



# 前言

高等职业教育的办学方针是“以服务为宗旨，以就业为导向”，培养面向生产、建设、服务和管理第一线所需要的技术技能型人才。高职院校的课程必须反映职业岗位对人才的要求以及学生未来职业发展的要求，体现职业性与实践性的特点，能满足培养学生综合能力的需要。英语作为高职院校一门重要的必修课，长期以来一直被看作是孤立的公共基础课程，所教授的内容未能与学生未来的职业有效结合，很难满足不同工作岗位的实际需要。这一现状与培养目标之间的差距对新时期的高职高专英语教学提出了新的课题和新的要求，高职高专公共英语教学改革势在必行。

我们通过广泛调研与充分论证，在深入了解社会单位用人要求和各学校教学需求的基础上，精心策划并开发了“高职高专新职业英语立体化系列教材”。“新职业英语”系列教材是针对高职高专院校公共英语课程开发的全新英语教材，以“工学结合、能力为本”的职业教育理念为指导，以培养学生在未来工作中所需要的英语应用能力为目标，在帮助学生打好语言基础的同时，重点提高听、说、读、写等应用能力，特别是工作过程中的英语交际能力，真正体现高职公共英语教学的职业性、实践性和实用性。

“新职业英语”系列教材于2009年陆续出现在广大高职高专院校的公共英语教学课堂上。在之后的几年里，编者与出版社一直关注和跟踪本套教材的使用情况，做了多次使用情况回访。大部分使用者认为本套教材编写理念新颖、结构合理、内容实用，体现了最新的《高等职业教育英语课程教学基本要求（试行）》，对高职高专公共英语教学改革起到良好的支撑与辅助作用。

随着近年高职高专英语教学改革的深入发展，公共英语课程不仅要着重培养学生在职场环境下运用英语的基本能力，特别是听说能力，同时还要提高学生的综合文化素养和跨文化交际意识，培养学生的持续学习兴趣和自主学习能力。因此，众多院校在积极实施语言与职业密切融合的教学改革的过程中，不仅重视教学内容的职业性，同时提高对教学资源的人文性、生动性、适性和课堂易操作性的要求。鉴于此，编者和出版社适时对本系列教材进行了修订。

## 教材结构

为满足基础英语与相关职业英语学习需要，实现基础阶段与行业阶段的有机衔接，同时兼顾素质教育和个性需要，“新职业英语”系列教材根据实际教学需求，分为基础篇、行业篇和素质篇三部分。各组成部分的结构和关系如下图所示：

为确保教材的针对性、实用性与够用度，“新职业英语”系列教材的内容均通过对各行业及职业岗位的深入调研与分析确定。基础篇与行业篇主要供高职高专英语课程必修阶段教学使用，专业篇和素质篇主要供高职高专院校专业英语课程或选修课使用。各高职高专院校也可根据自身的实际情况灵活安排，选择使用。



**基础篇**

涵盖不同职业涉外工作中共性的典型英语交际任务，以典型工作活动中需要的英语知识和技能为线索组织教学内容，培养学生职业英语应用能力，并为其进一步学习英语打好语言基础。包括《职业综合英语》（共两级）、《视听说教程》（共两级）和《职业英语交际手册》。其中《职业英语交际手册》是口语专项训练用书，突出口头交际能力的培养。

**行业篇**

立足于高职高专院校各专业群所面向的行业，依据企业的工作流程、典型工作环节或场景设计教学内容，力求使学生具备在本行业领域内运用英语进行基本交流的能力，包括《机电英语》、《IT英语》、《经贸英语》、《医护英语》、《汽车英语》、《艺术设计英语》、《包装印刷英语》、《土建英语》、《化生英语》、《物流英语》、《市场营销英语》、《旅游英语》、《轨道交通英语》等。

**素质篇**

旨在提高高职学生的综合素质，兼顾学生社会发展的需求和个性发展的需要，从而实现其全面发展。包括英语技能类、英语文化类、英语应用类等。可在基础英语教学阶段和行业英语教学阶段供感兴趣的学生选用，也可在之后的提高阶段供与英语联系紧密的专业的学生选用。

## 教材特色

“新职业英语”系列教材是一套顺应高职高专公共英语教学改革发展趋势、真正体现职业英语教学理念的教材，主要具有以下几方面的特点：

### 一、创新的教学理念

“新职业英语”系列教材以“工学结合、能力为本”的教育理念为指导，将语言学习与职业技能培养有机融合，确保教学内容与教学过程真正体现职业性与应用性，提高学生的英语交际能力与综合职业素质，从而提升他们的就业能力。





## 二、完备的教学体系

“新职业英语”系列教材根据高职高专公共英语基础阶段与高级阶段的教学需求，包含基础篇、行业篇和素质篇三个模块，既循序渐进、层层递进，又相互协调、相得益彰，构成了一个系统、完备的高职公共英语教学体系。不同层次、不同类别的学校，可根据地域差别、行业异同、个性需要、专业与英语的关联度等，实现公共英语教学的分类安排、因材施教。

## 三、职业的教学设计

“新职业英语”系列教材在对院校及行业、企业广泛调研的基础上确定编写方案，针对行业和企业对高职高专毕业生英语技能的要求，根据企业的工作流程、典型工作任务或场景设计教学内容，每单元浓缩一个典型工作环节，学习任务与工作任务协调，实现“教、学、做”一体化。

## 四、实用的选材内容

“新职业英语”系列教材特别选择各行业和职业活动中实际应用的真实语料作为教学材料，注重时代性、信息性与实用性，既适用于提高语言能力，又有利于培养学生的职业素质与技能。来自于现实工作中的真实选材，会为学生营造真实的语境，并通过学习内容与将来工作内容的结合提高他们的兴趣。

## 五、科学的测评手段

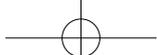
“新职业英语”系列教材采用形成性测评和终结性评估相结合的评价方法，着重考查学生的英语综合应用能力，培养学生的自主学习策略。本系列教材将提供专门的《形成性评估手册》及许多经过教学检验的形成性评估手段，既能引导学生不断进步，也不会增加教师负担。

## 六、立体化的教学资源

“新职业英语”系列教材根据各教学环节的需要，配备教师用书、MP3光盘、教学课件与网络资源，提供合理的教学建议与丰富的辅助资源，方便教师备课与授课，促进教师与学生之间的互动与交流。

# 编写队伍

“新职业英语”系列教材由外语教学与研究出版社与深圳职业技术学院应用外国语学院共同策划开发。各分册在对不同行业特点与需求以及高职院校教学情况等调研的基础上，由各行业领域中著名本科院校及高职院校的英语教师、专业教师及企业人员共商方案，合作编写。



## 编写说明

《新职业英语视听说教程》是高职高专“新职业英语”系列教材基础篇的主干教材，涵盖不同职业涉外活动中共有的典型英语交际场景，采用视、听、说三种模态形式，强化训练学生在职场环境中的听说能力。本教材在主题上与《职业综合英语》保持一致，可与其配套使用，也可单独作为职场英语的视听说教材。《新职业英语视听说教程》共两册，每册八个单元，包括学生用书和教师用书，并配有音视频资源和 PPT 课件。每单元计划用时 4-5 个学时，每册计划用时 32-40 个学时，可供一学期使用。本次修订主要增加了外研随身学 App、iTest 配套试题库、U 校园 PC 端数字课程和 U 校园移动端 App，以探索数字教学模式。

## 教学设计

### 一、基于工作流程的内容组织

本教材在内容组织上首先关注的是工作过程的构成要素而不是英语知识的构成要素。每单元提供四段听力材料和四段视频材料，基本涵盖了本单元工作任务所涉及的典型工作环节或场景。在这种组织形式下，学生在未来职业岗位中所需要的英语知识在数量上并没有减少，只是在排序的方式上发生变化，而这种变化更有利于学生语言技能和职业技能的同步发展。

### 二、基于语言理论的任务设计

本教材的编写充分吸纳了广为接受的听说教学理论。在听力教学方面，主要借鉴了 Pre-listening、Listening 和 Post-listening 三个阶段的概念，以及 Top-down Interpretation 和 Bottom-up Processing 的观点；在口语教学方面则继承了交际能力由语法能力、篇章能力、社会语言能力和策略能力构成的理论，同时参考了 Guided Communication 和 Free Communication 的区分。

### 三、基于能力本位的教学目标

在目前高职英语教育的现状下，很多毕业生储备了比较丰富的英语语言知识，但不具备未来职业岗位所要求的英语应用能力。本教材从高职高专学生的实际需要出发，把能力的培养放在最重要的地位，帮助学生掌握未来工作中涉外交际所需要的听说技能。通过单元目标、项目和自我评估等环节，学生能够在单元学习前明确需要具备的技能，在单元学习后能对是否达到目标进行自我评价，并能将课堂所学知识和技能应用到生活及未来的工作中。

### 四、基于模块结构的体例设计

本教材每单元都包括技能、知识和拓展三个主要模块。技能模块强调听说技能的训练，主要供课内教学使用；知识模块是对技能训练部分所涉及词汇和语言点的提炼，并补充了相关商务知识和文化知识，可供学生课外自学；拓展部分为补充听力练习，供学有余力的同学进一步强化自己的听力能



力。这种模块化的设计既方便教师根据教学实际设计自己的教学流程和模式，也有助于学生根据自己个性化的要求循序渐进地安排学习。

### 五、基于高职层次的难度控制

本教材以职场交际为背景，对没有任何工作经历的在校生来说会有一定的距离感，所涉及的职场知识也会在一定程度上增加语言学习的难度。因此，本教材在难度上进行了精心的控制：听力材料控制在7个话轮，15行左右；视频材料控制在10个话轮，20行左右；语速为110—115词/分钟左右；词汇量、生词率、复现率也根据大纲和学生实际水平进行了合理安排；学习任务则通过增加真实性、明确操作步骤、减少环节等措施，将难度控制在绝大部分学生都能接受的范围。

## 教材结构

每单元围绕一个典型的职场工作任务或工作场景安排内容和设计活动，涵盖该任务或场景的主要工作环节，分为课内、课外和拓展三个部分。课内部分包括Unit Objectives、Listening (1&2)、Watching (1&2)、Speaking (1&2)、Project 和Self-Assessment；课外部分即Unit File，包括New Words & Expressions、Language Focus、Cultural Notes和Business Notes；拓展部分即Supplementary Listening，包括五项听力练习。单元总体结构如下图所示：





## 一、课内部分

### 1. Unit Objectives

单元目标，提供本单元所涉及的主要职业技能，帮助在学习之前了解单元的职业技能目标。

### 2. Listening (1&2)

听力训练，围绕单元主题提供四段听力材料，每段材料均设计为听前、听时和听后三个环节，共四项任务：Warming-up通过图片、讨论、表演等方式，激发学生兴趣，导入后面听力活动所需的重要词汇或背景信息；Extensive Listening考查学生对听力材料的整体大意理解；Intensive Listening检查学生对听力材料的细节理解；Language Summary是对所听材料中语言点和功能句型的提炼和总结。

### 3. Watching (1&2)

视频部分，以公司环境为背景，以公司职员的学习、工作和职业发展为主线，涵盖涉外活动中共有的典型英语交际场景，情景真实，语言地道，有很强的故事性和趣味性。在体例和任务设计上与听力部分基本一致。

### 4. Speaking (1&2)

口语训练，共设计四项任务，所涉及的工作环节（场景）和语言功能与听力和视频活动一一对应，强调语言的输出，帮助学生在体会典型交际场景的同时，掌握相关的交际功能。任务形式包括对话、小组活动、角色扮演、个人陈述等。在难度上，Task 1 和Task 3一般是句子或小句群层面上的指导式交际活动，Task 2 和Task 4则是自由的语段层面上的交际活动。

### 5. Project

项目实践，以项目活动的形式让学生实践本单元涉及的语言技能和职业技能，一般会贯穿该单元所有的工作环节（场景），提供明确的操作指令，学生在课上或课后以小组的形式完成。

### 6. Self-Assessment

自我评估，与单元目标相呼应，从语言学习的角度引导学生自行检查学习效果，进而培养一定的英语学习策略和自主学习能力。

## 二、课外部分

### 1. New Words & Expressions

单词和短语部分，包括听力和视频材料中涉及的生词、短语、术语等，提供音标、词性和释义。本部分可让学生课外自学，也可根据需要在课堂上讲解。

### 2. Language Focus

语言知识部分，包括功能短语和常用表达两个板块，前者是对听力和视频材料从语言功能和交际情景角度的提炼，后者是对固定表达、常用词块、俗语等的归纳。



### 3. Cultural Notes

文化知识部分，对听力和视频材料所涉及的文化点，特别是与中国文化有差异的内容进行简短注释，帮助学生逐步积累文化知识和提高跨文化交际意识。

### 4. Business Notes

商务知识部分，对听力和视频材料所涉及的重要商务知识进行简短注释，帮助学生对听力和视频的理解并积累一些泛商务知识。

### 三、拓展部分

包括五项听力练习，在主题上与各单元涵盖的典型职业场景保持一致，练习形式包括判断、填空、问答、匹配等，可供学有余力的学生课外强化听力训练，也可根据实际需要用于课堂教学。

## 使用建议

### 一、关于教学模式

本教材的主体模块包括听、视、说三个部分，在模态和参与性上逐步增加，其中Listening 1、Watching 1 和Speaking 1 组成一个循环，Listening 2、Watching 2 和Speaking 2 组成另一个循环。在实际教学中，可根据具体情况采用下列三种模式之一：

#### 1. 模式一

##### 1) 课内

第一节：Listening 1 + Speaking 1 Task 1-2

第二节：Watching 1 + Speaking 1 Task 3-4

第三节：Listening 2 + Speaking 2 Task 1-2

第四节：Watching 2 + Speaking 2 Task 3-4

##### 2) 课外

Unit File + Supplementary Listening + Project (课外完成，课内检查和展示)

#### 2. 模式二

##### 1) 课内

第一节：Listening 1 + Watching 1    第二节：Speaking 1

第三节：Listening 2 + Watching 2    第四节：Speaking 2

##### 2) 课外

Unit File + Supplementary Listening + Project (课外完成，课内检查和展示)

#### 3. 模式三

##### 1) 课内

第一节：Listening 1 + Watching 1 (Listening 1 + Listening 2)

第二节：Listening 2 + Watching 2 (Watching 1 + Watching 2)



第三节: Supplementary Listening

第四节: Unit File + 少量口语活动

2) 课外

Speaking + Project

当然, 教无定法。鉴于本教材内容采用模块化的体例设计, 教师可根据需要对教学任务进行删减, 并在不同模块、任务、模态间转换, 从而实现更符合实际需要的教学模式。

## 二、关于教师用书

为了方便教师使用, 使教师有更多的精力进行创造性的教学设计, 《教师用书》在编写理念与内容设计方面都有所创新: 不仅提供听力原文、练习参考答案, 而且为教师提供全面的教学支持, 包括单元教学概览、教学目标、个性化的教学设计建议以及指导性的教学步骤等, 具体说明如下:

### 1. 单元教学概览

单元教学概览 (Unit Overview) 帮助教师在单元教学前对本单元进行总体教学设计, 包括3个部分:

1) Unit Working Situation: 以表格的形式将单元的典型工作任务 (场景) 与对应学习任务的关系展现出来, 便于教师了解本单元所涉及到的职业技能, 并据此进行教学设计。

2) Unit Teaching Plan: 第一单元提供一种教学模式供教师参考, 教师在后面的各个单元中可根据各自的教学实际设计符合个性需求的教学模式。

3) Unit Time Arrangement: 第一单元提供“听、视、说”部分的时间安排供教师参考, 教师在后面的各个单元中可根据各自的教学实际设计符合个性需求的时间安排。

### 2. 课内部分

1) Listening/Watching: 提供教学目标、教学步骤、听力文本和练习答案。

2) Speaking: 提供教学目标、教学步骤和参考范文。

3) Project: 介绍编写理念, 提供教学步骤, 对实施中可能出现的困难给出参考建议。

4) Unit Objectives/Self-Assessment: 提供教学目标和教学步骤。

### 3. 课外部分

介绍Unit File各部分的编写理念和教学目标, 提供该部分内容的总体教学建议。

### 4. 拓展部分

介绍Supplementary Listening的编写理念和教学目标, 提供该部分内容的教学建议、听力文本和练习答案。

《教师用书》旨在为教师提供各种支持, 再辅以配套的PPT电子课件, 引导教师开拓思路, 鼓励多种教学方法的交流和共享, 促进教师之间的沟通, 探索如何发挥教材特色, 实现优化教学效果的目的。



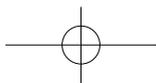
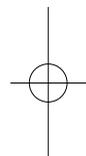
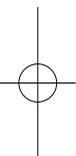
## 编写队伍

“新职业英语”系列教材总主编为教育部高等学校高职高专英语类专业教学指导委员会副主任委员、深圳职业技术学院应用外国语学院院长徐小贞教授。《英语视听说教程 教师用书1》主编为马俊波教授和梁晴博士，编者为杨洋、李奇、徐郑慧和何永国。本教材的核心思想来源于深圳职业技术学院校长刘洪一教授所倡导的“职业外语教学改革”，刘校长本人及各级领导、兄弟院系的老师对职业外语教学改革给予了大力支持，并为教材编写前期的行业、企业调研等创造了诸多便利条件。深圳职业技术学院外籍教师Mike Kopko通读了全稿，并做了文字修订工作。在此一并表示衷心的感谢！

由于编者水平所限，疏漏在所难免，希望使用者不吝赐教，以便再版时更正和改进。

编者

2011年8月



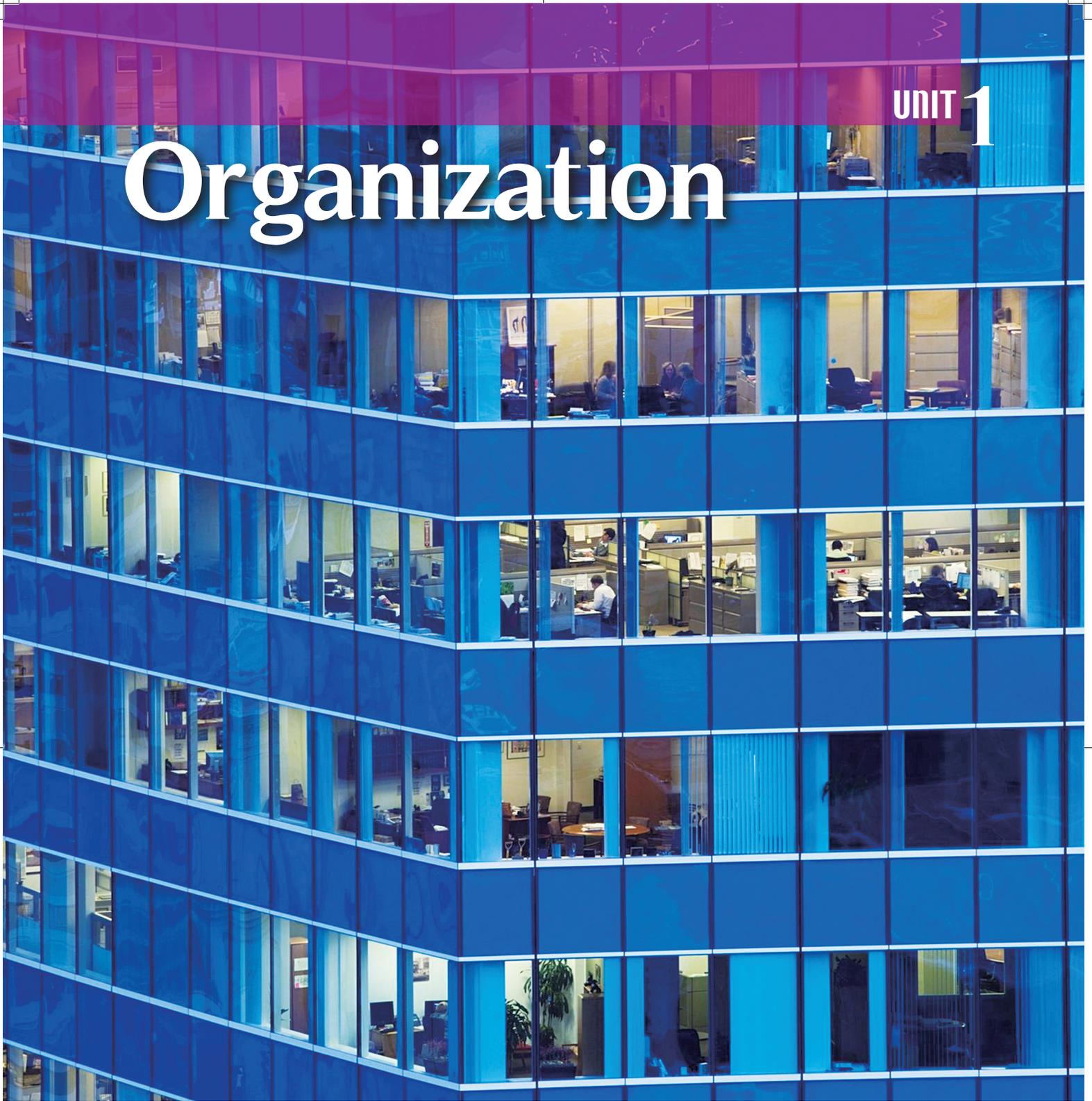
# Contents

Unit	Theme	Listening 1	Watching 1	Speaking 1	Listening 2	Watching 2	Speaking 2	Project
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## UNIT 1

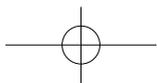
# Organization



## Unit Objectives

After studying this unit, you should be able to:

- ask about and describe a company
- describe and explain a company structure
- ask about and describe a job and its responsibilities
- understand and explain a company's operation



## 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
<b>Main Teaching Contents</b>	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:

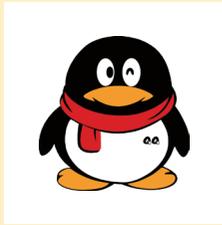
- Step 1: Elicit typical working situations in a company from Ss.
- Step 2: Ask Ss to read *Unit Objectives* to get a clearer idea.
- Step 3: Remind Ss to bear the objectives in mind while studying.
- Step 4: Explain new words or expressions if necessary.

# Listening 1

## TASK 1 Company Description

### I Warming-up

Choose either of the following companies and fill in the blanks with relevant information.



Business

---

Headquarters

---



Business

---

Headquarters

---

### II Extensive Listening

Listen to a conversation at a job fair and decide whether the following statements are true or false. Then write down the key words to support your answers.

1. Benjamin Yang comes to the job fair to recruit new staff.

True       False

---

2. Anna Brooks is introducing Nova to Benjamin Yang.

True       False

---

### III Intensive Listening

Listen to the conversation again and tick (✓) the correct answer to each question.

1. What are Nova's products famous for?  
 A. Price and design.  
 B. Price and quality.  
 C. Design and quality.
2. When was Nova established?  
 A. In 2000.  
 B. In 1990.  
 C. In 1919.
3. Which of the following statements is true?  
 A. There are over 1,000 employees in Nova.  
 B. Nova covers an area of 8,000 square meters.  
 C. Nova can produce 75,000 units every month.

### IV Language Summary

Read aloud the following sentences concerning company description.

1. What line of business are you in?
2. How long have you been in this line of business?
3. How large is your company?
4. Our company has more than 1,000 employees and our production and office space covers 75,000 square meters.

# 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



## TASK 2 Company Structure

### I Warming-up

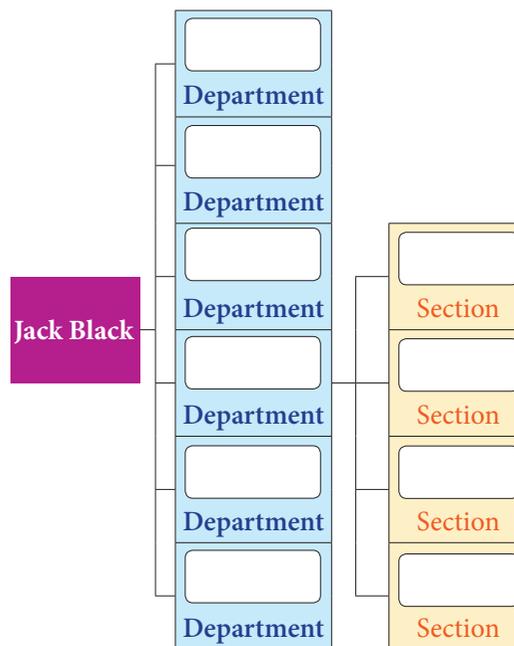
Complete the following crossword puzzle to form words that relate to departments in a company.

**CROSSWORD PUZZLE**

	P			F					
M	r	e	i	n	g				
	d		S	l	e	s			
	c			c					
	t		P	e			o	n	n
	n								

### III Intensive Listening

Listen to the speech again and complete the organizational structure of the company.



### II Extensive Listening

Listen to a speech by Anna Brooks and tick (✓) the correct answer to each question.

- Whom is the speech possibly for?
  - A. Visitors to the company.
  - B. New clients of the company.
  - C. New staff of the company.
- Which of the following is NOT covered in the speech?
  - A. A brief introduction to the company.
  - B. A detailed introduction to the company structure.
  - C. A bright future of the company.

### IV Language Summary

Translate the following department names into Chinese.

- Construction Department  
\_\_\_\_\_
- Engineering Department  
\_\_\_\_\_
- Strategic Planning Department  
\_\_\_\_\_
- Customer Service Department  
\_\_\_\_\_
- Public Relations Department  
\_\_\_\_\_

# 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

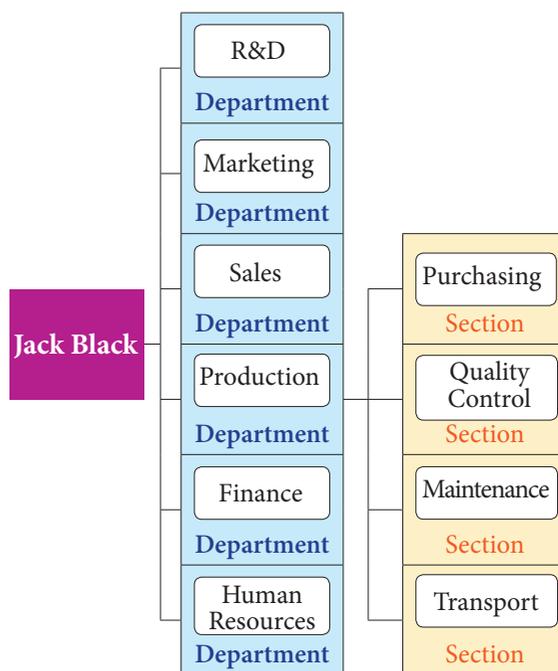
#### I Warming-up

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

# Watching 1

## TASK 1 Company Description

### I Warming-up

Suppose you come across an old friend you've not seen for some time. How do you greet each other? List as many expressions as you can.



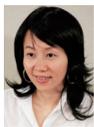
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### II Extensive Watching

Watch a video clip of Bob and Alice, and match the names with the related information.



Bob



Alice

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

### III Intensive Watching

Watch the video clip again and complete the following form.

TAF
History Almost _____ years
Main Business Manufacturing _____
Size Over _____ employees

Bob's Company
History _____ year(s)
Main Business Importing and exporting _____

### IV Language Summary

Review the following sentences describing a company.

1. It is one of the leading manufacturers of skincare and hair care products.
2. I specialize in importing and exporting chemical products.
3. Our company was set up in the early 1990's.
4. There might be chances for us to do business together.

# 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	



## TASK 2 Company Structure

### I Warming-up

Suppose you've got a part-time job. How would you greet your manager on your first day at work?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### II Extensive Watching

Alice is greeted by her manager on her first day at work. Watch the video clip and tick (✓) those that are covered in their talk.



- 1. Greetings
- 2. Company history
- 3. Company structure
- 4. Alice's salary

### III Intensive Watching

Watch the video clip again and answer the following questions.

1. Which department has Alice reported to?  
\_\_\_\_\_
2. What did the CEO do before he joined the company?  
\_\_\_\_\_
3. How many departments does the company have?  
\_\_\_\_\_
4. What is the biggest department in the company?  
\_\_\_\_\_
5. What does the Sales & Marketing Department consist of?  
\_\_\_\_\_

### IV Language Summary

Compare the meaning of the italicized words in each of the sentence pairs.

- ┌ They looked him over from *head* to foot.
- └ The sales director *heads* a team of 20 representatives.

- ┌ Put this coat over your *shoulders* in case you get cold.
- └ The local residents are being asked to *shoulder* the costs of the repairs.

- ┌ He hit me on the *nose*.
- └ The ship *nosed* its way into the harbor.

# 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)

# Speaking 1

**I** Work in pairs. Complete and practice the following conversation with your partner in turn.

**A:** Good morning, Miss! I'm \_\_\_\_\_ from \_\_\_\_\_ . I was wondering if we could do business together.

**B:** Good morning, Sir. What line of business are you in?

**A:** We specialize in \_\_\_\_\_ .

**B:** How long have you been in this line of business?

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

**B:** How large is your company?

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

**B:** \_\_\_\_\_ ?

**A:** Our company is based in Nanjing.

**B:** That sounds great. It's possible that we could do business together. May I have \_\_\_\_\_ so that I know how to contact you?

**A:** Sure. Here you are.

**II** Work in pairs. Role-play a conversation between representatives from two companies looking to establish business relationships. The conversation should involve the following aspects.

- Greeting.
- Self-introduction.
- Information exchange of each other's company (business, history, size, structure, etc.).
- A wish to establish business relationships.

**III** Work in pairs. Make sentences with the help of the tips given below.

## Words

Board of Directors, Chairman of the Board, CEO, manager, company, department, section, branch

## Expressions

be headed by, be responsible for, take charge of, be divided into, be subdivided into, consist of

**IV** Work in pairs. Suppose you work in the HR Department of a company. Practice introducing your company organization to a new staff member.



# 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)

# Listening 2

## TASK 1 Job Duty

### I Warming-up

Below are abbreviations for some positions. Discuss with your partner and fill in the blanks with proper words.

CEO—	Chief	Executive	Officer
CFO—			
CTO—			
COO—			

### II Extensive Listening

Match the responsibilities in the right column with the persons in the left column according to the conversation you hear.



CEO



Director  
(of the Board)



Shareholder

monitors a company

owns a company (partly)

manages a company

### III Intensive Listening

Listen to the conversation again and fill in the blanks with proper words.

Directors, CEO and shareholders are confusing concepts to some people. Actually, they have different responsibilities in a company. **1** \_\_\_\_\_ own the company. They form the **2** \_\_\_\_\_ system. The CEO runs the company. If there is only one person with absolute power in a company, everyone knows the power will go to the CEO. That's too **3** \_\_\_\_\_. That's the reason for having a **4** \_\_\_\_\_, which is made up of people who are independent and **5** \_\_\_\_\_.

### IV Language Summary

Fill in the blanks with proper words according to the expressions in the left column.

once a day	daily
once a week	
once a month	
once every two months	
once every three months	
once a year	
twice a year	

# 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



## TASK 2 Company Operation

### I Warming-up

Suppose you are the CEO of a company. Which department will you forward each of the following problems to?



#### Problem 1

The new product is not well received by the market.

\_\_\_\_\_

#### Problem 2

The public image of the company is declining.

\_\_\_\_\_

### II Extensive Listening

Listen to a conversation between Benjamin and Daphne and tick (✓) the correct answer to each question.

- What are they talking about?
  - A. A new product.
  - B. A new project.
  - C. A newcomer.
- Where does this conversation most probably take place?
  - A. At the office.
  - B. In a lab.
  - C. At home.

### III Intensive Listening

Listen to the conversation again and answer the following questions.

- What is most important for designing new products?  
\_\_\_\_\_  
\_\_\_\_\_
- When does the Production Department start the assembly line?  
\_\_\_\_\_  
\_\_\_\_\_
- How does the QC Department collaborate with the other two?  
\_\_\_\_\_  
\_\_\_\_\_

### IV Language Summary

Review the following sentences, paying special attention to the italicized parts.

- First*, the R&D Department takes the responsibility for designing new products.
- Then* the Production Department comes in.
- As soon as* the design proves feasible, the Production Department starts the assembly line.

# 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.

# Watching 2

## TASK 1 Job Duty

### I Warming-up

Work in pairs. Write down proper department names according to the descriptions.

- Purchasing Department  
— in charge of buying items
- \_\_\_\_\_  
— responsible for manufacturing products
- \_\_\_\_\_  
— involved in promoting and selling products

### II Extensive Watching

Bill Smith is shooting a video for his company. Watch the clip and match the people with their titles.



Bill



Victoria



Dave

Assistant Manager for International PR

Production Manager

Sales and Marketing Manager



### III Intensive Watching

Watch the video clip again and decide whether the following statements are true or false. Then write down the key words to support your answers.

1. Bill Smith is shooting the video for a very important competition.  
 True       False  
\_\_\_\_\_
2. Victoria is responsible for establishing and maintaining relationships with overseas partners.  
 True       False  
\_\_\_\_\_
3. Dave is responsible for promoting new products.  
 True       False  
\_\_\_\_\_
4. Victoria and Dave actually belong to the same department.  
 True       False  
\_\_\_\_\_

### IV Language Summary

Write a sentence describing responsibilities of a certain job following the examples given below.

#### Talking About Responsibilities

1. I'm responsible for sales and promotion of the company's products.
2. My responsibility is to establish and maintain relationships with our overseas partners.
3. Dave is in charge of the Production 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.



## TASK 2 Company Operation

### I Warming-up

Work in pairs and brainstorm as many words or phrases as possible that can be used to describe positions.

on the right side of...

---

---

---

---

### II Extensive Watching

Bill is showing Alice around the company. Watch the video clip and tick (✓) those departments that they've mentioned.



- Accounting Department
- Finance Department
- R&D Department
- Production Department
- After-sales Section

### III Intensive Watching

Watch the video clip again and decide whether the following statements are true or false. Then write down the key words to support your answers.

1. Alice can get help from Mr. Bruce Anderson if she has trouble with her work.  
 True       False  
\_\_\_\_\_
2. If Alice's pay doesn't come on time, she should go to the Finance Department.  
 True       False  
\_\_\_\_\_
3. The R&D Department is next to the photocopy room.  
 True       False  
\_\_\_\_\_
4. The Transport Section and the After-sales Section are responsible for dispatching and maintenance.  
 True       False  
\_\_\_\_\_

### IV Language Summary

Review the following sentences, paying special attention to the italicized parts.

1. Right there *at the far end of* the corridor *on the right* is the CEO's office.
2. *Next to* the photocopy room is the Finance Department.
3. *Opposite* the Finance Department is the R&D Department.

## 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.

# Speaking 2

**I** Work in pairs. Complete and practice the following conversation with your partner in turn.

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

**Robert:** \_\_\_\_\_, Eric. I'm Robert.

**Eric:** Robert, \_\_\_\_\_?

**Robert:** I work in the Sales & Marketing Department.

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

**Robert:** Exactly! Our responsibility is to \_\_\_\_\_. Which department do you work for?

**Eric:** \_\_\_\_\_ the R&D Department. I studied industrial design when I was a college student.

**Robert:** Very creative job!

**Eric:** Yes. We are responsible for \_\_\_\_\_.

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

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

**II** Work in groups. Make up a conversation according to the following instructions.

**Student A:** manager of the Human Resources Department

**Student B:** a new staff member in the company

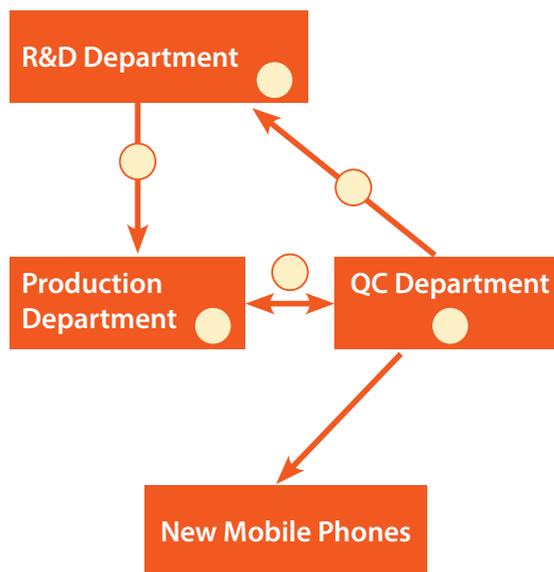
**Student C:** manager of the Production Department

**Student D:** manager of the Sales and Marketing Department

Student A shows Student B around the company, introducing Student C and Student D to him/her. When being introduced, Student C or Student D should have a brief chat with Student B, describing the responsibilities of Student C or Student D's department.

**III** Work in pairs. Put each step of the production process into the correct place on the flowchart and describe the whole process to your partner in full sentences.

1. the design proves feasible
2. designs the new product
3. problems are reported to
4. starts the assembly line
5. design problems go to
6. takes samples to the lab for testing



**IV** Work in groups. Work out a flowchart for a company and show its ordering, manufacturing and dispatch system. Show the flowchart to your classmates and explain the system.

## 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

## Project Guidelines

This project aims to go through the typical tasks related to an organization. The whole project is divided into three steps. Step One describes the company. Step Two focuses on company structure and job duties. Step Three concerns company operations.

Please follow the **TASK DESCRIPTION** to complete the project.



## TASK DESCRIPTION

### STEP One

- Organize a group of 4-6 students in your class;
- Invent a company and work out the basic elements: name, business, headquarters, size, etc.

### STEP Two

- Discuss and work out the basic structure of the company;
- Elect one member as Chairman of the Board of the company;
- The Chairman elected assigns the other members to positions in different departments of the company;
- Work out rough job specifications for each position.

### STEP Three

- Work together to draw a flowchart of the company's operations;
- Choose one representative to show the chart to the whole class and describe how the company operates.

# Self-Assessment

Rate your progress in this unit.	D	M	P	F*
I can ask about and describe a company and its structure.				
I can ask about and describe a job and its responsibilities.				
I can understand and describe a company's workflow.				
I can understand and describe a company's manufacturing, ordering and dispatch system.				

\* Distinction, Merit, Pass, Fail



## 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.

# Unit File

## 1 New Words & Expressions

### Listening 1/ TASK 1

producer /prəʊ'dju:sə(r)/ *n.* 生产者, 制造者  
exporter /ɪk'spɔ:tə(r)/ *n.* 出口商  
electronics /,ɪlek'trɒnɪks/ *n.* 电子器件; 电子学  
reputation /,repju'teɪʃən/ *n.* 名声, 声誉  
employee /,emplɔɪ'i:/ *n.* 受雇者  
résumé /'rezju:meɪ/ *n.* 个人简历  
interview /'ɪntəvju:/ *v.* 采访; 面谈  
line of business 行业; 业务范围

### Listening 1/ TASK 2

newcomer /'nju:kʌmə(r)/ *n.* 新来的人  
domestic /dəʊ'mestɪk/ *a.* 国内的; 家庭的  
annual /'ænjʊəl/ *a.* 一年一次的, 年度的  
turnover /'tɜ:n,əʊvə(r)/ *n.* 营业额, 成交量  
finance /'faɪnæns/ *n.* 财政; 金融; 财务  
maintenance /'meɪntənəns/ *n.* 维护; 维修  
take charge of 负责  
a variety of 各种各样的  
at present 目前, 现在

### Watching 1/ TASK 1

manufacturer /,mænju'fæktʃərə(r)/ *n.* 制造商; 生产者  
anniversary /,æni'vɜ:səri/ *n.* 周年纪念日; 周年纪念  
marvelous /'mɑ:vələs/ *a.* 令人惊叹的, 不可思议的  
fantastic /fæn'tæstɪk/ *a.* (口) 极好的; 了不起的  
start up 开始; (使) 启动, 发动  
keep in touch 保持联络

### Watching 1/ TASK 2

confused /kən'fju:zd/ *a.* 困惑的, 糊涂的  
complicated /'kɒmplɪkeɪtɪd/ *a.* 复杂的, 难懂的  
strategy /'strætɪdʒi/ *n.* 策略; 谋略  
appoint /ə'pɔɪnt/ *v.* 任命, 委派  
accordingly /ə'kɔ:dɪŋli/ *ad.* 相应地; 因此  
regional /'rɪ:dʒənəl/ *a.* 区域的; 地方的

### Listening 2/ TASK 1

financial /faɪ'nænʃəl/ *a.* 财务的; 财政的, 金融的  
representative /,reprɪ'zentətɪv/ *n.* 代表; 典型  
unbiased /,ʌn'baɪəst/ *a.* 无偏见的, 公正的  
monthly /'mʌnθli/ *ad.* 每月一次地  
quarterly /'kwɔ:təli/ *ad.* 按季度; 一季一次地  
annually /'ænjʊəli/ *ad.* 每年地; 一年一次地

long-term /'lɒŋts:ɪm/ *a.* 长期的  
vision /'vɪʒən/ *n.* 远见  
moral /'mɒrəl/ *a.* 道义上的; 道德上的  
watchdog /'wɒtʃdɒg/ *n.* 监察人, 监察团体  
be responsible to/for 对……负责  
act as 担当; 起……作用  
in line 协调, 有秩序

### Listening 2/ TASK 2

colleague /'kɒli:g/ *n.* 同事, 同僚  
keyword /'ki:wəd/ *n.* 关键词  
phase /feɪz/ *n.* 阶段, 时期  
innovation /,ɪnəʊ'veɪʃən/ *n.* 创新; 改革  
feasible /'fi:zəbl/ *a.* 可行的; 行得通的  
random /'rændəm/ *a.* 随便的, 随意的  
sample /'sɑ:mpl/ *n.* 样品; 样本  
cooperation /kəʊ'pə'reɪʃən/ *n.* 合作, 协作  
cooperate with 与……合作  
come in 在……中参与; 起作用; 进入  
assembly line 装配线, 流水线  
collaborate with 与……协作

### Watching 2/ TASK 1

promotion /prəʊ'məʊʃən/ *n.* 提升, 晋级  
overseas /'əʊvə'si:z/ *a.* 国外的, 海外的  
work on 努力做; 致力于

### Watching 2/ TASK 2

confusing /kən'fju:zɪŋ/ *a.* 令人迷惑的  
photocopy /'fəʊtəʊkɒpi/ *n.* 复印件  
concerning /kən'sɜ:nɪŋ/ *prep.* 关于  
payment /'peɪmənt/ *n.* 报酬; 支付  
statistics /stə'tɪstɪks/ *n.* 统计数字; 统计学  
performance /pə'fɔ:məns/ *n.* 表现; 业绩  
client /'klaɪənt/ *n.* 顾客  
complaint /kəm'pleɪnt/ *n.* 抱怨, 不满  
forward /'fɔ:wəd/ *v.* 发送; 转寄  
except that 除了  
in person 亲自, 亲身  
have trouble with 有烦恼; 有麻烦  
turn to 求助于

## 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:

- The company is headed by the Board of Directors.
- CEO is responsible for the company's daily operation.
- The company is divided into four departments, the Production Department, the Sales & Marketing Department, the Finance Department, and the Human Resources Department.
- 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.

# Unit File

## 2 Language Focus

### Functional Phrases

#### Talking About Location

*Right there at the far end of the corridor on the right is the CEO's Office.*

*Next to the photocopy room is the Finance Department.*

*Opposite the Finance Department is the R&D Department.*

#### Talking About Business

*What line of business are you in?*

*Our company is a leading producer and exporter of electronics.*

*They're one of the leading manufacturers of skincare and hair care products.*

*I specialize in importing and exporting chemical products.*

#### Talking About Leadership

*Our company is headed by Mr. Jack Black.*

*If there is only one person with absolute power in a company, everyone knows the power will go to the CEO.*

#### Talking About Structure

*Our company is divided into five departments.*

*The Production Department has four sections.*

*The Board is made up of a group of independent and unbiased people.*

#### Talking About Responsibility

*He is responsible for everything that happens in the company.*

*I am responsible for sales and promotion of the company's products.*

*The R&D Department takes the responsibility for designing new products.*

### Useful Expressions

Haven't seen you for ages!

How is everything?

How is it going?

So far so good.

I was wondering if...

Let's keep in touch.

## 3 Cultural Notes

### ★ Crossword puzzle

A popular word game taking the form of white and dark squares. Squares in which answers begin are numbered. The dark squares are used to separate the words or phrases. The goal of the game is to fill the white squares with letters, forming words or phrases, by solving clues which lead to the answers.

(An example)

1		2		
3				4
		5		

Across

1. Sheep sound (3)
3. Neither liquid nor gas (5)
5. Humor (3)

Down

1. Road passenger transport (3)
2. Permit (5)
4. Shortened form of Dorothy (3)

### ★ Just call me Bill

To ask someone to call you by your first name shows your desire to have a less formal relationship with him/her. Similarly, to call someone by his/her first name is also a sign of showing closeness. However, you are not supposed to do so to a new friend until you are told to.

### ★ Addressing people

In Chinese language, people tend to address others by adding job titles to their family names, such as “张老师”, “李经理”, but in English language, “Teacher Zhang” and “Manager Li” would be inappropriate. However, there are job titles, such as “professor”, “doctor”, that can be followed by family names. Therefore, it's OK to address certain people as “Professor Wang” or “Doctor Liu”.

## 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.

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### 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

### ★ **Company structure**

Company structure determines how power and responsibility are assigned and controlled, and how information flows between levels of management. Although different companies may vary in their structures, there are a few core sections that are necessary in most companies, such as Production Department, Sales & Marketing Department, Accounting Department and HR Department.

### ★ **Job duty**

Job duties are tasks you must do in a job. They are the responsibilities you have for a particular job. A job description lists the duties you will do in your job. For example, a secretary will answer telephones, arrange meetings and make schedules. The activities you are required to perform for any occupation are your job duties.

### ★ **Company operation**

It usually refers to the work processes within a company or the relationships between different departments of a company. In the daily operation of a company, there are some typical work processes such as the production process, the ordering and delivering process, and the recruitment process.

### ★ **Company orientation**

The introductory stage at which a new employee is told of the company's history, beliefs and values, long-term goals, and management structure. He or she is given specific information, such as the company's products, markets and the employee conduct. Company policies about promotions and vacations, and regulations regarding health and safety are also made known during this period.

### ★ **Board of Directors**

It's the governing body of a firm. Its members (directors) are elected normally by the shareholders to govern the firm and look after their interests. The Board has the final say in decision-making and takes responsibility for the results of the firm's policies and actions. Members of the Board usually include inside (executive) directors as well as outside (non-executive) directors.

### ★ **Shareholder**

A shareholder is an individual or company that legally owns one or more shares of a firm. The shareholders together own the company. They are given special rights including the right to vote for the elections of Board members.

### ★ **CEO**

A CEO is the top executive responsible for a firm's overall operations and performance. As the leader of the firm, he or she serves as the main link between the Board of Directors and the firm's various parts or levels. One of the major duties of a CEO is to maintain company policies and carry out the Board's decisions.

#### 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.

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#### 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

**I** Listen to five short dialogs about H&M Ltd. and decide whether the following statements are true or false.

1. It is located in Texas, USA.	
2. It is about 17 km south of Scavo Town.	
3. Its main product is casual wear.	
4. It was set up in 1923.	
5. More than 2,000 people work for it.	

**II** James Wilson introduces Sunshine Ltd. to a customer. Listen to the conversation and fill in the blanks.

James Wilson is the Business Manager of Sunshine Ltd. He has been with the company for about **1** \_\_\_\_\_. Sunshine Ltd. is based in Dongguan, Guangdong Province, which is fairly **2** \_\_\_\_\_ to the Pearl River Delta. As the company is very close to **3** \_\_\_\_\_, transport links are very good. Founded in 1983, the company's main products are tires for **4** \_\_\_\_\_, which are sold to **5** \_\_\_\_\_ all over the world.

**III** James Wilson is describing his company's site. Listen to his description and match the items in the left column with the information in the right column.

1. office building	A. a yellow building on the right side of the office building
2. canteen	B. a small building beside the warehouses
3. warehouses	C. to the left of the office building
4. maintenance section	D. at the back of the workshop
5. workshop	E. 50 meters behind the main gate

**IV** Listen to a description of a company structure and answer the following questions.

- How many employees work for this company?  
\_\_\_\_\_
- What is this company's main business?  
\_\_\_\_\_
- To whom do department managers report?  
\_\_\_\_\_
- What departments does the company have?  
\_\_\_\_\_
- Which department is responsible for keeping the company accounts?  
\_\_\_\_\_

**V** Helen Grey is describing the company structure to a new employee. Listen to the conversation and write down the job titles for the following people.

- Philip Dickson  
\_\_\_\_\_
- Anne Roberts  
\_\_\_\_\_
- Helen Grey  
\_\_\_\_\_
- David Peter  
\_\_\_\_\_
- Fiona Harris  
\_\_\_\_\_



## 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)*