

自编教材 Chapter 1 Organization

Teaching Plan 1

Teaching content:

自编教材 Chapter 1 Organization

Warming up

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Have students understood “well-organized” in study as well as in life
- 3 Course education: through discussion of organization, guide the students to know it's especially important to learn to work well in teams if you land a job that focuses on a team environment.

Important Points:

1. Master some words and phrases:
2. Enable the students to talk about how a company is structured?

Teaching Difficult Points:

1. The language points in expressing how a company is structured?
2. Teacher give students explanation on the important words.

Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

Teaching Aids:

The blackboard, integrated classroom

Teaching Procedures:

Time

1. Lead-in

Teacher asks students questions to arouse their interest:

- 1) Do you have any idea how a company is structured?
- 2) If you do, then which department do you think is the most important? Why? 10 min

2. Warming-up & Group Work

Step 1

Ask students to get familiar with the regular collocations below each picture for the students.

Teacher reminds students of some key points.

1. Let Ss to read all the Warming-up tasks
2. Let Ss say something they know about the logos and the relative companies.

3. Introduce the background information.

4. Explore the topic

Step 2

Group work:

1. Discuss with group members about the logos in the pictures.

2. Find information about the companies behind the logs.

Report the result of it orally in class.

3. Course education: through discussion of organization, guide the students to know it's especially important to learn to work well in teams if they land a job that focuses on a team environment. They'll need to learn how to communicate well in meetings, work together on projects, and be professional in the workplace.

20 min

4. New Words

Study	Ask the students to read the new words on P6-8	15 min
	Try to understand the new words	20 min
	Teacher give students explanation on the important words.	25 min

Word Attack

profile n. [C] (公司)简介; 概况

manufacturer n. [C] n. 制造商; [经] 厂商

consumer n. 消费者; 用户, 顾客

headquarter n. 总部

operation n. 企业/机构

billion n. 十亿; 大量 num. 十亿 adj. 十亿的

branded adj. 名牌商标的, 品牌的

superior adj. 上级的; 优秀的

generation n. 一代; 一代人; 产生;

reward n. 报酬; 报答; 酬谢

shareholder n. 股东; 股票持有人

community n. 社区; 共同体; 团体

prosper vi. 繁荣, 昌盛; 成功 vt. 使.....成功; 使.....昌盛; 使.....繁荣

organization n. 组织; 机构;

governing 有统治、控制或治理权力的

executive n. 总经理; 执行者; adj. 行政的; 执行的

administrative adj. 管理的, 行政的

development n. 发展; 开发; 发育

manufacture vt. 制造; 加工; vi. 制造 n. 制造; 制造业

purchase n. 购买

item n. 条款, 项目; 一件商品 (或物品)

standard n. 标准; 水准; adj. 标准的; 合规格的

involve vt. 包含; 牵涉; 使陷于; 潜心于

promote vt. 促进; 提升; 推销; 发扬

monitor vt. 监控 n. 监视器; 监听器; 班长

client n. 客户；顾客；委托人

Phrases & Expressions

(be) referred to...as

把...称为

look to

注意，指望，照看

Board of Directors

董事会

Chief Executive Officer (CEO)

首席执行官

up to

达到（数量，水平）

Teaching Plan 2

Teaching content:

自编教材 Chapter 1 Organization

listening and speaking

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Have students understood “well-organized” in study as well as in life

Important Points:

2. Master some words and phrases:
2. Enable the students to practice the 2 dialogues.

Teaching Difficult Points:

1. Teacher explains the listening materials in details, focusing on new words and expressions and some difficult sentences.
2. role- play for students .

Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

Teaching Aids:

The blackboard, integrated classroom

Teaching Procedures:

Listening

Pre-listening (Q&A)

Step 1

Ask students to figure out the words and expressions given in the tasks for the class to repeat and explain them individually.

Step 2

Ask students to predict the content about the dialogue according to the given words, expressions and the first part of the dialogue below. 10 min

While-listening (3 times)

Step 1

First Listening to for the general idea and compare with what predict before.

Step 2

Listen twice and do Task 1&2

25 min

After-listening

Pair work: check the answer with partners. Teacher gives the answers.

Teacher explains the listening materials in details, focusing on new words and expressions and some difficult sentences. 15 min

Step 2 – ask students to imitate the speakers in listening and repeat each sentences. Teacher gives feedback on their imitation.

10 min

Speaking Pair work: Read the dialogues. Practice the following two dialogues about leaving telephone messages and holding a staff meeting.

Dialogue 1

(R= Receptionist; C=Caller)

R: Eagle Trading Company. Can I help you?

C: Hello. I'm calling from Hong Kong. This is Far-East Company. May I speak to Mr. Smith?

R: He is not around. He is at a meeting now.

C: When will he be free?

R: Sorry, I'm not sure.

C: Can I leave you a message?

R: Yes, please.

C: Please tell him to call me back as soon as he is free. There's something urgent to be discussed.

R: May I have your name and number, please?

C: Mary, and the number is 7654887.

R: 7654887. I've made a note of it. I'll make sure he calls you. Thanks for calling, goodbye.

Dialogue 2

(M=Manager; S=Secretary)

M: Come in, Jane.

S: Good morning, Mr. White.

M: Jane, would you arrange a staff meeting for me this afternoon?

S: What time?

M: 3:00 p.m. would be best.

S: I see. Do you want to have the meeting in your office or in the conference room?

M: In the conference room.

S: OK, I'll arrange it. Should everyone be present?

M: Yes, everyone in the section.

S: Should I prepare an agenda?

M: No, but during the meeting I'd like you to make a note of the topics discussed and the results of the discussion.

S: Anything to be copied beforehand?

M: No, but you have to type out the minutes from the notes after the meeting.

S: All right. I'll see to it.

Task 4 Work in groups. Role-play a situational dialogue according to the given information.

Situation: A company is holding a welcome dinner party for the new employees. As the Human Resources Manager, you are introducing the managers of each department to the new colleagues. Use the sentence patterns to greet one another.

30 min

Assignment Task 1

Search for information online about how a company may be structured, and what department may usually be contained in a company.

Teaching Plan 3

Teaching content:

自编教材 Chapter 1 Organization

Reading and Vocabulary

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Have students understand the passage.
3. Course education: through discussion of organization, guide the students to know it's especially important to learn to work well in teams if they land a job that focuses on a team environment. They'll need to learn how to communicate well in meetings, work together on projects, and be professional in the workplace, and in fact, they'll likely need these skills in any office they work in.

Important Points:

1. Pronounce the words and expressions for the class and explain them briefly.
2. Ask the students to make sentences with new words and expressions.

Teaching Difficult Points:

1. Teacher explain the diagram attached in the text, ask Ss to understand the terms for the department and job title mentioned in the text. 2. role- play for students .
2. Group work

Teaching Methods:

- 1.Task-based language teaching method.
- 2.Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

Teaching Aids:

The blackboard, integrated classroom

Teaching Procedures:

1.Lead-in Assignment check

Ask students to present speeches about how a company may be structured, and what department may usually be contained in a company.

2.Reading &Vocabulary(1) Pre-reading

Course education: through discussion of organization, guide the students to know it's especially important to learn to work well in teams if they land a job that focuses on a team environment. They'll need to learn how to communicate well in meetings, work together on projects, and be professional in the workplace, and in fact, they'll likely need these skills in any office they work in. If time allows a small video on this topic can be shown to the students for their understanding.

Pronounce the words and expressions for the class to repeat and explain them briefly. 10 min

While-reading (Q&A)

Step 1

Read the passage for the first time to get the general ideas and answer the questions:

- 1) How many parts are there in the passage?
- 2) The history of P&G
- 3) The successful story of the company.

Step 2

Read for the second time and complete the mind map about the relevant information about P&G in the passage.

Step 3

Teacher explain the diagram attached in the text, ask Ss to understand the terms for the department and job title mentioned in the text.

Step 4

Teacher explain difficult sentences and grammatical parts in the text. 25 min

3. After-reading

Take a close look at the passage sentence by sentence with some translation. Focus on the new words and expression, give detailed explanation of them and ask the students to make sentences.

25 min

Practice 1. Students do Task 1&2

Teacher check the answer

2. Group work

Discuss with your partners about job titles in the text. Ask them what position would they like to do if they work in a company. 15 min

Supplementary Materials

Board of Directors is the governing body of the company.

Chief Executive Officer (CEO) works closely with the Board to provide leadership for the company.

Administrative Department is in charge of drafting all administrative documents, providing support and service for the board and the CEO.

Production Department is responsible for the development and manufacturing of products.

Purchasing is in charge of the actual buying of all items.

Quality Control (QC) is to ensure the products are up to certain standards.

Research & Development (R&D) is responsible for looking into new products and their design and the improvement of the existing products.

Sales & Marketing Department is involved in promoting and selling products.

Accounting Department monitors the accounts of the clients and the company.

Human Resources (HR) Department manages the administrative aspects of the employees.

Teaching Plan 4

Teaching content:

自编教材 Chapter 1 Organization

practical reading and writing

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Have students imitate the model and write a memo by themselves.

Important Points:

1. Explain the new words and expressions in the model.
2. Ask the students to make sentences with new words and expressions.

Teaching Difficult Points:

1. Discuss with partners about job titles in the text. Ask them what position would they like to do if they work in a company.
2. Group work

Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

Teaching Aids:

The blackboard, integrated classroom

Teaching Procedures:

Reading & Vocabulary

Practical and Writing

1. Pre-reading (Q&A)

Warming-up questions

Have you ever seen memo?

Teacher illustrate the format of a memo and its function in business 5 min

2. While-reading

Step 1

Ask students to scan introduction of memo and explain to them.

Step 2

Explain the new words and expressions in the model, then Ss read the model. 35min

Ss do Task1 and complete the information about the memo. Then imitate the model and write a memo by themselves

35 min

Assignment Task

Underline the sentence patterns which are often used in memo writing, 10 min

Supplementary Materials.

MEMO

A memo is a document designed to be read quickly and passed along quickly, often within a company or work group. Memos achieve their goals by informing the reader about new information like policy changes, price increases, or by persuading the reader to take an action, such as attending a meeting. A memo should be brief, clear and accurate. The format of a memo should include TO (information of the recipient), FROM (information of the sender), DATE, and SUBJECT of the memo, as indicated in the following sample.

Grammar for use

Continue with the explanation of the key words in the text.

Students do Task 1&2

Teacher check the answer

Group work

Discuss with your partners about job titles in the text. Ask them what position would they like to do if they work in a company.

Teaching Plan 5

Teaching content:

自编教材 Chapter 1 Organization

Grammar for use and project

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Have students master the grammar and can put them into practice correctly.

Important Points:

3. Explain the grammar points.
4. Ask the students to practice the project.

Teaching Difficult Points:

1. Discuss with partners about some key grammar points
2. Group work

Teaching Methods:

- 1.Task-based language teaching method.
- 2.Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

Teaching Aids:

The blackboard, integrated classroom

Teaching Procedures:

Grammar

一. 就近原则:

在 not only...but also, not...but , neither...nor , either...or , there be... 句型中, 谓语动词由相邻的主语来确定。

例: 1.Not only they but also I am going to collect money for the Hope Project.

2.Either you or Jack is about to take the place of the manager.

二 .集合名词做主语, 指成员时, 谓语用复数; 指团体, 组织时, 谓语用单数: 如: class , team, group, family, audience(听众), government, company, crowd, public, enemy, committee(委员会) 等。

例: 1.The class are busy working on the exercises at the moment .

2.The team was an excellent one in the 25th Olympic Games .

三. 当两个名词用 with, together with, as well as, rather than, more than, but, except, besides, along with, including, like 等连接起来做主语时, 谓语动词与前面的主语一致。

例: 1.Jackie, with his parents, intends to set out for Europe on business next week.

2.The son, rather than his parents, is responsible for the fire accident.

(对火灾事故负责的是儿子而不是父母)

四. 当 each, neither, either 以及由 every, any, no, some 与 one, body, thing 构成的不定代词做主语时, 谓语动词用单数。

例: 1.Each of the girls is fond of pop music in her class.

2.Someone is expecting you at the school gate .

但 none 做主语时谓语用单复数都行。

例: None of them are / is interested in local music.

另外: 当 every, each, no 做定语时, 即使用 and 连接两个主语, 谓语也用单数。

例: 1.Each student is preparing for the final examination now.

2. Every boy and every girl is proud of the result of the experiment.

3.No teacher and no student is admitted to enter the place .

4.They each have an English dictionary .

(此句中 each 做同位语, 谓语由主语 they 确定)

五. 当主语表示时间, 重量, 距离, 价格时, 谓语动词用单数。

例: 1.Five hundred dollars is quite enough for the return voyage (返航)。

2.Seven kilometers was covered in two hours .

但算式做主语时, 谓语用单数, 复数都可以。

例: 1.Four times five is / are twenty. (Four times five make /makes twenty .)

六. 当主语是一个从句, 不定式或动名词时, 谓语一般用单数。但由 and 连接两个不定式或动名词时, 动词则用复数, 表示不同的两件事。

例: 1.whether he succeeds or fails doesn't concern me . (他成功或失败与我无关)

2.Swimming in the Yangtze River needs great courage.

3.To say something is one thing, to do it is another.

4.To play basketball and to go swimming are of great use for character-training.

另外: 当 what, all (that) 或 such 引导的句子做主语时, 谓语用单数或复数应看后面的表语来确定。

例: 1.What he wants is some advice on how to learn English, while what he looks forward to are some English dictionaries.

2.All that they ask for are vegetables, fruits , quilts and clothes .

3.Such are the things I often do in a day.

4.Such is my best friend Mary.

七. 当一个复数名词用做书名, 人名, 学科名或报刊名时, 谓语用单数。

例: 1.Guiliver's Travels is a novel written by Jonathan Swift . (格列佛游记)

2.The Times is a very helpful newspaper for our studies . (泰晤士报)

八. 定语从句的关系代词在从句中充当主语时, 从句的谓语应与先行词保持一致。

例: 1.She is the only one of the students who has passed the examination.

2.They told us something about the houses which were built in the 1540's / 1540s.

九. 在强调句中, 强调主语时, 后面的动词还是由被强调的主语来确定。

例: 1.I am in the search for my missing gold ring .

其强调句为: It is I who am in the search for my missing gold ring .

十. 几种较为特殊的主语与谓语的一致。

A. 当 and 与 both...and ...连接两个主语时, 一般用复数的谓语。但如果由 and 并列的两个主语是指同一人时, 此时后面一个主语没有冠词, 其谓语用单数, 表示一 个人具有双

重身份。若后一个名词前有冠词，则表示两个人，谓语则用复数。

例：1. The teacher and writer is giving the boys a very wonderful lecture .

2. The teacher and the singer are talking in the hall.

B. " the +形容词 / 分词 "做主语表一类人时，谓语一般用复数；但 the res 要看它代表的东西来确定。

例：1. The wounded are being done first aid beside the road now .

2. She has taken some of the vegetables. The rest are still on the table .

3. He has eaten up some of the cheese . The rest has gone bad .

4. The rest of the story was wonderfully moving and I was moved to tears

C. many 修饰主语时，谓语用复数。但 "many a... , more than one +单数名词" (意为"不只一个")，虽说具有复数意义，但谓语仍用单数。

例：1. Many students have made that mistake before .

2. Many a student has made that mistake before .

3. More than one student has made that mistake before .

D. 当 trousers, shoes, glasses, clothes, socks, gloves 等由两个部分构成的物品做主语时，谓语一般用复数。但若与 a pair of, a kind of 等连用时，谓语用单数。

例：1. His trousers are torn into pieces in the bike accident .

2. This pair of trousers belongs to my sister . Mine are being washed. 翻译练习：

1. The boys were getting bored.

男孩子们渐渐变得厌烦起来。

2. I might benefit from getting my teeth fixed.

把牙齿补好可能对我有好处。

3. Half the pleasure of an evening out is getting ready.

晚上外出的乐趣一半在于出门前的准备。

4. She was too tired to take a shower.

她累得不想淋浴了。

5. I felt it was important for women to join and take a leading role.

我感觉妇女参与并担任领导角色很重要。

6. She took me to a Mexican restaurant.

她带我去了一家墨西哥餐馆。

45min

Projects

Preparation Ask Ss to work in Groups and study the front page of the company website.

10min

Project Project Illustration

Create your own company website

Teacher explain the regulations and elements might be contained in the webpage. 10 min

Step 1

Divide Ss into 4 groups. Each one find information and materials for the project

Step 2

Create their own webpages.

Step 3

Ask students to compare their work with the others'.

Teaching Plan 6

Teaching content:

自编教材 Chapter 1 Organization

My progress check

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns.
2. Have students finish the exercises by themselves.

Important Points:

5. Explain the new words and expressions in the part
6. Ask the students to make sentences with new words and expressions.

Teaching Difficult Points:

1. Discuss with partners about some useful and daily vocabulary and try to practice them
2. Group work

Teaching Methods:

- 1.Task-based language teaching method.
- 2.Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

Teaching Aids:

The blackboard, integrated classroom

Teaching Procedures:

My Progress Check

Listening Comprehension

Task1. Listen to the conversation and decide whether the following statements are true or false.

1. The man is going to have a job interview in the woman's company.
True False
2. The man is meeting with the manager of the HR Department.
True False
3. The HR Department is on the 13th floor.
True False
4. The conversation took place in the office of the HR department.
True False

6. Three hours with your old friends _____ (seem) to be a short time.

Translation

Translate the following into English using the given words or phrase.

1. 生产部负责产品的生产。(be responsible for)
2. 上个月首席执行官忙于公司的年度市场营销活动。(be involved in)
3. 现在各大公司都充分利用网站来推销产品和服务。(promote)
4. 我们公司总部位于中国上海。(be located in)

Reading and Writing

Read the paragraph and write down your understanding of the underlined part in about 50 words.

We will provide branded products and services of superior quality and value that improve the life of the world's consumers, now and for generations to come. As a result, consumers will reward us with leadership sales, profit and value creation, allowing our people, our shareholders and the communities in which we live and work to prosper.

Teaching Plan 7

Teaching content:

自编教材 Chapter 1 Organization

Practice your skills

Teaching Time: Two classes hour (90 minutes)

Teaching Aims:

1. Learn and master new words, phrases and sentence patterns and try to catch them when listening.
2. Have students finish the exercises by themselves, some of which will be explained by the teacher for his or her choice accordingly.

Important Points:

7. Explain the new words and expressions in the part
8. Ask the students to make sentences with new words and expressions.

Teaching Difficult Points:

1. Discuss with partners about some useful and daily vocabulary and try to practice them
2. Group work

Teaching Methods:

1. Task-based language teaching method.
2. Listening and Speaking Approach
3. Individual, pair and group work to make every student work in class.

Teaching Aids:

The blackboard, integrated classroom

Teaching Procedures:

Part Two Practice Your Skills

Listening Comprehension

Task 1 Listen to the questions and choose the best answer to each of them.

1. A. Yes, I'm trading. B. No, I'm an office worker. C. Yes, I am.
2. A. I'm not sure. B. The Personnel Department C. An English major
3. A. Yes, I do. B. Not since June. C. I did two months ago.
4. A. I have worked for so many years.
B. I wanted to have more experience.
C. I need your help.

5. A. The salesmen worked hard.
 B. We achieved 150% growth in sales last year.
 C. The Human Resources Department made great progress.

Task 2 Listen to the short dialogues and choose the best answer to each question.

6. A. In the restaurant B. At the customs. C. At a post office. D. In a bank.
 7. A. A new apartment B. A film ticket C. A new car D. A business card
 8. A. Someone who can type quickly. B. Someone who shows up on time.
 C. Someone who is pretty. D. Someone who is handsome.
 9. A. She dislikes big companies B. She was not good at business.
 C. She didn't like pressure. D. She didn't like foreign companies.
 10. A. To put him through to the general manager.
 B. To have a talk with the general manager about his work.
 C. To arrange an appointment for him with the general manager.
 D. To have dinner with the general manager.

Task 3 Listen to the speech twice and fill in the blanks with what you hear. Ladies and gentlemen:

My name is David Truman and I am the 11 of Simons Facilities Corporation. Thank you for inviting me to speak here today about future energy technologies. 12 let me introduce our company, SFC, to you.

Simply put, SFC is one company with two lines of 13 --- power and water, and our history dates back to over 100 years ago. Today we are one of the 50 largest companies in the UK. More than 20,000 of our employees build and 14 power and water facilities in England, Scotland and Wales.

With this 15 as background, now I would like to come to the topic of my speech today. What new energy technologies are there and where can they take us?

Words and Structures

Task 1 Complete each statement by choosing the appropriate answer from the four choices marked A, B, C and D.

1. Would you like to make a living from the activity that you now _____ a hobby?
 A. refer to as B. call C. name as D. think
2. P&G is the leading company which produces _____ products.
 A. custom B. client C. consumer D. customs
3. The quality of the newly designed product is _____ that of the previous ones.
 A. superior than B. superior to C. as superior as D. more superior than

4. He was _____ a laptop for his excellent performance in his work.
 A. given as B. received from C. praised for D. rewarded with
5. Our company has introduced a new production line. _____, both quality and quantity of the products are improved.
 A. As a result B. Because C. In case D. Even though
6. Our company _____ in the year 1986.
 A. was founded B. was found C. found D. founded
7. When and where to build the new first aid center _____ yet.
 A. hasn't been decided B. doesn't decided
 C. haven't been decided D. aren't decided
8. Every possible means _____, but proves successful.
 A. have tried B. has been tried C. have been tried D. has tried
9. Each teacher and each scientist _____ invited to take part in the conference.
 A. are B. was C. has D. were
10. Neither you nor I _____ allowed to go to the lecture.
 A. are B. is C. were D. was

Task 2 Fill in each blank with the proper form of the words given below to complete the following passage.

lead	operate	create	found
history			

The(1)_____ of Standard Chartered(渣打银行) dates as far back as 1853, with its headquarters located in London. Several years later, in 1858, the first branch of Standard Chartered (2) _____ in Shanghai, China.

Standard Chartered is a (3)_____ international banking group. It has (4)_____ for nearly 160 years in some of the world's most dynamic markets. It helps the people and companies to drive investment and trade and support (5) _____ of wealth across Asia, Africa and the Middle East.

Reading Comprehension

Task 1 Read the following passage and choose from the best answer from the four choices marked A, B, C and D.

In the hope of becoming millionaires, many Filipinos(菲律宾人) began drinking more Pepsi. They hoped to get a bottle cap with the winning number on it. In May 1992, the number was announced: 349. Thousands rushed to get their reward with their bottle caps worth a million pesos each.

But Pepsi wouldn't pay. The company said there was a mistake. The number on the cap did not include a security code, so the caps were not really winners. Up to 800,000 bottle caps had No. 349.

Pepsi has spent millions of dollars on the problem. The company has paid 54 million pesos to real winners. It also paid 500 pesos for each No. 349. cap without the security code.

1. Many Filipinos wanted to become millionaires, so they _____.
 - A. began to buy lottery tickets(彩票)
 - B. tried to work for Pepsi
 - C. began to drink more and more Pepsi because of the taste
 - D. began to drink more and more Pepsi for the rewards
2. Who were the real winner of the 1992 Pepsi promotion?
 - A. Those who had got No. 349 on the cap.
 - B. Those who had got No. 349 on the bottle.
 - C. Those who had got No. 349 on the cap with the security code.
 - D. Those who had got No. 349 on the bottle with the security code.
3. Which of the following is not true?
 - A. All those who had got No. 349. got some money/
 - B. Those who had got No. 349 didn't get the same amount of money.
 - C. None of those who had got No. 348 were rewarded.
 - D. The company made a mistake.
4. Which of the following is true?
 - A. The company spent millions of dollars paying both real winners and all No.349 caps.
 - B. The company spent millions of dollars getting back the caps with No.349.
 - C. The company spent millions of dollars only paying the real winners.
 - D. The company spent millions of dollars going to court.

5. From the passage, we can guess that “peso” is _____.

- A. the name of a brand B. the name of a kind of drink
C. the name of a company D. the name of Philippines money

Task 2 Read the following passage and decide whether the following statements are True (T) or False (F) .

Mr. Ballito’s secretary, Opal, is very busy nearly all the time. She has to answer letters, take messages, arrange appointments and answer the telephone. Mr. Ballito thinks that Opal needs someone to help her in the office. He had decided to advertise in the newspaper for a junior secretary. Opal helps Mr. Ballito draft an advertisement which will be sent to the *Dongali Times*. Opal thinks it’s a good idea, because she can spend more time dealing with correspondence. She made an advertisement as follows:

JUNIOR SECRETARY WANTED

A job exists for a junior secretary in a medium-sized firm. Applicants should be stenographer(速记打字员)with a knowledge of office practice. Secretarial training necessary. Knowledge of foreign language essential.

Telephone Miss Opal Karli at 52364

- () 1. Mr. Ballito’s secretary is busy answering the telephone all the time.
() 2. Mr. ballito wants to advertise for a junior secretary to help Opal.
() 3. Opal works in a large company.
() 4. The only requirement for this position is short hand typing ability.
() 5. *Dongali Times* is an employee in the firm.

Translation

Task 1 Translate the following sentences into Chinese.

1. Without advertisements, manufacturers may find it difficult to sell their products.

2. An individual-owned business is the most simple and basic form of business.
3. The secret of keeping an organization alive is to keep it operating at its biggest capacity.

Task 2 Translate the following sentences into English, making sure the translations are faithful to the original sentences.

4. 一个公司的组织结构图可以显示出该公司的所有部门。
5. 生产部的主要职责是开发与制造新产品以满足客户需求。
6. 在西方国家，质量控制已普遍用于服务行业。

Writing

Task 1 Match each of the English terms with its Chinese equivalent.

- | | |
|--------------------------------------|-----------|
| () 1. teleconference | A. 管理层会议 |
| () 2. the management meeting | B. 产品发布会 |
| () 3. videoconference | C. 董事会议 |
| () 4. senior secretaries' meeting | D. 高级秘书会议 |
| () 5. news conference | E. 新闻发布会 |
| () 6. the board meeting | F. 电话会议 |
| () 7. daily office meeting | G. 视频会议 |
| () 8. new product launch conference | H. 公司例会 |

Task 2 Write a letter to Tom Jones, a sales manager, introducing your company(Sweetheart Chocolate) according to the following information.

1. 介绍公司名称和成立时间；
2. 介绍公司目前的产品和主要销售地区；
3. 希望能和对方公司合，并留下联系方式。

