

《新未来大学英语 综合教程 3A》

Unit 5 Changing with the times 教案

一、单元教学概况

教学目标、教学内容与课时分配、思政特色、教学模式与评价方式

(一) 教学目标

任务目标:

- To perform a SWOT analysis of a company or a product (Episode 1)
- To list possible strategies for a future-proofing plan (Episode 2)
- To write a future-proofing plan (Project)
- To write an essay explaining the reasons for business prosperity of a Chinese company (Text A)

语言目标:

- To understand rhetorical questions (Text A)
- To expand vocabulary about changes and strategies

职场能力目标:

- To perform a SWOT analysis (Episode 1)

高阶能力目标:

- To manage resistance to change (Episode 1)
- To identify social and cultural factors affecting business (Episode 2)
- To evaluate relevance and significance of supporting evidence (Text A)

（二）教学内容与课时分配

- 1-2 课时：Warming up, Episode 1
- 3-4 课时：Episode 2, Text A 导入
- 5-6 课时：Text A
- 7-8 课时：Project & Intercultural writing 学生成果展示与教师反馈

（三）思政特色

Section 1:

- 了解传统报业面临的挑战以及学习 SWOT 分析法，引导学生正确看待变化带来的挑战并学会客观分析公司处境，培养理性思考和职业素养；
- 了解不同公司应对变化的经验，了解未来发展提案的结构与内容，引导学生从多元文化角度入手解决问题，培养跨文化思辨能力；
- 引导学生对公司进行 SWOT 分析，并思考应对策略，从而撰写未来发展提案，培养学生系统分析和优化战略的能力。

Section 2:

- 通过了解企业生存与发展的关键在于二元型领导，激发并培养学生的领导力意识，培养其预判暗礁、掌握船舵驰骋未来的能力；
- 通过了解成功企业 E4U 的发展历程，引导学生思考人生中最大的不变就是变，培养其应变意识。

（四）教学模式与评价方式

● 教学模式：基于 U 校园的混合式教学模式

本课程倡导教师课堂教学与学生在线自主学习相结合的混合式教学模式。教师可结合教材，并利用“U 校园智慧教学云平台”提供的数字课程、教学管理、互动讨论等内容与功能，实现课堂内外融合和线上线下贯通。

● 评价方式：形成性评价

教师引导学生利用教材 Self-reflection 板块进行自评，并依据教学目标对学生的课堂表现和任务成果进行评价。

二、第 1-2 课时教学

教学目标、教学重难点、教学理念与方法	
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> 1. To perform a SWOT analysis of a company or product 2. To manage resistance to change 3. To perform a SWOT analysis <p>(二) 教学重难点:</p> <p>Key points: Performing a SWOT analysis of a company or product; Managing resistance to change; Performing a SWOT analysis</p> <p>Difficult points: Managing resistance to change; Perform a SWOT analysis; Performing a SWOT analysis of a company or product;</p> <p>(三) 教学理念与方法:</p> <p>体验式学习: 利用情景剧展开教学, 让学生跟随主人公的脚步试图探讨企业发展未来可能会面临的挑战, 并为公司进行 SWOT 分析, 引导学生在真实交际中运用英语完成富有挑战性任务的能力, 提升其职业素养和思辨能力。</p> <p>交际型教学法: 基于对情景剧人物对话的分析和讨论, 在课堂上设置问题并进行小组对话练习, 通过生生互动和师生互动提高学生学习的主动性。</p> <p>项目式学习法: 教师围绕单元主题, 指导学生通过小组讨论与分享, 进行自我剖析, 探讨应对变化的策略技巧, 让学生在完成任务的过程中培养自主学习及团队沟通等能力。</p>	

教学过程				
T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Ask Ss to preview the new words and expressions of Episode 1 via Unipus, and take the online quiz.	Preview the new words and expressions of Episode 1 via Unipus, and take the online quiz.	预习 Episode 1 生词, 扫清词汇障碍, 为课上学习做准备。	通过在线测试了解学生对于生词的预习情况。
	Step 1: Warming up (10 mins) Ask Ss to work in pairs sharing their ideas about factors that pose great challenges to a	Step 1: Warming up Work in pairs to share their ideas about factors that pose great challenges to a	1) 通过师生问答与生生问答, 了解学生如何思考时代变革对公	1) 教师以开放式问题引领学生对单元主题进行讨论, 并对

<p style="text-align: center;">While-class (Period 1: 45 mins)</p>	<p>company and how companies can prepare for the future considering these factors by completing Ex 1 & 2 on P133.</p> <p>Step 2: Introducing the plotline (5 mins)</p> <p>1) Introduce to Ss the plotline of Section 1, two OTY tasks and the Project they are going to do using the plotline and the Road map on P134. 2) Introduce the plotline of the text in Episode 1 on P135.</p> <p>Step 3: Episode 1 Text (30 mins)</p> <p>1) Ask Ss to scan the text on P135-136 and complete Ex 1 on P137. 2) Ask Ss to complete Ex 2 on P137 and correct the statements that are wrong to improve comprehension of the text. 3) Guide Ss to read the Critical thinking skill of managing resistance to change on P137 to help students learn about the useful strategies. 4) Introduce to Ss the additional notes on Critical thinking skill about maintaining good communication to help Ss better cope with changes and challenges. 5) Let Ss work in pairs and complete Ex 3 on P137. Then invite 3 Ss to share their ideas in class and choose Ss to make comments on the ideas if time allows.</p>	<p>company and how companies can prepare for the future considering these factors by completing Ex 1 & 2 on P133.</p> <p>Step 2: Getting to know the plotline</p> <p>1) Read the plotline of Section 1 and the Road map on P134. 2) Read the plotline of the text in Episode 1 on P135.</p> <p>Step 3: Episode 1 Text</p> <p>1) Read the text on P135-136 and complete Ex 1 on P137. 2) Complete Ex 2 on P137 and correct the statements that are wrong. 3) Read the Critical thinking skill of managing resistance to change on P137. 4) Following T's explanation to learn the additional notes. 5) Work in pairs to complete Ex 3 on P137 and 3 Ss share their ideas in class.</p>	<p>司构成巨大挑战的因素有哪些，以及如何积极应对挑战，进行主题预热。</p> <p>2)通过介绍剧情线和路线图建立情境感，帮助学生整体了解 Section 1 的剧情逻辑、学习内容和任务，并引出第一段输入材料。</p> <p>3)通过完成理解性练习，让学生充分了解应对变化的策略，并有效衔接后续输出任务，提升其文本分析能力。</p> <p>4)通过学习思辨技能，帮助学生培养其应变意识；通过输出任务练习，强化其交际能力，提升其应变能力。</p>	<p>学生的回答进行评价。</p> <p>2) 教师通过练习考查学生的掌握情况，并对重点内容进行讲解。</p> <p>3) 教师可以采用生生互评的方式，并对学生的发言进行总结和评价。</p>
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<p style="text-align: center;">While-class (Period 2: 45 mins)</p>	<p>Step 1: Introducing the plotline (5 mins) Introduce the plotline of the video in Episode 1 on P135.</p> <p>Step 2: Episode 1 Video (35 mins) 1) Lead Ss to watch the video for the first time and complete Ex 4 on P138 to have a general understanding of the SWOT analysis. Introduce factors that shape and affect industries on P119 of TB as background information. 2) Ask Ss to watch the video again and complete Ex 5 on P138-139 to make sure Ss grasp the core messages of the SWOT analysis. 3) Guide Ss to read Career skill and learn how to perform a SWOT analysis using the skill box on P139. 4) Ask Ss to work in pairs to complete Ex 6 on P139 and 3 Ss share their ideas in class. 5) Introduce to Ss the additional notes on Career skill about the limitations of a SWOT analysis on P120 of TB to remind Ss that more in-depth research and analysis are needed.</p> <p>[Supplementary activities] SWOT analysis can also be used in personal development and tackling issues in daily life. Get students to analyze themselves with the following questions in a SWOT framework: • Strengths: What skills and capabilities do you</p>	<p>Step 1: Getting to know the plotline Read the plotline of the video in Episode 1 on P135.</p> <p>Step 2: Episode 1 Video 1) Watch the video and complete Ex 4 on P138. Learn about the background information. 2) Watch the video again and complete Ex 5 on P138-139. 3) Read the Career skill of performing a SWOT analysis on P139. 4) Work in pairs to complete Ex 3 on P139 and 3 Ss share their ideas in class. 5) Follow T's introduction of the additional notes.</p> <p>[Supplementary activities] Follow T's instruction to analyze themselves with the SWOT questions.</p> <p>Step 3: Getting to know OTY 1 1) Read the plotline of OTY 1 and the sample on P140. 2) Follow T's introduction of the OTY 1.</p>	<p>1) 引入场景, 通过介绍剧情线使学生了解剧情发展与输入素材。</p> <p>2) 结合视频内容完成理解练习, 深入了解 SWOT 分析法, 进一步掌握视频内容。</p> <p>3) 通过学习职业技能框, 帮助学生深刻剖析公司内外部竞争环境和竞争条件下的态势, 并培养灵敏感知外界变化的意识和能力, 进行输出练习, 强化对技能的理解和运用。</p> <p>4) 通过补充练习, 掌握利用 SWOT 矩阵图、分析内外要素的方法、及其局限性, 从而培养学生较为客观准确地评估公司所面临的机会和挑战的能力。</p>	<p>1) 通过练习完成情况和课堂讨论效果考查学生对于文本内容的理解。</p> <p>2) 通过提问、布置任务等方式来评判学生的掌握情况, 并对其输出任务进行评价。</p>
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	<p>have? What can you do particularly well? What gives you a sense of achievement?</p> <ul style="list-style-type: none"> • Weaknesses: What personal traits do you dislike about yourself? What makes you feel stressed? What criticism have you received recently? Do you think they have a point? • Opportunities: What kind of jobs allows you to apply your strengths? Are you competent in the job market with your expertise or skills? How is technology changing your major? • Threats: Are there any obstacles that hinder your personal development? What are they? Is technology making your skill obsolete? <p>Step 3: Introducing OTY 1 (10 mins)</p> <p>1) Introduce the plotline of OTY 1 on P140. Then ask Ss to read Wang Hao's sample to learn how to perform a SWOT analysis.</p> <p>2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P121 in TB.</p>			
<p>Post-class</p>	<p>1) Assign Ss the OTY 1 on P140 and Language in focus on P141 via Unipus.</p> <p>2) Ask Ss to preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.</p>	<p>1) Complete the OTY 1 on P140 and Language in focus on P141 via Unipus.</p> <p>2) Preview the new words and expressions in Episode 2 via Unipus, and take the online quiz.</p>	<p>1) 通过阶段性产出任务，帮助学生运用所学语言和技能完成交际任务，并为最终的综合产出任务做好准备。</p> <p>2) 通过课后语言练习帮助学生巩固所学知识。</p>	<p>1) 根据教师用书 OTY 1 的建议评估标准进行评价。</p> <p>2) 通过课后语言练习的完成情况了解学生对知识的掌握程度。</p>

三、第 3-4 课时教学

教学目标、教学重难点、教学理念与方法
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> To list possible strategies for a future-proofing plan To identify social and cultural factors affecting business <p>(二) 教学重难点:</p> <p>Key points: Listing possible strategies for a future-proofing plan; Identifying social and cultural factors affecting business</p> <p>Difficult points: Identifying social and cultural factors affecting business; Listing possible strategies for a future-proofing plan</p> <p>(三) 教学理念与方法:</p> <p>体验式教学法: 通过创设与前瞻性发展提案相关的情境, 引导学生把 SWOT 分析法应用于提案撰写, 培养学生系统性思维, 提高跨文化能力和职业素养。</p> <p>项目式学习法: 教师围绕单元主题, 创建写作前瞻性发展提案的项目。通过对项目进行分解, 指导学生分组完成任务, 让学生在完成任务的过程中培养自主学习及团队协作等能力。</p>

教学过程				
T for teacher; Ss for students; TB for Teacher's Book; OTY for Over to you task				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Ask Ss to preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.	Preview the new words and expressions of Episode 2 via Unipus, and take the online quiz.	预习 Episode 2 生词, 扫清词汇障碍, 为课上学习做准备。	通过在线测试了解学生对于生词的预习情况。
	<p>Step 1: Introducing the plotline of Episode 2 (5 mins)</p> <p>1) Pose the following questions to get Ss into the scene:</p> <ul style="list-style-type: none"> • <i>When faced with changes, for example, of</i> 	<p>Step 1: Getting to know the plotline of Episode 2</p> <p>1) Answer the questions to have a rough understanding of industry trend reports.</p> <p>2) Read the plotline of the audio in</p>	<p>1) 通过提问引入概念, 并讲解剧情线, 使学生对文本有初步了解。</p> <p>2) 通过完成听力输入练习,</p>	<p>1) 通过练习完成情况和课堂讨论效果考查学生对于听力内容的理解, 并利用练习引导学生进</p>

<p>While-class (Period 3: 45 mins)</p>	<p><i>school environment, what step have you ever taken to react?</i></p> <ul style="list-style-type: none"> • <i>How have you benefited from others' successes or failures?</i> <p>2) Introduce the plotline of the audio in Episode 2 on P142.</p> <p>Step 2: Episode 2 Audio (40 mins)</p> <p>1) Ask Ss to listen to the audio on P142 and complete Ex 1 to learn about how the travel company and the restaurant reacted to changes.</p> <p>2) Let Ss listen to the audio again and complete Ex 2 on P143.</p> <p>3) Guide Ss to read Intercultural skill on P143 about identifying social and cultural factors affecting business. Ask them to discuss Ex 3 on P143 in pairs and then choose 2 Ss to share their ideas in class.</p> <p>4) Introduce the additional notes of Intercultural skill about more social and cultural factors affecting business on P124 of TB.</p> <p>[Supplementary activities]</p> <p>The COVID-19 pandemic is bringing about adaptations across industries. Guide Ss to think about and discuss changes and adaptations with the following questions:</p> <p><i>a. Enterprises in the services sector, like restaurants, have been hit hard. Besides efforts</i></p>	<p>Episode 2 on P142.</p> <p>Step 2: Episode 2 Audio</p> <p>1) Listen to the audio and complete Ex 1 on P142.</p> <p>2) Listen to the audio again and complete Ex 2 on P143.</p> <p>3) Read Intercultural skill on P143. Discuss Ex 3 on P143 in pairs and 2 Ss share their ideas in class.</p> <p>4) Learn the additional notes of intercultural skill by T's explanation.</p> <p>[Supplementary activities]</p> <p>Think about and discuss changes and adaptations in different industries. Consider intercultural factors involved in the practice.</p>	<p>了解两家公司面对变化的态度、遇到的问题、采取的行动以及最终的结果,提升其听说能力。</p> <p>3) 通过学习跨文化交际技能完成练习,提高学生跨文化能力;引导学生思考在疫情大背景下不同行业如何应对巨变,转危为机,并进一步进行输出,加强其对于跨文化技巧的理解与运用。</p>	<p>行思考和归纳。</p> <p>2) 通过提问、布置任务等方式引导学生参与课堂活动,对其表现进行评价。</p>
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	<p><i>of the sector itself, what helpful policies might they need?</i></p> <p><i>b. In auto industry, some Chinese carmakers are even having difficulty in surviving. What advantages do Chinese brands have and what strategies do you think can they take to attract customers?</i></p>			
<p>While-class (Period 4: 45 mins)</p>	<p>Step 1: Introducing the plotline of Episode 2 Text (5 mins) Introduce the plotline of the text in Episode 2 on P144.</p> <p>Step 2: Episode 2 Text (30 mins) 1) Ask Ss to scan the text and complete Ex 4 on P147 to have a general understanding of the proposal. Remind them that they should broadly define what each section of the proposal includes instead of summarizing the information about SmartWays4U. 2) Ask Ss to read the proposal again and complete Ex 5 on P147. 3) Guide Ss to review Unit 4 about genre analysis of a business proposal and then complete Ex 6 on P147 about evaluating the proposal.</p> <p>[Moral education] Invite Ss to plan their future with the SWOT analysis of themselves in Episode 1. (Helping Ss better prepare for future.)</p>	<p>Step 1: Getting to know the plotline of Episode 2 Text Read the plotline of the text in Episode 2 on P144.</p> <p>Step 2: Episode 2 Text 1) Scan the proposal and complete Ex 4 on P147. 2) Read the proposal again and complete Ex 5 on P147. 3) Review Unit 4 about genre analysis of a business proposal and then complete Ex 6 on P147.</p> <p>[Moral education] Plan their future with the SWOT analysis of themselves.</p> <p>Step 3: Getting to know OTY 2 and Project Follow T's instruction of the OTY 2 on</p>	<p>1) 通过介绍剧情线引入场景, 进入情景教学, 使学生对输入材料有整体了解。</p> <p>2) 通过完成文本理解练习, 让学生掌握未来发展提案的基本结构, 学会使用 SWOT 分析法, 提出未来发展提案。</p> <p>4) 通过引导学生利用 Episode 1 中的 SWOT 分析法, 深度剖析自我、规划未来, 启发学生凡事预则立不预则废, 进一步加强思政教育。</p>	<p>1) 根据练习完成情况和学生课堂表现做出评价。</p> <p>2) 通过提问、布置任务等方式来考查学生对素材内容的掌握情况, 并进一步采取生生互评和师生评价。</p> <p>3) 思政教育内容由教师点评并做出示范。</p>

	<p>Step 3: Introducing OTY 2 and Project (10 mins)</p> <p>1) Introduce the plotline of OTY 2 on P148. Ask Ss to read the sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P126 in TB.</p> <p>2) Walk Ss through the steps of Project on P150-151, then present the Suggested evaluation criteria on P126 in TB.</p>	P148 and Project on P150-151.		
Post-class	<p>1) Let Ss complete the OTY 2 on P148 and Language in focus on P149 via Unipus.</p> <p>2) Assign the Project on P150-151 to Ss via Unipus.</p> <p>3) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz.</p> <p>4) Ask Ss to preview Text A and complete the Preview task of Text A on P152.</p>	<p>1) Complete the OTY 2 on P148 and Language in focus on P149 via Unipus.</p> <p>2) Submit their works of the Project on P150-151 via Unipus.</p> <p>3) Preview the new words and expressions of Text A via Unipus, and take the online quiz.</p> <p>4) Preview Text A and complete the Preview task on P152.</p>	<p>1) 通过阶段性产出任务, 帮助学生运用所学语言和技能完成交际任务, 并为后续的综合产出任务做好准备。</p> <p>2) 通过完成综合产出任务, 实现对所学知识和技能的综合运用。</p> <p>3) 通过课后练习帮助学生巩固所学知识。</p>	<p>1) 根据教师用书 OTY 2 和 Project 的建议评估标准进行评价。</p> <p>2) 通过提交的课后练习答案了解学生对知识的掌握情况。</p>

四、第 5-6 课时教学

教学目标、教学重难点、教学理念与方法	
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> 1. To understand rhetorical questions 2. To evaluate relevance and significance of supporting evidence 3. To write an essay explaining the reasons for business prosperity of a Chinese company <p>(二) 教学重难点:</p> <p>Key points: Understanding rhetorical questions; Evaluating relevance and significance of supporting evidence; Writing an essay explaining the reasons for business prosperity of a Chinese company</p> <p>Difficult points: Evaluating relevance and significance of supporting evidence; Writing an essay explaining the reasons for business prosperity of a Chinese company</p> <p>(三) 教学理念与方法:</p> <p>基于主题和内容教学: 教师围绕单元主题, 通过分析文章内容, 帮助学生理解修辞问句、评估文章中证明材料的相关性和重要性。通过对文章内涵的深度学习 and 讨论, 引导学生充分思考决策与发展, 并由企业发展推及个人发展和国家发展, 培养其跟随国家战略发展个人的意识。</p>	

教学过程				
T for teacher; Ss for students; TB for teacher's book				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	<ol style="list-style-type: none"> 1) Ask Ss to preview Text A and complete the Preview task on P152. 2) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz. 	<ol style="list-style-type: none"> 1) Preview the text and complete the Preview task on P152. 2) Preview the new words and expressions of Text A via Unipus, and take the online quiz. 	预习 Text A 生词和课文, 扫清词汇障碍, 并思考相关问题完成课前任务, 为课上学习做准备。	通过在线测试了解学生对于生词的掌握程度。
	<p><u>Text A Session 1 (45 mins)</u></p> <p>Step 1: Warming up (5mins)</p> <p>Introduce the topic of the text by asking the</p>	<p><u>Text A Session 1 (45 mins)</u></p> <p>Step 1: Warming up</p> <p>Discuss and answer the questions.</p>	1) 通过提问引入课文主题, 引导学生思考并讨论相关话题, 为接下	依据参考答案以及学生课堂表现进行评价。

<p style="text-align: center;">While-class (Period 5: 45 mins)</p>	<p>following questions:</p> <ul style="list-style-type: none"> • <i>Do you aspire to be a leader in your future career?</i> • <i>What qualities do you have for leadership?</i> • <i>On what aspects do you need to improve in terms of leadership?</i> <p>Step 2: Global comprehension (30 mins)</p> <ol style="list-style-type: none"> 1) Ask Ss to scan the text and identify the structure. 2) Guide Ss to listen to the audio of the text paragraph by paragraph to <ol style="list-style-type: none"> a) grasp the key information: what is ambidextrous leadership. b) further understand the writing techniques: statistics, definition, examples, case study, and contrast. <p>Explain cultural notes and some language points referring to TB where necessary.</p> <ol style="list-style-type: none"> 3) Ask Ss to complete Ex 2 on P154 do deepen their understanding of ambidextrous leadership. <p>Step 3: Deep reading (10 mins)</p> <ol style="list-style-type: none"> 1) Guide Ss to read the Reading skill on P154 of understanding rhetorical questions in a text. Help Ss identify the three types of rhetorical questions and think about the functions of rhetorical questions in the text. 2) Ask Ss to complete Ex 3 on P154 with the help of the Reading skill. 	<p>Step 2: Global comprehension</p> <ol style="list-style-type: none"> 1) Scan the text and identify the structure. 2) Listen to the audio of the text to further understand the writing techniques and grasp the key information. Learn cultural notes and some language points by T's explanation. 3) Complete Ex 2 on P154 to deepen their understanding of ambidextrous leadership. <p>Step 3: Deep reading</p> <ol style="list-style-type: none"> 1) Follow T's explanation to learn the Reading skill. 2) Complete Ex 3 on P154. 	<p>来理解文本做准备。</p> <ol style="list-style-type: none"> 2) 在阅读文本的过程中帮助学生梳理文章结构、写作技巧、核心概念，并讲解知识点。 3) 通过学习技能框并完成练习掌握阅读技巧，理解修辞问句的种类和作用，提升阅读能力。 	
	<p><u>Text A Session 2 (45 mins)</u> Step 1: Detailed comprehension (5 mins)</p>	<p><u>Text A Session 2 (45 mins)</u> Step 1: Detailed comprehension</p>	<p>1) 通过提问引导学生思考，促进学生课堂互</p>	<p>1) 根据练习完成情况和学生课堂表现</p>

<p style="text-align: center;">While-class (Period 6: 45 mins)</p>	<p>Ask Ss to read the text on P152-153 again and complete Ex 1 on P154.</p> <p>Step 2: Critical thinking (25 mins)</p> <p>1) Introduce the Critical thinking skill on P155 by asking Ss to discuss and answer the following questions:</p> <ul style="list-style-type: none"> • <i>What did Fujifilm do to thrive and what did Kodak not do?</i> • <i>What lesson can you draw about leadership from their stories?</i> • <i>What strategies did the new CEO of LEGO take to help the company turn the corner?</i> <p>2) Ask Ss to read the Critical thinking skill on P155 to learn how to evaluate relevance and significance of supporting evidence. Introduce the additional notes on P132 of TB to Ss.</p> <p>3) Guide Ss to complete the Think-Pair-Share exercise on P155 to practice the Critical thinking skill.</p> <p>Step 3: Intercultural writing (15 mins)</p> <p>1) Ask Ss to brainstorm some successful Chinese companies. Guide them to choose one and research it about the challenges the company may have faced and how it overcame them.</p> <p>2) Introduce the writing task on P155 to Ss. Help students analyze the aspects that should be included in the essay.</p> <p>3) Provide some expressions for reference on P132</p>	<p>Read the text on P152-153 again and complete Ex 1 on P154.</p> <p>Step 2: Critical thinking</p> <p>1) Discuss and answer the questions to notice the Critical thinking skill.</p> <p>2) Read the Critical thinking skill on P155 and follow T's explanation to learn the additional notes.</p> <p>3) Complete the Think-Pair-Share exercise on P155.</p> <p>Step 3: Intercultural writing</p> <p>1) Brainstorm some successful Chinese companies. Make a choice and research it about the challenges the company may have faced and how it overcame them.</p> <p>2) Analyze the main aspects that need to be included in the essay.</p> <p>3) Note down some useful expressions by T's introduction.</p> <p>4) Read the sample essay to learn the structure and language.</p>	<p>动，打破课堂沉默。</p> <p>2) 通过学习技能框以及完成小组活动，培养学生的跨文化思辨能力。</p> <p>3) 通过头脑风暴，引导学生思考企业成功的原因，为后续写作任务做准备。</p> <p>4) 通过写作范例分析，让学生习得写作结构以及相关语言表达。</p>	<p>做出评价。</p> <p>2) 教师对小组活动进行评价以及学生互评。</p>
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	<p>in TB.</p> <p>4) Present the sample essay and analyze its structure and language features.</p>			
Post-class	<p>1) Ask Ss to finish Intercultural writing on P155 via Unipus.</p> <p>2) Assign Ss Language in focus on P156-157 via Unipus.</p>	<p>1) Complete Intercultural writing on P155 via Unipus.</p> <p>2) Complete Language in focus on P156-157 via Unipus.</p>	<p>1) 完成写作任务, 进一步巩固学生跨文化思辨能力和语言运用能力。</p> <p>2) 通过课后语言练习巩固所学知识。</p>	<p>1) 根据教师手册中的建议评估标准进行写作批改与点评。</p> <p>2) 根据语言练习参考答案给出评价。</p>

五、第 7-8 课时教学

教学目标、教学重难点、教学理念与方法
<p>(一) 教学目标:</p> <ol style="list-style-type: none"> To write a future-proofing plan To write an essay explaining the reasons for business prosperity of a Chinese company <p>(二) 教学重难点:</p> <p>Key points: Writing a future-proofing plan; Writing an essay explaining the reasons for business prosperity of a Chinese company</p> <p>Difficult points: Writing a future-proofing plan; Writing an essay explaining the reasons for business prosperity of a Chinese company</p> <p>(三) 教学理念与方法:</p> <p>项目式学习法: 学生展示产出任务成果, 进行生生互评和教师点评, 实现相互学习, 共同成长。</p>

教学过程				
T for teacher; Ss for students; TB for teacher's book				
教学阶段 (时长)	教师活动	学生活动	设置意图	教学评价
Pre-class	Review and select some Ss' projects and intercultural writings via Unipus.			
While-class (Period 7: 45 mins)	<p>Session 1: Project (45 mins)</p> <ol style="list-style-type: none"> Restate the plotline and Project. Walk Ss through the structure and key aspects of the Project by using the Suggested evaluation criteria in TB. Then ask 4 Ss to present their projects in front of the whole class. After Ss' presentation, ask other Ss to give comments and evaluation on the selected projects. Give an overall feedback and ask Ss to 	<p>Session 1: Project</p> <ol style="list-style-type: none"> Review the plotline and Project, then 4 Ss present their projects in class. Discuss and comment on the selected projects. Learn how to improve their own Projects following T's feedback and submit their revisions via Unipus. 	通过生生互评和教师点评, 使学生了解任务完成要点, 从而改进自己的任务成果。	根据教师用书中 Project 的建议评估标准, 进行教师点评以及学生互评。

	<p>further improve their projects after class and submit their revisions via Unipus.</p> <p>4) Let Ss vote for their favorite one via Unipus.</p>	<p>4) Vote for their favorite project via Unipus.</p>		
<p>While-class (Period 8: 45 mins)</p>	<p>Session 2: Intercultural writing (45 mins)</p> <p>1) Restate the writing task on P155.</p> <p>2) Show selected Ss' writings and the sample writing, then guide them to analyze their strengths and weaknesses from the perspective of content, structure and language.</p> <p>3) Guide Ss to score the selected Ss' writings considering content, structure and language. Then ask Ss to discuss how to improve their own writings.</p> <p>[Moral education] Provide Ss with the stories of successful Chinese companies and guide them to think about the importance of stepping out of comfort zone and embracing change.</p>	<p>Session 2: Intercultural writing</p> <p>1) Read the writing task.</p> <p>2) Follow T's guidance to analyze selected Ss' writings and the sample writing.</p> <p>3) Score the selected Ss' writings considering content, structure and language, and then discuss how to improve their own writings.</p> <p>[Moral education] Follow T's introduction to know about stories of successful Chinese companies and think about the importance of stepping out of comfort zone and embracing change.</p>	<p>1) 通过在课堂上对挑选出的作文进行分析，帮助学生掌握写作要点，从而提升写作水平，培养其跨文化思辨能力。</p> <p>2) 根据输入材料主题，引导学生联系中国实际情况思考问题，从跨文化思辨角度探讨企业踏出舒适区、不断变革的重要性，引入思政教育，引导学生培养其应变意识。</p>	<p>根据教师手册中的建议评估标准进行写作批改与点评，以及采取学生互评。</p>
<p>Post-class</p>	<p>1) Ask Ss to revise their projects and intercultural writings via Unipus.</p> <p>2) Ask Ss to preview the new words and expressions of Episode 1, Unit 6, and take the online quiz.</p>	<p>1) Revise their projects and intercultural writings via Unipus.</p> <p>2) Preview the new words and expressions of Episode 1, Unit 6, and take the online quiz.</p>	<p>通过对产出任务的完善与改进，提升任务质量，实现任务技能的内化。</p>	

六、教学评价

教学评价

评价依据

OTY 1

OTY 2

Project

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: Items listed are unique to the company or product Ss have chosen. Items listed under “weaknesses” are not just opposites of what is listed under “strengths”. • Reasoning: Items listed under “strengths” and “weaknesses” should be considered internal, while items listed under “threats” and “opportunities” should be external.
Language	<ul style="list-style-type: none"> • Acquisition: You have used as many as possible of the new words and expressions learned in this episode.

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: Appropriate and feasible strategies are developed based on a thorough SWOT analysis, which lessen the impact of threats and take advantage of opportunities. • Reasoning: Well-researched evidence is given to support conclusions.
Language	<ul style="list-style-type: none"> • Acquisition: You have properly used new words and expressions learned in this episode.

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: The action plan includes background history on the company, a detailed SWOT analysis, relevant action points to be taken and brief conclusion. • Reasoning: Well-researched evidence is given to support conclusions.
Language	<ul style="list-style-type: none"> • Acquisition: You have properly used new words and expressions learned in this episode.

Self-reflection

Self-reflection

• Check (✓) whether you can do the following tasks.

- E1** I can perform a SWOT analysis of a company or product.
- E2** I can list possible strategies for a future-proofing plan.
- P** I can write a future-proofing plan.
- TA** I can write an essay explaining the reasons for prosperity of a Chinese company.

• Indicate the degree to which you have learned the following skills.

		very poor	poor	average	good	very good
Section 1						
Career skill	Performing a SWOT analysis					
Critical thinking skill	Managing resistance to change					
Intercultural skill	Identifying social and cultural factors affecting business					
Section 2						
Reading skill	Understanding rhetorical questions					
Critical thinking skill	Evaluating relevance and significance of supporting evidence					
	Analyzing qualities needed to adapt to change					
Intercultural skill	Exploring reasons for business prosperity in different cultures					

• Answer the following reflection questions.

1. What are the three most useful things you have learned in this unit?
2. What do you still need to improve? How do you think you can improve it?

