

2017 年外研社“教学之星”大赛

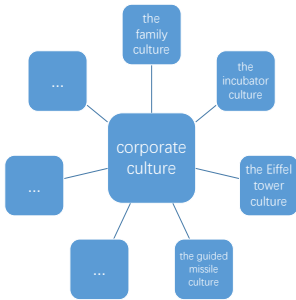
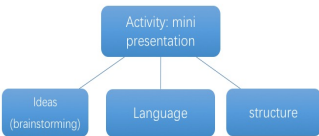
智慧教学设计方案

1. 参赛信息		
参赛教师序号	6	
2. 单元教学设计方案		
教学单元 Target Unit	《新一代大学英语 综合教程 2》Unit 5 Business and Prosperity	
学时安排 Teaching Plan	6 periods	
	Before class	iPrepare: T asks Ss to watch the micro video and preview the lesson.
	In class	<ul style="list-style-type: none"> • iExplore 1 (2 periods) • Sharing your ideas (1 period) • iExplore 2 (2 periods) • iProduce 2 (1 period)
	After class	Upload Ss' PowerPoint slides and do peer feedback on school's E-learning platform.
学情分析 Teaching Background Analysis	<p>学情:</p> <ol style="list-style-type: none"> 1. 商务英语专业大二学生，班级人数为 30 人。 2. 高考英语成绩过 100 分，通过大学英语四级考试。认知单词量在 4000 左右，具备良好的英语听说读写译技能。 3. 绝大多数学生对英语学习充满热情，并养成良好的学习习惯（如自觉参与早晚自习，周末图书馆学习）。 <p>校情:</p> <ol style="list-style-type: none"> 1. 国家骨干高职高专院校。 2. 招收的学生层次为专科一批次。 <p>教情:</p> <ol style="list-style-type: none"> 1. 此课程为学生的专业必修课《综合英语》。 2. 商务英语专业学生对商业话题的文章，有一定的背景知识储备。但本单元的话题市场份额以及企业文化，缺乏深入了解。因此在语言输出环节（如分组讨论企业文化），学生深感吃力。 	
教学目标 Teaching Objectives	<p>After learning this unit, students can</p> <ol style="list-style-type: none"> 1. Use phrases and structures related to business topics (e.g. Market dominance and corporate culture). 2. Know and explain the major concept of market dominance and corporate culture. 3. Present and explain some key factors related to business success. 	

教学重点与难点 Key Point and Difficulty	Key points: know and explain key concepts connected to business topics. Difficulty: explain and present key factors related to business success (the market dominance and the corporate culture)
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具体设计方案 Teaching Plan and Procedure

Teaching Objectives	Teaching Materials	Teaching Activities	Assessment	Time
<ul style="list-style-type: none"> Use phrases and structures related to business topics 	Reading 1 <i>The goal of strategy: Win all without fighting</i> (p. 94-99)	<ul style="list-style-type: none"> Individual work: skimming and scanning the reading passage for the structure and key information 	Diagnostic and subjective assessment: Identifying and synthesizing information (iExplore 1 & 2)	90 min
	Reading 2 <i>The Passionate: Business as a way of life.</i> (p. 105-109)	<ul style="list-style-type: none"> Pair work: Discuss the questions, and complete the diagram and table by filling in the blanks. Individual work: T uses online bulletin board Linoit.com to interact with Ss. Ss need to type any phrases related to the set topic online (e.g. the marketing strategy and the corporate culture) http://en.linoit.com 		90 min

	<p>Building your languages (iExplore 1 & 2) (p. 99-101, p. 110-111)</p>	<p>Group work (mind mapping activity) Think about the learned expressions related to this lesson's business topics. T writes the key ideas (e.g. corporate culture) on the blackboard, then Ss write down the related expressions around it.</p> 	<p>Diagnostic and subjective assessment: Complete the exercises</p>	<p>90 min</p>
	<p>Preparing for the structure (p. 102)</p>	<p>Group work (3 students): After reading the passage -- <i>the importance of quality management</i>, Ss analyze the structure and give a presentation.</p> 	<p>Achievement and instant assessment: Sharing your ideas (a 2-minute presentation)</p>	
<ul style="list-style-type: none"> Know and explain the major concept of market dominance and corporate culture. 	<ul style="list-style-type: none"> Watch an online video and passage about Sun Tzu http://www.history.com/topics/sun-tzu/videos http://www.suntzustrategies.com/about/who-was-sun-tzu/ Read an online passage about market dominance http://www.fact-index.com/m/ma/market_dominance_strategies.html 	<ul style="list-style-type: none"> Individual online self-learning 		<p>30 min (Before the first class)</p>

	Discussion (iExplore 1 & 2)	<ul style="list-style-type: none"> Pair work: Work in pairs and discuss the pre-study questions as a way to stimulate the previous knowledge related to the business topics. 	Diagnostic assessment: Ss give spontaneous response to some questions.	10 min
	Building your languages (iExplore 1 & 2)	Individual work	Diagnostic assessment	10 min
	Suggested reading <i>"Riding the Waves of Culture"</i> (the Seven Dimensions of Corporate Culture)	Individual online self-learning		After class E-learning
<ul style="list-style-type: none"> Present and explain some key factors related to business success. 	Sharing your ideas	Group work	Diagnostic assessment (2 minute presentation)	45 min
	Unit Project (p. 112-115)	Group Presentation: Achieving business success	Achievement assessment (5 minutes presentation)	45 min
		Individual Writing Task: Compose an essay about your comment on the connection between the market dominance and corporate culture.	Subjective and delayed assessment	After class

3. 课堂教学展示环节教学设计方案

1. 教学节点 iExplore 2: Sharing your ideas

I reorganized the original writing task (p. 111) to a speaking task by setting a scenario to engage students.

2. Teaching objectives

Ss are able to identify and explain company's cultures through reading the company's profile in the context of the job fair on campus.

3. Teaching procedure and selected instructing materials

Step 1:

Lead in

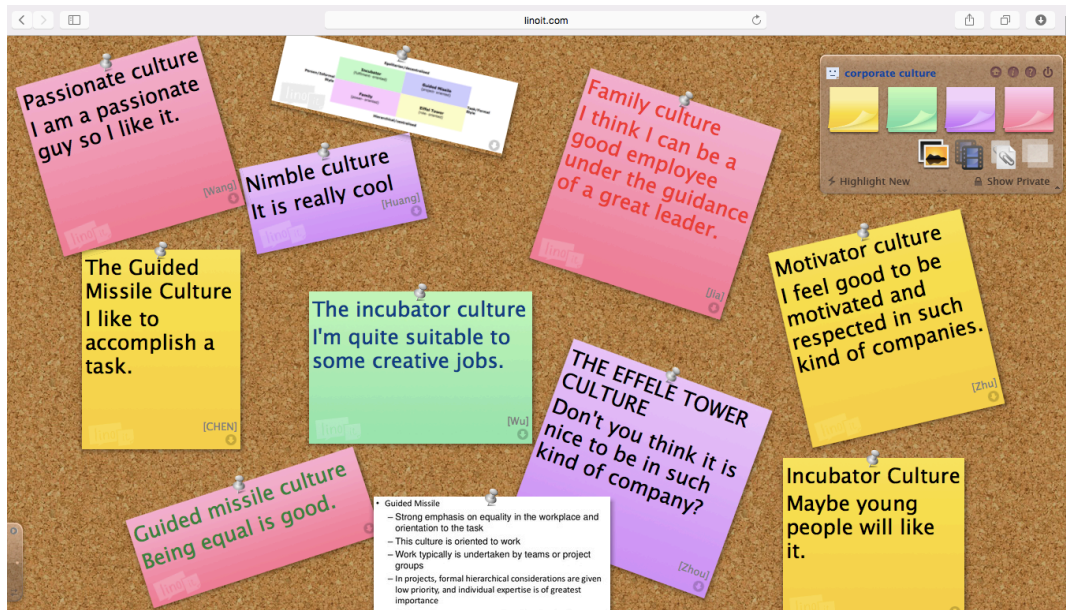
T sets a scenario (Li Lei is a senior university student majoring in Software Design in Beijing. Last week, he went to a campus job fair. He was frequently asked about company's culture, which he didn't really know how to answer. Li Lei needs your help for the next week's campus job fair.)

Step 2:

Task one

T reviews **key information** related to iExplore 2 (the corporate culture) by analyzing the online assignment (online

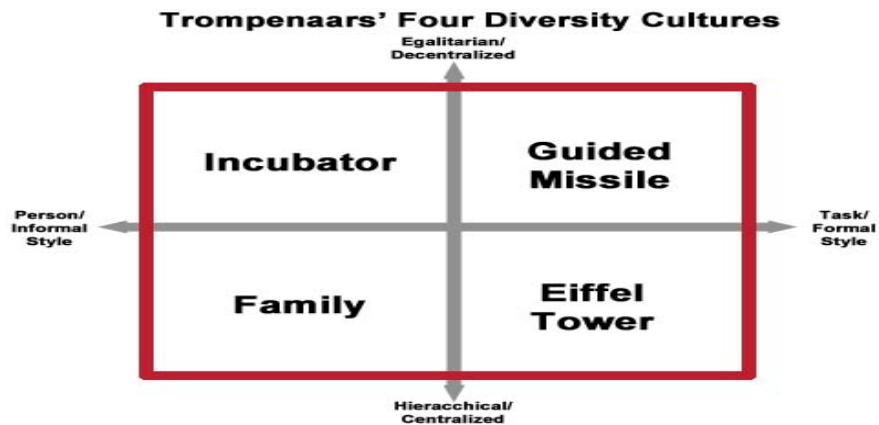
bulletin board Linoit.com).



In the previous class, we've learned various types of corporate cultures: the passionate culture, the family culture, the Eiffel Tower culture, the guided missile culture, the incubator culture, etc.

In this class, T focuses on talking about the following four corporate cultures.

- The family culture
- The Eiffel Tower culture
- The guided missile culture
- The incubator culture



Task two (Matching)

Group work

T provides Ss with 4 companies' profile (including company's briefing) in an envelope. Ss open their envelope, and try to **MATCH** the company with its **POSSIBLE** corporate culture.



A. Family culture B. Eiffel Tower culture C. Guided Missile culture D. Incubator culture

(Assessment: T uses instant and dialectic assessment to evaluate students' ability to identify a company's culture by reading through the company's briefing.)

Task three

T provides the **useful expressions** to explain a company's culture.

Useful expressions

Ex.

- Introducing a corporate culture
 - ... can be defined as/by ...
 - ...assembles ...
 - ...is believed to be...
 - ...be regarded as...
- Listing benefits of a corporate culture
 - ...make it a point to do ...
 - The need to improve on...
 - ...helps to ensure...
 - ...gains benefits by...

Step 3

Back to the scenario

Next week, Li Lei is going to attend the campus job fair again, his dream is to become an engineer in Hua Wei.

T invites one student to role play the conversation between the interviewer from Hua Wei and Li Lei, T being the interviewer and the student Li Lei.

(Assessment: T uses the dialectic assessment to evaluate whether Ss could explain a company's culture properly.)

Step 4

Conclusion

T reviews the key points.

T gives Ss the assignment (The essay is supposed to be about 200 words: your ideal corporate culture.)

4. Assessment

After-class written assignment

Ss are required to write an essay (Your ideal corporate culture) **on www.pigai.org. (No.1010570)**

Ss can receive subjective comments from teacher, peer and computer feedback.

Assessment rubric for teacher and peer feedback:

Teacher feedback: rubric for the first draft of a university essay assignment

Name:	Excellent	VG	Good	S	Weak	Unacceptable
Content						
<ul style="list-style-type: none"> •The piece is engaging and alive •It contains valuable Information and insights •Writer shows good understanding of topic •Details are clear and helpful 						
Reader Awareness						
<ul style="list-style-type: none"> •The piece has clear organization •Writer relates topic to reader's knowledge •Satisfying ending •Clear transitions and Signposts 						
Style						
<ul style="list-style-type: none"> •Language is clear and precise •Sentences are varied and effective 						
Mechanics						
<ul style="list-style-type: none"> •Grammar and spelling •Punctuation •Proofreading 						
Process						
<ul style="list-style-type: none"> •Presentation(double-spacing, legibility) •Effective revision •Paper is on time 						
Your Strengths	Possible improvements			Grade		

Peer Feedback

Writer..... Reader.....

Read your partner's essay and respond to the following questions.
A full sentence answer is only required for the thesis/focusing statement.

1. What is the topic of the paper?
2. What is the essay's statement? If the writer has not written a full sentence, suggest one.
3. Why is the topic important? What background information has the writer provided?
4. Number the paragraphs and name the topic of each paragraph. Are the topics clear?
5. What evidence has the writer provided to support his or her position? Can you suggest any more points that he/she could use?
6. Has the writer used sources? Are there enough sources to support the evidence?
7. What are the main conclusions? Do you think these follow from the evidence?
8. Can you think of one aspect that would improve the essay?

(Hyland, 2003)

References:

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《新一代大学英语 2》

《新一代大学英语 2 综合教程教师用书》

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