

《新未来大学英语 综合教程 3A》

Unit 6 A great place to work 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 write an interview outline (Episode 1)
- To analyze interview data and write a summary of the interviews (Episode 2)
- To give a presentation on corporate culture (Project)
- To write an essay explaining characteristics of successful Chinese companies (Text A)

语言目标:

- To chunk a text (Text A)
- To expand vocabulary about corporate culture

职场能力目标:

- To visualize information (Episode 2)

高阶能力目标:

- To deconstruct abstract concepts (Episode 1)
- To examine how social values influence corporate culture (Episode 1)
- To transfer ideas to new contexts (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:

- 了解不同类型的企业文化，引导学生思考企业文化和社会文化之间的关系，培养学生的跨文化思辨能力；
- 了解不同企业文化的优缺点以及如何进行分析，启发学生思考企业文化和个人的契合度，理性择业；
- 通过让学生撰写采访大纲和采访总结，最终输出关于企业文化的演讲，培养学生的分析归纳能力和职场素养。

Section 2:

- 深入了解外国人眼中的中国职场文化，学习理解并欣赏不同文化，培养学生开放包容的心胸和跨文化思辨能力；
- 探讨企业文化对职场人求职的重要影响，引导学生思考自我价值观与企业文化的契合度，培养理性择业意识，做适合自己的职业生涯规划。

（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 write an interview outline 2. To deconstruct abstract concepts 3. To examine how social values influence corporate culture <p>(二) 教学重难点:</p> <p>Key points: Writing an interview outline; Deconstructing abstract concepts; Examining how social values influence corporate culture</p> <p>Difficult points: Deconstructing abstract concepts; Examining how social values influence corporate culture; Writing an interview outline</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, 让学生跟随主人公回顾自己的实习经历, 探索不同类型的公司文化, 探讨不同的企业文化, 引导学生在真实交际中运用英语完成富有挑战性的任务, 提升其思辨能力。</p> <p>交际型教学法: 基于对情景剧中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, 探讨企业文化, 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 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 to share their ideas of corporate culture by completing Ex 1 & 2 on P167.	Step 1: Warming up Work in pairs to share ideas of corporate culture by completing Ex 1 & 2 on P167.	1) 通过师生问答与生生问答, 了解学生对企业文化的认识, 进行主题预热。	1) 教师以开放式问题引领学生对单元主题进行讨论, 并对学生的回答进行评

<p>While-class (Period 1: 45 mins)</p>	<p>Step 2: Introducing the plotline (5 mins) 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 P168. 2) Introduce the plotline of the video in Episode 1 on P169.</p> <p>Step 3: Episode 1 Video (30 mins) 1) Lead Ss to watch the video for the first time and complete Ex 1 on P169 to have a general understanding of corporate culture. 2) Ask Ss to watch the video again and complete Ex 2 on P169 to make sure Ss grasp the key points. 3) Guide Ss to read the Critical thinking skill and learn how to deconstruct abstract concepts using the skill box on P169. 4) Let Ss work in pairs and complete Ex 3. Then ask 3 Ss to share their ideas in class and choose Ss to make comments on the ideas if time allows. 5) Introduce the additional notes on P145 of TB to remind Ss that linking abstract concepts to real world examples helps understanding.</p>	<p>Step 2: Getting to know the plotline 1) Read the plotline of Section 1 and the Road map on P168. 2) Read the plotline of video in Episode 1 on P169.</p> <p>Step 3: Episode 1 Video 1) Watch the video and complete Ex 1 on P169. 2) Watch the video again and complete Ex 2 on P169. 3) Read the Critical thinking skill of deconstructing abstract concepts on P169. 4) Work in pairs to complete Ex 3 and 3 Ss share their ideas in class. Then discuss and try to make comments on the ideas. 5) Follow T's introduction of the additional notes.</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，让学生充分了解企业文化是什么，并有效衔接后续输出任务，提升其视听说能力。</p> <p>4)通过学习技能框和视频内容，帮助学生掌握解构抽象概念的能力；通过输出任务练习，强化其交际能力，提升其对于企业文化的了解。</p>	<p>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>
	<p>Step 1: Introducing the plotline (5 mins) Introduce the plotline of the text in Episode 1 on P170.</p>	<p>Step 1: Getting to know the plotline Read the plotline of the text in Episode 1 on P170.</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>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>While-class (Period 2: 45 mins)</p>	<p>Step 2: Episode 1 Text (30 mins)</p> <p>1) Ask Ss to scan the Text on P170-172 and complete Ex 4 on P173.</p> <p>2) Ask Ss to think about the advantages and disadvantages of each type of corporate culture. Refer to background information on P145 of TB to help Ss better understand different types of corporate culture.</p> <p>3) Explain results-based approach as background information on P145 of TB.</p> <p>4) Ask Ss to complete Ex 5 on P173.</p> <p>5) Guide Ss to read Intercultural skill of examining how social values influence corporate culture to help students develop a deep and well-rounded understanding of corporate culture.</p> <p>6) Ask Ss to work in pairs to complete Ex 6 with the following questions:</p> <ul style="list-style-type: none"> • <i>What traditional values in China might create a hierarchical corporate culture?</i> • <i>Will this hierarchical culture be replaced by other types of corporate culture?</i> <p>Ask 2 pairs to share their ideas in class to make sure Ss have a thorough understanding of Intercultural skill.</p> <p>Step 3: Introducing OTY 1 (10 mins)</p> <p>1) Introduce the plotline of OTY 1 on P174. Then ask Ss to read the sample to learn how to write an interview outline.</p>	<p>Step 2: Episode 1 Text</p> <p>1) Scan the Text on P170-172 and complete Ex 4 on P173.</p> <p>2) Think about the advantages and disadvantages of each type of corporate culture. Understand different culture types with the help of teacher.</p> <p>3) Understand results-based approach.</p> <p>4) Complete Ex 5 on P173.</p> <p>5) Read Intercultural skill of examining how social values influence corporate culture.</p> <p>6) Work in pairs to complete Ex 6 by answering questions. 2 pairs share their ideas in class.</p> <p>Step 3: Getting to know OTY 1</p> <p>1) Read the plotline of OTY 1 and the sample on P174.</p> <p>2) Follow T's introduction of the OTY 1.</p>	<p>2)结合文本内容完成练习，深入了解不同类型企业文化，进一步掌握文本内容。</p> <p>3)通过学习跨文化交际技能，帮助学生探讨企业文化背后的社会价值观因素，分析传统儒家文化对中国企业文化的塑造以及当代中国企业文化的发展变化，并进行输出练习，强化跨文化交际能力。</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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	2) Walk Ss through the steps of OTY 1. Then offer them the Suggested evaluation criteria on P147 in TB.			
Post-class	<p>1) Assign Ss the OTY 1 on P174 and Language in focus on P175 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 P174 and Language in focus on P175 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"> 1. To analyze interview data and write a summary of the interviews 2. To visualize information <p>(二) 教学重难点:</p> <p>Key points: Analyzing interview data and write a summary of the interviews; Visualizing information</p> <p>Difficult points: Visualizing information; Analyzing interview data and write a summary of the interviews</p> <p>(三) 教学理念与方法:</p> <p>体验式教学法: 通过创设与企业文化相关的情境, 引导学生分析和讨论不同企业文化的优缺点, 培养学生撰写采访总结的能力, 提高思辨能力和职场能力。</p> <p>项目式学习法: 教师围绕单元主题, 创建撰写采访总结的项目。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 Audio (5 mins)</p> <p>1) Pose the following questions to get Ss into the scene:</p>	<p>Step 1: Getting to know the plotline of Episode 2 Audio</p> <p>1) Answer the questions to reflect on their internship experiences and express</p>	1) 通过提问引入概念, 并讲解剧情线, 使学生对输入材料有初步了解。	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, 并利

<p>While-class (Period 3: 45 mins)</p>	<ul style="list-style-type: none"> • <i>Do you have any internship experiences?</i> • <i>How do you feel about its corporate culture?</i> <p>2) Introduce the plotline of the interviews in Episode 2 on P176.</p> <p>Step 2: Episode 2 Audio (40 mins)</p> <p>1) Ask Ss to listen to the audio on P176 and complete Ex 1 to learn about the key information of the two companies.</p> <p>2) Ask Ss to complete Ex 2 about personal preferences of corporate culture on P176 in pairs. Choose 2 pairs to share their ideas in class.</p> <p>[Supplementary activities]</p> <p>Guide Ss to further think about the necessity of fitting with the corporate culture of a company with the following questions:</p> <p>a. <i>What does the recruiting team want in candidates in addition to skills and experience?</i> (whether the candidate's beliefs and behaviors coincide with the corporate culture.)</p> <p>b. <i>Why does they consider corporate culture so important in recruiting?</i> (reduce the chances of conflicts; the new employee will contribute to the company more efficiently)</p>	<p>feelings about the corporate culture.</p> <p>2) Read the plotline of the audio in Episode 2 on P176.</p> <p>Step 2: Episode 2 Audio</p> <p>1) Listen to the audio and complete Ex 1 on P176.</p> <p>2) Complete Ex 2 on P176. 2 pairs share their ideas in class.</p> <p>[Supplementary activities]</p> <p>Answer questions to further think about and discuss the necessity of fitting with the corporate culture of a company.</p>	<p>2) 通过完成听力练习, 让学生了解不同类型企业单位的文化特点, 掌握不同职场文化风格的优缺点, 提升听说能力。</p> <p>3) 通过补充活动, 引导学生深入思考企业文化的重要性, 意识到单位招聘就是找到最合适的人选, 既包括求职人的技能储备和经验积累, 还要考查双方的文化认知能否协调一致, 帮助学生理性面对和筛选目标工作单位。</p>	<p>用练习引导学生进行思考和归纳。</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>While-class (Period 4: 45 mins)</p>	<p>Step 1: Introducing the plotline of Episode 2 Text (5 mins) 1) Pose the following questions to get Ss into the scene: • <i>What do you know about qualitative analysis and quantitative analysis?</i> • <i>What other analysis methods have you ever used in your research?</i> 2) Introduce the plotline of the text in Episode 2 on P177.</p> <p>Step 2: Episode 2 Text (30 mins) 1) Ask Ss to read the text about data analysis and complete Ex 3 on P178 to have a general understanding of conducting data analysis. Introduce KISS as cultural information on P150 in TB. 2) Ask Ss to work in pairs to complete Ex 4 on P179. 3) Guide Ss to read the Career skill about visualizing information on P178 and introduce to Ss the additional notes about advantages and disadvantages of the three types of graphs on P151 in TB. 4) Ask Ss to work in pairs to complete Ex 4 referring to the Career skill.</p> <p>Step 3: Introducing OTY 2 and Project (10 mins)</p>	<p>Step 1: Getting to know the plotline of Episode 2 Text 1) Answer the questions to have a rough understanding of data analysis. 2) Read the plotline of the text in Episode 2 on P177.</p> <p>Step 2: Episode 2 Text 1) Read the text about data analysis and complete Ex 3 on P178. Learn about KISS by T's explanation. 2) Work in pairs and complete Ex 4 on P179. 3) Read the Career skill on P178 and learn about the additional notes by T's explanation. 4) Work in pairs to complete Ex 4 referring to the Career skill.</p> <p>[Moral education] Think about useful expressions in <i>The Art of War</i> and relate them to real life and work.</p> <p>Step 3: Getting to know OTY 2 and Project 1) Follow T's instruction of the OTY 2 on P180 2) Follow T's instruction of the Project on P182-183.</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) 通过分析文本完成对应练习，熟悉数据分析的常用方法，帮助学生利用不同类型的图表助力数据分析，为后续输出任务做准备。</p> <p>3) 通过学习技能框，并让学生展开话题讨论，加强其对于图表呈现信息技巧的理解与运用。</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) 思政教育内容由教师点评并做出示范。</p> <p>3) 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教师点评。</p>
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	<p>1) Introduce the plotline of OTY 2 on P180. Ask Ss to read the sample and walk Ss through the steps of OTY 2. Then present the Suggested evaluation criteria on P151 in TB.</p> <p>2) Walk Ss through the steps of Project on P182-183, then present the Suggested evaluation criteria on P152 in TB.</p>			
Post-class	<p>1) Let Ss complete the OTY 2 on P180 and Language in focus on P181 via Unipus.</p> <p>2) Assign the Project on P182-183 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 P184.</p>	<p>1) Complete the OTY 2 on P180 and Language in focus on P181 via Unipus.</p> <p>2) Submit their work of the Project on P182-183 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 P184.</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 chunk a text 2. To transfer ideas to new contexts 3. To write an essay explaining characteristics of successful Chinese companies <p>(二) 教学重难点:</p> <p>Key points: Chunking a text; Transferring ideas to new contexts; Writing an essay explaining characteristics of successful Chinese companies</p> <p>Difficult points: Transferring ideas to new contexts; Writing an essay explaining characteristics of successful Chinese companies</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, 帮助学生习得如何把文本内容组块以掌握文章主旨, 以及如何把观点移入新的情景之中。通过对文章内涵的深度学习和讨论, 引导学生思考企业文化在中国企业崛起过程中的重要作用, 培养远见意识、拼搏精神。</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	1) Ask Ss to preview Text A and complete the Preview task on P184. 2) Ask Ss to preview the new words and expressions of Text A via Unipus, and take the online quiz.	1) Preview the text and complete the Preview task on P184. 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。
	<u>Text A Session 1 (45 mins)</u> Step 1: Warming up (5mins) Introduce the topic of the text by asking the following questions:	<u>Text A Session 1 (45 mins)</u> Step 1: Warming up Discuss and answer the questions.	1) 通过提问引入课文主题, 引导学生思考并讨论相关话题, 为接下来理解文本做准备。	依据参考答案以及学生课堂表现进行评价。

<p>While-class (Period 5: 45 mins)</p>	<ul style="list-style-type: none"> • <i>What obstacles you might encounter when you work in foreign companies and trying to fit in their corporate culture?</i> • <i>What advice would you give foreigners who want to work for Chinese companies and wonders how to adapt to Chinese corporate culture?</i> <p>Step 2: Global comprehension (30 mins)</p> <p>1) Ask Ss to scan the text and identify the topic sentences of each paragraph to grasp the main idea of the text. Guide Ss to understand the text structure based on the topic sentences.</p> <p>2) Lead Ss listen to the audio of the text paragraph by paragraph to further understand writing techniques. Focus on</p> <ul style="list-style-type: none"> • cohesive devices used in the text; • contrastive and comparative analysis; • dialectical analysis. <p>Explain some language points referring to TB where necessary.</p> <p>Step 3: Deep reading (10 mins)</p> <p>1) Introduce to Ss the Reading skill of chunking a text and ask Ss to complete Ex1 on P186.</p> <p>2) Ask Ss to work in pairs and complete Ex 3 on P186. Choose 2 pairs to share their ideas in class.</p>	<p>Step 2: Global comprehension</p> <p>1) Scan the text and identify the topic sentences of each paragraph. Understand the text structure.</p> <p>2) Listen to the audio of the text to explore the writing techniques. Learn some language points by T's explanation.</p> <p>Step 3: Deep reading</p> <p>1) Follow T's explanation to learn the Reading skill and complete Ex 1 on P186.</p> <p>2) Work in pairs and complete Ex 3 on P186. 2 pairs share their ideas in class.</p>	<p>2) 在阅读文本的过程中帮助学生、梳理文章结构、写作特点，并讲解知识点。</p> <p>3) 通过学习技能框并完成练习,掌握如何使用阅读技巧将文本组块，掌握文章大意，提升阅读能力。</p>	
	<p><u>Text A Session 2 (45 mins)</u></p> <p>Step 1: Detailed comprehension (5 mins)</p> <p>Ask Ss to read the text on P184-185 again and</p>	<p><u>Text A Session 2 (45 mins)</u></p> <p>Step 1: Detailed comprehension</p> <p>Read the text on P184-185 again and</p>	<p>1) 通过再次阅读文本、完成文本理解练习，帮助学生进一步了解中</p>	<p>1) 根据练习完成情况和学生课堂表现做出评价。</p>

<p>While-class (Period 6: 45 mins)</p>	<p>complete Ex 2 on P186.</p> <p>Step 2: Critical thinking (25 mins)</p> <p>1) Ask Ss to go back to the comparative and contrastive analysis in Text A.</p> <p>2) Introduce to Ss the Critical thinking skill on P187 and the additional notes on P158 in TB.</p> <p>3) Guide Ss to complete the Think-Pair-Share exercise on P187 to practice the Critical thinking skill.</p> <p>Step 3: Intercultural writing (15 mins)</p> <p>1) Lead a class discussion and ask Ss to share ideas on characteristics required for a Chinese company to thrive. Prompt Ss to give reasons for their answers.</p> <p>2) Introduce the writing task on P187 to Ss. Help students analyze the aspects that should be included in the essay.</p> <p>3) Provide some expressions for reference.</p> <p>4) Present the sample essay and analyze its structure and language features.</p>	<p>complete Ex 2 on P186.</p> <p>Step 2: Critical thinking</p> <p>1) Go back to the comparative and contrastive analysis in Text A.</p> <p>2) Read the Critical thinking skill on P187 and follow T's explanation to learn the additional notes.</p> <p>3) Complete the Think-Pair-Share exercise on P187.</p> <p>Step 3: Intercultural writing</p> <p>1) Share ideas on characteristics required for a Chinese company to thrive.</p> <p>2) Analyze the main aspects that need to be included in the essay.</p> <p>3) Note down some expressions following T's introduction.</p> <p>3) Read the sample essay to learn the structure and language.</p>	<p>国企业文化。</p> <p>2) 通过学习技能框完成小组活动，培养学生的思辨能力</p> <p>3) 引导学生深入分析中国职场文化，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>2) 教师对小组活动进行评价以及学生互评。</p>
<p>Post-class</p>	<p>1) Ask Ss to finish Intercultural writing on P187 via Unipus.</p> <p>2) Assign Ss Language in focus on P188-189 via Unipus.</p>	<p>1) Complete Intercultural writing on P187 via Unipus.</p> <p>2) Complete Language in focus on P188-189 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"> 1. To give a presentation on corporate culture 2. To write an essay explaining characteristics of successful Chinese companies <p>(二) 教学重难点:</p> <p>Key points: Giving a presentation on corporate culture; Writing an essay explaining characteristics of successful Chinese companies</p> <p>Difficult points: Giving a presentation on corporate culture; Writing an essay explaining characteristics of successful Chinese companies</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> <p>1) Restate the plotline and Project. Walk Ss through the structure and key aspects of the Project using the Suggested evaluation criteria on P152 in TB. Then ask 4 Ss to present their projects in front of the whole class.</p> <p>2) After Ss' presentation, ask other Ss to give comments and evaluation on the selected projects.</p>	<p>Session 1: Project</p> <p>1) Review the plotline and Project, then 4 Ss present their projects in class.</p> <p>2) Discuss and comment on the selected projects.</p> <p>3) Learn how to improve their own Projects following T's feedback and submit their revisions via</p>	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>3) Give an overall feedback and ask Ss to 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>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 P187.</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]</p> <p>Provide Ss with some specific examples of characteristics of successful Chinese companies and guide them to think about the compatible degree of their self-value and the corporate culture, cultivate the sense of rational career choice, make career planning suitable for themselves and foster their sense of vision in personal development and social progress.</p>	<p>Session 2: Intercultural writing</p> <p>1) Read the writing task on P187.</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]</p> <p>Think about characteristics of successful Chinese companies and think about the compatible degree of self-value and the corporate culture, cultivate the sense of rational career choice, make career planning suitable for themselves and foster the sense of vision in personal development and social progress.</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，探讨中国企业乘风破浪，激流勇进背后的企业文化因素，引入思政教育，引导学生思考自我价值观与企业文化的契合度，培养理性择业意识，提升个人发展的远见意识和规划意识。</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>Ask Ss to revise their projects and intercultural writings via Unipus.</p>	<p>Revise their projects and intercultural writings via Unipus.</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

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: The questions included in the interview outline fall into the four categories.
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. • Appropriacy: Questions for different interviewees match their identity.

OTY 2

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: The interview data collected is categorized, presented, and analyzed appropriately and backs up the conclusions drawn.
Organization	<ul style="list-style-type: none"> • Structure: The summary of the interviews is clear, and connections have been made between different categories of data.
Language	<ul style="list-style-type: none"> • Acquisition: You have used as many as possible of the new words and expressions learned in this section.
Delivery	<ul style="list-style-type: none"> • Fluency: Interview questions were delivered clearly and were easy for the interviewee to understand. • Visual aids: Appropriate graphs or charts have been used in the summary.

Project

Suggested evaluation criteria

Content	<ul style="list-style-type: none"> • Relevance: The presentation includes all the necessary information about aspects and types of corporate culture, the interview summary, and suggestions about how to create a positive culture in the workplace. • Appeal: The presentation is appropriately directed toward the particular audience and holds their interest.
Organization	<ul style="list-style-type: none"> • Structure: The presentation is logically structured. • Coherence: Each section is cohesive, leading to a clear overall message.
Language	<ul style="list-style-type: none"> • Acquisition: You have used as many as possible of the new words and expressions learned in this section.
Delivery	<ul style="list-style-type: none"> • Fluency: The presentation is given in a clear and effective way that is natural and flows smoothly. • Engagement: The presentation is engaging, and the use of body language is appropriate. • Visual aids: Appropriate charts, diagrams, etc. are used in the presentation.

Self-reflection

Self-reflection

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

- E1** ☐ I can write an interview outline.
- E2** ☐ I can analyze interview data and write a summary of the interviews.
- P** ☐ I can give a presentation on corporate culture.
- TA** ☐ I can write an essay explaining characteristics of successful Chinese companies.

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

Section 1

		very poor	poor	average	good	very good
Career skill	Visualizing information					
Critical thinking skill	Deconstructing abstract concepts					
Intercultural skill	Examining how social values influence corporate culture					

Section 2

Reading skill	Chunking a text					
Critical thinking skill	Transferring ideas to new contexts					
Intercultural skill	Examining characteristics of successful businesses					
	Dealing with difficulties in adapting to new corporate 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?