**Unit 1 Organization**

**·Learning objectives**

1 .In warming-up: Students can identify the logos of some famous international companies;

2. In Reading A : grasp the main idea of the text and find out the important events in different periods of Google’s history; learn the useful words and phrases;

3. In Reading B: practical reading about TAF’s organization;

4. In listening and speaking，conduct a series of listening, speaking and writing activities related to the theme of the unit.

**Outlines**:

 Pre-reading tasks: Warming -up

Task 1 Look at the following logos and give the names of the countries in which the companies are headquartered.

While-reading tasks:

1. Grasping the structure of the text (15 m)
2. Cultural background – the study of Reading A \_\_\_Google and the study of Reading B \_\_\_TAF Profile (45m')
3. T explains language points and gives Ss practice. (60 m)
4. Grammatical structures (25 m)
5. T draws Ss attention to Writing Strategy in Theme-related Language Learning Tasks(12 m)
6. T will show Ss the importance of envelope in writing. (5 m)
7. Exercises of the unit

Post-reading tasks:

1.Think alone: How to give an introduction for a company? (5 m)

Then T invites several Ss to give their opinions. T may sum up by this sentence – The essence of good essays is to write what one enjoys writing about.

2. T checks if Ss have done the rest of the after-text exercises in their spare time, and discuss some common errors that crop up. (15 m)

3. Do Self-study Room exercise s page 16 task 1 and task 2:

**Warming-up**

*Supplementary Materials*

**What is a logo?**

A logo is a graphical element that, together with its logo type, forms a trademark or commercial brand. Typically, a logo’s design is for immediate recognition. The logo is one aspect of a company’s commercial brand, or economic or academic entity, and its shapes, colors, fonts and images usually are different from others’ in a similar market.

***Bavarian Motor Works (BMW)*** is an independent German automobile manufacturer founded in 1916. BMW is a worldwide manufacturer of high-performance and luxury automobiles and motorcycles.

***Toyota Motor Corporation***, founded in 1937, is a multinational corporation headquartered in Japan, and is currently one of the world’s largest automakers.

***Ford Motor Company*** is an American multinational corporation and one of the world’s largest automakers.

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***Metro AG***, established in 1964, is a diversified retail and wholesale group based in Germany. It is the largest in its home market, and one of the most globalized retail and wholesale corporations.

***Wal-Mart Stores, Inc.,*** founded in 1962, is an American public corporation that runs a chain of large, discount department stores. It is the world’s largest public corporation by revenue, according to the “2008 Fortune Global 500”.

***Carrefour SA*** is a French international hypermarket chain, with a global network of outlets. It is the second largest retail group in the world in terms of revenue after Wal-Mart.

***Samsung Group*** is the largest company of the Republic of Korea. It is composed of Samsung Electronics, Samsung Heavy Industries and Samsung Engineering & Construction.

***Lenovo Group Limited*** is China’s largest and the world’s fourth largest personal computer manufacturer. Lenovo mainly produces desktops, laptops, servers, handheld computers, imaging equipment and mobile phone handsets (听筒).

***Nokia Corporation*** is a Finnish multinational communications corporation. Nokia is focused on wireless and wired telecommunications. It is the world’s largest manufacturer of mobile telephones.

**While-reading tasks:**

1 Grasping the structure of the text (15 m):

1. Ss circle the key words, phrases and clauses in Text A For example: It all began in January 1996 as a research project at Stanford University by Ph.D. student Larry Page. Trying to find a better way for web users to search for relevant pages, Page had an idea that this could be achieved by examining the relationships between web pages. He thought that web pages which had the most links to them from other web pages must be the most popular. The technique appeared to be successful.
2. T draws Ss attention to Text Organization Exercise 2 , reads its instructions, and asks them these two questions:

(3)In this way Ss will be able to divide the text into 3 parts and sum up the main ideas.

(4) Several Ss report the main ideas they have summed up to the class

2. Cultural background –

Making a Company Introduction: A company introduction usually contains the following information:

● History;

● Number of employees;

● Management structure & company culture;

● Products or services.

**Reading A**

**Step 1** Words study

1. Lead the students to read the new words after the tape twice and

correct their pronunciations while reading.

1. Ask some students to read the new words to check whether they

have mastered the pronunciations of the words.

3. Explanation for some important and useful words

1) *0nline:* **adj.** controlled by or connected to a computer or to the Internet在线的，联.网的.

2) *relevant:* **adj.**(1)closely connected with the subject you are discussing or the situation you are thinking about 紧密相关的；切题的 ~ (to sth/sb)

See also:[irrelevant](http://www.google.com.hk/dictionary?hl=zh-CN&q=irrelevant&sl=en&tl=zh-CN&oi=dict_lk)Antonym

*e.g.* What experience do you have that is relevant to this position?

(2)having ideas that are valuable and useful to people in their lives and work 有价值的；有意义的 ~ (to sth/sb) Her novel is still relevant today. 她的小说今天仍有现实意义。

Derivative: **relevance n.**  **relevantly adv.**

3) *link*: **n.** a connection between two or more people or things 联系；连接

eg. Police suspect there may be a link between the two murders.

Social customs provide a vital link between generations.

**verb** to join or become joined with somebody/something （与…）连接，结合；使连接；使结合

**link up (with somebody/something)**

*4) popularity:* the state of being liked, enjoyed or supported by a large number of people 受欢迎；普及；流行 同义词：noun: [vogue](http://www.google.com.hk/dictionary?hl=zh-CN&q=vogue&sl=en&tl=zh-CN&oi=dict_lk), [fame](http://www.google.com.hk/dictionary?hl=zh-CN&q=fame&sl=en&tl=zh-CN&oi=dict_lk)

5）*fuel*：**n.** any material that produces heat or power, usually when it is burnt 燃料

[alternative fue](http://www.google.com.hk/%20%20/dictionary?q=alternative+fuel&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re)**[l](http://www.google.com.hk/%20%20/dictionary?q=alternative+fuel&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re)** 代用燃料（可代替矿物燃料或核燃料）

[N-fuel](http://www.google.com.hk/%20%20/dictionary?q=N-fuel&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re) nuclear fuel 核燃料

[fossil fuel](http://www.google.com.hk/%20%20/dictionary?q=fossil+fuel&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re) 矿物燃料（如煤或石油）

[fuel injection](http://www.google.com.hk/%20%20/dictionary?q=fuel+injection&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re) （向汽车发动机的）燃料喷射，喷油

[conformal fuel tank](http://www.google.com.hk/%20%20/dictionary?q=conformal+fuel+tank&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re) 【军】适型油箱

[add fuel to the fire/flames](http://www.google.com.hk/%20%20/dictionary?q=add+fuel+to+the+fire%2Fflames&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re) 火上浇油

[diesel fuel](http://www.google.com.hk/%20%20/dictionary?q=diesel+fuel&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re) 柴油

[solid fuel](http://www.google.com.hk/%20%20/dictionary?q=emulsified+fuel&hl=zh-CN&sl=en&tl=zh-CN&oi=dict_re) 固体燃料

**vt.** 1. 对...供给燃料;给...加油  
The boiler is fueled by coal.   
锅炉以煤作燃料。

2. 激起;刺激   
His rude remarks fueled her anger.   
他粗鲁的言词使她怒上加怒。

**vi.** 加燃料;加油[(+up)

6) *acquire* v. to gain something by your own efforts, ability or behaviour （通过努力、能力、行为表现）获得，得到

eg. She has acquired a good knowledge of English. 她英语已经学得很好。

to obtain something by buying or being given it 购得；获得；得到eg. The company has just acquired new buildings. 公司刚购得新办公楼。

**an acquired taste** 养成的爱好

7) *feature:* **n.** something important, interesting or typical of a place or thing 特色；特征；特点

eg. An interesting feature of the city is the old market. 这座城市的一个有趣特征就是古老的市场。

geographical features 地势

a part of somebody's face such as their nose, mouth and eyes 面容的一部份（如鼻、口、眼）

eg. Her eyes are her most striking feature. 她容貌中最引人注目的是她的双眼。

(in newspapers, on television, etc.) a special article or programme about somebody/something （报章、电视等的）特写，专题节目 ~ (on sb/sth) countable

eg. a special feature on education 关于教育的专题文章

**v.** to include a particular person or thing as a special feature 以…为特色；是…的特征 VN ~ sb/sth (as sb/sth)

The film features Anthony Hopkins as Picasso. 这部电影由安东尼 霍普金斯扮演毕加索。

to have an important part in something 起重要作用；占重要地位 V ~ (in sth)

8) *typical*  **a.** having the usual qualities or features of a particular type of person, thing or group 典型的；有代表性的 ~ (of sb/sth)See also:[representative](http://www.google.com.hk/dictionary?hl=zh-CN&q=representative&sl=en&tl=zh-CN&oi=dict_lk)Synonym[atypical](http://www.google.com.hk/dictionary?hl=zh-CN&q=atypical&sl=en&tl=zh-CN&oi=dict_lk)Antonym

happening in the usual way; showing what something is usually like 一贯的；平常的

On a typical day, we receive about 50 letters. behaving in the way that you expect 不出所料；特有的 ~ (of sb/sth) often disapproving

9) *excel* **v.** to be very good at doing something 擅长；善于；突出

~ (in/at sth/at doing sth)

eg. She has always excelled in foreign languages.

The team excels at turning defence into attack. 这个队善于打防守反击。

As a child he excelled at music and art. 他小时候擅长音乐和美术。

10*) go public*  (1) to tell people about something that is a secret 公之于世；公开密秘

(2) of a company to start selling shares on the stock exchange公司上市；

11）*tend to* 倾向于；有倾向性

eg. (1). Women tend to live longer than men.

(2). When I’m tired, I tend to make mistakes.

12). *in addition to* 除…….之外

eg. In addition to the apples you asked for, I bought you some oranges and bananas.

13）*stay away from* 远离

eg. I want you to stay away from my home.

14) *in terms of* 就...而论;在...方面

eg. In terms of environmental protection, this project is excellent.

15) *brain child* 脑力劳动的产物

eg. This festival was the brain child of Tony Smith.

16）*serve as* 起…..作用

eg. The sofa will serve as a bed for a night or two.

**Step 2 Extensive Reading**

*Pre-reading*

Ask the students to discuss in pairs something about google

Google是全球享有盛誉的Internet互联网搜索引擎,如今，Google这个名字几乎成了互联网的代名词。

Google是英文单词"Googol"按照通常的英语拼法改写而来的。Googol是一个大数的名称，他是10的100次方，表示1后面跟100个零。下面的一串就表示Googol。看上去好像没什么了不起，是吗？但是他比宇宙所有的基本粒子的数量总和还要大。

Googol是由美国数学家 Edward Kasner 九岁的侄子 Milton Sirotta 发明的，后来在数学家Edward Kasner和James Newman的著作《Mathematics and the Imagination》中被引用。Google公司采用这个词显示了公司想征服网上无穷无尽资料的雄心。Google公司没有采用Googol可能是因为版权的问题，而且当他们注册Google.com的时候，Googol.com已经被注册。

Googol已经够大了，但是比 Googol 更大的数是计算机科学家 Frank Pilhofer 定义的 Googolplex。它等于 10 的 Googol 次方。假如你也想看上面的Googol一样看看Googolplex的话，就很困难了，因为要想打印出来，需要3.125\*10^85 years。（参阅The Googolplex Page）。

*While-reading*

1. Lead students to read the passage and try to find out important events in the different periods of google’s history.

|  |  |  |
| --- | --- | --- |
| *Period* | *Events* | |
| **1996** | Google began as Larry Page’s research project. | |
| **1998** | Page and Sergey set up the company and registered the google.com. | |
|  |  | |
| **2000** | The search engine grew quickly and it began to sell advertising on the website. | |
| Google has also owned Blogger and other hot  websites and become the leader in terms of  ad-based revenue on the web. | |
|  | |  |

2. Lead the students to read the text together part by part and ask them to answer some simple questions to check whether they have understood the passage or not.

**Para.1**

1. Anyone who has ever used the Internet has seen Google，……..

这是一个由关系代词who引导的定语从句，先行词是who。本课后面还会出现类似的句子。

2. when they try to find information about something on the Internet.

注意internet前用介词on。

**Para.2**

3. Page had an idea that this could be achieved by examining the relationships between web pages.

该句是由that引导的同位语从句

在复合句中充当[同位语](http://baike.baidu.com/view/409810.htm" \t "_blank)的名词性[从句](http://baike.baidu.com/view/138129.htm" \t "_blank)称为同位语从句。

同位语从句是名词性从句([主语从句](http://baike.baidu.com/view/100914.htm" \t "_blank)、[表语从句](http://baike.baidu.com/view/190748.htm" \t "_blank)、[宾语从句](http://baike.baidu.com/view/343.htm" \t "_blank)、同位语从句)中的主要从句之一，从句作同位语表示与之同位的名词(短语)的实际内容，它的作用相当于名词，对前面的名词(短语)加以补充说明或进一步解释，相当于一个表语从句，它们之间的关系是同位关系，即主表关系。

同位语从句和定语从句很相似,但还是有区别的,区别主要在以下三方面:

**从词类上区别**

同位语从句前面的名词只能是idea, fact, news, hope, belief, suggestion, proposal, word, thought, doubt, truth, possibility, promise, order等有一定内涵的名词｡而定语从句的先行词可以是名词､代词､主句的一部分或是整个主句｡如:

The possibility that the majority of the labour force will work at home is often discussed. 人们经常讨论大多数劳动力将会在家里工作的可能性｡(同位语从句)

We are not looking into the question whether he is worth trusting. 我们正在调查的问题不是他是否值得信赖的问题｡(同位语从句)

Word came that he had been abroad. 据说他已经出国了｡(同位语从句)

Our team has won the game, which made us very happy. 我们的队赢了,这让我们很高兴｡(定语从句)

The doctor whom you are looking for is in the room. 你找的那位医生在房间里面｡(定语从句)

His mother did all she could to help him with his study. 他妈妈尽她的最大努力帮助他的学习｡(定语从句,代词all作先行词｡)

**从性质上区别**

定语从句是从句对其先行词的修饰或限制,属于形容词性从句的范畴;而同位语从句是从句对前面抽象名词的进一步的说明和解释,属于名词性从句的范畴｡如:

The news that our team has won the game was true.

我们队赢了那场比赛的消息是真的｡(同位语从句,补充说明news到底是一个什么消息｡)

The news that he told me yesterday was true. 昨天他告诉我的那个消息是真的｡(定语从句,news在从句中作told的宾语｡)

I made a promise that if anyone set me free I would make him very rich. 我许诺如果谁让我自由,我就让他非常富有｡(同位语从句,补充说明promise到底是一个什么诺言｡)

The mother made a promise that pleased all her children. 妈妈做出了一个令她的孩子们高兴的许诺｡(定语从句,promise在从句中作pleased的主语｡)

**从引导词及其在句子中的成分上区别**

有些引导词如how, whether, what可以引导同位语从句,但不能引导定语从句｡如:

That question whether we need it has not been considered. 我们是否需要它这个问题还没有考虑｡(同位语从句)

I have no idea what has happened to him. 我不知道他发生了什么事｡(同位语从句)

引导词that引导定语从句时,在从句中一般作主语或宾语(指物时还可以用which代替),并且作宾语时常常省略｡that在同位语从句中仅起连接作用,不充当任何成分,并且不能省略,也不能用which来代替｡如:

The order that we should send a few people to help the other groups was received yesterday. 我们应派几个人去帮别的几个小组的命令昨天收到了｡(同位语从句,是对order的具体解释,that虽不作成分,但不能省略｡)

The order that we received yesterday was that we should send a few people to help the other groups. 我们昨天收到的命令是我们应该派几个人去帮助别的几个小组｡(定语从句,是名词order的修饰语,that在从句中作received的宾语,可以省略｡)

4. The technique appeared to be successful

1)appear to be/do 似乎……

eg.1. She appeared to be in her late thirties.

2. They appeared not to know what was happening.

2) it appears that [as if]… 似乎……。如：

eg. It appears that [as if] he will win. 看来他会赢。

It appeared that he didn’t like her. 似乎他并不喜欢她。

注：以上句型有时可与后接不定式的结构转换。如：

It appears that you have made a mistake. / You appear to have made a mistake.

似乎你弄错了。

appear是不及物动词，因此不能有宾语，也不能用于被动语态：

**appear, seem, look的区别**

这些动词均有“看起来，好像是”之意。   
appear: 指从感观印象看似乎是如此，但有时着重指因视野、观点限制而产生的歪曲印象。   
look: 指从样子看起来，侧重通过视觉而建立的印象。   
seem: 多指从主观印象或个反应得出的看法。

(1) 三者均为连系动词，均可后接形容词、名词、不定式作表语：

他似乎是一个诚实的人。

正：He looks [seems, appears] honest.

正：He looks [seems, appears] an honest ma*n.*

正：He looks [seems, appears] to be honest.

正：He looks [seems, appears] to be an honest ma*n.*

(2) look, seem 之后可以接介词 like, 但 appear 之后不能：

He looks [seems] like a fool. 他看起来像个大傻瓜。

(3) 三者均可后接不定式，但 look 之后一般只限于 to be：

正：He seems [appears, looks] to be tired. 他好像很累了。

正：He seems [appears] to laugh at us. 他好像在笑我们。

误：He looked to laugh at us.

(4) 三者均可用于 it 开头的句子，但look 之后通常接 as if (as though)引导的从句，appear之后通常接that引导的从句，seem 之后则可接that和as if (as though)引导的从句：

It looks [seems] as if you’re right. 好像你是对的。

It seems [appears] that he is ill. 他似乎病了。

(5) 在there be开头的句子里，可用seem / appear, 一般不用 look：

There seems [appears] to be something the matter with her. 她好像出了什么事似的。

**有关派生词**

**appearance***n.* 出现(多为不可数)；外表，样子(可数或不可数)：

His sudden appearance surprised me. 他突然出现使我感到惊讶。

Never [Don’t] judge from [by] appearances.

Never [Don’t] judge a man by [from] his appearance. 不要以貌取人。

**Para.3**

5.set up 创立，建立

6.instant  **a.**

1）. 立即的,即刻的  
The telegram asked for an instant reply.   
这封电报要求立即回复。

2）. 紧迫的,迫切的;迫在眉睫的  
The flood victims were in instant need of help.   
水灾难民急需救助。

3）. (食品)速食的;速溶的  
He often eats out at an instant Chinese restaurant.   
他常在一家中式快餐馆吃饭。

**n.**  顷刻,一刹那  
An instant later the explosion occurred.   
一会儿之后,爆炸就

**Step 3. Exercise**

Lead the students to discuss Task 2 and try to correct the statements without rereading the passage. Then check the answers together.

**Step 4. Assignments**

1.Task 3 of language lab

2.Exercises. on the workbook

**Practical Writing (Envelope)**

信封的写法

1. 在信封的左上角写「寄信人」的名字和住址。 (如图1)

2. 在信封的中间或右下角偏左的地方写「收信人」的名字和住址。

3. 寄信人不自称Mr.、Mrs.或Miss.

4. 住址的写法与中文相反；英文住址原则上是由小至大，如必须先写门牌号码、街路名称，再写城市、省（州）和邮政区号，最后一行则写上国家的名称。

5. 在信封的右上角贴上邮票。

6. 信封上的邮政区号(zip code)，在美国州名之后以五位数阿拉伯数字表示，前三位数代表州或都市，后两位数表示邮区。

7. 住址中常用的字有：

楼 F(e.g. 2F)， 巷 Lane ( e.g. Lane 194)， 段 Section：Sec. (e.g. Sec.Ⅱ )， 弄Alley (e.g. Alley 6)， 路 Road：Rd.( e.g. Chunhua Rd.)，街 Street：St.(e.g. Yangkwang St.)，室/房 Room ；村（乡） Village ；号 No. ；宿舍 Dormitory ；住宅区/小区 Residential Quarter ；单元 Unit ；楼/幢 Building ；厂 Factory ；酒楼/酒店 Hotel ；县 County ； 镇Town；市 City ；区 District ；信箱 Mailbox ；省 Prov.。

|  |
| --- |
| 寄信人姓名  门牌号，街名 STAMP  城市，邮编或区号  国家  收信人姓名  收信人地址（写法同寄信人） |

图 1

如果信件不是邮寄，而是托人转交，可在信封的左下角写上kindness of．．．（受托人的姓名）或By courtesy of．．．（受托人的姓名）或By favour of．．．（受托人的姓名）。以上这些字样都等于中文的“敬烦某某转交”。

如果是介绍信，由被介绍人面交，可在信封左上角写上Introducing Mr.（Mrs.，Miss，etc．）（姓名）或To introduce．．．（姓名）或Recommending ．．．（姓名）。以上这些字样等于中文中的“兹介绍某人……”。

在信封的左下角可以写上信件的性质，如Personal或Confidential或Private，这些字样等于中文的“亲启”或“绝密”。如果需要还可以注明Immediate或 Urgent或Rush，这些字样等于中文的“急件”。视需要也可以注明Attention of．．．，等于中文的“请某人拆阅”或“请某人处理”。

**Grammar (Basic Sentence Patterns)**

* Vi.=intransitive verb 不及物动词
* Vt.=transitive verb及物动词
* Adv.=Adverbial 状语
* Prep.=Preposition 介词
* Lv. = Linking verb 系动词
* Participle 分词
* P= predicative 表语
* Co. =object complement
* Io. = indirect object
* Do. = direct object

**Listening & Speaking**

**Step 1. Introducing Yourself**

1. Introduce to the students what they will hear and ask them to go

through the form quickly.

1. Lead the students to do the listening practice. The first listening is

for the students to be familiar with the listening material and try

to fill some blanks. The second listening is for the students to fill

almost all the blanks. The third listening is for them to fill the

left blanks and check their own answers.

1. Ask several students to introduce themselves to the classmates

one by one quickly.

**Step 2. Getting to Know People**

1. Introduce to the students that they will hear two dialogues about

the topic.

1. Lead the students to learn the new words and expressions above

each dialogue.

1. Lead the students to listen to each dialogue and try to fill all the

blanks after listening to them for three times.

1. Invite a few groups to perform the dialogues and ask others to

check their answers during their performance.

1. Ask one or two students to summarize each dialogue according to

the questions listed after each dialogue.

**Step 3. Listening Practice**

1. Ask the students to listen to five very short dialogues and try to

tick out what kinds of topic each dialogue talks about. Then check

it together.

1. Listen to five short dialogues and try to tick out the correct answer

to the question after each dialogue. Then check it.

1. Listen to five short dialogues and try to choose the appropriate

answer to the question after each dialogue.

1. Give one minute to the students to go through the short passage.

Then lead the students to listen to the passage twice and to fill the

blanks. Then ask several students to read and give their answers and

check it.

5．Listen to the passage again and answer some simple questions

quickly. (The students had better retell the short passage.)