

# 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	(9 号)							
2. 单元教学设计方案								
教学单元	《新一代大学英语 综合教程 2》Unit 5 Business & Prosperity							
<p><b><u>Target Students:</u></b></p> <p>The target students are 20 Business English majored sophomores who have better knowledge capacity, language skills and business sensitivity. They are exposed to Business Courses from a very early stage at university, such as Macro-economy, management and marketing.</p> <p>With particular interest in business world, the target students have shown great enthusiasm for starting their own businesses, or working for an international business company by leveraging their language skills and business knowledge. To that end, practical business analysis models and strategies, cross-cultural business communication skills will be introduced in this unit to extend their vision.</p> <p><b><u>Class hour:</u></b> Eight class hours in two weeks (45m each)</p> <p><b><u>Learning Objectives:</u></b></p> <table border="1"><tbody><tr><td>Knowledge-Based Goal:</td><td>1.Recall and use words and expressions related to business topics</td></tr><tr><td rowspan="2">Skill-Based Goal:</td><td>2.Understand and explain market dominance and corporate culture</td></tr><tr><td>3.Know steps required to complete the analysis of a person, an organization or a product based on an analysis model: SWOT</td></tr><tr><td>Affective Goal:</td><td>4.Begin to compare eastern and western business strategies in market competition and internalize an appreciation for the Chinese approach of pursuing harmony and prosperity for all</td></tr></tbody></table>		Knowledge-Based Goal:	1.Recall and use words and expressions related to business topics	Skill-Based Goal:	2.Understand and explain market dominance and corporate culture	3.Know steps required to complete the analysis of a person, an organization or a product based on an analysis model: SWOT	Affective Goal:	4.Begin to compare eastern and western business strategies in market competition and internalize an appreciation for the Chinese approach of pursuing harmony and prosperity for all
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<u>Learning Objectives</u>	<u>Learning Material</u>	<u>Learning Procedures</u>
1. Recall, and use words and expressions related to business topics	<p>A very short clip of audio and script of a brief introduction to Apple FROM: <a href="http://www.businessenglishmaterials.com/apple.html">http://www.businessenglishmaterials.com/apple.html</a></p> <p><i>“Apple Inc. is one of the world’s best-known and perhaps favourite companies. It has earned the reputation as being an innovative leader in the fields of personal computers, software, and digital music distribution. Apple has succeeded by providing consumers with high quality, groundbreaking products...The brand loyalty ... (Words in blue are those to be omitted and filled)</i></p> <p>Textbook (Page 99) Build your language FROM the textbook</p> <p><i>Words and expressions Part 1 &amp; 2</i></p> <ol style="list-style-type: none"> <li>1. Verbs+noun phrases</li> <li>2. Adjectives +noun or noun phrases</li> <li>3. The use of word “POSITION” (Focus)</li> </ol>	<p>Listening/Reading Gap Fill</p> <p>(TO activate the memory of words and expressions such as product innovation, reputation, brand loyalty and high quality in students’ mind)</p> <p>Work in pairs to discuss the following questions:</p> <ol style="list-style-type: none"> <li>1. What is an offensive position and what is a defensive position in the market?</li> <li>2. Between Apple and Microsoft, which company do you think is in a dominant position?</li> </ol> <p>(TO enable them to use words and expressions related to business topics)</p>
2. Understand and explain market dominance and corporate culture	<p>Two reports, one about Apple's supplier responsibility in 2017, the scripts of which can be found through: <a href="https://images.apple.com/supplier-responsibility/pdf/Apple-Progress-Report-2017.pdf">https://images.apple.com/supplier-responsibility/pdf/Apple-Progress-Report-2017.pdf</a> ;</p> <p>The other about wide media coverage of employees of Apple's supplier Foxconn killing themselves because of poor working conditions, which can be found via: <a href="https://en.wikipedia.org/wiki/Foxconn_suicides">https://en.wikipedia.org/wiki/Foxconn_suicides</a></p>	<p>Work in four groups (four students in each group, two groups for one motion and a group of five students as judge panel) to debate the following motions:</p> <p><b>Motion One:</b> Is relative dominance necessary?</p> <p><b>Motion Two:</b> <u>CSR</u> (Corporate social Responsibility) or <u>Profitability</u>? Which one is</p>

	<p>Textbook (Page 96) Paragraph 7-11 &amp; Page 113 iProduce</p> <table border="1" data-bbox="456 315 938 506"> <tr> <td>Japanese companies</td> <td>Toyota</td> </tr> <tr> <td rowspan="2">US companies</td> <td>GE</td> </tr> <tr> <td>Microsoft</td> </tr> <tr> <td>Swiss companies</td> <td>Swiss Banks</td> </tr> </table> <p>Defensive of offensive strategy? Is relative dominance necessary? Which is more important, CSR or profitability?</p>	Japanese companies	Toyota	US companies	GE	Microsoft	Swiss companies	Swiss Banks	<p><a href="#">more important?</a></p> <p>(TO reinforce the concepts of market dominance and corporate value)</p>
Japanese companies	Toyota								
US companies	GE								
	Microsoft								
Swiss companies	Swiss Banks								
	<p><a href="#">Evaluation chart</a> prepared in advance to send out to the groups students working in the judge panel with specific scores in different evaluation standards, such as the vocabulary, the logic and consistency of evidence chosen, etc.</p>	<p>Presentation of the judge panel to debrief the debates and encourage further discussion of other key factors that lead to business success (TO synthesize information and train critical thinking and peer-evaluation)</p>							
<p>3. Know steps required to complete the analysis of a person, an organization or a product based on an analysis model: SWOT</p>	<p>A short clip of video or a slide to show the classic model of analyzing the strengths, weaknesses, opportunities and treats in a certain situation.</p> <p>Products Introduction Pages from both Apple and Microsoft, which can be found from their official websites.</p> <p>A sample table on a piece of paper to collect student's opinions on the SWOT analysis of the two products.</p>	<p>Introduction to the four elements of a SWOT MODEL and its two dimensions (TO introduce the model that is closely relevant to the text)</p> <p>Demonstration of How SWOT is used to analyze an object (could be a person, a company, a product, etc.)</p> <p>APPLE X &amp; Microsoft phone (TO show myself first to clarify the model)</p>							
	<p>Sample CVs of students selected from online university database with the names of students omitted to protect their privacy.</p>	<p>Role-play: 1. Write your own SOT 2. Apply it in a simulated job interview.</p> <p><i>Student A as a interviewer</i> <i>Student B &amp; Student C as job-seekers, interviewees</i></p> <p>(TO apply a business model in a practical scenario with analytical thinking)</p>							

<p>4. Begin to compare eastern and western business strategies in market competition and internalize an appreciation for the Chinese approach of pursuing harmony and prosperity for all</p>	<p>From Textbook: Page 93. Page 95:  1. Page 93: comparing business strategy to war strategy  2. Page 95, Paragraph 2 Eastern (Asian View) and Western view on the priority of growing a business</p> <p>From online:  A clip of video discussing about the differences between American <i>Marshall Plan</i> and <i>China's One Belt One Road initiatives</i>.</p> <p>A model that is a brief introduction to the low-context and high-context cultures and their influence on the way people do business.</p>	<p>Group discussion on the metaphor used while comparing business to war.</p> <hr/> <p>Task-based group presentation to find the differences of business cultures and values between eastern and western world, and identify China's strategy and approach in going global.</p>
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**Assessment:**

1. Which company has a stronger position in the smart phone market currently?
  - A. Apple
  - B. Microsoft
  - C. Amazon
  - D. Samsung
  
2. Which is not among the key factors contributing to Apple's market dominance? ()
  - A. Low price strategy
  - B. Technology leadership
  - C. Brand loyalty
  - D. Product Design
  
3. Fill in the blanks:

Apple's external treats are:

  - 1) \_\_\_\_\_
  - 2) \_\_\_\_\_

Apple's external opportunities are:

  - 3) \_\_\_\_\_
  - 4) \_\_\_\_\_
  
4. What is your conclusion after working out a SWOT analysis on your own?

### 3. 课堂教学展示环节教学设计方案

(说明:

1. 本部分为**现场比赛 10 分钟教学展示环节**的教学设计阐述;
2. 说明教学展示环节所选择的**教学节点** (说明十分钟现场教学选取的教学点在本单元教学流程中所处的阶段), 列出该环节**教学目标**;
3. 阐述本环节的**教学内容与教学流程**;
4. 针对本环节教学目标所采取的**教学评估形式**等。)

#### Ten-minute presentation:

<u>Learning Objectives</u>	<u>Learning Material</u>	<u>Learning Procedures</u>
Know steps required to complete the analysis of a person, an organization or a product based on an analysis model: SWOT	A short clip of video or a slide to show the classic model of analyzing the strengths, weaknesses, opportunities and treats in a certain situation.	Introduction to the four elements of a SWOT MODEL and its two dimensions  (TO introduce the model that is closely relevant to the text)
	Products Introduction Pages from both Apple and Microsoft, which can be found from their official websites.  A sample table on a piece of paper to collect student's opinions on the SWOT analysis of the two products.	Demonstration of How SWOT is used to analyze an object (could be a person, a company, a product, etc.)  APPLE X & Microsoft phone (TO show myself first to clarify the model)
	Sample CVs of students selected from online university database with the names of students omitted to protect their privacy.	Role-play: 3. Write your own SOT 4. Apply it in a simulated job interview.  <i>Student A as a interviewer Student B &amp; Student C as job-seekers, interviewees</i> (TO apply a business model in a practical scenario with analytical thinking)

**Evaluation:**

1. Instant peer evaluation

A student will play the role of the interviewer and decide which student has a more proper personal analysis;

2. Afterclass evaluation from the teacher to provide further career guidance

The teacher will evaluate the SWOT analysis of the whole class afterwards and come up with the follow-up discussion of find one's position in the labor market in the future.

注：请于 2017 年 11 月 20 日前将本表填写完整并转为 PDF 格式，以“参赛教师序号+学校+姓名”命名，发至 sunliyuan@fltrp.com。

\*本参赛序号仅为方便教案打分环节操作，现场比赛顺序将由赛前抽签决定。

参赛序号	姓名	学校
1	常霜林	华北水利水电大学
2	程欣	南京大学
3	郭曼	中山大学
4	韩秋实	滨州医学院
5	郝玲	大连东软信息学院
6	胡贞贞	成都纺织高等专科学校
7	李超	江苏大学
8	李佳	重庆第二师范学院
9	李旭	河北师范大学
10	刘乐吟	赤峰学院
11	刘文俊	江西应用科技学院
12	孟婧	青岛科技大学
13	庞博	杭州电子科技大学
14	任静	山西职业技术学院
15	苏小青	西北工业大学
16	孙洋	烟台大学
17	王列汇	上海外国语大学贤达经济人文学院
18	吴畅	湖北师范大学
19	吴于勤	中南财经政法大学
20	夏哲	南京师范大学
21	杨爱研	营口理工学院
22	张羽	贵州师范学院
23	赵丛丛	海军航空工程学院
24	曾婷	长沙师范学院

25	曾 艳	常州轻工职业技术学院
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