achievement, which might make one lose passion or interest in his/her current job.

Reading Comprehension

■ Task 1

Key

1. F 2. T 3. F 4. F 5. F

■ Task 2

Key

1—G 2—BE 3—D 4—CF 5—A

Language Review

Word Practice

■ Task 1

Key

1. C 2. A 3. C 4. D 5. D 6. B

■ Task 2

Key

1. assist 2. contribution 3. unconventional 4. fulfillment
5. autonomy 6. caregiver 7. focuses on/focused on
8. take...seriously 9. unappreciated 10. interaction

■ Task 3

1. We take it seriously to raise a lasting partnership with the customers and suppliers.
2. It is reported that vitamin D level does not correlate with age, skin color, or sun exposure.
3. It is (high) time that we took/should take steps to handle traffic jam.
4. I can work under pressure and get along with my colleagues.
5. Educational reforms should focus on raising the quality of education.
6. He is more than my brother. He is my counsellor as well.
7. It is discovered that eating carrots is good for eyesight, children in particular.

Word Building

■ Task 1

Key

1. invention 2. Interaction 3. inspection 4. distribution

5. prediction

6. Protection

7. communication

8. translation

■ Task 2

Key

1. performer

2. beginner

3. employer

4. beggar

5. inventor

6. liar



Writing

■ Task 1

Suggested Answers

Picture 1: Working environment such as ideal location, clean air, beautiful decoration, convenient equipment or supplies may result in a happy mood at the workplace.

Picture 2: Relationships such as interpersonal relationships with one's supervisor, peers and subordinates have great influence.

Picture 3: Payment such as equality between devotion and income is a basic requirement for job satisfaction.

Picture 4: Workplace stress such as excessive workload to fulfill in a limited time or beyond one's ability may drive one crazy and dislike his/her job.

■ Task 2

Sample

Job Hoppers

Nowadays, there is a noticeable phenomenon that some young people change their jobs frequently. Many reasons contribute to it. Job seekers, especially young graduates, exclusively focus on the jobs with high income. They seldom take their ability and experience into consideration. Furthermore, gaining a psychological balance is a vital factor. Competition and comparison between peers lead them to make a haste decision of job changing. Another reason is connected with their age and ambition. They hold that youth means accumulation. Different jobs might bring about different experience and enlarge their social circle as well.

In my view, frequent job change reveals job hoppers' immaturity. It is advisable to improve one's basic working skills before moving to another job. Frequent job changes make relationship between colleagues fragile. Commitment to a certain job wins peers' respect and trust. It also easily draws your superior's attention. Your dedication will pay off in time.



Listening & Speaking

■ Task 1

Key

1. B 2. C 3. C

Script

(H=Host, M=Marsha Green)

H: Welcome to “Jack’s Talk Show”. Let’s welcome our guest today, founder of *Marvelous*, Marsha Green.

M: Thank you. Well, I’ve created a by-monthly magazine called *Marvelous*.

H: Why is your magazine called “marvelous”?

M: It’s a magazine for women who create the life they want and live it passionately. I share the stories of marvelous women with our readers and also of the readers who are being inspired by *Marvelous*. It’s really fun and meaningful.

H: Do you love your job?

M: Yes, I love the opportunity to meet marvelous women every single day, and every day I hear from readers who are being inspired by our magazine to create the life they want.

H: It really is marvelous! What of the future?

M: Our journal is distributed free in northwest California right now, and available elsewhere by subscription in the US, but I’ll be branching out into the big wide world as soon as I can.

H: That’s marvelous! We all hope your dream comes true soon.

Questions

1. Who is the interviewee?
2. Why does the interviewee love her job?
3. Where can the readers get the magazine?

■ Task 2

Key

- | | | |
|--------------------------|------------------------|--------------------------|
| 1. make ends meet | 2. getting fulfillment | 3. personal satisfaction |
| 4. easier said than done | 5. profound influence | 6. new challenge |

Script

(M=Mary, D=David)

M: What’s wrong, David?

D: I want to change my job. I can’t make ends meet with such a low salary.

M: Try tracking every penny you spend on a monthly basis. It’ll help you to spend money only on the things you really want. Getting paid is one thing, getting fulfillment is another.

D: Maybe you’re right, but I feel my job is pretty insignificant.

M: Perspective plays a huge role in personal satisfaction and sense of well-being. Remember why you took the job in the first place? You should try not to lose interest.

D: That's easier said than done. How can I maintain interest?

M: Attitude is everything. Your attitude at work and the way you treat people, even your mood, have a profound influence on the people you work with. There are times you can't control your situation, but you can always choose how you live in it.

D: Reasonable! Perhaps my job is too easy. Doing the same things every day is so boring.

M: So actually, you don't need to change your job. What you need is some additional responsibility and new challenge. You could talk to your boss and see if there's a chance of a different position in the company.

D: Thanks, Mary. I'll try that.

■ Task 3

Key

1. F 2. T 3. F 4. F 5. T

Script

Miss TeaCup is a 48-year-old clown. Wearing special makeup and a colorful costume, she entertains at birthday parties, restaurants and special events with balloons, magic tricks and continuous smiles.

When she was in high school, she read a book about a circus and was inspired to become a clown. Initially, she took classes in clowning at a local community center. Later, she met and studied with professional clowns. From them, she learned how to make balloon animals, paint faces, perform magic tricks and communicate with children. Then, she enrolled in a school for clowns and took advanced clowning classes.

She says that the love she receives and is able to give to children is the best part of her job. She becomes a part of families' lives when she goes to their homes to entertain at birthday parties. And the families remember her and the special times they had together even years later. The hugs—especially from children—make her feel that her job is worthwhile as well as enjoyable.

■ Task 4

Key

1, 3, 5, 7

Script

Clowning isn't an easy job. However, the love of it keeps Miss TeaCup going. She says being a clown is more than just putting on the heavy makeup and thick costume. Real clowns are clowns inside and out. Apart from their professional skills, clowns must be amiable and patient. What's more, they should be able to be witty enough to answer unexpected questions

from the audience. Once at a restaurant where she was working, a girl wondered why she wore such big shoes. “Because I have big toes,” she replied quickly!

“But most important of all,” Miss Teacup says, “we should be passionate about our job. The audience may change frequently, but our mission to bring them joy never changes. For me, their hearty laughter is my best reward.” She was once invited to perform in a hospital. A boy with autism caught her attention and she decided to help him. Each time she visited him, she would always show him the same trick.

■ Task 5

Suggested Answers

1. Clowns should be witty enough to answer unexpected questions from the audience. Once, when Miss TeaCup was working in a restaurant, a girl wondered why she wore big shoes. “Because I have big toes,” she replied.
2. Clowns should also be kind enough to help those who need help. At another time, Miss TeaCup performed in a hospital. A boy with autism caught her attention. She decided to help him. She visited him with a different performance. The boy’s final smile made her effort paid off.

■ Task 6

Sample

(R=Reporter, M=Miss TeaCup)

R: What do you do?

M: I’m a clown.

R: What got you interested in the job?

M: Well, I was inspired by a book about circus in high school.

R: What is the best part of your job?

M: The love I receive and give to children is the best part of my job.

R: Is there anything that people don’t know about your job?

M: Clowning is a hard job. Wearing heavy makeup and thick costume to work isn’t an easy job.

R: Then, what keeps you going on?

M: I think it’s my love of clowning.

R: Can you give any suggestion for those who want to take up the profession?

M: Apart from skills, a clown should also be of amiability, patience, wit and passion.

R: Thank you for the interview.

M: My pleasure.

■ Task 7

Suggested Answers

For this game, the riddler should highlight the characteristics of the job, for example, its

workplace, working hours, service recipient or job task. As to the reasons for loving one's job, instead of abstract and general reasons, concrete ones are preferable. If the group members can't get the answer after the description, the riddler should show the answer in the slip of paper to them.



Further Learning

■ Task 1

Suggested Answers

1. Due to high unemployment rate, those with jobs today are pretty lucky. So people are eager to get hired without considering enjoyment.
2. Love and money are associated in a job to some degree. And this usually depends on one's perspective.
3. Optimism brings mental health and deduces medical care costs, hence brings economic return indirectly.
4. Benefits are not always visible. It can be in the form of paid vacation days, free training, paid study leave or generous health insurance.
5. Love of the job may have benefits beyond salaries and it makes people rich! So there is no contradiction between love and money.

■ Task 2

Suggested Answers

| Symptom | Cause | Suggestion |
|--------------------------------|--------------------|--|
| Decline in job passion | Lack of optimism | Almost all jobs involve routine work. Get used to it and try to enjoy it. Optimism will bring mental health and cut down the expense on the treatment of depression and insomnia. Therefore, money is saved. |
| Low efficiency | Lack of commitment | Commitment should start once you get the job. Whatever the job is, love will bring work momentum and high productivity, hence promotion or pay rise. |
| Indifference to self-promotion | Lack of foresight | In-service training is a special reward. Cherish the chance to make yourself qualified for the current job as well as for your future job or even promotion. |