

UNIT 1

A working life

A day in the life

A teacher explains why he loves his job

The meaning of work

Advice to find a career you'll love

How to sell yourself

What goes into a successful résumé?

Starting point

- 1 Listen and underline any words or expressions which are different from what you hear.

- A So, are you enjoying the new job?
 B Oh yes. It's much better than being in a factory. It gives me a lot of satisfaction, because I'm working with people, not machines, but it's hard. What's more, it's even harder if you're new on the job – I get all the tasks that none of my colleagues want to do, like being on duty at opening time, or having to sort out all the things that get lost every day. But I suppose that's normal anywhere in the world – I mean, to give the new colleague the hardest tasks.
- A So what do you enjoy about the job?
 B The fact that every day is different. The fact that you have to be critical, you have to solve problems, you have to reassure colleagues. The fact that every day is mentally challenging and physically demanding. When I get back home I'm exhausted, and I look back over the day and realize how many things I did wrong. But that's normal too. I'm learning on the job, just as the children are too – I hope!

Now listen again and correct the information.

- 2 Work in pairs and discuss the questions.
- 1 Why does the man like his job?
 - 2 What is difficult about the job?
 - 3 What do you think the job is?
 - 4 Do you agree that a new person on a job always gets the hardest tasks?
 - 5 What kind of satisfaction do you hope to get from a job?

Active reading

- 1 Look at the title of the passage and read the first paragraph. Check (✓) the point(s) you expect the writer to make in the passage.

- 1 Men can teach small children just as easily as women can.
 2 Men find it hard to teach small children.
 3 People don't expect men to teach small children.
 4 Women don't think men should teach small children.
 5 It isn't easy for men to make a career as a teacher of small children.

Now read the passage by Daniel Meier and check your answers.

- 1 **I** TEACH FIRST GRADERS. I LIVE in a world of skinned knees, double-knotted shoelaces, riddles that I've heard a dozen times, stale birthday cakes, hurt feelings, wandering stories and one lost shoe ("and if you don't find it my mother'll kill me"). My work is dominated by six-year-olds. It's 10.45, the middle of snack, and I'm helping Emily open her milk carton. She has already tried the other end without success, and now there's so much paint and ink on the carton from her fingers that I'm not sure she should drink it at all. But I open it. Then I turn to help Scott clean up some milk he has just spilled onto Rebecca's whale crossword puzzle.
- 2 While I wipe my milk- and paint-covered hands, Jenny wants to know if I've seen that funny book about penguins that I read in class. As I hunt for it in a messy pile of books, Jason wants to know if there is a new seating arrangement for lunch tables. I find the book, turn to answer Jason, then face Maya, who is fast approaching with a new knock-knock joke. After what seems like the tenth "Who's there?" I laugh and Maya is pleased.
- 3 Then Andrew wants to know how to spell "flukes" for his crossword. As I get to "u", I give a hand signal for Sarah to take away the snack. But just as Sarah is almost out the door, two children complain that "we haven't even had ours yet". I stop the snack mid-



About men; one man's kids

flight, complying with their request for graham crackers. I then return to Andrew, noticing that he has put “flu” for 9 Down, rather than 9 Across. It’s now 10.50.

4 My work is not traditional male work. It’s not a singular pursuit. There is not a large pile of paper to get through or one deal to transact. I don’t have one area of expertise or knowledge. I don’t have the singular power over language of a lawyer, the physical force of a construction worker, the command over fellow workers of a surgeon, the wheeling and dealing transactions of a businessman. My energy is not spent in pursuing, climbing, achieving, conquering or cornering some goal or object.

5 My energy is spent in encouraging, supporting, consoling and praising my children. In teaching, the inner rewards come from without. On any given day, quite apart from teaching reading and spelling, I bandage a cut, dry a tear, erase a frown, tape a torn doll and locate a long-lost boot. The day is really won through matters of the heart. As

my students groan, laugh, shudder, cry, exult and wonder, I do too. I have to be soft around the edges.

6 A few years ago, when I was interviewing for an elementary-school teaching position, every principal told me with confidence that, as a male, I had an advantage over female applicants because of the lack of male teachers. But in the next breath, they asked with a hint of suspicion why I chose to work with young children. I told them that I wanted to observe and contribute to the intellectual growth of a maturing mind. What I really felt like saying, but didn’t, was that I loved helping a child learn to write his name for the first time, finding someone a new friend, or sharing in the hilarity of reading about Winnie the Pooh getting so stuck in a hole that only his head and rear show.

7 I gave that answer to those principals, who were mostly male, because I thought they wanted a “male” response. This meant talking about intellectual matters. If I had taken a different course and talked about my interest in helping

children in their emotional development, it would have been seen as closer to a “female” answer. I even altered my language, not once mentioning the word “love” to describe what I do indeed love about teaching. My answer worked; every principal nodded approvingly.

8 Some of the principals also asked what I saw myself doing later in my career. They wanted to know if I eventually wanted to go into educational administration. Becoming a dean of students or a principal has never been one of my goals, but they seemed to expect me, as a male, to want to climb higher on the career stepladder. So I mentioned that, at some point, I would be interested in working with teachers as a curriculum coordinator. Again, they nodded approvingly.

9 If those principals had been female instead of male, I wonder whether their questions, and my answers, would have been different. My guess is that they would have been.

10 At other times, when I’m at a party or a dinner and tell someone that I teach young children, I’ve found that men and women respond differently. Most men ask about the subjects I teach and the courses I took in my training. Then, unless they bring up an issue such as merit pay, the conversation stops. Most women, on the other hand, begin the conversation on a more immediate and personal level. They say things like “those kids must love having a male teacher” or “that age is just wonderful, you must love it”. Then, more often than not, they’ll talk about their own kids or ask me specific questions about what I do. We’re then off and talking shop.

11 Possibly, men would have more to say to me, and I to them, if my job had more of the trappings and benefits of more traditional male jobs. But my job has no bonuses or promotions. No complimentary box seats at the ball park. No cab fare home. No drinking buddies after work. No briefcase. No suit. (Ties get stuck in paint jars.) No power lunches. (I eat peanut butter and jelly, chips, milk and cookies with the kids.) No taking clients out for cocktails. The only place I

take my kids is to the playground.

12 Although I could have pursued a career in law or business, as several of my friends did, I chose teaching instead. My job has benefits all its own. I’m able to bake cookies without getting them stuck together as they cool, buy cheap sewing materials, take out splinters, and search just the right trash cans for useful odds and ends. I’m sometimes called “Daddy” and even “Mommy” by my students, and if there’s ever a lull in the conversation at a dinner party, I can always ask those assembled if they’ve heard the latest riddle about why the turkey crossed the road. (He thought he was a chicken.) ■

Language and culture

A **knock-knock joke** follows a standard question-answer routine, and is based on a pun, eg:

A Knock, knock!

B Who’s there?

A Doris.

B Doris who?

A Doris open, I’m going to come in.

Winnie the Pooh (小熊维尼) is the name of a bear who first appeared as a character in a children’s book by the British writer A A Milne in 1926.

A **riddle** is a question that seems impossible or silly but has a clever or funny answer. A popular riddle goes like this:

Q Why did the chicken cross the road?

A To get to the other side.

People often make up variations on this joke which rely on knowing the original riddle to make them funny. For example:

Q Why did the horse cross the road?

A Because the chicken needed a day off.

So the “latest riddle” that the writer mentions relies on the fact that the listener knows the joke about a chicken. The complete joke is:

Q Why did the turkey cross the road?

A Because he thought he was a chicken.

Reading and understanding

2 Check (✓) the tasks which the writer does on a typical day as a first-grade teacher.

- 1 finding lost shoes
- 2 cleaning up mess that children have made
- 3 telling jokes
- 4 inventing crossword puzzles
- 5 completing a lot of paperwork
- 6 helping children who have hurt themselves
- 7 mending broken toys
- 8 showing videos of Winnie the Pooh
- 9 climbing ladders

Now work in pairs and add some more typical tasks that the writer refers to.

3 Answer the questions.

- 1 What picture does the writer give of his classroom?
- 2 Do you think it is a happy class?
Why / Why not?
- 3 How is teaching first graders different from other traditional male jobs?
- 4 What did the writer tell the interviewers when he was applying for the job?
- 5 What didn't he tell them?
- 6 How did the interviewers react to what he said?
- 7 What do men ask the writer when they find out he's a first-grade teacher?
- 8 How do women react when they find out he's a first-grade teacher?
- 9 The writer describes himself as "soft around the edges" – what do you think he means?



Dealing with unfamiliar words

4 Match the words with their meanings in the context of the passage.

arrangement complimentary erase hint
singular stale transaction

- | | |
|-----------------|--|
| 1 stale | (a) not fresh (b) not original or interesting |
| 2 arrangement | (a) a plan for a future event (b) a way of organizing things |
| 3 singular | (a) very great or noticeable (b) strange or unusual |
| 4 transaction | (a) process of teaching and learning (b) process of buying and selling |
| 5 erase | (a) to get rid of (b) to remove marks made by a pencil |
| 6 hint | (a) an indirect comment about something (b) a small amount of something |
| 7 complimentary | (a) free of charge (b) saying nice things |

5 Complete the sentences with the correct form of the words and expressions in the box.

administration comply with console expertise
frown groan messy odds and ends reward

- The _____ required of a teacher ranges from academic skills to the ability to get on well with children.
- You cannot do what you want to in a classroom; teachers and students have to _____ the rules.
- If children are upset about something, it's important to find out what the problem is and _____ them.
- I have a drawer in my office where I keep _____ I might need.
- When I told the class we had to stay in at lunchtime everyone _____.
- As you go up the career ladder in a school, there's more _____ and less actual teaching.

- Why have you got a(n) _____ on your face on such a beautiful day?
- Teaching is not a well-paid profession, but many teachers would say that teaching is its own _____.
- Now children, the room is very _____, so it's time for everyone to help tidy up.

6 Answer the questions about the words and expressions.

- If you *shudder*, do you (a) feel frightened, or (b) shake slightly because you suddenly feel cold or frightened?
- If you *exult* in something you have achieved, do you (a) feel sad and disappointed about it, or (b) feel or show great pleasure in it?
- If a situation is full of *hilarity*, does it make people (a) laugh a lot, or (b) cry a lot?
- Is a *coordinator* a person who (a) manages an office in a school, or (b) organizes the activities in a school timetable?
- If people in a job *talk shop*, do they (a) talk about work, or (b) talk about shopping?
- In a job, are *trappings* (a) possessions that show you are rich and successful, or (b) responsibilities that mean you have to work very hard?
- Is a *splinter* (a) a large piece of wood or glass, or (b) a small piece of wood that has broken off a larger piece?
- When there is a *lull* in a conversation, (a) is there a quiet pause when people stop talking, or (b) do people's voices get quieter?

Reading and interpreting

7 Choose the best answer to the questions.

- 1 Why does the writer use the present tense in the first part of the passage?
 - (a) To make the scene come alive to the reader.
 - (b) Because the present tense indicates a routine.
 - (c) To indicate that these are typical events, even if they don't all happen on the same day.
 - (d) To make it easier to understand.

- 2 What is the effect of the repetition of short sentences beginning with *No* in Paragraph 11?

No complimentary box seats at the ball park. No cab fare home. No drinking buddies after work. No briefcase. No suit. (Ties get stuck in paint jars.) No power lunches. (I eat peanut butter and jelly, chips, milk and cookies with the kids.) No taking clients out for cocktails.

 - (a) They suggest that the writer feels regret when he thinks about what he could have done.
 - (b) They contrast the differences between teaching and a "normal" male job.
 - (c) They show how hard it is to be a teacher.
 - (d) They emphasize a sense of freedom by pointing to things the writer doesn't have to do.



Developing critical thinking

8 Work in pairs and discuss the questions.

- 1 Do women make better teachers of young children than men? Why / Why not?
- 2 Which age of children do you think is hardest to teach, and why?
- 3 What special responsibilities does a school teacher have?
- 4 Should a teacher earn more than someone in an office job?

Talking point

1 Work in groups. Tell the group about the best teacher you had at school. Talk about these and other things:

- who the teacher was
- what class you were in
- what made them a good teacher
- in what way they helped you, or helped you to learn
- their effect on the class as a whole



The best teacher I had was in second grade. Her name was Mrs Corse. She used to begin the first lesson every day with a story. I couldn't wait to get to school every morning ...

2 Add some more ideas to the list of the qualities a good teacher needs:

- academic qualities
- the ability to explain things clearly
- sensitivity to students' learning difficulties
- the ability to interest students
- patience

Now number the qualities in order of importance. Share your ideas with the rest of the class.

Language in use

Structure

omission of verbs in elliptical clauses

- 1 Look at the sentence from the passage and decide where to insert the words in brackets which follow.

Possibly, men would have more to say to me, and I to them, if my job had more of the trappings and benefits of more traditional male jobs. (would have more to say)

Sometimes, to avoid repetition, and when the meaning is clear, we can omit verbs which refer back to the same verb in a previous clause.

Now bracket (...) the words which can be removed from the sentences.

- If I'd known you were coming, I would have got in touch, and Mark would have got in touch too.
- If you get on well with the headteacher, and she gets on well with you, your life here will be easy.
- I think I learnt from my pupils and they learnt from me.
- I'd like to apply for the job, and Damien would like to apply for it as well.
- Mary applied for the secondary school post and Sylvie applied for the primary one.

although + could have done to indicate possibility in the past

- 2 Look at the sentence from the passage and answer the questions.

Although I could have pursued a career in law or business, as several of my friends did, I chose teaching instead.

- Did the writer choose a career in law or business?
- Did he have the opportunity to choose such a career?
- Who became lawyers or businessmen?

We can use *could have done* to indicate a possibility in the past which did not then take place. When introduced by *although*, this possibility contrasts with what actually happened.

Now rewrite the sentences using *although + could have done*.

- I had the chance to apply for the job, but I decided to wait.
- We were given the option of doing the course in the evening, but nobody took it.
- She had the opportunity to work in the US last year, but she preferred to finish her studies.
- I had the money to buy the shoes, but I decided to spend it on something else.
- He had the qualifications to do the job, but it wouldn't have given him much satisfaction.
- It would have been possible for us to wait for a few more minutes, but we didn't want to risk missing the start of the meeting.

Collocation

expressions with prepositions and adverbs

- 3 Choose the correct preposition or adverb to complete the sentences.

- As a teacher you are always having to *clean* _____ after children.
(a) away (b) off
(c) over (d) up
- The server came to *take* _____ all the children's plates from the table.
(a) away (b) over
(c) up (d) through
- I had better *comply* _____ my boss' request to work late tonight as there is a lot on at the moment.
(a) about (b) over
(c) to (d) with

- 4 I switched on my computer and found a large number of emails to *get* _____ before I could start my work.
 (a) across (b) over
 (c) through (d) round
- 5 I'm glad my energy is *spent* _____ doing creative things rather than worrying about making money all the time.
 (a) about (b) in
 (c) out (d) with
- 6 In our office, everyone loves *sharing* _____ the happy occasions of colleagues.
 (a) in (b) out
 (c) between (d) with
- 7 He always *brings* _____ how hard he works and how little he gets paid.
 (a) in (b) over
 (c) up (d) round
- 8 There is no doubt that unemployment *contributed* directly _____ homelessness.
 (a) towards (b) for
 (c) with (d) to

Now check your answers in the passage.

4 Complete the sentences with the correct form of the expressions in Activity 3.

- 1 We've done a lot together and _____ many wonderful experiences.
- 2 As soon as he _____ the topic of payment, she walked out of the room.
- 3 I don't really want this. Can you _____ it _____, please?
- 4 There's a terrible mess on the floor. Who's going to _____ it _____?
- 5 It isn't easy to _____ the regulations if you don't know what they are.
- 6 I'll never be able to _____ all this work by 11 o'clock this evening.
- 7 Franklin's ability to learn from observations and experiences _____ greatly _____ his success in public life.
- 8 I've _____ all my time _____ trying to teach my class how to sing.

Translation

5 Translate the sentences into Chinese.

- 1 I live in a world of skinned knees, double-knotted shoelaces, riddles that I've heard a dozen times, stale birthday cakes, hurt feelings, wandering stories and one lost shoe ("and if you don't find it my mother'll kill me").
- 2 I don't have the singular power over language of a lawyer, the physical force of a construction worker, the command over fellow workers of a surgeon, the wheeling and dealing transactions of a businessman.
- 3 A few years ago, when I was interviewing for an elementary-school teaching position, every principal told me with confidence that, as a male, I had an advantage over female applicants because of the lack of male teachers.
- 4 Becoming a dean of students or a principal has never been one of my goals, but they seemed to expect me, as a male, to want to climb higher on the career stepladder.
- 5 Possibly, men would have more to say to me, and I to them, if my job had more of the trappings and benefits of more traditional male jobs.

6 Translate the sentences into English.

- 1 尽管我在那家公司有机会升职, 我仍然选择了离开, 去从事我热爱的工作。(although + could have done; promotion)
- 2 你最先要遵从的不是你的老板, 而是这个行业的规则。(comply with)
- 3 一份好的简历是找到工作的第一步, 因此今天我们提出讨论的是如何写份好简历。(what-clause; bring up)
- 4 人们工作往往是为了谋生, 而不是出于爱好。(more often than not; for the sake of)
- 5 据面试官反馈, 大部分接受面试的毕业生都说不出他们能为公司做些什么。(feedback; contribute to)

Further reading

1 Number the job satisfaction factors in order of importance.

- a good salary
- the chance to progress within your chosen career
- good relationships with colleagues
- long holidays
- satisfaction which comes from doing the job itself

Now read the passage from the book *Happier* and decide which factor is the main focus.

Finding our calling

- 1 The psychologist Abraham Maslow once wrote that “the most beautiful fate, the most wonderful good fortune that can happen to any human being, is to be paid for doing that which he passionately loves to do”. It is not always easy to discover what sort of work might yield this “good fortune” in the ultimate currency. Research examining the relation people have toward their work can help.
- 2 Psychologist Amy Wrzesniewski and her colleagues suggest that people experience their work in one of three ways: as a job, as a career, or as a calling. A job is mostly perceived as a chore, with the focus being financial rewards rather than personal fulfillment. The person goes to work in the morning primarily because he feels that he has to rather than wants to. He has no real

expectations from the job beyond the paycheck at the end of the week or month, and he mostly looks forward to Friday or to taking a vacation.

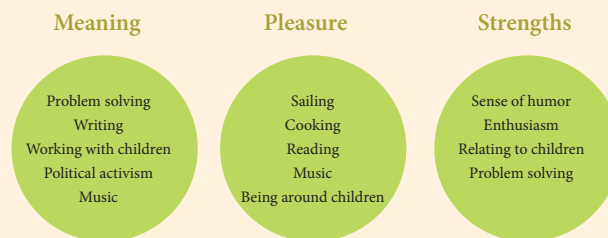
- 3 The person on a career path is primarily motivated by extrinsic factors, such as money and advancement – by power and prestige. She looks forward to the next promotion, to the next advancement up the hierarchy – from associate to tenured professor, from teacher to headmistress, from vice-president to president, from assistant editor to editor-in-chief.
- 4 For a person experiencing his work as a calling, work is an end in itself. While the paycheck is certainly important and advancement is, too, he primarily works because he wants to. He is motivated by intrinsic reasons and experiences a sense of personal fulfillment; his goals are self-concordant. He is passionate about what he does and derives personal fulfillment from his work; he perceives it as a privilege rather than a chore.
- 5 The way we are orientated toward work – whether we experience work as a job, a career, or a calling – has consequences for our well-being at work and in other areas. Wrzesniewski finds that “satisfaction with life and with work may be more dependent on how an employee sees his or her work than on income or occupational prestige”.
- 6 It takes a conscious and concerted effort to find our calling, because we are usually encouraged to pursue what we do *well* rather than what we want to do. Most career advisers and job placement tests, for example, focus on our strengths rather than our passions. Questions such as “What am I good at?” are, of course, important in selecting our path, but we must ask them only after we have identified what gives us meaning and pleasure. When our first question is “What *can* I do?” we give priority to quantifiable currencies (money and the approval of others); when our first question is “What do I *want* to do?” (that is, “What gives me meaning and pleasure?”), our choice is driven by our pursuit of the ultimate currency.

The Meaning, Pleasure, Strengths (MPS) process

- 7 Finding the right work – work that corresponds to both our passions and our strengths – can be challenging. We can begin the process by asking these three crucial questions – “What gives me *meaning*?” “What gives me *pleasure*?” “What are my *strengths*?” – and noting the trends that emerge. Looking at the answers and identifying areas of overlap can help us determine what kind of work would make us happiest.
- 8 Generating accurate answers to these questions requires more effort than simply jotting down whatever leaps to mind when, for instance, we try to think about what we find meaningful. Most of us have more or less ready-made answers to such questions; these answers are usually true but may stop short of representing the full range of experiences that we have found meaningful. We may need to spend time reflecting, thinking deeply to recall those moments in our lives when we felt a sense of true purpose.
- 9 We may also need to spend some time considering the answers to the three questions. The lists we generate may be long, and the way in which we phrase our answers may not make the areas of overlap immediately apparent.

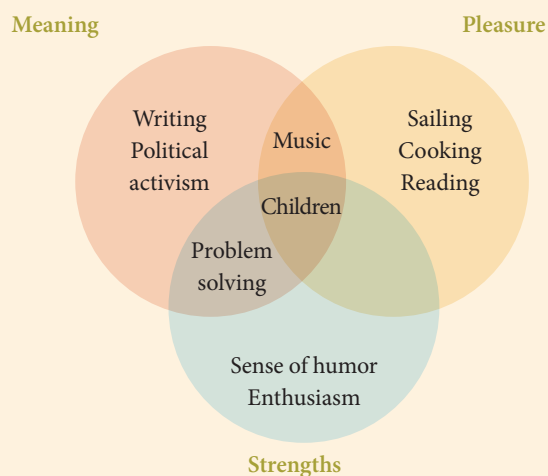
Using the MPS process

- 10 Our lists will probably be messier and less straightforward than the following example, which is meant to show how the process works in its most basic form – how thinking about meaning, pleasure, and our strengths can lead us to more happiness and success.
- 11 Let’s say I derive meaning from solving problems, writing, working with children, engaging in political activism, and music. I enjoy sailing, cooking, reading, music, and being around children. My strengths are my sense of humor, my enthusiasm, my ability to relate to children, and my problem-solving skills.



Which of the answers overlap?

- 12 In looking at the second diagram, I can see that working with children would give me meaning and pleasure, and I would be good at it. To figure out what specific jobs would be best for me, I would now take into consideration some other aspects of my personality and my life. For example, I am highly organized and like to plan my week’s work in advance – therefore, I prefer to have a more structured daily schedule. I like the travel, and it would therefore be important for me to have a job that allows long breaks.



- 13 So what kind of work with children would provide a structured daily schedule and long breaks? What kind of work might involve or make the best use of my other passions and skills, such as my enthusiasm, my sense of humor, and my love of reading and problem solving? Taking all of these factors into account, I might consider becoming an English teacher. While the process may not have led me to the most financially remunerative job, it may have

helped me to identify the work that is most profitable to me in the ultimate currency.

14 The MPS process can also help us make important decisions in other areas of our lives. When choosing a class in school, for example, we can look for an overlap between courses that would be meaningful for our future career, that we would enjoy, and that we would be good at.

15 A manager, too, can use the MPS process for the benefit of her staff and organization. Helping her employees identify and perform activities that they enjoy, find meaningful, and are good at will yield more commitment and better overall performance. The MPS process might even be useful for a manager selecting new employees. Not every workplace can satisfy the needs and tap the strengths of every person. It is important for the manager to create, from the outset, a fit between those she hires and what the workplace has to offer. ■

Reading and understanding

2 Choose the best summary of the MPS process.

- 1 The MPS process refers to three different ways of looking at work, according to psychologist Amy Wrzesniewski. She believes that work has meaning if it is connected with the idea of calling. Pleasure is related to the more simple notion of a job; and strength is an indication of the progression which is part of a career.
- 2 The MPS process offers a way of making a suitable career choice. For example, if a single quality (such as music) is both a strength – because you are good at it, and a pleasure – because you like it – and if it also gives you a sense of meaning, then this can point you in the direction of a suitable career.

3 The MPS process can help you make the right choice about your future. It involves writing down a list of pleasures and asking people questions about your strengths and weaknesses. The meaning comes from finding common ground between the strengths and the pleasures.

3 Choose the best answer to the questions.

- 1 According to the writer, what is the nature of a job?
 - (a) It is underpaid work.
 - (b) It is work that a person feels they don't have to do.
 - (c) It is an activity that does not give satisfaction.
 - (d) It is short-term work which is paid every week.
- 2 What is important in a career?
 - (a) Extrinsic factors such as money and promotion.
 - (b) Being able to change jobs often.
 - (c) The satisfaction of doing something important.
 - (d) Internal motivation.
- 3 How do people experience a calling?
 - (a) They are not interested in the money they earn.
 - (b) It is something they achieve at the end of their career.
 - (c) It is when personal motivation and external factors come together.
 - (d) Doing the work gives them a sense of satisfaction.
- 4 According to Amy Wrzesniewski, what is job satisfaction based on?
 - (a) The salary.
 - (b) How people experience the work they do.
 - (c) How important the job is considered to be.
 - (d) The work environment.

- 5 Why might it take time to identify meaning, pleasure and strengths?
- We may think they are the same things.
 - We don't have any ready-made answers to our questions about them.
 - We need to reflect carefully about what they are.
 - We need to ask other people to help us.
- 6 What does the second diagram show?
- How strengths, pleasure and meaning can overlap.
 - How strengths, pleasure and meaning always overlap.
 - How to write a career plan in the form of a diagram.
 - How everything is always connected.
- 7 How else can the MPS process be used?
- To choose courses at school.
 - To hire employees at work.
 - To assign people to appropriate activities at work.
 - All of these things.
- 3 From the beginning of her career as a doctor, she has worked very hard to get as much experience as possible.
- 4 I hope to get a job that gives me satisfaction and happiness as well as enough money.
- 5 Your pay is affected by and changes according to your qualifications and experience.
- 6 I had a very busy plan of activities and events last week.

5 Answer the questions about the words.

- 1 If someone has a *calling* for a type of work, does it mean they (a) want to join a profession done by other members of their family, or (b) have a strong feeling that they must do a particular job?
- 2 Do *extrinsic* factors come from (a) outside, or (b) inside?
- 3 If a job is *tenured*, is it (a) given temporarily, or (b) given permanently, especially with a university or government department?
- 4 Do *intrinsic* factors come from (a) outside, or (b) inside?
- 5 If you are *orientated* towards a particular activity or group, are you (a) mainly concerned with and focused on it, or (b) moving quickly towards it?
- 6 When you make a *concerted* effort, do you (a) work with other people to get something, or (b) work in a determined way to achieve something?

Dealing with unfamiliar words

- 4 Replace the underlined words with the correct form of the words in the box. You may need to make other changes.

dependent fulfillment outset priority
schedule straightforward

- 1 I am going to give more importance and attention to my career than to anything else over the next few years.
- 2 Applying for a job is not as simple as it may seem.

Résumé

Reading across cultures

Résumé across cultures

You can't go anywhere without it. And we're not talking about an item of latest fashion, or your student travel card, or even a satellite navigation device. No, we're talking about the humble résumé – the single most important document you need when applying for a job anywhere. In the UK, the average university graduate sends out 70 résumés before getting their first job.

The résumé (or CV in British English which comes from the Latin *curriculum vitae*, or “course of your life”) is comprised of concise details of your work and educational experiences, together with any other personal information you think a potential employer should have about you. With increasing opportunities to change jobs, and more people seeking to work in another country, it is an important means of cross-cultural communication. But be warned – there are slight differences in how you should present the résumé – and yourself – as you move from one country to another.

In the US, for example, a “hard sell” approach is the norm. Positive and explicit self-evaluation is essential – so don't be shy about why you're the best candidate for the job. In Britain, it is quite common to include information about experiences which have no bearing on the job you are applying for, to give

greater emphasis to your personality. But the British, it seems, sometimes exaggerate. Recent analysis showed that 26 per cent of British people “add or conceal details” in their résumé, compared with a worldwide average of 14 per cent; put in a more crude way, they don't tell the truth. But the truth has the habit of coming out in the job interview!

On mainland Europe résumés are also a routine part of a job application, but approaches vary. For example, in Spain and Italy it is usual to attach a photograph. In France it's advisable to confine the résumé to just one page, whereas a German résumé is much longer.

In an attempt to bring recruiting practices into line across the European Union, a standard format called “Europass” has been devised, and which anyone can download and use, but so far it doesn't seem to have achieved widespread acceptance.

Perhaps the most useful formula for writing a résumé is “KISS” – Keep It Simple, Stupid! And tell the truth. But if you're no good at selling yourself, you can always earn a living selling other people – by writing their résumés on their behalf. A growing number of small companies and individuals, in both Britain and America, offer résumé writing assistance. At around £50 per résumé you can make a lot of money fast. ■

1 Read the passage and answer the questions.

- 1 What approach is normal in a US résumé?
- 2 What are 26 per cent of British résumé writers guilty of?
- 3 What do people add to their résumé in Spain and Italy?
- 4 How are German résumés different?
- 5 How successful has Europass been?
- 6 What is the best advice the passage offers about writing a résumé?

2 Work in pairs and discuss the questions.

- 1 How do you apply for a job in China?
- 2 What information should you include in your résumé?
- 3 How important is the résumé in the process of getting a job?
- 4 What are the most important factors in getting a job?

Guided writing

Writing a résumé

There is no single way to write a résumé. There are two main types: chronological résumés, in which we list our educational qualifications and work experiences in chronological order (with the most recent experiences at the top), and functional résumés, which are more like a summary of our life so far. The functional type allows us to “forget” any negative experiences, which are harder to omit in chronological résumés. However, chronological résumés are the most common, and most employers prefer them.

Résumés should be structured in sections, such as educational qualifications, work experiences, interests and achievements, and skills. Do not forget to include personal details and contact information!

1 Look at the extract from a résumé and answer the questions.

| | |
|------------------|--|
| 2011 | Summer job in tourist information office, Bournemouth |
| 2010 | Summer job as lifeguard patrolling busy beach in Bournemouth |
| 2009–2011 | Occasional weekend bar work in Duke of Monmouth pub, Southampton |
| 2008–2009 | Volunteer in India on a clean water project |

- 1 What type of résumé is the extract taken from?
- 2 What section of the résumé is this?
- 3 What do you notice about the way the information is presented?
- 4 What do you imagine the main occupation of the writer to be?
- 5 What job do you think the writer might be applying for?

Now imagine you are the writer of the résumé. Add another work experience.

When we give information about jobs and experiences that we have already had, we must make sure we focus on positive aspects, such as responsibility, teamwork, or leadership, which will be useful in the job we are applying for.

2 Match the following extra information to the work experiences listed in Activity 1.

- 1 This was a demanding position as I was responsible for the safety of hundreds of holidaymakers.
- 2 My job was to help visitors find accommodation, using my knowledge of French and German as well as English.
- 3 I was part of a team constructing wells in rural areas. I learnt many practical skills and had to adapt quickly to difficult living conditions.
- 4 This gave me basic experience in handling money and making quick calculations.

Now give similar extra information about the work experience you added to Activity 1.

3 Look at the extract from a résumé and answer the questions.

Computing and IT

Operating systems: Windows, Vista and Linux

Languages

Mother tongue English; fluent German (C1 on the European CEFR) and intermediate spoken Chinese

Driving

Private vehicle licence

- 1 What do you notice about the way the information is presented?
- 2 Which part gives the clearest information?
- 3 How could the first part be made clearer?
- 4 Can you think of any other useful skills which could be included in this section?

4 Write a résumé for one of the following purposes:

- 1 a summer job in an English-speaking country
- 2 a scholarship for a US university in your subject
- 3 a Chinese language assistant in the UK

Unit task

Producing a list of the top ten jobs for graduates

1 Work in groups. Discuss the jobs that former students from your college can do. Talk about these and other things:

- Which are the most common career choices?
- Which are the more unusual choices?
- Which careers are most difficult to get into, and why?

2 Write a list of the criteria which can indicate job satisfaction. Include these and other things:

- popularity among former students
- salary
- work environment
- social importance and / or usefulness
- opportunities for progression / promotion
- travel opportunities
- structure of working day
- free time and holidays

3 Match the jobs you discussed in Activity 1 with the criteria in Activity 2. Decide whether the career prospects are good (✓), not good, or not known (×), adopting your own rating system (eg ✓✓ = very good)

Example:

doctor

- popularity (✓✓)
- salary (✓)
- work environment (×)
- social importance and / or usefulness (✓✓)
- opportunities for progression / promotion (×)
- travel opportunities (×)
- structure of working day (×)
- free time and holidays (✓)

4 Write a list of the top ten graduate jobs, and publish it in your college magazine or website.

Unit file

Vocabulary

administration arrangement complimentary
comply with console dependent erase
expertise frown fulfillment groan
hint messy odds and ends outset
priority reward schedule singular stale
straightforward transaction

Reading skills

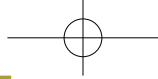
Inferring

Guided writing

Writing a résumé

Unit task

Producing a list of the top ten jobs for graduates



Vocabulary

Active reading

About men; one man's kids

New words

shoelace /'ju:lles/ *n.* [C] 鞋带

▲ **riddle** /'rɪdl/ *n.*

[C] a question that seems impossible or silly but has a clever or funny answer 谜语
Are you good at solving riddles?

■ **stale** /steɪl/ *a.*

- 1 stale food such as bread is old and no longer fresh (食物) 不新鲜的
Wrap the bread up well or it will go stale.
- 2 used for describing something that does not smell fresh or pleasant 气味不新鲜的; 污浊的
If you don't open the window of a room for some days, the air will become stale.

★ **snack** /snæk/ *n.*

[C] a small amount of food that you eat between meals (正餐以外的) 点心, 小吃

▲ **carton** /'kɑ:tɒn/ *n.*

[C] a container for liquids that is made of stiff thick paper (盛液体的) 硬纸盒

★ **penguin** /'penɡwɪn/ *n.* [C] 企鹅

messy /mesi/ *a.*

very untidy or dirty 凌乱的; 杂乱的; 肮脏的
After staying at home two days, he left behind a messy bedroom.

■ **arrangement** /ə'reɪndʒmənt/ *n.*

- 1 [C, U] the way that things are arranged in a particular order or pattern 排列; 布置
What impressed me is the beautiful flower arrangement.
- 2 [C] (often pl) a way of organizing things so that problems are solved or avoided 安排; 解决办法
Her husband is away, so she'll have to make other childcare arrangements.

★ **comply** /kəm'plaɪ/ *vi.* @

(~ with) to obey a rule or law, or to do what someone asks you to do 遵守; 服从
Failure to comply with the regulations will result in being fined.

graham cracker /'ɡreɪəm 'krækə/ *n.* [C] 全麦面粉饼干; 粗面粉饼干

■ **singular** /'sɪŋɡjələ/ *a.* @

- 1 (*fm*) very great or very noticeable 突出的; 非凡的
The success he made was singular.
- 2 a singular noun, verb, form etc is used when writing or speaking about one person or thing [名词、动词等] 单数的

transact /træn'zækt/ *vt.*

(*fm*) to do a business deal with another person or company 进行 (交易)
A lot of our business is transacted over the Internet.

★ **expertise** /ekspə'ti:z/ *n.*

[U] special skill or knowledge that you get from experience, training, or study 特殊技能; 专门知识
The company is keen to develop its own expertise in the area of computer programming.

■ **transaction** /træn'zækʃn/ *n.*

[C] the action or process of buying or selling something 交易; 买卖
The sale of goods is the most common form of commercial transaction.

■ **corner** /'kɔ:nə/ *vt.*

to force a person or animal into a place that they cannot move away from 把……逼到角落; 把 (人或动物) 逼入困境
As the dog was cornered, it began to bark threateningly.

★ **console** /kən'səʊl/ *vt.*

to try to make someone feel better when they are unhappy or disappointed 安慰
The child kept crying and I didn't know how to console him.

■ **reward** /rɪ'wɔ:d/ *n.* @

[C, U] something good that happens or that you receive because of something you have done 奖赏; 回报; 报偿
You deserve a week off as a reward for working so hard.

★ **erase** /ɪ'reɪz/ *vt.*

to get rid of an unpleasant memory, feeling, or thought 消除 (不好的记忆、感觉或想法)
His explanation erased my doubts about the new plan.

■ **frown** /fraʊn/ *n.* @ [C] 皱眉; 蹙额

He put down his book with a slight frown.

★ **groan** /grəʊn/

v. to speak about something in a way that shows you are unhappy 抱怨
I'm tired of him groaning all the time.

※ 单词表中一般要求词汇标记为 ■, 如 ■ **stale**; 较高要求词汇标记为 ★, 如 ★ **snack**; 更高要求词汇标记为 ▲, 如 ▲ **riddle**; 积极词汇标记为 @, 如 **comply** @; 超纲词汇不作标记。

vi. to make a long low sound, for example because you are in pain or unhappy (因痛苦或烦恼等) 呻吟, 发出哼哼声

The kids all groaned when I switched off the TV.

▲ **shudder** /'ʃʌdə/ *vi.*

if you shudder, your body suddenly shakes, for example because you suddenly feel cold or frightened (因感到寒冷或恐惧而) 战栗, 发抖
She shuddered slightly at the memory.

exult /ɪg'zʌlt/ *vi.*

(*fm*) to feel or show great pleasure and excitement, especially about something you have achieved (尤指因完成某事而) 欢欣鼓舞, 欢喜

Exulting in their success, the team did a lap of honour around the stadium.

■ **principal** /'prɪnsəpl/ *n.* @

[C] (*mainly AmE*) (*BrE* headteacher) the head of a school 校长

■ **hint** /hɪnt/ *n.* @

1 [sing] (~ of) a small amount of something 少许; 微量

There was a hint of impatience in his voice.

2 [C] something that you say to show what you are thinking or feeling, without saying it directly 暗示; 示意

He seemed so relaxed and gave no hint that anything was wrong.

hilarity /hɪ'lærəti/ *n.*

[U] (*fm*) a situation in which people laugh a lot 欢笑; 欢闹

At the end of a busy week it was no surprise to hear sounds of hilarity in the office.

■ **rear** /rɪə/ *n.*

1 [C] (*usu sing*) (*infml*) the part of your body that you sit on 臀部

2 (the ~) the part of a place or thing that is at the back 后部; 后边

approving /ə'pru:vɪŋ/ *a.*

showing support for someone or satisfaction with something they have done 赞同的; 赞许的

Susan's joke was greeted with approving laughter.

approvingly /ə'pru:vɪŋli/ *ad.* 赞同地; 赞许地

All the members nodded approvingly at what he said.

■ **administration** /əd'mɪnɪ'streɪʃn/ *n.*

[U] the activities involved in managing a business, organization, or institution 经营; 管理; 行政

We are looking for someone with experience in administration.

stepladder /'steplædə/ *n.* [C] 折梯; 活动梯子

coordinator /kəu'ɔ:dɪneɪtə/ *n.*

[C] someone whose job is to organize the various parts of an activity and make sure that all the people involved work well together 协调人; 统筹者

He has done a good job as the general coordinator of the evening party.

trappings /'træpɪŋz/ *n.*

(*pl*) possessions that show that someone is rich, powerful, or important (表示财富、权力、重要性等的) 财物, 标志

He has spent all his life seeking the meaningless trappings of power and wealth.

promotion /prə'məʊʃn/ *n.*

[C, U] a move to a higher level in a company, institution, or sport (公司、机构或运动中级别的) 提升, 晋升, 升级

His number one objective is to get promotion.

complimentary /kɒmplɪ'ment(ə)ri/ *a.*

1 if something is complimentary, you do not have to pay for it 免费的

All guests will receive a complimentary box of chocolate.

2 saying nice things about someone or something 表扬的; 赞扬的

The headmaster was very complimentary about our work.

box /bɒks/ *n.* [C] (戏院或运动场的) 包厢

ball park *n.*

[C] (*mainly AmE*) a place where baseball games are played 棒球场

buddy /'bʌdi/ *n.*

[C] (*AmE*) (*infml*) a friend 朋友

■ **briefcase** /'brɪ:fkeɪs/ *n.*

[C] a case for carrying documents and other things to work 公文包

power lunch *n.*

[C] a working lunch at which high-level political or business discussions can be held 工作午餐会(政界或商界要人谈工作时吃的午餐)

★ **jelly** /'dʒeli/ *n.*

1 [C, U] (*mainly AmE*) 果酱

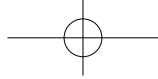
2 [C, U] (*BrE*) 果冻

▲ **cookie** /'kʊki/ *n.* [C] (*mainly AmE*) 小甜饼; 曲奇饼

★ **cocktail** /'kɒkteɪl/ *n.* [C] 鸡尾酒

splinter /'splɪntə/ *n.*

[C] a small sharp piece of material such as wood or glass that has broken off a bigger piece (木头、玻璃等的) 碎片, 裂片

**trash can** *n.*

[C] (*AmE*) (*BrE* rubbish bin) a container that you put trash in 垃圾箱; 垃圾桶

▲ **lull** /lʌl/ *n.*

[C] a quiet period during a very active or violent situation 暂时平静; 暂时平息

I waited for a lull in the conversation before getting up to go.

Phrases and expressions**take sth away**

to remove something 除去; 移走; 拿走
Take the knife away from her.

get through

to finish dealing with some work, a subject etc 处理完 (工作或议题等)

There was a lot to get through in the meeting.

wheeling and dealing

activities that involve a lot of complicated and sometimes dishonest deals, especially in business or politics (尤指商业或政治上的) 投机取巧, 玩弄手段

He would even turn to wheeling and dealing to get what he wanted.

go into

to start working in a particular type of job or business 开始从事

Alex has decided to go into nursing.

bring up

1 to start discussing a subject 提出; 开始讨论

The issue will be brought up again in the next meeting.

2 to look after a child until he or she becomes an adult 养育

He was brought up by his grandmother.

more often than not

on most occasions or in most situations 往往; 在大多数情况下

More often than not, the arguments could have been avoided.

talk shop

to talk about your work, especially in a way that is boring for other people (尤指令人讨厌地) 说行话, 谈公事, 三句话不离本行

Two chemists were talking shop, and I hardly understood a word they said.

odds and ends

(*BrE*) (*infml*) small things that are all different and not valuable or important 零碎东西; 零星杂物

He didn't keep much in his desk – just a few odds and ends.

Proper names

Emily /eməli/ 埃米莉 (人名)

Scott /skɒt/ 斯科特 (人名)

Rebecca /rɪ'bekə/ 丽贝卡 (人名)

Jenny /dʒeni/ 珍妮 (人名)

Jason /dʒeɪs(ə)n/ 贾森 (人名)

Maya /maɪə/ 玛雅 (人名)

Andrew /ændruː/ 安德鲁 (人名)

Winnie the Pooh 小熊维尼 (卡通人物)

Further reading**Finding our calling****New words**★ **calling** /'kɔːlɪŋ/ *n.*

[C] (*fml*) a job or profession, especially one that you consider important (尤指自认为重要的) 职业, 行业

psychologist /saɪ'kɒlədʒɪst/ *n.*

[C] someone who studies how people's minds work and how this affects their behaviour 心理学家

■ **currency** /'kʌrənsɪ/ *n.*

[C, U] the system of money used in a particular country 通货; 货币

You can use credit cards but it's best to take some currency as well.

fulfillment /fʊl'fɪlmənt/ *n.*

[U] a feeling of happiness and satisfaction, especially because you are doing something important or using your abilities (尤指因做重要的事或发挥才干而产生的) 满足感, 成就感

Being a teacher gives her a real sense of fulfillment.

paycheck /'peɪtʃek/ *n.*

[C] the amount of money that you earn in your job 薪水; 工资

I'd like a job with a nice paycheck.

extrinsic /eks'trɪnsɪk/ *a.*

(*fml*) coming from outside a particular person or thing 外在的; 外来的; 外表的

People are likely to be influenced by extrinsic factors.

★ **advancement** /əd'vɑːnsmənt/ *n.*

1 [U] (*fml*) progress in your career (事业上的) 提升, 晋升

There is plenty of room for advancement within the company.

- 2 [U] the process of helping something to develop successfully 促进; 改进
Millions of people are working at the advancement of peace.

★ **prestige** /pre'sti:ʒ/ *n.* @

[U] the high reputation and respect that someone or something has earned, based on their impressive achievement, quality etc 声望; 名望; 威信
The professor enhanced his prestige by publishing a series of influential papers.

★ **hierarchy** /haɪə'rɑ:kɪ/ *n.*

[C, U] a system for organizing people according to their status in a society, organization, or other group 等级制度
He reached a high level within the country's political hierarchy.

tenured /tenjəd/ *a.*

(mainly AmE) having a job that you can do permanently until you retire, especially with a university or government department (尤指在大学或政府部门) 享有终身职位的
He was the only tenured professor in our university.

■ **headmistress** /hed'mɪstrəs/ *n.*

[C] (BrE) (AmE principal) a female teacher who is in charge of a school 女校长

■ **vice-** /vaɪs/

prefix used with the name of a senior job title for referring to the person holding a job immediately below that one 表示“副”(用于高级职位的名称前, 表示仅次于这个职位的职位)
She's vice-chair of the educational committee.

■ **end** /end/ *n.* @

[C] (*fmI*) (*usu pl*) the reason for a particular action or the result you want to achieve 理由; 目的; 目标
She'll do anything to achieve her own ends.

★ **intrinsic** /ɪn'trɪnsɪk/ *a.* @

(*fmI*) relating to the essential qualities or features of something or someone 本质的; 内在的; 实质的
Providing service to the customers is intrinsic to a successful business.

concordant /kən'kɔ:dnt/ *a.*

two things having similar features or qualities 和谐的; 一致的, 协调的
The result is concordant with earlier estimates.

orientated /ɔ:riəntetɪd/ *a.*

(BrE oriented) mainly concerned with, or directed towards a particular group, activity, or situation 重视……的; 以……为目的的
Traditional English classes were orientated towards grammar.

■ **dependent** /drɪ'pendənt/ *a.* @

- 1 if one thing is dependent on another, it is affected by the other thing and changes if the other thing changes 取决于……的
Your pay is dependent on your work performance.
- 2 if you are dependent on someone or something, you need them in order to live or succeed 依靠的; 依赖的
They hate being dependent on their parents.

★ **occupational** /ɒkju'peɪʃn(ə)/ *a.*

(*usu before noun*) relating to or caused by your job 职业的; 工作的; 职业引起的
We should discard occupational discrimination.

▲ **concerted** /kən'sɜ:tɪd/ *a.*

involving a lot of people or organizations working together in a determined way 齐心协力的
We need to make a concerted effort to improve on our results.

placement /pleɪsmənt/ *n.*

[U] the process of finding someone a place where they can live, work, or study 安置; 安排; 安顿
A new job placement scheme is to be passed next week.

■ **priority** /praɪ'ɒrəti/ *n.* @

- 1 [U] the importance that you give to something that must be done 重要性; 优先权
Safety must be given top priority.
- 2 [C] something important, that must be done first or needs more attention than anything else 优先考虑的事; 重点
Being fashionable is low on her list of priorities.

quantifiable /kwɒntɪfaɪəbl/ *a.*

capable of being measured or expressed as a quantity 能够量化的
The influence he made is not quantifiable.

meaningful /mi:nɪŋfl/ *a.*

serious, useful, or important 严肃的; 有用的; 重要的
We have made a very meaningful discussion about the issue.

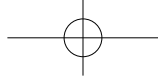
★ **straightforward** /streɪt'fɔ:wəd/ *a.* @

- 1 not complicated or difficult to understand 简单的; 易懂的
It's a fairly straightforward operation.
- 2 clear and honest 诚实的; 清楚明了的
Just give me a straightforward answer.

activism /æktɪvɪz(ə)m/ *n.* [U] 行动主义; 激进主义

■ **humor** /'hju:mə/ *n.* @

- 1 [U] the ability to know when something is funny, and to laugh at funny situations 幽默感
He is a person with a great sense of humor.



2 [U] the quality that makes a situation or entertainment funny 幽默; 滑稽

I couldn't understand why they laughed at things that I didn't see the humor in.

■ **consideration** /kən'sɪdər'eɪʃn/ *n.* @
[U] careful thought before making a decision or judgment about something 考虑
We will give careful consideration to your requirement.

■ **schedule** /'ʃedju:l/ *n.* @
[C] a plan of activities or events and when they will happen 日程表; 计划表; 活动安排
I have a very busy schedule for next week.

remunerative /rɪ'mju:nərətɪv/ *a.*
(*fml*) providing payment or other rewards for work that has been done 有报酬的; 有酬劳的
The job is enjoyable but scarcely remunerative.

★ **profitable** /'prɒfɪtəbl/ *a.*
1 giving you a benefit or advantage 有利的; 有益的
The trip should be an enjoyable and profitable experience.
2 making a profit 盈利的; 有利可图的
Some of their products are highly profitable.

tap /tæp/ *vt.*
if you tap something, such as someone's ability or a supply of information, you use it or get some benefit from it 开发; 利用
Are you tapping your staff's full potential?

■ **outset** /'aʊtset/ *n.*
[sing] (from the ~) the start of something 起始; 开始; 开端
You are going to love the book from the outset.

Phrases and expressions

look forward to
to feel happy and excited about something that is going to happen (喜滋滋地) 盼望, 期待
He had worked hard and was looking forward to his retirement.

jot down
to write something in a quick informal way 快速记下; 草草写下
Let me jot down your number and I'll call you tomorrow.

stop short of (doing) sth
to not do something, although you almost do it 险些做某事; 差点儿做某事
I stopped short of telling him what I really thought.

figure out
to be able to understand something or solve a problem 理解; 明白; 想出

We have to figure out the connection between the two events.

take sth into consideration
to think about a particular fact or detail and allow it to have some influence when you are making a decision 把……考虑在内; 顾及某事
The candidate's experience must be taken into consideration.

in advance
if you do something in advance, you do it in preparation for a particular time or event in the future 事先; 预先
Many thanks in advance for your help.

take sth into account
to consider something when you are trying to make a decision 考虑到某事物
I hope my teacher will take my recent illness into account when judging my examination.

Proper names

Abraham Maslow /'eɪbrə'hæm 'mɑ:sləʊ/ 亚伯拉罕·马斯洛 (1908–1970, 美国著名心理学家)

Amy Wrzesniewski /'eɪmi vʒɪ'niəski/ 艾美·瑞斯尼斯基 (人名)

Reading across cultures

Résumé across cultures

New words

★ **navigation** /nævɪ'geɪʃn/ *n.*
1 [U] 引导; 导航
2 [U] 航海; 航空; 航行

★ **concise** /kən'saɪs/ *a.*
expressed using only a few words, but in a way that is easy to understand 简洁的; 简明的
The instructions are clear and concise.

■ **employer** /ɪm'plɔɪə/ *n.*
[C] a person, company, or organization that pays someone to work for them as a member of their staff 雇主; 雇用者
The factory is the largest employer in the area.

■ **explicit** /ɪk'splɪsɪt/ *a.* @
said or explained in an extremely clear way, so that you cannot doubt what is meant 清楚的; 明白的; 无可怀疑的
They have made an explicit statement about their attitude.

■ **emphasis** /em'fæzɪs/ *n.* @
[C, U] (*pl* emphases) special importance or attention that is given to one thing in particular 重点; 重要性

The main emphasis should be on quality rather than quantity.

- **analysis** /ə'næləsis/ *n.* @
 [C, U] (*pl* analyses) a process of studying or examining something in detail in order to understand it or explain it 分析
The conclusion was based on a general analysis of the situation.
- **conceal** /kən'si:l/ *vt.* @
 (*fml*) to not tell someone about something, especially because you are ashamed of it or worried about it 隐瞒
Why did you decide to conceal your true identity?
- **crude** /kru:d/ *a.*
 1 offensive or rude, especially in a sexual way 粗俗的; 粗鲁的
His language was often crude.
 2 not exact or accurate, but often good enough for a particular purpose 粗略的; 大致的
This report gives a crude estimate of the population available for work.
- **advisable** /əd'vaɪzəbl/ *a.*
 if something is advisable, it is a good idea to do it, especially in order to avoid problems 明智的; 可取的
It is advisable to wear sunglasses when out in the sun.
- **confine** /kən'faɪn/ *vt.* @
 (*fml*) to keep an activity within a particular limits 限制
We will try to confine the discussion to broad principles.
- **devise** /dɪ'vaɪz/ *vt.*
 to invent a method of doing something 发明; 设计; 想出
They have devised a method for quicker communications between offices.
- **acceptance** /ək'septəns/ *n.*
 [U] general agreement that something is true, reasonable, or cannot be changed 接受; 认可
There is widespread acceptance of these principles.
- **formula** /'fɔ:mjələ/ *n.*
 [C] (*pl* formulas or formulae) a plan or method for dealing with a problem or achieving a result 方案; 方法
The company's winning formula includes excellent service and quality products.
- **behalf** /br'hɑ:f/ *n.* @
 (on sb's ~) instead of someone, or as a representative of someone 代替某人; 代表某人
One of his students will speak at the conference on his behalf.

- **assistance** /ə'sɪst(ə)ns/ *n.*
 [U] help given to someone or help that allows something to be done 帮助; 协助; 援助
He has been running the company with the assistance of his son.

Phrases and expressions

be comprised of

to consist of two or more things 由……组成
The committee is comprised of well-known professors.

have some / no bearing on sth

to be relevant / not relevant to something or to have an influence / no influence on it 与某事物有/无关; 对某事物有/没有影响
His private life has no bearing on his competence as a manager.

come out

if something comes out, it becomes known 传出; 被揭晓
He said it would all come out in court.

bring sb / sth into line

to make someone or something similar to another person or thing 使某人/某物二者相一致
The restructuring of the business has brought output and demand into line.

so far

until now 迄今为止
So far we have not had to borrow any money.

Proper names

Latin /'lætɪn/ 拉丁语

Europass /'juərəʊpɑ:s/ 欧洲通行证