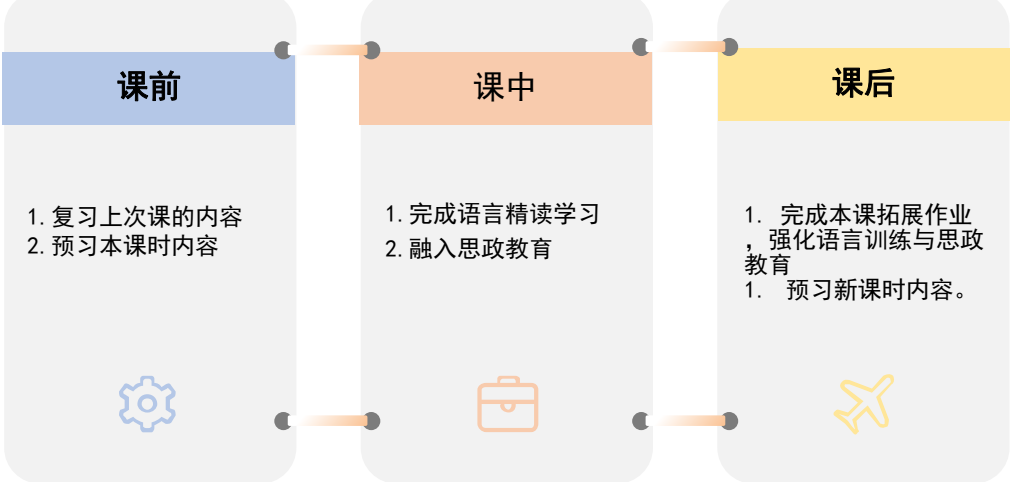


附件1

综合商务英语（1）教学设计

单元名称	第四单元 旅行	学时分配	6 课时
单元教学目标	1. 学习旅行的基本语言表达； 2. 学习如何进行商务旅行的预订和检查安排； 3. 通过扫描特定信息或回问答来提升阅读技能； 4. 培养在旅行中积极解决问题的意识和环保意识。		
本课时学习内容	第四学时 阅读2 DUNHUANG UNESCOGLOBAL PARK 敦煌联合国教科文组织全球地质公园	学时分配	1课时 45 分钟
本课时学习目标	1. 语言目标：学习文本中的单词、词组和重要句型，并能够运用； 2. 技能目标：复述文本的主要内容； 3. 思政目标：对工作的奉献精神 and 文化传承。		
教学重点、难点	重点： 单词、表达式和句子结构 难点： 复述课文并提出问题		
思政切入	1. 通过对文本的学习，了解敦煌世界文化遗产地质公园，在国家与社会层面树立起环保意识，坚定可持续发展观，提升对中国传统文化的认知和欣赏水平，培养文化自信。 2. 补充课外关于敦煌守护者的故事，从个人层面出发激发学生的奉献精神、团队合作精神和创新精神等。		
教学方法和手段	PBL教学法, 分层教学法； 传统黑板粉笔加PPT； 学习通随机选人；问答； 图片、视频展示；角色扮演。		

教学过程设计	<p>1. 检测课外作业 6 mins 目的：检测前面所学内容巩固或拓展；重在产出。 方法：学生做PPT展示或者口述（英文） 内容：介绍一家中国公司或者中国品牌</p>
	<p>2. 导入 2 mins 目的：激发学生兴趣 方法：鼓励学生主动回答 内容：What's the main purpose of your travel?</p>
	<p>3. 检测本课时预习 3 mins 目的：检测预习效果，培养学生预习好习惯；刺激学生专注力，课堂更高效。 方法：学习通系统随机点名 内容：概括文本的主要内容</p>
	<p>4. 文本学习（第一段：促进地球遗产事业） 12 mins 目的：掌握敦煌基本信息，积累词汇与表达技巧 方法：学生朗读与口译，教师及时纠正读音或完善翻译 内容：敦煌的地理位置；地质教育和地质旅游的价值</p>
	<p>5. 文本学习（第二段：保持区域可持续发展） 12 mins 目的：了解可持续发展得的方式；积累词汇与表达技巧 方法：学生朗读与口译,教师及时纠正读音或完善翻译 内容：敦煌地质公园如何保持区域可持续发展</p>
	<p>6. 题后训练 8 mins 目的：从细节处掌握学生学习情况 方法：统一作答 内容：词汇填空；判断题</p>
	<p>7. 布置课后作业 2 mins 目的：巩固本课时所学；通过写作，训练语言表达以及强化敦煌保护者的“干一行 爱一行 钻一行”的奉献精神 and 文化遗产的魅力，重在产出；分层教学是为了在同伴学习中树立榜样，同时达到“学以致用”的目的。 方法：全员作业+分层教学（不少于30分钟练习） 内容： (1) 完成练D: over to you,下次课学习通随机抽查。 (2) 观看纪录片《中国脊梁》第五集：我心归处是敦煌 樊锦诗（20230715） https://www.bilibili.com/video/BV1v94y1B72n/?vd_source=ab60dae54135046a508e0c936f7bfff07，每个学生完成（英文）观后感，字数不限，提交到学习通； (3) 背诵其中一段自然段，第五学时检查。在完成效果特别好的学生中选出一名优秀的代表，在下一单元开始前进行角色扮演，身份为敦煌地质公园的导游，在互动中介绍文化遗产并回答游客的提问。</p>

<p>参考 资料</p>	<p>(1) https://www.163.com/dy/article/HM3478SE0514R9L4.html,CPC Faces: Fan Jinshi, 'The Daughter of Dunhuang';</p> <p>(2) https://newsen.pku.edu.cn/news_events/news/people/9389.html, Fan Jinshi: The daughter of Dunhuang</p> <p>(3) Guidelines and Criteria for National Geoparks seeking UNESCO's assistance to join the Global Geoparks Network (GGN)</p> <p>(4) http://www.chinadaily.com.cn/</p> <p>(5) 覃军：P精长技：如何制作高大上的PPT？(湖北民族大学网络课程)</p> <p>(6) 覃军等，《趣味英语与翻译》（2020国家级精品课程）</p> <p>(7) 王艳艳等, 慕课《综合商务英语》，上海对外经贸大学, 中国大学慕课MOOC.</p>
<p>学习 流程图</p>	
<p>教学 反思</p>	<p>教师： 通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研，对教学目标、教学内容、教学组织、教学方法与手段等，进行反思总结，如是否持续关注学生学习状态、学习效果等，如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈，进行教学反思和再教设计。</p> <p>本课反思： 教学进程顺利，时间分配合理。学生在课堂开口读、说、译的现象较之之前有明显改善，参与度高。课后观后感与角色扮演中，均反映出了思政教育的效果。有待改善之处：学生在写观后感的时候暴露出语言学习中词汇表达不够，有将人名明显译错的现象，还有个别学生没有积极发挥主观能动性而出现完全照搬机器翻译的现象。</p> <p>学生： 课后完成查漏补缺；及时完成相应的作业；通过面谈、学习通和QQ等方式与老师积极互动。</p>

教学活
动图片
及
说明

图一：课前，学
生合作模拟敦煌
地质公园介绍，
预习中。



图二：课中，学
生完成上次的课
外作业，做中国
企业简介。



图三：课中（第
二次）角色扮演
环节。学生扮演
导游给游客介绍
敦煌莫高窟。



图四：课后，
教师在线批改
学生观后感作
业。



图五：课后，
教师进行一对
一个别辅导。



图六：课后，
拓展作业：用
外语讲好中国
故事。短视频
拍摄与制作。



附件2

湖北民族大学

课程教案
(秋季学期)

教学单位 外国语学院

课程名称 综合商务英语 1

授课教师 覃金菊

授课班级 0823405/6/7

覃金菊

一、课程总体设计

课程名称	综合商务英语 1	课程编号	0843101
授课班级	商务英语专业一年级学生	教学团队（教师姓名）	商务英语
使用教材	体验商务英语综合教程 I 严明 王艳等，北京：高等教育出版社，2020 年		
计划总学时	课内总学时 56 学时	讲授 56 学时	
		实践 学时/周	
自主学习学时（10 次）	课外总学时 0 学时（10 次）	社会调查 学时（1 次）	
		在线学习 学时（次）	
		其他 学时（9 次）	
课程地位	<p>综合商务英语 1 为商务英语专业核心课程。课程内容包括语言训练、商务沟通、国际贸易和文化背景等方面的知识和技能，具有较强的时代性、应用性型和系统性。</p> <p>该课程对本专业基础阶段的学生进行全面的、综合的听、说、读、写、译的基本技能训练；引导学生使用正确的学习方法和养成良好的学习习惯；并通过商务环境下的语言学习来夯实语言学习基础，掌握和运用商务基本知识，培养和提高学生的英语思维、创新实践和语用能力。</p>		
课程目标	<p>该教程以《普通高等学校本科专业类教学质量国家标准》《普通高等学校本科外国语言文学类专业教学指南》为准绳，以“学生中心、产出导向、持续改进”为核心理念。在课程教学中，教师起主导作用，将语言技能训练和专业知识相结合，同时融入课程思政元素，通过线下和线上相结合，利用相关教学方法和手段，达到下列目标：</p> <p>知识目标：掌握商务环境中常用语言表达和沟通技巧；掌握商务信函的语言风格和特点；了解商务活动基本理论和知识；了解商务活动基本规则和惯例。</p> <p>能力目标：初步具备跨文化商务沟通能力；案例分析、决策能力、团队合作能力、领导力；协调与沟通能力；自主学习能力和情绪调适能力。</p> <p>思政目标：有专业认同感，能保持对本专业学习的热情、兴趣，并积极主动地学习；具有竞争合作意识，正确的世界观、人生观、价值观和浓厚的中国情怀。</p>		

课程内容及教学进程	序号	课程内容 (章节或专题名称)	周次	学时
	秋季学期			
	1	Unit 1 Introductions	1-2	8
	2	Unit 2 Work and Leisure	3-4	6
	3	Unit 3 Problems	4-5	6
	4	Unit 4 Travel	5-6	6
	5	Unit 5 Food and Entertaining	7-8	6
	6	Unit 6 Buying and Selling	8-9	6
	7	Unit 7 People	10-11	6
	8	Unit 8 Advertising	11-13	6
	9	Unit 9 Company	14-15	4
	10	Unit 10 Communication	16	2
		合计 56 学时		
教学方式、手段与方法	<p>1. TBL 任务型教学法：在教学活动中，教师围绕特定的项目，设计出 具体的、可操作的任务，学生通过表达、沟通、交涉、解释、询问 等各种语言活动形式来完成任务，以达到学习和掌握语言的目的。</p> <p>2. PBL 问题驱动教学法：以问题为基础进行小组讨论与合作，在学习 中将遇到的问题自行组织发言和讨论，老师给予必要的答疑解惑。</p> <p>3. 直观演示法：通过展示各种实物等，让学生获得感性认知。</p> <p>4. 情景教学法：将课程相关内容和过程安置在一个模拟的、特定的情 景场合中，让学生亲自参与环境的创设，进行角色扮演，能活跃教 学气氛，提高教学感染力。</p> <p>5. 案例教学法：对来自于商业活动的真实情境或事件进行辨别，进行 有针对性的分析、审理和讨论。</p> <p>6. 分层教学法：给英语水平不同的学生在课程学习和相关项目训练 中，提出不同的问题和学习要求，布置不同的作业。</p>			

<p>教学方式、手段与方法</p>	<ol style="list-style-type: none"> 1. 结合板书与课件 ppt。 黑板板书分为两部分，一部分写框架标题，一部分写重难点词；PPT 则用来展示短时间内无法直接书写的内容，打开网络链接，播放视频，音频，展示图片等； 2. 利用在线网络教学平台， 如中国大学 MOOC，超星学习通等获取教学资源，利用 WeChat、QQ、电子邮件等为学生线上答疑，及时地恰当地或提前或课中或课后及时发送相关图片，链接，音频，视频等； 3. 运用多媒体， 比如投影仪，激光笔等； 4. 利用实物， 师生展示实物比如各种能够在教室展示的产品，跟教学内容相关的产品宣传单，师生手里的可供分享的海外邮件，企业招聘宣传单等。
<p>学业评价设计</p>	<ol style="list-style-type: none"> 1. 该课程为专业核心课程，考核方式为“考试”，用时 110 分钟，闭卷。 2. 命题内容应与该学期内该教材所学内容紧密相关。 3. 成绩评定方式是由“平时成绩 x50%+期末考试成绩 x50%=期评总成绩 100%”构成。 <ol style="list-style-type: none"> (1) 平时成绩的评定由出勤、自主学习完成质量、预习效果、课堂参与度、课后作业完成次数与质量情况等构成。 (2) 考试内容应该涉及到本学期所学的主题：介绍、工作与休闲、旅游与出差、食物与招待、交易、人物、广告、公司、沟通等。 (3) 考试题型包括选择题、填空题、阅读理解题、中英互译、作文或案例分析等，题型数量不得少于五个。在识记、理解、掌握和应用方面均应涉及。 (4) “易”的比例约为 15%，“较易”的比例约为 20%，中等难度的比例约为“45”%， “难”的比例约占 20%。

<p>教学资源开发与利用</p>	<p>线下资源</p> <p>[1] 王立非, 商务英语综合教程 1[M] 上海:上海外语教育出版社, 2011.</p> <p>[2] 翁凤翔.<i>Writing Practice for International Business English</i>[M].上海: 上海交通大学出版社.2015.</p> <p>[3] 罗虹等编. 商务英语选读 (第二版) [M]. 武汉: 武汉大学出版社, 2009.</p> <p>[4] 马静等. 现代商务英语综合教程[M]. 北京: 中国人民大学出版社, 2010.</p> <p>[5] 覃金菊, 甘文平. 实用商务英语口语交际与信函写作[M]. 武汉: 武汉大学出版社, 2016.</p> <p>线上资源</p> <p>[1] http://www.xinhuanet.com/english/ (新华网英文版)</p> <p>[2] http://www.chinadaily.com.cn/ (中国日报新闻网英文版)</p> <p>[3]王艳艳等. 慕课《综合商务英语》. 上海对外经贸大学. 中国大学 MOOC App.</p> <p>[4] 覃军等. 慕课《趣味英语与翻译》.湖北民族大学. 超星学习通 App.</p> <p>[5] 孙亚等, 慕课《综合商务英语》, 对外经济贸易大学, 中国大学慕课.</p> <p>[6] “学习强国”app 上与课程主题相关的教学资源.</p> <p>[7] 教学内容中提到的公司、机构官网等相关资源.</p> <p>[8] 学校图书馆的电子资源: 比如 CNKI《中国知网》数据库等.</p>
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<p>自主学习安排与指导</p>	<p>1. 预习: 学生需要对该章节的内容做较为全面的预习。教师指定重点预习的内容, 需要全部学生完成的, 比如单词预习, 知识点预习等, 教师在课堂开始前抽查; 需要部分学生完成的, 要求学生在课前规定时间内分享到学习群供大家学习或在课堂内完成讲介。</p> <p>2. 复习: 在学完知识点后有相应的语言输出练习, 如翻译、写作等。学生需要对该课所学内容做书面梳理, 高质量完成同步练习册上的练习, 尽量完成教师推荐的书目或者期刊论文的阅读, 以巩固课堂所学。</p> <p>3. 阅读训练:综合商务英语课程学习强调与阅读课程授课老师合作, 对学生的阅读书目和进度做一个规定。老师们通过调查了解学生阅读情况和课程需要达到的学习目标, 列出一个可供四个学期使用的清单。本学期以英文名著为主, 旨在让学生加强语言学习技能的同时, 了解西方文化, 为了解世界打开窗户, 架设桥梁。</p> <p>4. 资料查阅: 本学期有大量自主学习的内容, 另外还需要准备课堂展示报告, 讲介产品、服务或者公司等, 所以学生必须通过大量查阅资料来完成既定任务。教师给学生推荐所有可能用到的线上线下的教学资源, 培养学生自我学习、解决问题的能力。</p> <p>5. 实践: 以赛促教, 以赛促学。全国商务英语实践大赛, 全国外贸从业能力大赛(POCIB)与全国跨境电商创新创业能力大赛(OCALE), “用外语讲好中国故事”作品征集, 全国商务英语知识竞赛等要求学生具备实际操作的能力。学生按照比赛要求开展商务实践综合技能训练的实践, 参与社会实践, 在实践中加深专业知识与技能的学习, 在实践中深化思政教育。</p> <p>自主学习不是放任不管, 教师必须加强课外线上线下答疑辅导, 不断跟进, 总结教和学的经验。</p>
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二、单元教案

单元名称	Unit 1 Introductions	课时	6
教学目标 和要求	In this unit, students should be able to introduce oneself and others in a business meeting obtain a basic knowledge of some famous companies in the world develop reading skills by reading a variety of documents in different ways know how to write an e-mail about one of the candidates to their boss		
教学 重点难点	Important points basic knowledge of some famous companies in the world; Introduction; meeting skills; letter writing. Difficult point reading skills by reading a variety of documents in different ways		
思政 切入点	Cultivate self-confidence and self-awareness: Help students better understand themselves and enhance their self-confidence, so as to more accurately express themselves in self-introduction. Cultivate cultural literacy and cross-cultural communication: Cultivate students' cultural literacy and understand the impact of different cultural backgrounds in company introductions and communications.		
教学方式 、方法 和手段	PBL,TBL, etc. discussion, practice, question-and-answer; case analysis; multimedia, blackboard, etc.		
教学资源	Offline resources 1. 翁凤翔. <i>Writing Practice for International Business English</i> [M].上海: 上海交通大学出版社.2015. 2. 覃金菊, 甘文平. 实用商务英语口语交际与信函写作[M]. 武汉: 武汉大学出版社, 2016. Online resources 1. 中外知名公司图片、音频、视频等。 2. https://www.referenceforbusiness.com/history2/55/Landor-Associates.html		

<p>学生自主 学习设计</p>	<p>1. Prepare basic information about the globally famous companies before class. 2. Discuss and think: How to introduce people?</p>
	<p>Teaching Contents</p> <pre> graph LR A[Introductions] --> B[Introduce yourself (Listening and discussion)] A --> C[From small town to global leader (Reading 1)] A --> D[Business diary: Paul Tribe, Paul Watson (Reading 2)] A --> E[Introducing yourself and others (Business skills)] B --> B1[Different countries and nationalities] B --> B2[The names of famous companies in the world] B --> B3[Meeting new business contacts and exchanging business cards] C --> C1[Angela Ahrend and Burberry] C --> C2[Daily routines of a businessman] D --> D1[Skills of making self-introduction] D --> D2[Procedures of introducing others] E --> E1[A job fair in Singapore: Decide on the successful candidate for a job (Case Study)] </pre>
<p>教学 过程 设计</p>	<p>Part One Before Class</p> <p>I. Before the first class, preview new words, expressions and terms. II. Finish the exercises in “Vocabulary” . III. List some famous companies you like and say why.</p> <p>Part Two In Class</p> <p>I. Requirements for the course learning.</p> <p>II. Lead- in</p> <p>Quotation:</p> <p>“James Bond, Universal Exports.”</p> <p>—Sean Connery, British actor, in <i>From Russia With Love</i></p> <p>“Networking begins with introducing yourselves.” “You never have a second chance to make a good first impression.” Humans are social animals. To find an individual choosing to live alone in the world is so rare as to confirm that human beings need to live amongst each other and group together.</p>

III. Starting up

Aim

Ss get the main themes of the unit.

Design and steps

Interact with Ss. If Ss do not know how to say, use these words and phrases to help them. Share the latest information.

Leaning contents

1. How to read a Business Card?
2. Job titles. Make the list longer.
3. Talk about yourself.

IV. Vocabulary

Aim

Students learn word partnerships and can discuss some of the issues raised.

Design and steps

This part is assigned to Ss before class and would be checked in class. Teacher goes round the class and assists where necessary. Encourage Ss to share more about Chinese companies.

Learning contents

1. Complete the chart of countries and nationalities below using the words from the box. Add other countries and nationalities.
2. Work in pairs. Ask and answer questions about the nationality of the companies from the box below.
3. What are the most famous companies in the world, in your opinion? What is their nationality?

V. Listening

Aim

Ss listen to a managing director in a consultancy and get what he says about the function of brands and what they have done for Nokia.

Design and steps

- 1.Explain to students who Jeremy Keeley is and add it to the job title list.
2. Explain consultancy, an organization that sells expertise and advice in particular areas to other companies.
3. Play the recording once through so Ss can get the main idea; Then play it again, stopping after each sentence to explain any difficulties (e.g.manifestation, recognition,perception).

4. Then play it a third time, stopping after each sentence so that students can complete the exercise.
5. With the whole class, ask individual students for the answers. Explain any remaining difficulties.

Learning contents

1. Listen to him introducing himself in the first part of the interview and decide whether these statements are true (T) or false (F). Correct the false ones.
2. Complete what Jeremy says about meeting new business contacts and exchanging business cards.

VI. Reading 1: From small town to global leader

Aim

Ss read an article about a CEO of Burberry to know her efforts to success and learn to retell the story.

Design and steps

1. Introduce the background information;
2. Ss skim the article quickly and say the points that are mentioned;
3. Ss read the article and complete the notes in the maps. Then correct the mistakes;
4. Ss focuses on some important new words, ask Ss make sentences and paraphrase some difficult sentences;
5. Ss summarize the main idea of the passage;
6. Ss say what they get from the reading.

Learning contents

1. Background information:

Burberry's success story is based on the simple idea that clothing must protect you from British weather. Thomas Burberry was only 21 when he invented the gabardine, a legendary fabric still used in the brand's collections, a breathable and waterproof fabric, a real revolution in fashion. The Burberry trench coat in gabardine was invented during WWI. The functional design includes shoulder straps for attaching military equipment such as gloves and whistles, grenade rings, wind breaker flaps and rain flap to allow water to run off the garment.

2. Important words or phrases
3. Paraphrasing
4. Work in pairs. Write five questions about Angela Ahrendts and Burberry.
5. Now work with a different partner. Close your books and ask each other your questions from Exercise C. See who can remember the most answers!

VII. Reading 2: Business diary: Paul Tribble, Paul Watson

Aim

Ss read an article about the two brothers' new business.

Design and steps

1. Introduce the background information;
2. T focuses on some important new words, ask Ss make sentences and paraphrase some difficult sentences;
3. Ss summarize the main idea of the passage;
4. Ss say what they get from the reading.

Learning contents

1. Questions :What is the first thing you do when you go to work or college?
What do you do at lunchtime?
2. Important words or phrases.
3. Paraphrasing.
4. Talk about a company that you know.

VIII. Skills

Aim

Ss listen to conversations to learn key language for introducing and meeting new colleagues at the first meeting.

Design and steps

1. Require Ss catch the main idea after the first listening. Do not hurry to complete the blank filling.
2. While listening to the second time, noticing the useful language.

Learning contents

1. Listen to three conversations about meeting people for the first time.
2. Complete these extracts.
3. Work in pairs or groups of three. Practise the conversation.

IX. Case Study: A job fair in Singapore.

Aim

Ss read the case and decide who will be the person for the job and say why to cultivate the ability of skills in Human resources.

Learning contents

	<ol style="list-style-type: none"> 1. Talk about the people in the profiles. 2. Talk to only one of the candidates. 3. Write an e-mail to your boss about the person you talked to at the conference. <p>X. Conclusion</p> <p>Ss learn about various brands, the image of Dior and Real hypermarket. They learn how to participate in business meetings and master relevant Business English registers through listening, speaking, reading and writing. They achieve the learning objectives.</p> <p>Part Three After Class</p> <p>I. Homework</p> <ol style="list-style-type: none"> 1. Write an E-mail in Case study. 2. Finish Exercises in Unit 1 in the Workbook . 3. Preview the words in Unit 2; Do an interview among classmates, teachers, friends on the topic of “travelling experiences”. <p>II. Extracurricular reading for Ss to have further study</p> <p>[1] 黄升民等, 中国品牌四十年 (1979-2019) [M],北京: 社会科学文献出版社, 2019 年.</p> <p>[2] 张驰, 黄升民. 中国品牌发展的反思[J]. 新闻与传播评论, 2019,72(01): 62 - 71.</p>
<p>教学反思</p>	<p>教师</p> <p>通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研, 对教学目标、教学内容、教学组织、教学方法与手段等, 进行反思总结, 如是否持续关注学生学习状态、学习效果等, 如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈, 进行教学反思和再教设计。</p> <p>学生</p> <p>课后完成查漏补缺; 及时完成相应的作业; 通过面谈、学习通和 QQ 等方式与老师积极互动。</p>

二、单元教案

单元名称	Unit 2 Work and Leisure	课时	6
教学目标 和要求	<p>In this unit, students should be able to</p> <p>obtain basic language for work and talk about the most important thing about work for themselves</p> <p>get familiar with business routines and know how to make a time schedule</p> <p>talk about how they spend their time and their preference for activities with useful phrases</p> <p>write an e-mail to express how they would like things to change in working conditions</p>		
教学 重点难点	<p>Important points</p> <p>basic language for work meeting the needs of business travelers; preference for activities with useful phrases</p> <p>Difficult points</p> <p>paraphrasing; expressing how they would like things to change in working conditions.</p>		
思政 切入点	<p>Cultivate the concept of labor and the spirit of dedication: Educate students to respect labor and love work.</p> <p>Guide the correct understanding of leisure activities: Develop positive and healthy leisure styles.</p>		
教学方式 、方法 和手段	<p>PBL,TBL, etc.</p> <p>discussion, practice, question-and-answer; case analysis; multimedia, blackboard, etc.</p>		
教学资源	<p>Offline resources</p> <p>Weng, Fengxiang. <i>Writing Practice for International Business English</i>, Shanghai: Shanghai Jiao Tong University Press, 2015.</p> <p>Online resources</p> <p>1. http://www.chinadaily.com.cn/</p> <p>2.王艳艳等，慕课《综合商务英语》，上海对外经贸大学，MOOC app.</p>		

<p>学生自主 学习设计</p>	<p>1. Search information about the leisure activities and their benefits; 2. Think about this: How to keep the balance between work/study and leisure to live a happy and meaning life?</p>
	<p>Teaching Contents</p> <pre> graph LR A[Work and leisure] --- B[What people want form work (Listening and discussion)] A --- C[Business Diary: Eugene Kaspersky (Reading 1)] A --- D[Business diary: Johan Roets (Reading 2)] A --- E[Talking about work and leisure (Business skills)] B --- F[Words and expressions for day, months and dates] B --- G[Leisure activities] B --- H[How to describe a job] C --- I[A typical day of a CEO] C --- J[Describing your routine] D --- K[What counts in a job] E --- L[The relations between work and leisure] E --- M[Words and expressions for work and leisure] F --- N[Hudson Design Inc.: Resolve issues with unhappy staff (Case Study)] G --- N H --- N I --- N J --- N K --- N L --- N M --- N </pre>
	<p>Part One Before Class</p> <p>I. Students preview new words, expressions and terms and finish the exercises in “Vocabulary” before Next Monday; prepare to do a presentation on Reading 2. II. Teachers check the assignments note down the difficult points.</p> <p>Part Two In Class</p> <p>I. Clearing up difficulties in homework of Unit 1. Ss do News broadcasting.</p> <p>II. Lead- in Quotation: “If you like what you do, it’s not work.” Maria Fiorini Ramirez, US business executive</p> <p>III. Starting up Aim Ss learn what we can get from work and learn to express themselves. Design and steps</p>

Ss share their own ideas about what they can get from work. The teacher takes the notes down and reinforce the words learning after the oral practice is done.

Learning contents

1. What do people want from work? Discuss in pairs.
2. Make three word partnerships in each section to find out what four people want from work.
3. Use the word partnerships from Exercise B and make a list

IV. Vocabulary

This part is assigned to Ss before class. The teacher provides the references and if there's any problem, solve this immediately.

V. Reading 1: Describing your routine Business diary: Eugene Kaspersky

Aim

Ss read about a CEO who works for a Russian security software company and get some basic information about his job.

Design and steps

1. Ss skim the article quickly and get the main idea;
2. Ss read the article and complete terms matching;
3. T focuses on some important new words, ask Ss make sentences and paraphrase some difficult sentences;
4. Ss summarize the main idea of the passage;
5. Ss say what they get from the reading.

Learning contents

1. Discussion: a typical day in the life of the CEO of a big company.
2. Answer the questions according to the reading.
3. Tell your partner about your day and your holidays.
4. Words exercises.

VI. Reading 2: This is my job: Business diary: Johan Roets

Aim

Ss read about a banker who Standard Bank Group, to master the related vocabulary and learn to express themselves.

Design and steps

1. Lead-in: What does a banker do?
2. Ss skim the article quickly and get the main idea;
3. Ss read the article and complete terms matching;
4. T focuses on some important new words, ask Ss make sentences and paraphrase some difficult sentences;
5. Ss summarize the main idea of the passage;
6. Ss say what they get from the reading.

Learning contents

1. Background information: Standard Bank Group
2. Important words or phrases: executive; solitude
3. Paraphrasing:
I do my best thinking in the morning and my best administration in the afternoon.
I sit on two boards and typically have six or eight meetings a week.
4. Discussion: Talk about your leisure activities.

VII. Listening: Working and relaxing

Aim

Ss listen to the recording to know about the typical day of an office worker and cherish what we have and try to better

Design and steps

1. Play the recording twice, or more often if necessary, pausing occasionally to give students time to tick the items in the list which are mentioned.
2. Get students to give the answers as a quick-fire whole-class activity.
3. Play the recording twice and get students to complete the notes.
4. Elicit answers from the students and explain any difficulties.

Learning contents

1. Question: What does she like most about her job?
2. In pairs, predict what Ros likes doing to relax.
3. Listen to the final part and check your answers.
4. Say about your typical day.

VIII. Skills: Talking about work and leisure

Aim

After listening to the recording, know how to express about your own job.

Design and steps

1. Require Ss catch the main idea after the first listening. Do not hurry to complete the blank filling.
2. While listening to the second time, Ss take notes quickly.
3. A role-play.

Learning contents

Jennifer North, Sales Director at Madison in New York, makes two telephone calls to Cristina Verdi, a fashion buyer in London.

1. Listen and finish the exercises;
2. Work in pairs. Tell your partner how you feel about your work or studies. Use phrases from the Useful language box.
3. Ask and answer questions about what you do in your free time. Use phrases from the Useful language box.

IX. Case Study: Hudson Design**Aim**

To express what you like and don't like about your job and what you want to change in your job; and try to find a good way to communicate.

Design and steps (WHAT, WHY, HOW)

1. Read the background, introduction and then identify the problems;
2. State the problems executives have had while on business trips.
3. How to solve these? Discuss what actions the travel agency needs to take.
4. Ss do a task in role-play.
5. Write a letter.

Learning contents

1. Background (Who we are; What we do; What we offer.)
2. Listen to a member of Human Resources interviewing one of the company's employees.
3. Meet as two groups: interviewers and employees. Make a list of the problems and decide which ones are important.
4. Choose three working conditions to change at Hudson Design.

Part Three After Class

I. Homework

1. Write an E-mail in Case study.

Ss should hand in the homework two days before next class so the teacher has time to check and then help them consolidate the important points in the next class. A sample email will be sent to Ss on QQ.

2. Finish Exercises in the Workbook.

3. Preview the words in Unit 3.

II. Extracurricular reading for Ss to have further study

[1] 杨海霞等, 基于 STM 分析旅行者对不同档次酒店的偏好差异[J]. 现代图书情报技术, 2016(09):51-57.

[2] April CY, D.PT .Words matter: The impact of workplace verbal aggressiveness on workgroup relationship conflict, work-life conflict, and employee-organization relationships[J].*Public Relations Review*,2023,49(1)

[3] 邵学全.从职场压力解读情绪管理[J].现代企业文化(上旬),2019(06):40-43.

教师

通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研,对教学目标、教学内容、教学组织、教学方法与手段等,进行反思总结,如是否持续关注学生学习状态、学习效果等,如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈,进行教学反思和再教设计。

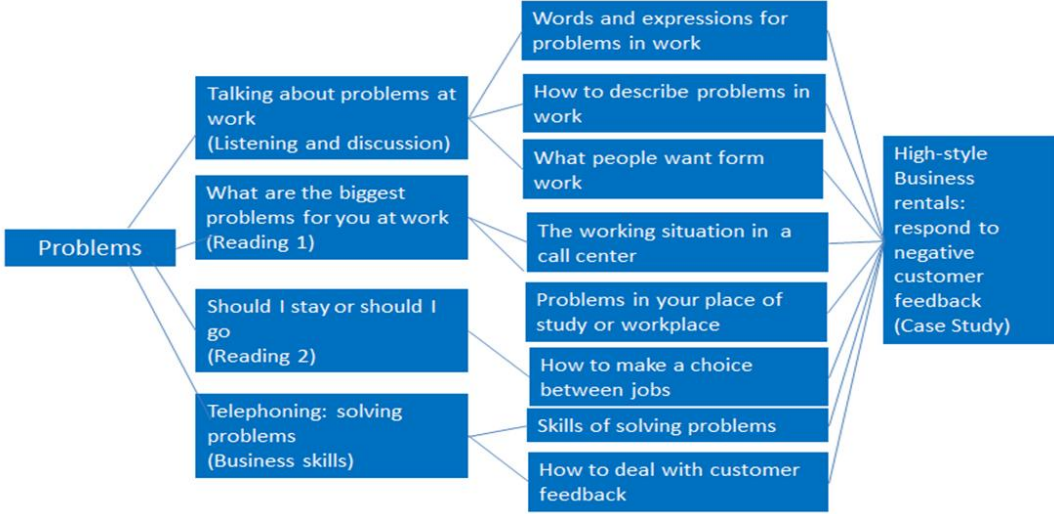
教学反思

学生

课后完成查漏补缺;及时完成相应的作业;通过面谈、学习通和 QQ 等方式与老师积极互动。

二、单元教案

单元名称	Unit 3 Problems	课时	6
教学目标和要求	<p>In this unit, students should be able to</p> <p>obtain basic language for talking about the problems for them at work or in studies;</p> <p>cooperate together in a group to work out problems;</p> <p>develop reading skills by learning how to grasp the main idea;</p> <p>write an e-mail to describe the problems at work and present suggestions.</p>		
教学重点难点	<p>Important points</p> <p>basic knowledge of talking about the problems;</p> <p>meeting skills;</p> <p>letter writing.</p> <p>Difficult points</p> <p>reading skills by learning how to grasp the main idea.</p>		
思政切入点	<p>Emphasize a positive mindset: Maintain an optimistic and positive attitude when facing problems.</p> <p>Cultivate innovative thinking: Encourage students to seek innovative methods in solving problems.</p> <p>Develop adaptability: Adapt to changes and challenges in the workplace and life.</p>		
教学方式、方法和手段	<p>PBL, TBL, etc.</p> <p>discussion, practice, question-and-answer;</p> <p>case analysis;</p> <p>multimedia, blackboard, etc.</p>		
教学资源	<p>Offline resources</p> <p>1. 翁凤翔. <i>Writing Practice for International Business English</i> [M]. 上海: 上海交通大学出版社. 2015.</p> <p>2. 覃金菊, 甘文平. 实用商务英语口语交际与信函写作 [M]. 武汉: 武汉大学出版社, 2016.</p> <p>Online resource</p> <p>http://www.chinadaily.com.cn/</p>		

<p>学生自主学习设计</p>	<p>1. Discuss and think: what problems might occur in our life/study/growing up/work?</p> <p>2. Online learning: 《创新思维与方法》第一章 1.1 创新的内涵与本质（武汉大学程明慕课）</p>
	<p>Teaching Contents</p>  <pre> graph LR Problems[Problems] --- A[Talking about problems at work (Listening and discussion)] Problems --- B[What are the biggest problems for you at work (Reading 1)] Problems --- C[Should I stay or should I go (Reading 2)] Problems --- D[Telephoning: solving problems (Business skills)] A --- A1[Words and expressions for problems in work] A --- A2[How to describe problems in work] A --- A3[What people want form work] B --- B1[The working situation in a call center] C --- C1[Problems in your place of study or workplace] C --- C2[How to make a choice between jobs] D --- D1[Skills of solving problems] D --- D2[How to deal with customer feedback] A1 --- E[High-style Business rentals: respond to negative customer feedback (Case Study)] A2 --- E A3 --- E B1 --- E C1 --- E C2 --- E D1 --- E D2 --- E </pre>
<p>教学过程设计</p>	<p>Part One Before Class</p> <p>I. Students preview new words, expressions and terms; finish the exercises in “Vocabulary” ; list some problems they might have in their life before Next Monday.</p> <p>II. Teachers check the assignments and note down the difficult points.</p> <p>Part Two In Class</p> <p>I. Feed-backs on last assignment. Ss do News broadcasting.</p> <p>II. Lead- in</p> <p>Quotation:</p> <p>“A problem is a chance for you to do your best.”</p> <p style="text-align: right;">Duke Ellington (1899–1974), US composer and musician</p> <p>Face the problems and even difficulties in your life and take an optimistic attitude to solve them and be a better self.</p>

III. Starting up

Aim

Ss get the main themes of the unit.

Design and steps

Interact with Ss. If Ss do not know how to say, use some words and phrases to help them. Share the latest information.

Learning contents

1. What sort of problems might these people have at work.
2. What problems do you have at work / in your studies?

IV. Vocabulary

This part is assigned to Ss before class. The teacher provides the references and if there's any problem, solve this immediately.

V. Listening: Typical work problems.

Aim

Ss listen to Jeremy Keeley, a specialist in change leadership, talks about problems he has at work. Offer solutions to his problems.

Design and steps

1. Play the recording once through so Ss can get the main idea; Then play it again, stopping after each sentence to explain any difficulties.
2. With the whole class, ask individual students for the answers. Explain any remaining difficulties.

Learning contents

1. True (T) or false (F). Correct the false ones.
2. Blank filling.
3. Answer the questions.
4. Complete what Jeremy says about meeting new business contacts and exchanging business cards.

VI. Reading 1: Workplace problems.

Aim

Ss read replies to know the problems of different people at a call-center and learn to respect and understand others.

Design and steps

1. Ss skim the article quickly and say the points that are mentioned;
2. Finish the exercises.
3. Ss say what they get from the reading.

Learning contents

1. Introduction:

A call center is a centralized department to which phone calls from current and potential customers are directed. Call centers can handle inbound and/or outbound calls, and be located either within a company or outsourced to another company that specializes in handling calls. Call centers focus on one communications channel, the telephone.

2. Important words or phrases

3. Paraphrasing

4. Work in pairs. Ask and answer questions about problems your parents might have in life.

VII. Reading 2: A work problem.

Aim

Ss read an article to know the difficulty of choosing to go or to stay and the possible solutions; cultivate a positive attitude to face and solve the problems.

Design and steps

1. Introduce the background information;

2. T focuses on some important new words, ask Ss make sentences and paraphrase

some difficult sentences;

3. Ss summarize the main idea of the passage;

4. Ss say what they get from the reading.

Learning contents

1. Background information

2. Important words or phrases: desperate; approach

3. Paraphrasing:

After all, it takes time to be accepted into a successful team. (para.1)

Try to negotiate a return with a lot more money and a promotion. (para.3)

4. Discuss your solutions.

VIII. Skills: Telephoning: solving problems.

Aim

Ss listen to conversations to learn to solve problems; Cultivate innovative thinking.

Design and steps

1. Listen and fill in the blanks.
2. Use these role cards to role-play a conversation. Use some of the expressions from the Useful language box.

Learning contents

1. Listen to three conversations about meeting people for the first time.
2. Complete these extracts.
3. Work in pairs or groups of three. Practise the conversation.

IX. Case Study: High-Style Business Rentals

Aim

Ss read the case and decide how to solve the complaints.

Design and steps(WHAT, WHY, HOW)

1. Read the background, introduction and then identify the problems;
2. Discuss what actions the travel agency needs to take.
3. Ss do a task in role -play.

Learning contents

1. Read the ad and get the basic information:

High-Style Business Rentals provides apartments for businesspeople who are working abroad. Guests usually want to stay in high-quality apartments which are well furnished and equipped.

2. Listen to the complaints,compare what the online advertisement promises with the guests' experience of the apartments. Say what is different.

3. Role-play.

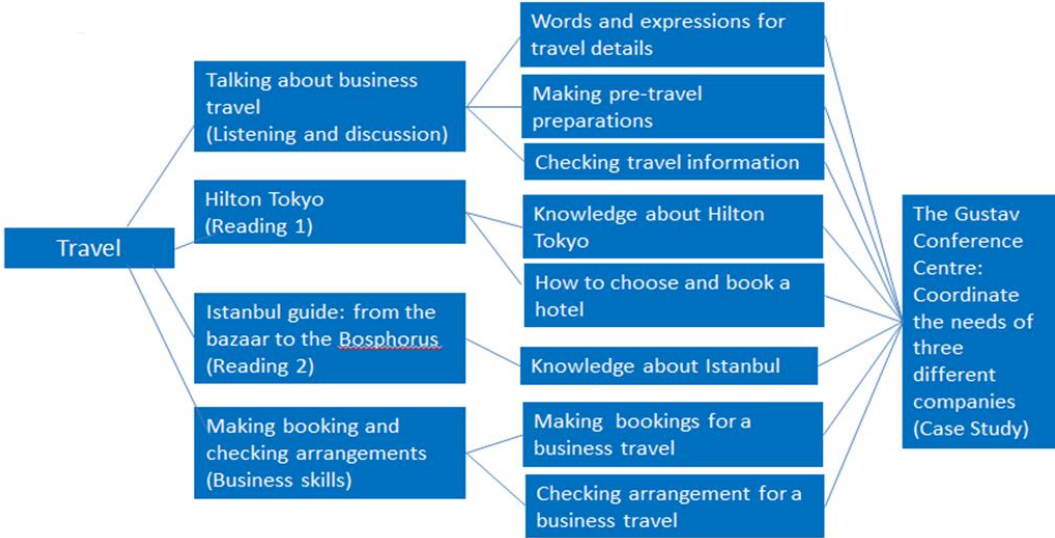
You are Manager at High-Style Business Rentals. Talk to to Jason Parker at Head Office. Explain the problems you have with High-Style guests. Say that you want to discuss High-Style's future advertising policy

X. Summary of the unit, to check if we have achieved the objectives

	<div data-bbox="349 197 678 230" data-label="Section-Header"> <p>Part Three After Class</p> </div> <div data-bbox="349 248 539 282" data-label="Section-Header"> <p>I. Homework</p> </div> <div data-bbox="349 300 1374 483" data-label="List-Group"> <ol style="list-style-type: none"> 1. Writing an E-mail in Case study. 2. Finish Exercises in Unit 3 in the Workbook . 3. Preview the words in Unit 4; Do an interview among classmates, teachers, friends on the topic of “travelling experiences” and share this in the next class. </div> <div data-bbox="349 501 1115 535" data-label="Section-Header"> <p>II. Extracurricular reading for Ss to have further study</p> </div> <div data-bbox="349 553 1417 866" data-label="Bibliography"> <p>[1] 王颖, 王笑宇.中国公务员的职场去留动机:职业承诺及其影响因素研究[J]. 中国行政管理, 2016(05):79-83.</p> <p>[2] 王仙,李涛.大学生初入职场常见问题及建议[J]. 经贸实践, 2017(04):249.</p> <p>[3] 杨雯.《老板不知道的我》老友季：打造职场问题沟通指南[N]. 中国新闻出版广电报,2023-11-29(006).DOI:10.28907/n.cnki.nxwcb.2023.003410.</p> </div>
<div data-bbox="183 1361 282 1451" data-label="Section-Header"> <p>教学反思</p> </div>	<div data-bbox="349 891 419 925" data-label="Section-Header"> <p>教师</p> </div> <div data-bbox="349 943 1417 1205" data-label="Text"> <p>通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研，对教学目标、教学内容、教学组织、教学方法与手段等，进行反思总结，如是否持续关注学生学习状态、学习效果等，如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈，进行教学反思和再教设计。</p> </div> <div data-bbox="349 1274 419 1308" data-label="Section-Header"> <p>学生</p> </div> <div data-bbox="349 1326 1417 1424" data-label="Text"> <p>课后完成查漏补缺；及时完成相应的作业；通过面谈、学习通和 QQ 等方式与老师积极沟通交流。</p> </div>

二、单元教案

单元名称	Unit 4 Travel	课时	6
教学目标 和要求	In this unit, students should be able to obtain basic language for travel; learn how to make bookings and check arrangements for a business trip; develop reading skills by scanning for specific information or answering; comprehension questions that require a more detailed understanding of the text.		
教学 重点难点	Important points basic language for travel make bookings and check arrangements for a business trip letter writing. Difficult points reading skills by scanning for specific information or answering		
思政 切入点	Cultivate safety awareness: Teach students to pay attention to their own safety during travel and business trips. Cultivate the ability of independence: Encourage students to independently solve problems during travel and business trips. Cultivate patriotic feelings: Enhance the love and pride for the motherland through understanding domestic and foreign travel and business trips.		
教学方式 、方法 和手段	PBL,TBL, etc. discussion, practice, question-and-answer; role-play; case analysis; hierarchical teaching multimedia, blackboard, etc.		
教学资源	Online resources 1. https://www.163.com/dy/article/HM3478SE0514R9L4.html , CPC Faces: Fan Jinshi, 'The Daughter of Dunhuang' 2. https://newsen.pku.edu.cn/news_events/news/people/9389.html , Fan Jinshi: The daughter of Dunhuang Offline resource 覃金菊, 甘文平. 实用商务英语口语交际与信函写作[M]. 武汉: 武汉大学出版社, 2016.		

<p>学生自主 学习设计</p>	<p>1. https://www.bilibili.com/video/BV1v94y1B72n/?vd_source=ab60dae54135046a508e0c936f7bff07 (中国脊梁：我心归处是敦煌) (There is no limit on the words and submit it to Xuexitong) ; (Key words: cultural legacy; geoeducation ; the daughter of Dunhuang; the stories about China)</p> <p>2. Read the papers suggested by the teacher.</p>
<p>教学 过程 设计</p>	<p>Teaching Contents</p>  <p>Part One Before Class</p> <p>I. Students preview new words, expressions and terms; finish the exercises in “Vocabulary” ; think of some travelling problems you might have in your trip.</p> <p>II. Teachers check the assignments and note down the difficult points.</p> <p>Part Two In Class</p> <p>I. Clearing up difficulties. Ss do News broadcasting.</p> <p>II. Lead- in</p> <p>Quotation:</p> <p>“He who lives sees much. He who travels sees more”. “He who lives sees, but he who travels witnesses much more”.</p> <p>http://artbysalman.com/portfolio/the-traveler-dubai-wall-art-print/</p> <p>III. Starting up</p> <p>Aim</p>

Ss learn the basic language about travelling and cultivate a global perspective when travelling.

Design and steps

1. Interact with Ss. If Ss do not know how to say, use words and phrases to help them.
2. Listen, follow and repeat.

Learning contents

1. How/when/where/with whom/why/do you travel?
2. What do/don't you like about travelling?
3. Where can travellers hear or say these things, identify the possible occasions.

IV. Vocabulary

This part is assigned to Ss before class. The teacher provides the references and if there's any problem, solve this immediately.

V. Listening: Typical work problems.

Aim

To learn the basic language about choice of the class and the hotel when travel and learn to express oneself in a clear and direct way.

Design and steps

1. Ss listen to Liz Credé who talks about travelling on business.
2. Answer the questions.
3. Discuss and predict.
4. Follow the recording while watching the script.
5. Repeat and retell.
6. Check the answers.

Learning contents

1. Q&A.
2. Prediction.
3. Answer the questions.
4. Where would you most like to go for a business conference, and why?

VI. Reading 1: Hilton Tokyo.

Aim

Ss read to learn about the Hilton Worldwide Holdings Inc., an

American multinational hospitality company.

Design and steps

1. Ss skim the article quickly and say the points that are mentioned.
2. Finish the exercises.
3. Ss say what they get from the reading.

Learning contents

1. Background information:Hilton Worldwide Holdings Inc.
2. Important words or phrases; word partnerships
3. Paraphrasing
4. Retelling the passage

VII. Reading 2: Dunhuang UNESCO Global Geopark.

Aim

Ss read an article to know more about Dunhuang, the geoheritage of China and the world; Enhance the pride and sense of identity with one's own cultural heritage.

Design and steps

1. Ask Ss to talk about their homework reading.
2. T focuses on some important new words, ask Ss make sentences and paraphrase some difficult sentences;
3. Ss summarize the main idea of the passage;
4. Ss say what they get from the reading.

Learning contents

1. Background information:

Since the 2nd century BC, Dunhuang has been a crucial stopover for Western and oriental merchants who search for trade and business. Carved into the cliffs above the Dachuan River, the Mogao Caves south-east of the Dunhuang oasis, Gansu Province, comprise the largest, most richly endowed, and longest used treasure house of Buddhist art in the world.

- 2.Important words or phrases

3. Paraphrasing:

...and the Mogao Grottoes, a World Heritage Site, which were excavated in the Quaternary strata and perfectly embody the combination of geoheritage and culture. ...Among them, the Yardang landform is globally rare for its...

4. True or False questions

VIII. Skills: Making bookings and checking arrangements.

Aim

Ss learn to make bookings and check arrangements; Encourage students to independently solve problems during travel and business trips.

Design and steps

1. Listen and Answer the questions.
2. Use these role cards to role-play a conversation.

Learning contents

1. Listen to the phone call and choose the correct answers.
2. Role-play the telephone call. Use some of the expressions from the Useful language box.

IX. Case Study: The Gustav Conference Centre

Aim

Ss read the case and decide how to arrange the clients; Learn to collaborate and help each other in team or business arrangements; be aware of that honesty and trustworthiness are the basis of good communication.

Design and steps

1. Read the background, introduction and then identify the problems;
2. How to solve these? Discuss how to meet the needs of different clients.
3. Ss do a task in role-play.

Learning contents

1. Read the requirements.
2. Listen to the recordings and take the notes down.
3. Discuss:

Which meeting room do you want to offer each company?

What will you say to the conference organizer at JooC Designs?

Is there a problem with the seminar rooms?

If so, how can you solve it?

4. Role-play the telephone calls. Take turns playing the role of the Manager and conference organizer.

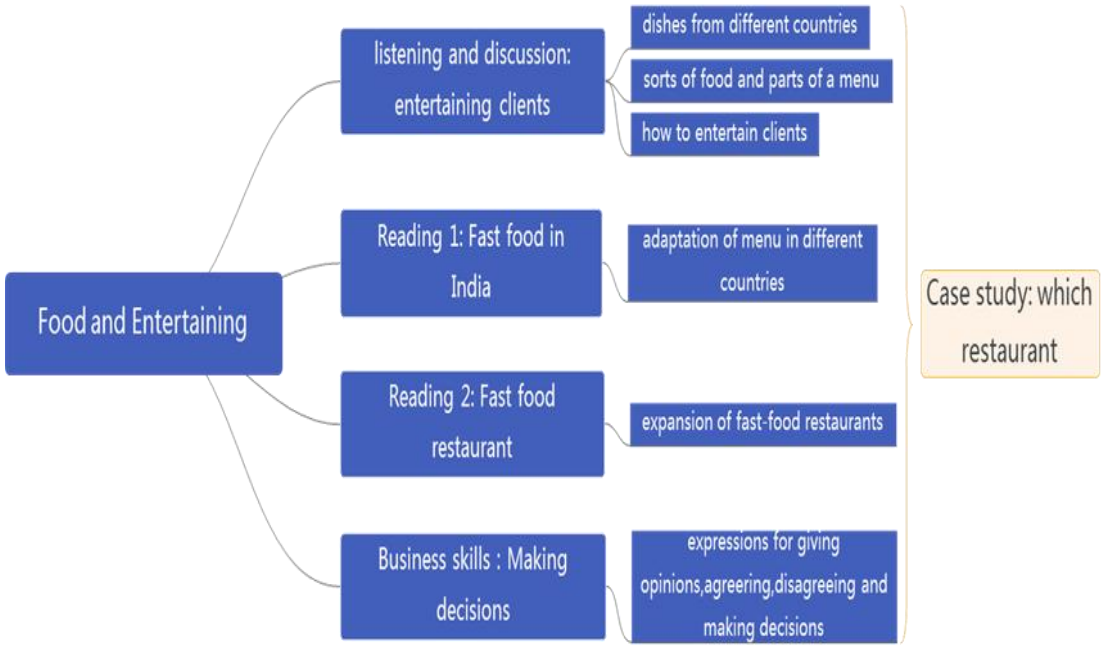
X. Summarize the unit to check if we have achieved the objectives.

Part Three After Class

	<p>I. Homework</p> <ol style="list-style-type: none"> 1. Write an E-mail in Case study. 2. Finish exercise D: over to you and check next time. 3. Watch the documentary film: 《中国脊梁》第五集：我心归处是敦煌 樊锦诗） https://www.bilibili.com/video/BV1v94y1B72n/?vd_source=ab60dae54135046a508e0c936f7bffa07, and write an short essay, submit it to the platform Xuexitong; 4. Recite one of the natural paragraphs therein, and it will be checked in the fifth class hour. Select an excellent representative from among the students who have completed with particularly good effects, and carry out role-playing before the start of the next unit, with the identity as a tour guide of the Dunhuang Geopark, to introduce the cultural heritage in the interaction and answer the questions of tourists. 5. Finish Exercises in Unit 4 in the Workbook . 6. Preview the words and finish the exercises in vocabulary in Unit 5. <p>II. Extracurricular reading for Ss to have further study</p> <p>[1]付冰冰.探秘中国十大地质公园[J].人才资源开发, 2018(19):95-96. DOI:10.19424/j.cnki.41-1372/d.2018.19.064.</p> <p>[2]于延龙,武法东,王彦洁,等.利于可持续发展的中国敦煌地质公园地质遗迹分级与保护[J].中国人口·资源与环境,2016,26(S2):300-303.</p> <p>[3]Wang X ,Gu Y .Protection and Communication Strategy of Traditional Culture from the Perspective of Digital Humanities - An Example of Digital Dunhuang Project[J].SHS Web of Conferences,2023,159</p>
教学反思	<p>教师</p> <p>通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研，对教学目标、教学内容、教学组织、教学方法与手段等，进行反思总结，如是否持续关注学生学习状态、学习效果等，如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈，进行教学反思和再教设计。</p> <p>学生</p> <p>课后完成查漏补缺；及时完成相应的作业；通过面谈、学习通和 QQ 等方式与老师积极互动。</p>

二、单元教案

单元名称	Unit 5 Food and entertaining	课时	6
教学目标和要求	In this unit, students should be able to learn food words; grasp the way that fast-food companies have adapted their menus in different countries to suit local tastes; make decisions to choose restaurants to entertain customers; write an e-mail to invite customers to dinner.		
教学重点难点	Important points localizing the products and services making decisions to choose restaurants letter writing. Difficult points make decisions to choose restaurants to entertain customers;		
思政切入点	Emphasize the concept of healthy eating: Guide students to establish healthy eating habits. Promote local catering brands: Enhance recognition and support for local brands. Understand the significance of the localization of international catering brands: Cultivate an open and inclusive mindset.		
教学方式、方法和手段	PBL,TBL, etc. discussion, practice, question-and-answer; multimedia, blackboard, etc. case analysis;		
教学资源	Offline resources 1. 翁凤翔. <i>Writing Practice for International Business English</i> [M].上海: 上海交通大学出版社.2015. 2. 覃金菊, 甘文平. 实用商务英语口语交际与信函写作[M]. 武汉: 武汉大学出版社, 2016. Online resources 1. www. chinadaily.com.cn 2. 杨铭铎,边疆.中国美食海外认知度现状调查研究[J].四川旅游学院学报,2018(06):30-34+50.		

<p>学生自主 学习设计</p>	<p>Prepare a presentation about a Chinese dish which they can cook or like. They can improve and polish this in winter holiday and get ready for the contest.</p>
<p>教学 过程 设计</p>	<p>Teaching Contents</p>  <p>Part One Before Class</p> <p>I. Students preview new words, expressions and terms and finish the exercises in “Vocabulary” before Next Monday.</p> <p>II. Teachers check the assignments and note down the difficult points.</p> <p>Part Two In Class</p> <p>I. Feed-backs on last assignments. Ss do News broadcasting.</p> <p>II. Lead- in</p> <p>Quotation</p> <p>Rest is a good thing, but boredom is its brother.</p> <p style="text-align: right;">Duke Ellington (1899–1974), US composer and musician</p> <p>Rest, which is generally considered to be beneficial and necessary for our Well-being, can sometimes lead to boredom. In other words, when we take a break or rest from our usual activities, there is a possibility that we might feel bored or lack engagement.</p>

III. Starting up

Aim

Ss get the main themes of the unit.

Design and steps

Interact with Ss. If Ss do not know how to say, use these words and phrases to help them. Share the latest information.

Learning contents

1. What do business people usually have for breakfast/lunch/supper?
2. Typical dishes in some countries and the adjectives.

IV. Vocabulary

This part is assigned to Ss before class. The teacher provides the references and if there's any problem, solve this immediately.

V. Reading 1: India likes fast-food chains

Aim

Ss read replies to know India fast food restaurants and its localization.

Design and steps

1. Ss skim the article quickly and say the points that are mentioned.
2. Finish the exercises.
3. Ss say what they get from the reading.

Learning content

1. Background information:

Just like Indian culture, food in India has been influenced by various civilizations, which have contributed their share in its overall development and the present form.

2. Important words or phrases: vegetarian, topping

3. Paraphrasing:

Busy lives, higher salaries and an increasing number of women at work all mean there is a lot of demand in India for fast food. (para. 1)

International fast-food companies like McDonald's know how important it is to adapt their food for Indian tastes. (para. 4)

4. Work in pairs. Ask and answer questions about problems you might have when you have in a foreign restaurant.

5. Choose a fast-food chain in China and decide on two ways to improve it.

VI. Reading 2: Yum plans to be the McDonald's of China

Aim

Ss read an article to know an example of restaurant in China; understand their own strengths, weaknesses, interests, and values, and guide them to make reasonable career plans; better adapt to the workplace and handle interpersonal relationships.

Design and steps

1. Introduce the background information;
2. T focuses on some important new words, ask Ss make sentences and paraphrase some difficult sentences;
3. Ss summarize the main idea of the passage;
4. Ss say what they get from the reading.

Learning contents

1. Background information

Yum China Holdings, Inc. is China's leading restaurant company with a vision of becoming the world's most innovative pioneer in restaurant industry. From a single restaurant in 1987, the company operated 9,295 restaurants in over 1,400 cities and towns spanning every province and autonomous region across mainland China as of the end of March 2020. It now has the exclusive right to operate and sub-license the KFC, Pizza Hut and Taco Bell brands in China, and owns the East Dawning, Little Sheep, Huang Ji Huang and COFFii& JOY concepts outright.

2. Important words or phrases

3. Paraphrasing

The company is trying to copy that success in India and other parts of Asia with more local dishes, extended hours and breakfast. (para.4)

Executives call the brand's performance in the USA 'disappointing' and 'terrible'. (para.7)

4. Discuss your solution.

Do you think more fast-food restaurants are a good idea?

V. Listening: Typical work problems.

Aim

Ss listen to Jeremy Keeley, a specialist in change leadership, talks about

problems he has at work. Offer solutions to his problems.

Design and steps

1. Play the recording once through so Ss can get the main idea; Then play it again, stopping after each sentence to explain any difficulties
2. With the whole class, ask individual students for the answers. Explain any remaining difficulties.

Learning contents

1. True (T) or false (F). Correct the false ones.
2. Blank filling.
3. Answer the questions.
4. Complete what Jeremy says about meeting new business contacts and exchanging business cards.

VIII. Skills: Telephoning: solving problems.

Aim

Ss listen to conversations to learn to solve problems. Stay cool when you face some difficult problems.

Design and steps

1. Listen and fill in the blanks.
2. Use these role cards to role-play a conversation. Use some of the expressions from the Useful language box.

Learning contents

1. Listen to three conversations about meeting people for the first time.
2. Complete these extracts.
3. Work in pairs or groups of three. Practise the conversation.

IX. Case Study: High-Style Business Rentals

Aim

To choose the right place for guests and cultivate the ability to make good arrangements.

Design and steps

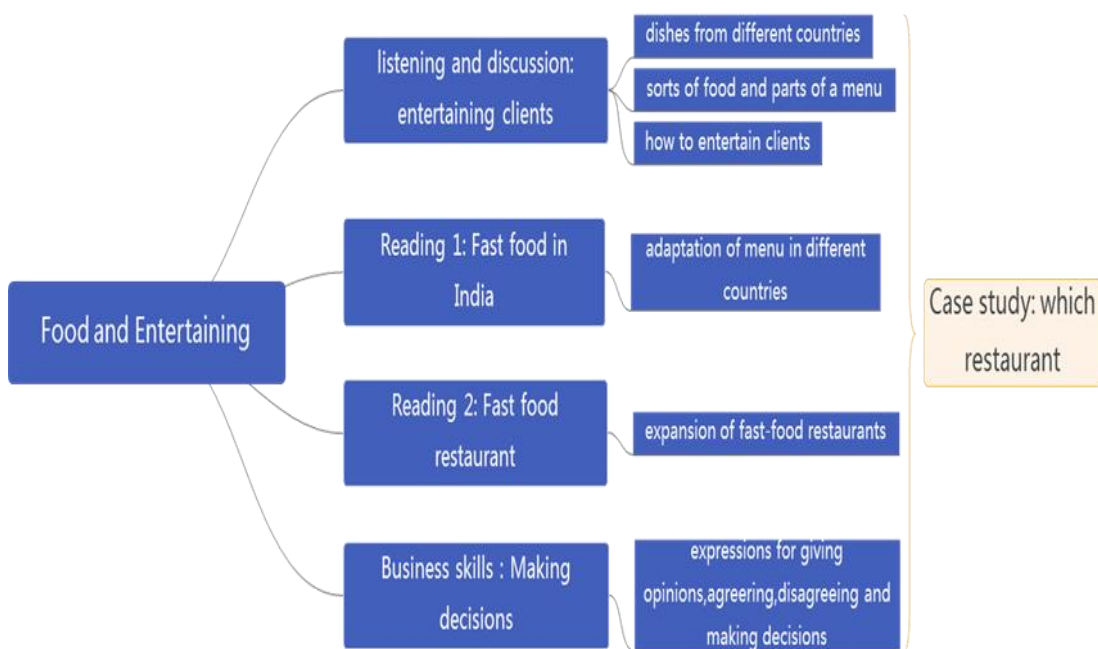
1. Read the background, introduction.
2. Compare the different restaurants.
3. Discuss to make a decision.
4. Ss do a task in role -play.

	<p>Learning contents</p> <ol style="list-style-type: none"> 1. Read the ads. Learn from the ads to make one in the next semester. 2. Slogan, introduction, menu, what people say. 3. The information and the preferences of the customers. 4. Discussion and invitation to the restaurant. 5. Role-play. <p>X. Summarize the unit to check if the objectives are achieved.</p> <p>Part Three After Class</p> <p>I. Homework</p> <ol style="list-style-type: none"> 1. Write an E-mail in Case study. 2. Finish Exercises in Unit 3 in the Workbook . 3. Preview the words in Unit 6; Introduce a Chinese dish you like and show how to make it. <p>II. Extracurricular reading for Ss to have further study</p> <p>[1] 庞文英.跨国公司营销策略本土化研究——以肯德基为例[J].国际品牌观察,2023(15):34-43.</p> <p>[2] 王静.跨国公司本土化营销战略选择探讨[J].现代营销(经营版),2021(09):190-191.DOI:10.19921/j.cnki.1009-2994.2021-09-0190-093.</p> <p>王江骥.肯德基在中国的本土化营销策略研究[J].商业经济,2018,(03):76-77.</p>
<p>教学反思</p>	<p>教师</p> <p>通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研，对教学目标、教学内容、教学组织、教学方法与手段等，进行反思总结，如是否持续关注学生学习状态、学习效果等，如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈，进行教学反思和再教设计。</p> <p>学生</p> <p>课后完成查漏补缺；及时完成相应的作业；通过面谈、学习通和 QQ 等方式与老师积极互动。</p>

二、单元教案

单元名称	Unit 6 Buying and Selling	课时	6
教学目标和要求	In this unit, students should be able to talk about what products people buy and when and how often they buy them; know some global companies and the reasons for their successes; use information about products to buy or sell; write an email to a manufacturer to ask for catalogue, price list and product samples which are interested in .		
教学重点难点	Important points use information about products to buy or sell write an email to a manufacturer letter writing. Difficult points know some global companies and the reasons for their successes		
思政切入点	Cultivate the awareness of integrity: Emphasize the importance of honesty and trustworthiness in buying and selling. Promote the spirit of working hard: Motivate students to work hard through the cases of successful companies. Cultivate innovative thinking: Explore the innovations of successful companies and encourage students to develop innovative capabilities.		
教学方式、方法和手段	PBL, TBL, etc. discussion, practice, question-and-answer; case analysis; multimedia, blackboard, etc.		
教学资源	1. 罗杰·道森 优势谈判 北京：北京联合公司出版社，2022. 2. www.chinadaily.com.cn		
学生自主学习设计	Prepare a presentation about a Chinese company.		

Teaching Contents



Part One Before Class

I. Students preview new words, expressions and terms and finish the exercises in “Vocabulary” before Next Monday.

II. Teachers check the assignments and note down the difficult points.

Part Two In Class

I. Feed-backs and review of the key points. Ss do news broadcasting.

II. Lead- in

1. What was the last thing you bought?
2. Where did you buy it?
3. What do you usually buy online?

Quotation:

I buy when other people are selling.

J. Paul Getty (1892–1976), US entrepreneur, oil-industry executive and financier

This sentence conveys an investment strategy or idea, namely to look for the opposite operating moment in the market, which possibly means to spot the chance to purchase when others are selling.

III. Starting up

Aim

Ss get the main themes of the unit.

Design and steps

Interact with Ss. If Ss do not know how to say, use these words and phrases to help them. Share the latest information.

Learning contents

1. Listen to three people talking about the products they buy. Where and when do they buy them? Complete a chart.

2. Work in pairs. Choose two other products you buy. Talk about where and how often you buy them.

IV. Vocabulary1&2

This part is assigned to Ss before class. The teacher provides the references and if there's any problem, solve this immediately.

V. Reading 1: A success story

Aim

Ss read replies to know a brand: Uniqlo; draw the strong points from the foreign brands.

Design and steps

1. Ss skim the article quickly and say the points that are mentioned;
2. Finish the exercises.
3. Ss say what they get from the reading.

Learning contents

1. Background information: UNIQLO is a well-known Japanese brand that offers a wide range of high-quality clothing and accessories. It is renowned for its simple, functional, and stylish designs that cater to a diverse customer base.

2. Important words or phrases: flag-ship store; collection

3. Paraphrasing

The company sells high-quality casual clothes at low prices. (para.1)

The relaunch of Uniqlo began in November 2006 with the opening of a flagship store in New York. (para.2)

4. Work in pairs. Ask and answer questions about problems your parents might have in life.

VI. Reading 2: IKEA: lower prices, higher sale

Aim

Ss read an article to know a global company: Ikea and draw the strong points from the successful foreign brands.

Design and steps

1. Introduce the background information;

2. T focuses on some important new words, ask Ss make sentences and paraphrase

some difficult sentences;

3. Ss summarize the main idea of the passage;

4. Ss say what they get from the reading.

Learning contents

1. Background information:

IKEA is a renowned global home furnishing brand with a significant presence around the world. It was founded in Sweden and has since expanded to numerous countries.

The company is renowned for its wide range of stylish and functional furniture, home accessories, and household items. IKEA offers products that are designed to be affordable yet durable, making them accessible to a broad customer base.

2. Important words or phrases:

Innovative, furnishing, specialize in

3. Paraphrasing

It wanted to make innovative, stylish products and to keep prices down. (para.3)

There were not enough security staff and police to manage the crowd, and some people hurt themselves in the rush to get into the store! (para.5)

4. Discuss: What makes a business successful?

VII. Listening: How to sell

Aim

Ss listen to Rose, a management consultant, to get some advice about selling.

Design and steps

1. Play the recording once through so Ss can get the main idea; Then play it again, stopping after each sentence to explain any difficulties.

2. With the whole class, ask individual students for the answers. Explain any remaining difficulties.

Learning contents

1. Listen to Ros talking about what being a successful buyer involves.

2. Answer the question: What's the best thing you have bought?

3. What advice would you give to new sales staff?

4. What mistakes do salespeople often make?

VIII. Skills: Describing a product.

Aim

Ss listen to conversations to learn to describe a product.

Design and steps

1. Listen.
2. Fill in the blanks.
3. Role-play a conversation. Use some of the expressions from the Useful language box.

Learning contents

1. Listen to an ad for a new women's bag;
2. Exchange experiences of buying.
3. Work in pairs or groups of three as if they were on a trade fair. Practise the conversation.

IX. Case Study: NP INNOVATIONS

Aim

Ss read the case and decide how to choose products.

Design and steps

1. Ss read the background, introduction.
2. Ss identify the problems.
2. Ss do a task in role -play.

Learning contents

1. Background information:
NP Innovations (NPI) is a group of stores in Seattle, US, selling gifts for the home, office and travel. At present, the company is looking for an exciting product to add to its toy or sports goods sections.
2. Listen to the conversation.
3. Discuss the features of a product.
4. Tell each other about your products and complete the chart for the other two products.
5. Role-play.

X. Summary of the unit.

	<div>Part Three After Class</div> <div>I. Homework 1. Everyday news from Chinadaily the website. 2. Write an E-mail in Case study. 3. Finish Exercises in Unit 6 in the Workbook . 4. Preview the words in Unit 7 and finish the exercises in the “Vocabulary”. 5. Describe a person you know about and share the description with the classmates.</div> <div>II. Extracurricular reading for Ss to have further study [1] 胡劲颖,吴梦柯.新4C营销理论视角的小米手机印度市场社群营销策略研究 [J].商业经济,2023(02):66-68.DOI:10.19905/j.cnki.syjj1982.2023.02.030. [2] 林烨.华为的品牌国际化策略——原产地效应视角[J].中国外 资,2023(12):80-82. [3] 施卓敏,李璐,张湘昀.高质量“走出去”的中国品牌名录和新锐出海品牌典 型 案例[J].商业经济,2023(01):87-95.DOI:10.19905/j.cnki.syjj1982.2023.01.058. [4]刘佳.格力电器国际化经营战略研究[J].科技创新与生产力,2023,44(11):1- 3+8. .</div>
教学反思	<div>教师 通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教 研，对教学目标、教学内容、教学组织、教学方法与手段等，进行反思总 结，如是否持续关注学生学习状态、学习效果等，如何在引导学生实现学习 目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并 反馈，进行教学反思和再教设计。</div> <div>学生 课后完成查漏补缺；及时完成相应的作业；通过面谈、学习通和 QQ 等 方式与老师积极互动。</div>

二、单元教案

单元名称	Unit 7 People	课时	6
教学目标 和要求	In this unit, students should be able to describe characteristics of a person; brainstorm a list of qualities necessary to be a successful businessperson; suggest possible solutions to deal with problems at work; write a reply to someone who asks for suggestions for their problems at work.		
教学 重点难点	Important points qualities necessary to be a successful businessperson; write an email to a manufacturer possible solutions to deal with problems at work letter writing Difficult points suggest possible solutions to deal with problems at work;		
思政 切入点	Cultivate leadership: Discuss the leadership traits and management styles of successful people. Improve communication skills: Effectively communicate with others to solve conflicts and problems. Emphasize the sense of responsibility: Let students understand the importance of responsibility and commitment in management.		
教学方式 、方法 和手段	PBL,TBL, etc. discussion, practice, question-and-answer; case analysis; multimedia, blackboard, etc.		
教学资源	Offline resources 1. Weng, Fengxiang. <i>Writing Practice for International Business English</i> , Shanghai: Shanghai Jiao Tong University Press, 2015. 2. 罗虹等编.商务英语选读（第二版）[M]. 武汉: 武汉大学出版社; 2009. Online resources 1. http://www.xinhuanet.com/english/ 2. http://www.chinadaily.com.cn/ 3. CNKI		

<p>学生自主 学习设计</p>	<p>Describe a person you know about and tell the strong points of this person.</p>
<p>教学 过程 设计</p>	<div data-bbox="336 427 600 461"> <p>Teaching Contents</p> </div> <div data-bbox="363 488 1401 972"> <pre> graph LR People[People] --- L1[listening and discussion: Managing people] People --- L2[Reading 1: Andrea Jung] People --- L3[Reading 2: A family business skills] People --- L4[Business skills: Dealing with problems] L1 --- L1_1[advantages and disadvantages of working at home or in the office] L1 --- L1_2[describing characteristics of people] L1 --- L1_3[good and bad management style] L2 --- L2_1[factors contributed to Andrea Jung's success] L3 --- L3_1[How to manage a family business] L4 --- L4_1[describing problems, responding and making suggestions] L2 --- L4 L3 --- L4 L4 --- Case[Case study: Tell us about it] </pre> </div> <div data-bbox="336 1010 655 1043"> <p>Part One Before Class</p> </div> <div data-bbox="336 1072 1393 1200"> <p>I. Students preview new words, expressions and terms and finish the exercises in “Vocabulary” before Next Monday.</p> <p>II. Teachers check the assignments note down the difficult points.</p> </div> <div data-bbox="336 1229 600 1263"> <p>Part Two In Class</p> </div> <div data-bbox="336 1292 1278 1326"> <p>I. Feed-backs and review of the key points. Ss do news broadcasting.</p> </div> <div data-bbox="336 1355 499 1386"> <p>II. Lead- in</p> </div> <div data-bbox="368 1400 525 1433"> <p>Quotation:</p> </div> <div data-bbox="352 1444 1000 1478"> <p>A company is only as good as the people it keeps.</p> </div> <div data-bbox="336 1489 1404 1617"> <p>This sentence highlights the significance of employees for the company. It indicates that the qualities, capabilities, attitudes, and behaviors of employees, and other aspects directly influence the quality and performance of the company.</p> </div> <div data-bbox="336 1646 552 1680"> <p>III. Starting up</p> </div> <div data-bbox="336 1691 402 1722"> <p>Aim</p> </div> <div data-bbox="368 1733 997 1769"> <p>Ss know better about themselves through a quiz.</p> </div> <div data-bbox="336 1780 571 1814"> <p>Design and steps</p> </div> <div data-bbox="336 1825 1380 1906"> <p>Interact with Ss. If Ss do not know how to say, use these words and phrases to help them. Share the latest information.</p> </div> <div data-bbox="336 1917 564 1951"> <p>Leaning content</p> </div>

A quiz about how much you know about yourself.

IV. Vocabulary

This part is assigned to Ss before class. The teacher provides the references and if there's any problem, solve this immediately.

V. Listening: Managing people

Aim

Ss listen to Rose, a management consultant, talk about the people she likes to work with; be aware of the strong points the employees could have.

Design and steps

1. Play the recording once through so Ss can get the main idea; Then play it again, stopping after each sentence to explain any difficulties
2. With the whole class, ask individual students for the answers. Explain any remaining difficulties.

Learning contents

1. Answer the questions

Why did team members hide information from one bad manager?

Why were the team members not prepared to take any risks?

2. Complete the interview
3. Retell the main idea.
4. Discuss: *What kind of people do/don't you like working with?*

VI. Reading 1 Andrea Jung (This part has been added to the Unit 1)

VII. Reading 2: A family business

Aim

Ss read an article to know an Italy Clothing company and to learn from foreign companies.

Design and steps

1. Introduce the background information
2. Focus on some important new words, make sentences and paraphrase some difficult sentences;
3. Ss summarize the main idea of the passage;
4. Ss say what they get from the reading.

Learning contents

1. Background information:

The Benetton Group has a consolidated identity comprised of colour, authentic fashion, quality at democratic prices and passion for its work: these values are reflected in the strong, dynamic personality of the brands United Colors of Benetton and Sisley.

2. Important words or phrases: Guru; at the wheel

3. Paraphrasing:

It also funds schools, culture events and spectacular sports facilities. (para.4)

Following Harvard, where he studied with management guru Michael Porter, he spent a year working as an analyst at Goldman Sachs. (para.6)

4. Complete a CV

VIII. Skills: Dealing with problems.

Aim

Ss listen to conversations to learn to deal with problems and try to build up win-win thinking.

Design and steps

1. Listen and fill in the blanks.
2. Role-play a conversation.

Learning contents

1. Discussion about some suggestions to solve the problems between people.
2. The employee's request to have his classes paid by the company.
3. Role-play. An office worker in a car-hire firm wants to start work later in the morning, but the manager does not agree. Practise the conversation.

IX. Case Study: Tell us about it.

Aim

Ss read the case to listen the problems and solutions and offer ways of dealing with the problems. Be creative in thinking.

Design and steps

1. Read the background, introduction and then identify the problems;
2. How to solve these problems in a coffee importing company?
3. Ss do a task in role -play.

Learning contents

1. Background information:

A magazine, Business Today, has a message board on its website called Office Life. People who have problems at work can leave messages there, either online or by phone. Readers comment on the problems and give advice about how to solve them.


2. Listen to the conversation. Q&A.
3. Discuss the problems and decide what each person should do to solve them.

X. Summary of the unit.

	<p>Part Three After Class</p> <p>I. Homework</p> <ol style="list-style-type: none"> 1. Write an E-mail in Case study. 2. Finish Exercises in Unit 7 in the Workbook . 3. Preview the words and finish the exercises in vocabulary in Unit 8. <p>II. Extracurricular reading for Ss to have further study</p> <p>[1] 杨雯.《老板不知道的我》老友季：打造职场问题沟通指南[N]. 中国新闻出版广电报,2023-11-29(006).DOI:10.28907/n.cnki.nxwcb.2023.003410.</p> <p>[2] 2023年“25位年度影响力企业领袖”[J].中国企业家,2023(12):8-9.</p> <p>[3] 2022年度影响力企业领袖[J].中国企业家,2022(12):8-9.</p> <p>[4] 郭立琦.实力成就影响力 2023年“25位年度影响力企业领袖”数据解读[J].中国企业家,2023(12):82-85.</p> <p>[5] 胡楠楠.2022年“25位年度影响力企业领袖”名单解读[J].中国企业家,2022(12):87-89.</p>
<p>教学反思</p>	<p>教师</p> <p>通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研，对教学目标、教学内容、教学组织、教学方法与手段等，进行反思总结，如是否持续关注学生学习状态、学习效果等，如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈，进行教学反思和再教设计。</p> <p>学生</p> <p>课后完成查漏补缺；及时完成相应的作业；与老师积极互动。</p>

二、单元教案

单元名称	Unit 8 Advertising	课时	6
教学目标 和要求	In this unit, students should be able to describe markets by using numbers; talk about features of TV adverts; present advantages and disadvantages of advertisements on Internet; write a plan of an advertising campaign for the launch of a new product .		
教学 重点难点	Important points describe markets by using numbers; write a plan of an advertising campaign for the launch of a new product; letter writing Difficult points talk about features of TV adverts;		
思政 切入点	Cultivate correct values: Guide students to establish positive and healthy values and avoid the influence of bad advertisements. Pay attention to integrity in advertising planning and not exaggerate the effect of the product. Improve the awareness of innovation: Encourage students to show innovative thinking in advertising creation. Pay attention to social responsibility: Advertisements should pay attention to social issues and convey positive energy. Comply with relevant laws and regulations in advertising activities.		
教学方式 、方法 和手段	PBL,TBL, etc. discussion, practice, question-and-answer; case analysis; multimedia, blackboard, etc.		
教学资源	Offline resources 1. 马静等. 现代商务英语综合教程[M]. 北京: 中国人民大学出版社, 2010. 2. O.C. 费雷等. 商业伦理与社会责任. 北京: 人民邮电出版社, 2018 Online resources 1. www.chinadaily.com.cn/; 2. 覃军等, 《趣味英语与翻译》“广告英语的特点”(国家级精品课程)		

<p>学生自主 学习设计</p>	<p>Share one of your favorite ads and say why you like it.</p>
<p>教学 过程 设计</p>	<p>Teaching Contents</p>  <p>Part One Before Class</p> <p>I. Students preview new words, expressions and terms and finish the exercises in “Vocabulary” before Next Monday.</p> <p>II. Teachers check the assignments note down the difficult points.</p> <p>Part Two In Class</p> <p>I. Feed-backs and review of the key points. Ss do news broadcasting.</p> <p>II. Lead- in</p> <p>What’s your favourite ad? Tell us WHY?</p> <p>Quotation:</p> <p>Nobody counts the number of ads you run. They only remember the impression you make.</p> <p style="text-align: right;">William Bernbach (1911–1982), US advertising executive</p> <p>Focus on the quality and effect of advertisements and strive to create advertising works that can leave a deep impression on people.</p> <p>III. Starting up</p> <p>Aim</p> <p>Ss know some basic knowledge about advertising.</p> <p>Design and steps</p> <p>Interact with Ss. If Ss do not know how to say, use these words and phrases to help them. Share the latest information.</p> <p>Leaning contents</p>

Do an advertising quiz.

Watch a video: Mother's heartbeat is unique.

IV. Vocabulary

This part is assigned to Ss before class and check the answers quickly, if there's any problem, solve this immediately.

V. Reading 1: TV commercials: a Volkswagen's Black Beetle ad

Aim

Ss read an article to appreciate an Beetle ad.

Design and steps

1. Introduce the background information

Volkswagen Group, also called Volkswagen AG, major German automobile manufacturer, founded by the German government in 1937 to mass-produce a low-priced 'people's car'. Volkswagen production expanded rapidly in the 1950s. The company introduced a model with small size, unusual rounded appearance. A landmark advertising campaign helped to popularize the car as the 'Beetle' and promoted its size and unconventional design as an advantage to the consumer. The campaign was very successful, and the Beetle was for many years the most-popular imported automobile in the United States. Although Volkswagen made many detail changes to the Beetle, the basic rear-engine design and rounded shape remained the same.

2. Focus on some important new words, make sentences and paraphrase some difficult sentences;

3. Appreciate the ad;

4. Ss summarize the main idea of the passage.

Learning contents

1. Appreciation the Beetle ad and re-description;
2. Important words or phrases
3. Paraphrasing:

Luca De Meo, Marketing Director, wants to see a 50–50 split between men and women for the new car. (para.2)

It races past the other insects and cuts corners, just like a high performance car. (para.3)

4. Learn to describe an ad and improve students' homework before class.

VI. Reading 2: Advertising on the internet: Social media sites are a hit for ads

Aim

Ss read an article to know the importance of advertising on the internet and be

creative when advertising.

Design and steps

1. Introduce the background information;
2. Focus on some important new words, make sentences and paraphrase some difficult sentences;
3. Ss summarize the main idea of the passage;
4. Ss say what they get from the reading.

Learning contents

1. What is the Super Bowl?

Super Bowl, in U.S. professional gridiron football, the championship game of the National Football League (NFL), played by the winners of the league's American Football Conference and National Football Conference each January or February. The game is hosted by a different city each year. The day of the Super Bowl game, known as Super Bowl Sunday, has evolved into an unofficial American holiday, with viewing parties held in homes, taverns, and restaurants throughout the country.

2. Important words or phrases
3. Paraphrasing

This year, it released a teaser advertisement featuring a chorus of dogs dressed as Star Wars characters. (para.3)

4. Discussion.

VII. Listening: Good and bad advertising

Aim

Ss listen to understand what makes an advert really effective.

Design and steps

1. Play the recording once through so Ss can get the main idea; Then play it again, stopping after each sentence to explain any difficulties.
2. With the whole class, ask individual students for the answers. Explain any remaining difficulties.

Learning contents

1. Can you give an example of a bad advert?
2. What makes an advert really effective?
3. Role play the situation.

VIII. Skills: Participating in discussions

Aim


Ss learn the skills in discussion and communication with people.

Design and steps

	<ol style="list-style-type: none"> 1. Listen and fill in the blanks. 2. Role-play a conversation. <p>Learning contents</p> <ol style="list-style-type: none"> 1. New ways of advertising their business. 2. A marketing meeting to discuss the launch of a new range of biscuits and how to promote it. <p>IX. Case Study: Excelsior Chocolate Products</p> <p>Aim</p> <p>Ss analyse an case to learn the best ways to advertise a new product.</p> <p>Design and steps</p> <ol style="list-style-type: none"> 1. Read the background, introduction and then identify the problems; 2. How to solve these? <p>Learning contents</p> <ol style="list-style-type: none"> 1. Background information 2. Discuss which option in each category is the best for the company. 3. Role-play. <p>X. Summary of the unit.</p> <p>Part Three After Class</p> <p>I. Homework</p> <ol style="list-style-type: none"> 1. Write a short description of your plans for the launch of the new chocolate bar. 2. Finish Exercises in Unit 8 in the Workbook . 3 . Preview the words in Unit 9. Describe a person you know about. <p>II. Extracurricular reading for Ss to have further study</p> <p>[1] 吕晖. 现代广告经典案例评析[M], 重庆: 重庆大学出版社, 2016.</p> <p>[2] 自2015年9月1日起施行的新版《中华人民共和国广告法》.</p>
<p>教学反思</p>	<p>教师</p> <p>通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研，对教学目标、教学内容、教学组织、教学方法与手段等，进行反思总结，如是否持续关注学生学习状态、学习效果等，如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈，进行教学反思和再教设计。</p> <p>学生</p> <p>课后完成查漏补缺；及时完成相应的作业；与老师积极沟通交流。</p>

二、单元教案

单元名称	Unit 9 Companies	课时	4
教学目标 和要求	In this unit, students should be able to know the top companies in China and other countries; describe the good qualities of good leaders and the common features of good companies; obtain the skills of presenting a company		
教学 重点难点	Important points describe the good qualities of good leaders and the common features of good companies; obtain the skills of presenting a company Difficult points familiarize the current situation of joint venture companies at home and abroad		
思政 切入点	Cultivate patriotic feelings: Enhance students' national pride by introducing domestic successful enterprises. Motivate students to learn from successful cases and have the courage to start a business. Cultivate an international perspective: Understand the development experience of internationally renowned enterprises. Advocate green development: Promote the green and environmental protection concept of successful enterprises.		
教学方式 、方法 和手段	PBL, TBL, etc. discussion, practice, question-and-answer; case analysis; multimedia, blackboard, etc.		
教学资源	Offline resources 1. Weng, Fengxiang. <i>Writing Practice for International Business English</i> , Shanghai: Shanghai Jiao Tong University Press, 2015. 2. 覃金菊, 甘文平. 实用商务英语口语交际与信函写作[M]. 武汉: 武汉大学出版社, 2016. Online resources http://www.chinadaily.com.cn/		

<p>学生自主 学习设计</p>	<p>Introduce your favorite company and say why you like it.</p>
<p>教学 过程 设计</p>	<p>Teaching Contents</p>  <p>Part One Before Class</p> <p>I. Students preview new words, expressions and terms and finish the exercises in “Vocabulary” before Next Monday.</p> <p>II. Teachers check the assignments note down the difficult points.</p> <p>Part Two In Class</p> <p>I. Feed-backs and review of the key points. Ss do news broadcasting.</p> <p>II. Lead- in</p> <p>What’s your favourite company? Tell us WHY?</p> <p>Quotation:</p> <p>Companies, like people, cannot be skillful at everything.</p> <p style="text-align: right;">by Dorothy Leonard, US academic and business author</p> <p>This statement means that just as individuals have their own areas of expertise and limitations, companies also have their own boundaries and cannot excel in all aspects. It highlights the need for companies to identify their core competencies and focus on those areas where they can truly excel. It also emphasizes the importance of strategic decision-making in choosing which areas to prioritize and where to seek external support or partnerships to fill the gaps. In essence, it recognizes that companies, like people, have their own limitations and need to make strategic</p>

choices to maximize their success.

III. Listening: Managing people

Aim

Ss listen to Jeremy Keeley, a specialist in change leadership, talking about his favourite company.

Design and steps

1. Play the recording once through so Ss can get the main idea; Then play it again, stopping after each sentence to explain any difficulties .
2. With the whole class, ask individual students for the answers. Explain any remaining difficulties.

Learning contents

1. What type of company would Jeremy like to work for?
2. What do the best companies have in common?
3. What are these companies famous for?

IV. Reading 2: BYD Plans Big Commercial-Vehicle Push

Aim

Ss read an article to know a Chinese company and build up national confidence.

Design and steps

1. Introduce the background information;
2. Focus on some important new words, make sentences and paraphrase some difficult sentences;
3. Ss summarize the main idea of the passage;
4. The teacher will invite an alumna who now works at BYD to share stories about the company.

Learning contents

1. Introduction:

BYD Co. Ltd. is a publicly listed Chinese conglomerate manufacturing company headquartered in Shenzhen, Guangdong, China. It was founded by Wang Chuanfu in February 1995. The company has two major subsidiaries, BYD Auto and BYD Electronic. BYD Company manufactures automobiles, buses, electric bicycles, trucks, forklifts, solar panels and rechargeable batteries. It has grown to become a major manufacturer of automobiles (most notably full-electric and hybrid cars, buses, trucks, etc.), battery-powered bicycles, forklift, solar panels and rechargeable batteries.

2. Paraphrasing

BYD is best-known for its passenger cars, where it vies with Tesla Inc. for global

	<p><i>leadership and is fast-growing outside of China. (para. 3)</i></p> <p><i>BYD, whose shareholders include Warren Buffett's Berkshire Hathaway Inc., also has its eye on global markets. (para. 3)</i></p> <p>3. Discussion:</p> <p><i>What electric car brands do you know?</i></p> <p><i>What are the advantages of electric cars over traditional fuel cars?</i></p> <p>Part Three After Class</p> <p>I. Homework</p> <p>Presenting a company.</p> <p>II. Extracurricular reading for further study</p> <p>[1]董昕钰,梁英琪,顾佳,等.新能源汽车投资分析研究——以比亚迪汽车为例[J].商展经济,2024(06):185-188.DOI:10.19995/j.cnki.CN10-1617/F7.2024.06.185..</p> <p>[2]陈文君.新能源汽车营销策略分析——以比亚迪为例[J].商展经济,2024(03):47-53.DOI:10.19995/j.cnki.CN10-1617/F7.2024.03.047.</p>
教学反思	<p>教师</p> <p>通过与学生交谈、观察课堂表现、批阅课后作业以及与团队教师沟通教研,对教学目标、教学内容、教学组织、教学方法与手段等,进行反思总结,如是否持续关注学生学习状态、学习效果等,如何在引导学生实现学习目标的过程中适时恰当地融入思政教育等。完成课后答疑、及时批改作业并反馈,进行教学反思和再教设计。</p> <p>学生</p> <p>课后完成查漏补缺;及时完成相应的作业;通过面谈、学习通和 QQ 等方式与老师积极互动。</p>

二、单元教案

单元名称	Unit 10 Communication	课时	2
教学目标 和要求	In this unit, students should be able to familiarize with the different methods of communication and communication skills; know the types of social networking and its functions; understand the role of communication technology at work and laws on overtime payments; obtain the skills of communicating bad news and making arrangement by phone.		
教学 重点难点	Important points different methods of communication and communication skills; types of social networking and its functions; role of communication technology at work; letter writing. Difficult points skills of communicating bad news and making arrangement by phone.		
思政 切入点	Cultivate the awareness of civilized etiquette: Pay attention to politeness and respect in communication. Promote the excellent traditional Chinese culture: Integrate the communication wisdom in traditional culture into teaching. Cultivate the ability of cross-cultural communication: Understand and respect the communication methods of different cultural backgrounds. Stimulate the thinking of innovative communication methods: Adapt to the development of the times.		
教学方式 、方法 和手段	PBL,TBL, etc. discussion, practice, question-and-answer; multimedia, blackboard, etc.		
	Part One Before Class		
	Students preview new words, expressions and terms and finish the exercises in “Vocabulary” before Next Monday.		
	Part Two In Class		

<p>教学过程设计</p>	<p>I. Reading 2: E-mail and overtime.</p> <p>Aim</p> <p>Ss read an article to know some ideas on overtime.</p> <p>Design and steps</p> <ol style="list-style-type: none"> 1. Focus on some important new words, make sentences and paraphrase some difficult sentences; 2. Ss summarize the main idea of the passage. <p>Learning contents</p> <p>Discussion: How to deal with overtime work?</p> <p>II. Skills: Making arrangements</p> <p>Aim</p> <p>To learn to make arrangements.</p> <p>Design and steps</p> <p>Listen and match the phone call arrangements.</p> <p>Learning content</p> <p>People making arrangements on the phone;</p> <p>Part Three After Class</p> <p>Review the important points and make preparations for the final exam.</p>
<p>教学反思</p>	<p>教师</p> <p>通过本学期教学单元反思，结合学生期末考试成绩等综合情况，进行学期反思总结，并做好新学期教学计划。</p> <p>学生</p> <p>完成学期查漏补缺。通过面谈、学习通、QQ 以做调查问卷等方式反馈学习学习情况。</p>