**教學材料：**

香港大學教育學院中文教育研究中心

非華語學生學習中文支援中心2017-18

學校：\_\_\_\_\_\_\_\_\_ 姓名：\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 班級：\_\_\_\_\_\_\_ 日期：\_\_\_\_\_\_\_\_\_\_

主題：工作與就業

詞彙表(基礎程度)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 物質 | material | 24 | 見習 | trainee |
| 2 | 滿足 | satisfaction | 25 | 獲得 | gained |
| 3 | 心理 | mental | 26 | 勝任 | competent |
| 4 | 自信 | Self-confidence | 27 | 擔任 | hold a post of |
| 5 | 貢獻 | contribution | 28 | 受聘 | be employed |
| 6 | 枯燥 | dull | 29 | 職責 | duties |
| 7 | 重複 | repetitive | 30 | 期望 | expectation |
| 8 | 享受 | enjoy | 31 | 佔用 | occupy |
| 9 | 適合 | suitable | 32 | 分配 | distribute |
| 10 | 挑戰 | challenge | 33 | 墮入 | fall into |
| 11 | 溝通能力 | communication skills | 34 | 懂得 | know |
| 12 | 輪班 | shift work | 35 | 複雜 | complicate |
| 13 | 查詢 | enquiry | 36 | 具備 | possess |
| 14 | 注重 | pay attention to | 37 | 陷阱 | trap |
| 15 | 需求 | requirement | 38 | 學歷 | academic background |
| 16 | 願意 | willing to | 39 | 吸取 | gain |
| 17 | 應付 | handle | 40 | 目標 | goal |
| 18 | 確保 | ensure | 41 | 理想 | ideal |
| 19 | 保障 | protect | 42 | 耐性 | patient |
| 20 | 接納 | accept | 43 | 適應 | adapt to |
| 21 | 隨機應變 | flexible | 44 | 條件 | condition |
| 22 | 鼓起勇氣 | pluck up courage | 45 | 就業 | to get a job |
| 23 | 服務態度 | work attitude | 46 | 資格 | qualification |

練習一：填充 (詞彙表)

|  |
| --- |
| 陷阱 貢獻 獲得 理想 應付 |

1. 青少年缺乏經驗，容易墮入求職\_\_\_\_\_\_\_\_\_\_\_。

2. 我的\_\_\_\_\_\_\_是成為一位出色的音樂家。

3. 為了\_\_\_\_\_\_\_面試的要求，我最近常常練習說話技巧。

4. 哥哥\_\_\_\_\_\_\_公司邀請面試，非常高興。

5. 我希望將來能夠\_\_\_\_\_\_\_\_社會，服務市民。

練習二：造句

I 從詞彙表中自選2個詞語造句。

|  |  |  |
| --- | --- | --- |
|  | 詞語 | 句子 |
| 1. |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2. |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

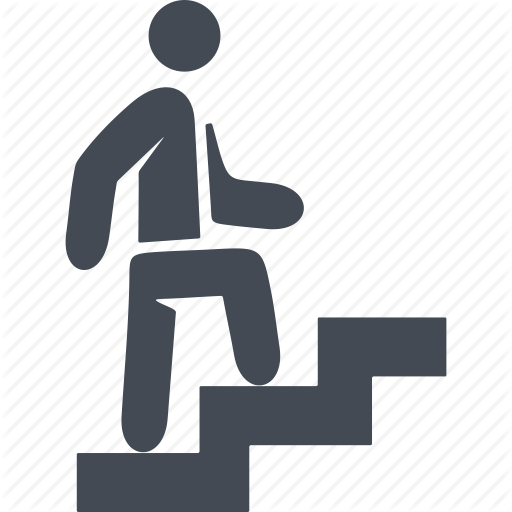
II 句式：因為……，所以……。

例：因為下大雨了，所以不用上體育課。

運用詞語表的詞彙，寫作「因為……，所以……」句。

因為\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_，

所以\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_。

同學完成詞彙表(基礎程度)的練習，可以挑戰詞彙表(進階程度)的練習！

詞彙表(進階程度)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 1 | 一舉兩得 | to kill two birds with one stone | 19 | 有所調整 | be adjusted |
| 2 | 心切 | eager to | 20 | 藉著 | by virtue |
| 3 | 貪圖高薪 | to crave a high salary | 21 | 應徵 | apply for a job |
| 4 | 優厚 | generous | 22 | 名列前茅 | rank top among the best candidates |
| 5 | 驅使 | to prompt | 23 | 招募 | to recruit |
| 6 | 推銷 | to sale | 24 | 高薪厚職 | high salary and top position |
| 7 | 游說 | to lobby | 25 | 創意思維 | creative thinking |
| 8 | 試圖 | to try to | 26 | 脫穎而出 | to stand out for |
| 9 | 利誘 | to tempt someone with money  or gains | 27 | 理想人選 | ideal candidate |
| 10 | 繳交 | to pay for | 28 | 應屆 | this year’s |
| 11 | 不法之徒 | not a law-abiding person | 29 | 待人處事 | the aspects; attitudes of treating people |
| 12 | 有機可乘 | to exploit the loopholes of | 30 | 學以致用 | to apply what one’s has learned |
| 13 | 勾當 | business or deal (mostly refer to  shady practice) | 31 | 竭盡所能 | try one’s best |
| 14 | 代罪羔羊 | scapegoat | 32 | 待遇 | salary |
| 15 | 欺騙 | to cheat | 33 | 責任 | responsibility |
| 16 | 謹慎 | careful and cautious | 34 | 求職 | to apply for a post |
| 17 | 抱負 | ambition | 35 | 調整 | to adjust |
| 18 | 投考 | to sign up for an examination |  |  |  |

練習三：填充 (詞彙表)

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| --- |
| 創意思維 驅使 一舉兩得 優厚 竭盡所能 |

1. 好奇心\_\_\_\_\_\_\_\_\_我參加青年工作體驗計劃。

2. 社會需要具有\_\_\_\_\_\_\_\_\_\_\_的人才，推動未來發展。

3. 大多數青少年喜歡待遇\_\_\_\_\_\_\_的工作。

4. 警察\_\_\_\_\_\_\_\_\_\_\_\_\_，維持社會治安。

5. 參加義工服務既可以學習溝通技巧，又可以服務他人，實在\_\_\_\_\_\_\_\_\_\_\_\_\_\_。

練習四：造句

從詞彙表中自選2個詞語造句。

|  |  |  |
| --- | --- | --- |
|  | 詞語 | 句子 |
| 1. |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |
| 2. |  | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

II 句式：既然……，就……。

例：既然你不用上課，我們就到圖書館去。

運用詞語表的詞彙，寫作「既然……，就……」句。

既然\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_，

就 \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_。

練習五：聆聽

同學留心觀看視聽材料，然後分2 -3人一組，討論以下問題，向全班同學滙報。

1.為甚麼學生Kary需要做3份兼職？

2.這樣對她的學習帶來甚麼影響？

3.大學副校長支持學生Kary的做法嗎？他有甚麼看法？

4.你對學生Kary兼職有何看法？

視聽材料：大學「兼職王」 教授勸先專注學業https://www.youtube.com/watch?v=s2UHtPa1w7Q

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練習六：寫作–(2012 GCE Unit 2) Section C : Writing

題目：中學生應該做兼職工作嗎？談談自己的意見。

試分組討論以下問題：

* 中學生可以做哪些兼職工作？
* 你希望找甚麼樣的兼職工作？為甚麼？
* 如果你要在假期工作，你父母會不會反對？為甚麼？
* 你覺得中學生做兼職，有甚麼好處和壞處？

Examiner Comments

This answer scores the top level for both Content and Language.

The opening paragraph is concise and immediately links to the first bullet point.

All the bullet points are addressed and given balanced attention.

They are well developed and linked without repetition of details and information.

The total number of characters is 202, which is acceptable.

Examiner Tip

Be aware that this is essay writing and not a question and answer type of exercise.

It is necessary to develop a link between the paragraphs and when responding to the bullet points.



Examiner Report - 2012 GCE Unit 2(6CN02) Writing

* In general most candidates in performed well but some candidates could have achieved better marks if they had responded to all 4 bullet points.
* Some candidates mistook the question in the stimulus as the main title and devoted half of the essay discussing whether students should do part-time jobs.
* Candidates should pay more attention to the structural connection between the bullets points, as is required of essay writing.
* Writing beyond the stipulated word limit continues to be a problem for some candidates.