

Unit Overview

Unit Working Situation: Teaching contents of this book are sequenced according to typical working process or situations of a certain working task chosen as the theme of each unit. The following is the correlation between the typical working situations in a company and the teaching contents of this unit, which helps provide an overview of the vocational skills covered in the unit, and make a general teaching plan of the unit accordingly.

Typical Working Situations	Company Description	Company Structure	Job Duty	Company Operation
Main Teaching Contents	Listening 1/Task 1 Watching 1/Task 1 Speaking 1/ I - II	Listening 1/Task 2 Watching 1/Task 2 Speaking 1/III-IV	Listening 2/Task 1 Watching 2/Task 1 Speaking 2/ I - II	Listening 2/Task 2 Watching 2/Task 2 Watching 2/III-IV

Unit Teaching Plan: Based on the specifics of your class, choose one of the teaching models outlined in *Introduction to Teacher's Book* on Page VII, or design your own individual model. The following is based on Model 1 on Page VII for your reference.

In Class

Period 1: Listening 1 → Speaking 1 (Task 1-2)



Period 2: Watching 1 → Speaking 1 (Task 3-4)



Period 3: Listening 2 → Speaking 2 (Task 1-2)



Period 4: Watching 2 → Speaking 2 (Task 3-4)

After Class

Unit File + Supplementary Listening + Project

Unit Time Arrangement: Overall teaching efficiency is supported by effective coordination of tasks. However, teachers should attend to the specifics of each class, and build flexibility into their plans accordingly. The following takes one task from each of *Listening*, *Watching* and *Speaking* as an example. Follow suit to form your own time arrangement.

L 13'

Warming-up 2' Extensive Listening 4'

Intensive Listening 5' Language Summary 2'

W 13'

Warming-up 2' Extensive Watching 4'

Intensive Watching 5' Language Summary 2'

S 24'

Task 1: Guided 10' Task 2: Free 14'

Unit Objectives

Objective: Ss are introduced to the vocational skills covered in this unit and get a general idea of the typical working situations in a company.

Procedures:

- Step 1: Elicit typical working situations in a company from Ss.
- Step 2: Ask Ss to read *Unit Objectives* to get a clearer idea.
- Step 3: Remind Ss to bear the objectives in mind while studying.
- Step 4: Explain new words or expressions if necessary.

1 Listening

TASK 1 Company Description

Objective: Ss can understand a description of a company.

Procedures:

- Step 1: Ss get prepared for the conversation of company description by finishing *Warming-up*.
- Step 2: Ss listen to the conversation extensively to get a global understanding. Check Ss' comprehension by finishing *Extensive Listening*.
- Step 3: Ss listen to the conversation intensively to get a detailed understanding. Check Ss' comprehension by finishing *Intensive Listening*.
- Step 4: Ss review expressions concerning company description in *Language Summary*.

Script:

(Wandering around a job fair, Benjamin notices a position that attracts him...)

- Benjamin:** Good morning. I'm Benjamin Yang.
- Anna:** Good morning, Mr. Yang! I'm Anna Brooks. Can I help you?
- Benjamin:** Could you give me a brief introduction to your business?
- Anna:** Well, our company, Nova, is a leading producer and exporter of electronics and our products have a high reputation for quality and design in the international market.
- Benjamin:** Ms. Brooks, how long has your company been in this line of business?
- Anna:** For about 20 years since 1990.
- Benjamin:** Wow! How large is your company then?

Anna: Our company has more than 1,000 employees and our production and office space covers 75,000 square meters.

Benjamin: That sounds great. Here is my résumé. I'd appreciate it if you could arrange me an interview.

Anna: We'll read your résumé and call you later if you meet our requirements.

Benjamin: Thank you very much.

Anna: You are welcome.

Key

I Warming-up



Business: online games and online communication

Headquarters: Shenzhen, China



Business: drinks

Headquarters: Atlanta, USA

II Extensive Listening

1. False Here is my résumé. I'd appreciate it if you could arrange me an interview.
2. True Could you give me a brief introduction to your business?

III Intensive Listening

1. C
2. B
3. A

1 Listening

TASK 2 Company Structure

Objective: Ss can understand a description and explanation of a company structure.

Procedures: Refer to *Listening 1 Task 1* if necessary.

Script:

(As newcomers to Nova, Benjamin Yang and the other new members of staff are now listening to Anna Brooks talk about the company structure.)

Good morning, everyone. Welcome to Nova. I'm Anna Brooks from the Human Resources Department. First, I'll give you a brief introduction to our company. Established in 1990, our company produces a variety of electronics, for both domestic and foreign markets. At present, we have an annual turnover of US\$85 million. Next, I will say a few words about the organization of our company. As you can see from this chart, our company is headed by Mr. Jack Black and divided into six departments: R&D, Marketing, Sales, Production, Finance, and Human Resources. The biggest one is the Production with four sections: Purchasing, Quality Control, Maintenance and Transport. Any questions so far?

Key

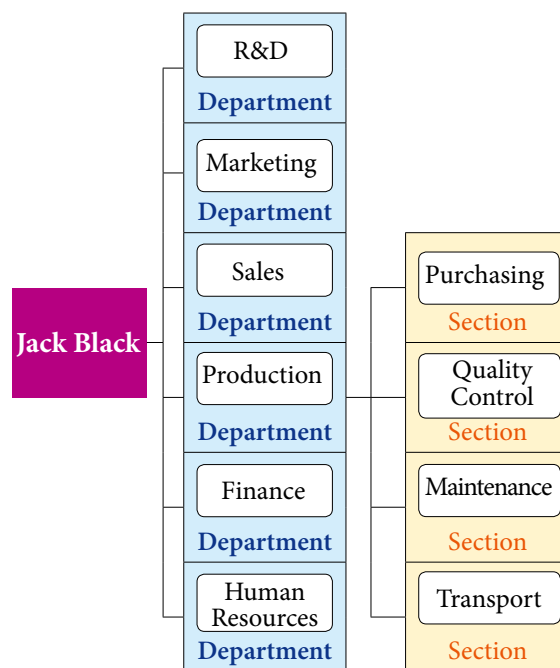
I Warming-up

Across: Marketing; Sales; Personnel
Down: Production; Finance

II Extensive Listening

1. C 2. C

III Intensive Listening



IV Language Summary

1. 建筑部
2. 工程部
3. 战略规划部
4. 客户服务部
5. 公共关系部

1 Watching

TASK 1 Company Description

Objective: Ss can learn the skills of asking about and describing a company.

Procedures:

- Step 1: Ss get prepared for the video clip about company description by finishing *Warming-up*.
- Step 2: Ss watch the video clip extensively to get a global understanding. Check Ss' comprehension by finishing *Extensive Watching*.
- Step 3: Ss watch the video clip intensively to get a detailed understanding. Check Ss' comprehension by finishing *Intensive Watching*.
- Step 4: Ss review expressions concerning company description in *Language Summary*.

Script:

- Bob:** Alice, it's you! What a surprise meeting you here!
- Alice:** Hi, Bob. Haven't seen you for ages!
- Bob:** Yeah, we haven't seen each other since our graduation. How is everything?
- Alice:** I will start working for TAF from next month.
- Bob:** TAF? What do they do?
- Alice:** They're one of the leading manufacturers of skincare and haircare products, which are sold mainly in Southeast Asia and Africa.
- Bob:** When was the company set up?
- Alice:** In the early 1990's. It'll soon be celebrating its 20th anniversary.
- Bob:** How many employees are there in this company?
- Alice:** Over 6,000.
- Bob:** That is a big company! I'd like to wish

you every success with your new job.

- Alice:** Thank you! How about you, Bob? Do you still work for Otis Elevator?
- Bob:** No, I've already left and started up my own business a year ago.
- Alice:** You're self-employed! That's marvelous! What line of business are you in?
- Bob:** I specialize in importing and exporting chemical products.
- Alice:** Fantastic! There might be chances for us to do business together.
- Bob:** Definitely. This is my business card. Let's keep in touch.
- Alice:** Sure.

Key

I Warming-up

- How is it going?
How is everything going?
What's going on with you?
How are you these days?
How are you doing?

II Extensive Watching

- Bob — worked for Otis Elevator
a self-employed entrepreneur
Alice — will work for a big company
found a position at TAF

III Intensive Watching

	TAF	Bob's Company
History	Almost <u>20</u> years	<u>1</u> year
Main Business	Manufacturing <u>skincare and hair-care products</u>	Importing and exporting <u>chemical products</u>
Size	over <u>6,000</u> employees	

1 Watching

TASK 2 Company Structure

Objective: Ss can learn the skills of describing and explaining a company structure.

Procedures: Refer to *Watching 1 Task 1* if necessary.

Script:

(On her first day at work, Alice is greeted by Bill, Manager of the Sales & Marketing Department.)

Alice: May I come in?

Bill: Yes, come in, please.

Alice: Good morning, Sir. My name is Alice Zhao. I'm a newcomer to Sales & Marketing Department.

Bill: Good morning, Alice. Sit down, please. I'm Bill Smith, Manager of this department. Welcome to Sales & Marketing.

Alice: Thank you, Mr. Smith.

Bill: Just call me Bill. Have you reported to the Human Resources Department?

Alice: Yes, Sir.

Bill: Then, you've already got a brief introduction of our company?

Alice: Yes, Mr. Smith. But I am a bit confused about the organizational structure.

Bill: Well, it's not that complicated. Look at this organization chart. The company is headed by the Board of Directors, which takes charge of company strategies and general policies. The Board usually appoints a CEO to take responsibilities for the company's daily operation.

Alice: Oh, I know Mr. Bruce Anderson is the CEO of our company. He was a business professor at a famous college before he joined our company.

Bill: Yes. Our company is divided into five areas. They are: the R&D, the Sales & Marketing, the Production, the Finance, and the Human Resources. The biggest one is the Production Department. It has four sections: Purchasing, Quality Control, Transport and After-sales.

Alice: What about our department then?

Bill: Since our markets are mainly in Southeast Asia and Africa, our department is accordingly divided into two regional branches. Is that clear now?

Alice: Yes, very clear. Thank you.

Key

I Warming-up

- Good morning, Mr. Smith. I'm Annie Hall. I'm new here.
- How do you do? My name is Annie Hall. I've been looking forward to meeting you, Mr. Smith.
- You must be Mr. Smith. I'm Annie Hall, a newcomer. Nice to meet you.

II Extensive Watching

- 1. Greetings
- 3. Company structure

III Intensive Watching

1. The Human Resources Department.
2. He was a business professor at a famous college.
3. Five.
4. The Production Department.
5. Two regional branches.

IV Language Summary

- They looked him over from *head* to foot. (名词, 头)
- The sales director *heads* a team of 20 representatives. (动词, 带领)
- Put this coat over your *shoulders* in case you get cold. (名词, 肩膀)
- The local residents are being asked to *shoulder* the costs of the repairs. (动词, 承担)
- He hit me on the *nose*. (名词, 鼻子)
- The ship *nosed* its way into the harbor. (动词, 小心翼翼地前进)

1 Speaking

Objective: This part aims at guiding Ss to practice the skills they've learned in *Listening 1 & Watching 1*.

Note: *I & III* are guided tasks, which prepare Ss for *II & IV* respectively. The four tasks are designed to help Ss achieve communication skills in describing a company and explaining a company structure.

I Procedures:

- Step 1: Explain the task and give Ss time to look through the uncompleted conversation.
- Step 2: Put Ss into pairs to complete the conversation. Circulate to provide help if necessary.
- Step 3: Have Ss take turns to read the conversation aloud.
- Step 4: Call on volunteers or selected pairs to role-play the conversation to the class.

Sample:

- A:** Good morning, Miss! I'm Lilly Wang from the LED company. I was wondering if we could do business together.
- B:** Good morning, Sir. What line of business are you in?
- A:** We specialize in making energy efficient lighting products.
- B:** How long have you been in this line of business?
- A:** About six years.
- B:** How large is your company?
- A:** Our company has more than two thousand employees.
- B:** Where is your company based?
- A:** Our company is based in Nanjing.
- B:** That sounds great. It's possible that we could do business together. May I have your name card so that I know how to contact you?
- A:** Sure. Here you are.

II Procedures:

- Step 1: Explain the task.
- Step 2: Pre-teach or elicit some key words or expressions or sentences which may be used in the conversation (e.g. set up, establish, is headed by, is divided into, how long... in this line of business? How large is...?) and write them on the board.
- Step 3: Put Ss into pairs and get them to role-play the conversation. Circulate to provide help if needed.
- Step 4: Call on selected pairs to present their role-plays to the class.

Sample:

- A:** Good morning. I'm Anna Yang from Everlighting Electronics Company in China.
- B:** Good morning, Miss Yang. I'm George Harrison from Pattern Electronics in the UK. I was wondering if we could do business together.
- A:** Well, how long has your company been in this line of business?
- B:** For about 30 years since 1980.
- A:** How large is your company then?
- B:** Our company has more than 3,000 employees. We have six departments, R&D, Marketing, Sales, Production, Finance, and Human Resources.
- A:** Well, Everlighting has about 2,000 employees working in four departments. I work in the Sales Department.
- B:** That sounds great.
- A:** It's possible that we could do business together. May I have your telephone number so that I know how to contact you?
- B:** Sure. Here is my name card.

(to be continued on Page T-13)

2 Listening

TASK 1 Job Duty

Objective: Ss can understand a description of a job and its responsibilities.

Procedures: Refer to *Listening 1 Task 1* if necessary.

Script:

(*Benjamin is chatting with another newcomer during the break.*)

Daphne: We have the Board of Directors, the CEO, and the shareholders. What are the differences between them?

Benjamin: The shareholders own the company. They form the financial control system.

Daphne: What does the CEO do?

Benjamin: He is responsible for everything that happens in the company, acting as the official representative of the company. If there is only one person with absolute power in a company, everyone knows the power will go to the CEO.

Daphne: Isn't that too dangerous?

Benjamin: You are right. That's the reason for having a Board of Directors. The Board is made up of a group of independent and unbiased people, to whom the CEO is responsible.

Daphne: What does the Board of Directors do?

Benjamin: They meet monthly, quarterly, or annually, providing long-term planning and vision, and acting as moral watchdogs to keep the company in line.

Key

I Warming-up

CFO—Chief Financial Officer (首席财政官/财务总监)

CTO—Chief Technical Officer (首席技术官)

COO—Chief Operative Officer (首席运营官)

II Extensive Listening

CEO—manages a company

Director (of the Board)—monitors a company

Shareholder—owns a company (partly)

III Intensive Listening

1 The shareholders

2 financial control

3 dangerous

4 Board of Directors

5 non-biased

IV Language Summary

once a week

weekly

once a month

monthly

once every two months

bimonthly

once every three months

trimonthly

once a year

annually

twice a year

biannually

2 Listening

TASK 2 Company Operation

Objective: Ss can understand an explanation of a company's operation.

Procedures: Refer to *Listening 1 Task 1* if necessary.

Script:

(Benjamin is talking with his colleague about a new project.)

Daphne: Has the new project started?

Benjamin: Yes, all the departments involved are busy with it now.

Daphne: What departments are involved?

Benjamin: Three departments: R&D, Production and Quality Control.

Daphne: Teamwork again. How do they cooperate with each other?

Benjamin: First, the R&D designs new products. The keyword in this phase is innovation.

Daphne: Yes, that's why it takes a lot of effort, too.

Benjamin: Then the Production comes in. As soon as the design proves feasible, the Production starts the assembly line and puts the design into real products.

Daphne: How does the Quality Control collaborate with the other two?

Benjamin: The QC takes random samples up to the lab for testing. Manufacturing problems are reported to the Production and design problems go to the R&D.

Daphne: I can see close cooperation among the three is the key to product quality.

Benjamin: You're right.

Key

I Warming-up

1. R&D Department
2. PR (Public Relations) Department

II Extensive Listening

1. B
2. A

III Intensive Listening

1. Innovation is most important for designing new products.
2. As soon as the design proves feasible, the Production Department starts the assembly line.
3. Manufacturing problems are reported to the Production Department and design problems go to the R&D Department.

2 Watching

TASK 1 Job Duty

Objective: Ss learn the skills of asking about and describing a job and its responsibilities.

Procedures: Refer to *Watching 1 Task 1* if necessary.

Script:

(Alice is helping Bill Smith shoot a video for his company. They are trying to introduce people from different departments, but everyone is busy...)

Bill: My name is Bill Smith. I'm the manager of Sales and Marketing at TAF. I'm responsible for sales and promotion of the company's products. Today I'm going to introduce to you my colleagues around the company. Here is my colleague, Alice. *(Alice waves to the camera, saying "hi".)* Today is actually her second day in our company and she's going to help me with this video. Come on, Alice!

Bill: Here is Victoria. Hi, Vicky!

Victoria: Hello, Bill.
(Victoria continues walking forward, but Bill stops her.)

Bill: Please Vicky... Could you just give your name, your job title and a description of what you do?

Victoria: Oh, is this for next week's trade fair?

Bill: Yes, we need to briefly introduce our company at the trade fair.

Victoria: OK. Is your camera ready? My name is Victoria Song. I'm an assistant manager for international PR. I establish and maintain relationships with our overseas partners.

Bill: Thanks, Vicky... This is Dave, Manager of the Production Department. Hi, Dave!

Dave: Hi, Bill. How's the preparation for the trade fair going?

Bill: Actually, I'm working on it right now! Could you give your name, your title and a description of what you do?

Dave: Sure. Hello, I am Dave from the Production Department. We are responsible for developing and manufacturing products.

Bill: Thanks, Dave.

Key

I Warming-up

- Production Department
- Sales & Marketing Department

II Extensive Watching

Bill—Sales and Marketing Manager

Victoria—Assistant Manager for International PR

Dave—Production Manager

III Intensive Watching

1. False Oh, is this for next week's trade fair?
2. True I establish and maintain relationships with our overseas partners.
3. False We are responsible for developing and manufacturing products.
4. False My name is Victoria Song. I'm an assistant manager for International PR. Hello, I am Dave from the Production Department.

IV Language Summary

As a secretary, I'm responsible for answering telephones, arranging meetings and making schedules.

2 Watching

TASK 2 Company Operation

Objective: Ss learn the skills of explaining a company's operation.

Procedures: Refer to *Watching 1 Task 1* if necessary.

Script:

(Several days later, Alice meets Bill in the corridor.)

Bill: Hi, Alice, how is it going so far?

Alice: So far so good. Everything's interesting, except that the set-up here is still a little confusing—who's where and what's what.

Bill: I see. Let me show you around and tell you how the company operates.

Alice: You are always so nice!

Bill: This way, please. Right there at the far end of the corridor on the right is the CEO's office. Have you met Mr. Bruce Anderson in person?

Alice: Not yet.

Bill: Next to the photocopy room is the Finance Department. If you have any questions concerning your payment, you can come here.

Alice: Payments for our products are handled here too, I guess.

Bill: Yes. They offer us statistics about our sales performance as well. Opposite the Finance Department is the R&D Department. Requests and complaints from our clients shall be forwarded to them.

Alice: So, we'll cooperate a lot with the R&D.

Bill: Right. Another department we often work with is the Production Department, next to the R&D. Orders from our clients will go to them.

Alice: Are they responsible for dispatching and maintenance?

Bill: Yes. The Transport Section and the

After-sales Section handle those responsibilities.

Alice: Thank you very much, Bill.

Bill: By the way, if you have any trouble with your work, you can come to me. I'm the first person you can turn to for help.

Key

I Warming-up

- on the top of... in the front of...
- in the back of... to the left of...
- at the right-hand corner of...

II Extensive Watching

- √ Finance Department
- √ R&D Department
- √ Production Department
- √ After-sales Department

III Intensive Watching

1. False I'm the first person you can turn to for help.
2. True If you have any questions concerning your payment, you can come here.
3. False Next to the photocopy room is the Finance Department.
4. True The Transport Section and the After-sales Section handle those responsibilities.

2 Speaking

Objective: This part aims at guiding Ss to practice the skills they've learned in *Listening 2 & Watching 2*.

Note: *I & III* are guided tasks, which prepare Ss for *II & IV* respectively. The four tasks are designed to help Ss achieve communication skills in asking about and describing a job and its responsibilities as well as explaining a company's operation.

I Procedures:

- Step 1: Explain the task and give Ss time to look through the uncompleted conversation.
- Step 2: Put Ss into pairs to complete the conversation. Circulate to provide help if necessary.
- Step 3: Have Ss take turns to read the conversation aloud.
- Step 4: Call on volunteers or selected pairs to role-play the conversation to the class.

Sample:

Eric: Good morning! My name is Eric. I'm new here.

Robert: Good morning, Eric. I'm Robert.

Eric: Robert, what department do you work in?

Robert: I work in the Sales & Marketing Department.

Eric: Then you have to deal with people a lot.

Robert: Exactly! Our responsibility is to focus on customers, find and direct outside vendors, etc. Which department do you work for?

Eric: I work for the R&D Department. I studied industrial design when I was a college student.

Robert: Very creative job!

Eric: Yes. We are responsible for creating new products, systems or ideas that enable people to lead better lives.

Robert: And, we take the responsibility to sell the products you design!

Eric: Right. So, we'll often cooperate in the future.

II Procedures:

- Step 1: Explain the task.
- Step 2: Have Ss work in groups of four and make a list of responsibilities of the Production Manager and the Sales Manager.
- Step 3: Ask several Ss to write their answers on the board.
- Step 4: Correct mistakes in the answers.
- Step 5: Have each group assign different roles to members and practice role-plays according to the instructions.
- Step 6: Call on volunteer groups to perform their role-plays to the class.

Sample:

A: Let me show you around the company and get to know everybody.

B: Thanks, that's very kind of you.

A: This is Henry, manager of the Production Department. And this is Alice, our new colleague.

B: It's a pleasure to meet you, Henry.

C: Nice to meet you, Alice. Welcome aboard.

B: Thanks, Henry. I guess developing and manufacturing products must be very tough, right?

C: Yes, you are right. There are three sections in our department. Purchasing, Quality Control and R&D. Our job is to ensure that our products are well received by our customers. As you said, it's a tough job.

B: But it is rewarding, isn't it?

C: Yes, that's right.

A: Alice, this is Leo.

B: Nice to meet you, Sir!

D: Nice to meet you, Alice. I am in the Sales and Marketing Department. We do a lot of promotions to sell our products. We deal with people a lot.

...

(to be continued on Page T-14)

Project

This project is an integrated task that requires Ss to work together and go through the typical tasks related to company organization. In order to complete it successfully, Ss should recall the vocational skills and language skills they've learned in this unit. That is, they should know: how to ask about and describe a company, how to describe and explain a company's structure, how to ask about and describe a job and its responsibilities, how to understand and explain a company's operation.

Procedures:

- Step 1: Grouping. Divide the class into groups. There are several ways: Ss pick their own partners; teachers group fast learners with slow learners; Ss find their partners by drawing lots.
- Step 2: Defining the project. Go through the project with the class and clarify requirements.
- Step 3: Timing & cooperation. Give Ss a deadline for completion and guidelines on working together. Appropriate time management and job division are likely to be serious problems at the beginning, where basic instructions from the teacher should come in. Make Ss fully aware that teamwork is the essential part of the practice. Remind them that different Ss have different work but

everybody contributes to the project. They discuss first and then decide who will do what.

- Step 4: Presentation. Ss present their evidence for completion usually in oral form, but written evidence or support may be required. In this project, Ss need to present their company's description, organizational structure, and the workflow chart of the company's operation. Visuals can support the oral presentation but in tasks where speaking is the focus, a reliance on written reports or text-heavy PowerPoint slides is to be discouraged.

Notes:

1. Since it takes time and effort to complete a project, it is advised to be done as homework.
2. The teacher randomly asks two or three groups to demonstrate their work in class each time, and gives some (usually positive) comments on their work.
3. It's impossible for Ss to do all the projects in the book. The teacher assigns the project to some Ss at the end of the unit, and the Ss present at the end of the following unit. Alternatively, Ss choose one of the projects near the end of the term and all groups present together in a time specially put aside for project presentation.

Self-Assessment

This part is to help Ss evaluate their language skills in accordance with the *Unit Objectives*.

Procedures:

- Step 1: Go through the evaluation list with Ss.
- Step 2: Ss tick the boxes on the list alone.
- Step 3: Ask several Ss to report their self-evaluation results.
- Step 4: Comment briefly.

Note: At the beginning, the teacher needs to explain the purpose of this part and take some students as examples. Later on, this part may be left to Ss alone.

I New Words & Expressions

This part lists all the new words and expressions extracted from the scripts in this unit. The teacher may either ask Ss to preview them before the unit or review them after working through the whole unit. In the process of listening, watching or speaking, the teacher can direct Ss to refer to this part or even explain some important items. This part assists Ss in understanding the listening or watching tasks and enlarges their vocabulary as well.

(continued from Page T-6)

III Procedures:

- Step 1: Explain the task and lead Ss through the words and expressions.
- Step 2: Have Ss work individually to make at least two sentences from each group. Encourage them to make sentences that contain both a word and an expression from the two groups. Circulate to provide help if necessary.
- Step 3: Call on volunteers or selected Ss to read aloud to the class and ask other Ss to comment or improve.

Sample:

1. The company is headed by the Board of Directors.
2. CEO is responsible for the company's daily operation.
3. The company is divided into four departments, the Production Department, the Sales & Marketing Department, the Finance Department, and the Human Resources Department.
4. As the biggest department, the Production Department is subdivided into three sections, the Purchasing Section, the Quality Control Section, and the Maintenance Section.

VI Procedures:

- Step 1: Explain the task and give Ss time to look at the organizational chart.
- Step 2: Put Ss into pairs and ask them to think of key words or expressions possibly to be used in their conversation (e.g. be responsible for, be in charge of, take charge of, be divided into, be subdivided

into, consist of, section, etc.) and write them on the board.

- Step 3: Have Ss take turns to role-play a staff member working in the HR Department and a new employee. Circulate to provide help.
- Step 4: Call on volunteers or selected pairs to present their role-plays to the class.

Sample:

- A:** Good morning, Miss Witt. I'm Jane Baker, secretary of the HR Department. Welcome to join ABC Company.
- B:** Nice to meet you, Miss Baker. I'm glad to work for ABC Company.
- A:** Come on over... This is your desk, and this is your time card. Be sure to clock in and out before and after you work.
- B:** I will.
- A:** ABC Company is a large company. It is headed by the Board of Directors. And the CEO appointed by the Board takes responsibilities for the company's daily operation.
- B:** I see. And before I applied for this position, I learned our company is divided into four departments.
- A:** Yes. They're the Production Department, the Sales & Marketing Department, the Accounting Department, and the HR Department.
- B:** Which one is the biggest?
- A:** The Production Department. It is subdivided into three sections: Purchasing, Quality Control and Research & Development.
- B:** I get it.
- A:** OK, now I'll show you around and introduce to you the department managers.
- B:** Thank you, Miss Baker.

2 Language Focus

Functional Phrases are some useful phrases extracted from the scripts in this unit. They are summed up into different categories according to their functions. As they are the key language points of the whole unit, the teacher may have a dictation first and then organize oral activities like making sentences to make sure each student fully master the usage of these phrases.

Useful Expressions, also extracted from the scripts in this unit, are expressions widely used in everyday spoken English. They are either brief and concise or popular and up to date. The teacher may ask Ss about the context where these expressions are used and require Ss to recite them until they can use them freely to convey their ideas. Finally, the teacher might divide Ss into pairs, making them role-play a mini conversation with as many these useful expressions as possible.

3 Cultural Notes

This part lists some distinct Western cultural phenomena extracted from the scripts in this unit.

After the study of the whole unit, Ss are given an after-class assignment to review the scripts quickly and do some research on the different etiquette and cultural experiences between China and Western countries. The teacher may divide Ss into two groups, with one group representing Chinese culture and the other group Western culture. They are encouraged to surf online and look for pictures and background information for the project. The teacher may ask either group to choose a representative to present the group's findings on the platform.

(continued from Page T-11)

III Procedures:

- Step 1: Explain the task and lead Ss through the sentences given.
- Step 2: Ask Ss to work out the answers on their own and discuss to reach an agreement.
- Step 3: Put Ss into pairs and ask them to take turns to describe each step of the process in a full sentence. Circulate to provide help if needed.
- Step 4: Pre-teach or elicit some items to be used for sequencing (e.g. First... Then... And then... Finally...) and write them on the board.
- Step 5: Call on volunteers or selected pairs to retell the whole process using the items pre-taught or elicited.

Sample:

The R&D Department designs the new product.
...

IV Procedures:

- Step 1: Explain the task and put Ss into groups.
- Step 2: Each group chooses one from the ordering,

manufacturing or dispatching system and works out a flowchart. The teacher circulates to provide help if needed.

- Step 3: Ss take turns to explain the system to group members according to the flowchart. The teacher circulates to provide help if needed.
- Step 4: Call on volunteers or selected groups to choose a representative to show their flowchart and explain the system to the class.

Sample:

The process of ordering:

making an ordering plan, confirming the ordering plan, choosing a supplier, negotiating the prices, placing the order, making the payment, and receiving goods

The process of manufacturing:

the R&D Department designs the new product, the design proved feasible, the Production Department starts the assembly line, the QC Department takes samples to the lab for testing, problems are reported to the Production Department, design problems go to the R&D Department, new products

4 Business Notes

This part lists some business terms extracted from the scripts in this unit. The purpose is to help Ss learn some knowledge of business. The teacher may ask Ss to read this part either before the unit or after the study of the whole unit. The following questions are advised to check Ss' comprehension:

- 1) Who is the governing body of a company?
- 2) In which aspects does the Board have the final say? And what does it take charge of?
- 3) What does a shareholder refer to? What special rights does it have?
- 4) Who is in charge of the company's operation?
- 5) What do job duties mean? Would you please list one of the main job duties of a CEO?

Suggested Answers:

- 1) Board of Directors is the governing body of a company.
- 2) The Board has the final say in decision-making. It takes charge of the results of the firm's policies and actions.
- 3) A shareholder refers to an individual or company that legally owns one or more shares of a firm. The shareholders together own the company. Their special rights include voting for the election of Board members.
- 4) CEO is usually in charge of the company's operation.
- 5) Job duties are tasks you must do in a job. One of the main job duties of a CEO is to maintain company policies and carry out the Board's decisions.

(continued from Page T-16)

V

A: Good morning, Mr. Lee. I'm Helen Grey. I'd like to give you a general picture of our company structure.

B: Thank you, Ms. Grey.

A: First, we have a Board of Directors. Philip Dickson is the Chairman, and Anne Roberts is the Managing Director, who reports directly to Mr. Dickson.

B: How many departments are there in the company?

A: Four in all: Production, Marketing, Finance and Personnel. David Peters is the Production Manager, Fiona Harris is the Marketing Manager, and Mark Taylor, head of the Finance.

B: How about the Personnel Department?

A: Led by Nina Smith, the Department has two sections: Recruitment and Training. Paul Rees is the Recruitment Manager and I am responsible for training.

B: Oh, I see. Thank you very much, Ms. Grey.

A: My pleasure. Hope you enjoy working here.

Key

I

- | | | |
|----------|----------|----------|
| 1. True | 2. False | 3. False |
| 4. False | 5. True | |

II

- | | | |
|-------------------|-------------------------|-------------|
| 1 11 years | 2 central | 3 Guangzhou |
| 4 cars and trucks | 5 countries and regions | |

III

- | | | | | |
|------|------|------|------|------|
| 1. E | 2. A | 3. D | 4. B | 5. C |
|------|------|------|------|------|

IV

1. Forty.
2. Organizing cultural events and language courses.
3. They report to the Managing Director.
4. Science, English Language, Arts and Finance.
5. The Finance Department.

V

1. Chairman of the Board
2. Managing Director
3. Training Manager
4. Production Manager
5. Marketing Manager

Supplementary Listening

This part is to provide Ss with more practice to improve their listening skills. The five tasks are designed in accordance with the topic of this unit. So, Ss can recall the vocational skills as well as review the language skills learned in this unit by working through this part. The teacher may take this part as the self-study materials for Ss.

Script:

I

- A:** Where is H&M located?
B: It's located in Texas, USA.
A: How far is H&M from Scavo Town?
B: It's about 70 km south of Scavo.
A: What does the company produce?
B: It produces tires.
A: When was the company founded?
B: It was founded in 1983.
A: How many people work for H&M?
B: More than 2,000 people work for it.

II

- A:** My name is James Wilson, Business Manager of Sunshine Ltd. I've been with the company for nearly 11 years. It's my pleasure to introduce our company to you.
B: Thank you, Mr. Wilson. Would you please tell me where your company is based?
A: It is based in Dongguan, Guangdong Province, fairly central to the Pearl River Delta and close to Guangzhou.
B: Oh, very good transport links. When was your company founded?
A: It was founded in 1983.
B: What does your company mainly produce?
A: Our main products are tires for cars and trucks, which are sold to countries and regions all over the world.
B: Your company is doing a great job in this field. Thank you for giving me such a detailed introduction.

III

(The following is a short speech given to the newcomers when they are being shown around the company.)

When you walk through the main gate, you will see a neat, 4-storeyed building about 50 meters away. That is our office building where all executive departments are located. To the left of the office building is a workshop with five floors. The assembly line is on the first two floors. There, our workers are busy producing quality tires around the clock. There are two warehouses at the back of the workshop. One is for raw materials, and the other is for finished products. Beside the warehouses is a small building where maintenance staff work. They will be on the spot immediately if any machine breaks down. The yellow building on the right side of the office building is our canteen. It can cater for 2,000 people at the same time.

IV

(The following is a brief description given by a staff member from a language training and cultural communication company.)

Our company specializes in organizing cultural events and language courses. With 40 employees, it is small in size, but quite complete in structure. The Managing Director is in charge of the whole organization including four departments: Science, English Language, Arts and Finance. The department managers report to the Managing Director directly. The English Language Department has two sections. One is the Cultural Section, dealing with various cultural events related to English, and the other is the Examination Section, where language exams and courses are set up. The Arts Department also has two sections—the Exhibition Section and the Library. The Finance Department is mainly responsible for managing company accounts and paying salaries. As our company is quite small, we don't have a team leader in each section but everyone works hard.

(to be continued on Page T-15)