

《高中英语（上外版）》选择性必修第四册Unit 2 Learning about Trade

and Economy

课时：第4课时

课题：Listening and Viewing about Trade and Economy

课型：Listening and Viewing

设计者：上海大学市北附属中学 杨小花

◇教学设计与说明

1. 教学目标

本课为本单元的第4课时，核心目标为通过“听”和“看”引导学生了解经济学的基本常识以及贸易和经济在我们生活中的运用及其影响；通过英语语言知识的学习与运用，学生逐步提升语言能力、文化意识、思维品质和学习能力，提升英语学科核心素养。

2. 设计思路

《普通高中英语课程标准》指出，普通高中英语课程强调对学生语言能力、文化意识、思维品质和学习能力的综合培养，具有工具性和人文性融合统一的特点，“帮助学生进一步学习和运用英语基础知识和基本技能”，“为他们学习其他学科知识，汲取世界文化精华创造良好条件，也为他们未来继续学习英语或选择就业提供更多机会”。“实践英语学习活动观，着力提高学生学用能力”，促进核心素养的有效形成。

本课时内容为Listening and Viewing，听和看属于理解性技能。理解性技能和表达性技能在语言学习过程中相辅相成、相互促进。因此，在本课时的教学设计中，“听”“读”“看”与“说”“写”相结合，以更好地提升学生的语言能力。

本课首先由教师引导学生阅读一篇关于什么是经济学的文章，进而进行听和看的学习。根据听和看的不同学习要求，我设计了不同的教学策略，以达成学习目标。

3. 重点、难点：有关经济学的“听”和“看”的能力的提升

Lesson Plan

课时学习目标：

通过本节课的学习，学生能够

1. 概括经贸主题听力语篇的要义，判断作者的意图，进而就该主题表达个人见解；
2. 获取视听语篇的情景语境中的画面、背景、声音、动作等传达的信息；根据视听语篇的情景语境，概述事件发展经过，并表达自己的观点和见解；
3. 在老师的帮助下，根据评价指标进行自评和互评并且提出建设性的改进意见。

By the end of this period, students will be able to:

1. grasp the basic idea of an essay related to trade and economy after listening to it, judge the author's purpose of writing the essay and express their own opinions on economics;
2. grasp important information after watching the video, retell the story and express their own opinions on the topic;
3. make comments on the partners' performance and give suggestions for improvement with the help

of a checklist.

Procedures:

Lead-in: Read and think : What is economics?

Economics is the study of the production, distribution, and consumption of wealth in human society, but this perspective is only one among many different definitions. Economics is also the study of people (as consumers) making choices about which products and goods to buy.

Indiana University says that economics is a social science that studies human behavior. It has a unique method for analyzing and predicting individual behavior as well as the effects of institutions such as firms and governments, clubs, and even religions.

Definition of Economics: The Study of Resource Use

Economics is the study of choices. Though some believe that economics is driven purely by money or capital, the choice is much more expansive. If the study of economics is the study of how people choose to use their resources, analysts must also consider all of their possible resources, of which money is but one.

In practice, resources can encompass everything from time to knowledge and property to tools. As such, economics helps illustrate how people interact within the market to realize their diverse goals. Beyond defining what these resources are, the concept of scarcity is also an important consideration. These resources—no matter how broad the category—are limited, which is the source of tension in the choices people and society make: Their decisions are a result of the constant tug of war between unlimited wants and desires and limited resources.

Many people break down the study of economics into two broad categories: microeconomics and macroeconomics.

Microeconomics

The Dictionary of Economics defines microeconomics as "the study of economics at the level of individual consumers, groups of consumers, or firms," Microeconomics is the analysis of the decisions made by individuals and groups, the factors that affect those decisions, and how those decisions affect others.

Microeconomics deals with economic decisions made at a low, or micro, level. From this standpoint, microeconomics is sometimes considered the starting point for the study of macroeconomics, as the former takes a more bottom-up approach to analyze and understand the economy. The prefix micro- means small, and, not surprisingly, microeconomics is the study of small economic units.

Macroeconomics

In contrast to microeconomics, macroeconomics considers similar questions but at a larger scale. The study of macroeconomics deals with the sum total of the decisions made by individuals in a society or nation such as, "How does a change in interest rates influence national savings?" It looks at the way nations allocate resources such as labor, land, and capital.

Macroeconomics can be thought of as the big-picture version of economics. Rather than analyzing individual markets, macroeconomics focuses on aggregate production and consumption in an economy.

Teacher: Involve students in reading the essay about the definition of economics carefully, and ask students to answer the following questions according to the essay.

Questions : 1. What is the definition of economics?

2. What are the two broad categories of economics? And what are they mainly about?

Students: Read the essay carefully and try to answer the questions according to the essay.

Purpose: To help students get familiar with the term of “economics”.

While-task 1: Listening: Why do we need to study economics?

Step 1: Answer the question: When you plan to take a trip to a foreign country, will you choose a cheap flight with longer flight time of a more costly one with shorter flight time?

Teacher: Guide students to think over the question and give a reasonable answer based on their own situations.

Students: Think over the question and give a reasonable answer based on their own situations.

Purpose: To prepare for listening.

Possible answers:

1. I will choose the with longer flight time because I have a tight budget but plenty of time.
2. I will choose a more costly one with shorter flight time because I think it is a waste of time spending so much time on a flight since time is money.
3. Whether I'll take a cheap flight or not may totally depend on the purpose of my flight, as well as some related factors. If I am not on a tight schedule, I will choose a cheap flight with longer flight time. If I have an appointment or have to take part in some contests, I would like to choose a direct flight that might be more expensive, but more time-saving, and more comfortable, and as we all know, "time is money."

Step 2: Listen and complete the table.

Teacher: Guide students to read the information in the table first, then listen to an essay about economics and try to fill in the blanks.

Students: Read the information in the table first, then listen to an essay about economics and try to fill in the blanks.

Purpose: To help students grasp listening strategies and learn more about economics.

Economics is a study of how we deal with scarcity.	<ul style="list-style-type: none"> • The initial concept learned in economics is scarcity. • We have 1 <u>unlimited</u> wants and <u>limited</u> resources. • Economics makes us better 3 <u>decision-makers</u>.
Thinking like an economist means seeing the 4 <u>unseen</u> .	<ul style="list-style-type: none"> • An example of my wife choosing a flight among the three: a Thursday night flight which was 5\$ <u>275</u>; a Friday night which was 6\$ <u>300</u>; a Saturday morning flight which was 7\$ <u>325</u>. She worked in a restaurant from Monday through Friday, earning about 8\$ <u>100</u> a day. Actually, the cheapest flight is 9 <u>the Saturday morning flight</u>. • Thinking like an economist has saved me 10 <u>time</u> and 11 <u>money</u>.

Step 3: Interactive activity: Listen to the material again and work in groups and discuss: Why did the most expensive Saturday morning flight turn out to be the cheapest in fact? Suggest similar examples from your daily life.

Teacher: Guide students to listen to the material again and work in groups and have a discussion.

Students: Listen to the material again and work in groups and discuss: Why did the most expensive Saturday morning flight turn out to be the cheapest in fact? Suggest similar examples from your daily life. Present your view and share it with the whole class.

Purpose: To help students put what they have learnt about economics into practical use.

Possible answer: The most expensive Saturday morning flight turned out to be the cheapest in fact because of the opportunity cost or the unseen cost. One similar example in our daily life may be like this: Now in China, if a business person wants to go to Beijing for a business trip from Shanghai, he may fly to Beijing or take the high-speed train. As to the first choice, the cost of a two-hour flight from Shanghai to Beijing is around 800 yuan. And a high-speed train ticket is about 600 yuan and the time is nearly four hours. If he wants to save time, the flight may seem a better choice at first sight. However, it is not if you give a second thought. He will have to arrive at the airport two hours before the departure time; the flight might be delayed or even cancelled due to bad weather.

While-task 2: Viewing: How the Economy Really Works?

Step 1: Read the short passage in the textbook and think about the ancient forms of money.

Culture link: Shell Money

The earliest recorded use of shells as currency was in China during the Shang Dynasty(1600BCE-1046BCE). The particular shells used were cowrie shells, called bei in Chinese. The cowrie shells were an intelligent solution for “small money” because they were collected in seas far in the south of China and only king could afford them.

Teacher: Guide students to read the short passage and encourage them to answer the following questions.

1. What was the earliest recorded form of money in history?
2. Why was it a good solution for small money?
3. Can you list other forms of ancient money?

Students: Read the short passage and try to answer the questions.

Purpose: To have a general idea of ancient currency and get prepared for viewing.

Possible version for Question 3: Besides cowrie shells in China, there were other forms of currency in other parts of the world. Money has got a very colorful history. For example, feathers, cloth salt, cattle, wheat and so on. In Roman times, Roman soldiers were paid in salt, and that’s how we get the word salary, from the Latin sal for salt.

Step 2: Interactive activity: Discuss with your group members and present your point of view: Do you agree that “Trade can make people better off”?

Teacher: Guide students to have a discussion in groups and encourage them to present their point of view.

Students: Have a discussion in groups and try to present their point of view.

Purpose: To help students try to understand how economy works and influences our daily life.

Sample version: Yes, I agree that “Trade can make people better off”. It is impossible for anybody or any manufacturer to produce all the necessities they need in the daily life. But by trading with others, we can buy a greater variety of goods and services easily and at a lower cost. Trade enables people to specialize in what they do best and to enjoy a greater variety of goods and services.

Step 3: Viewing: Watch the video and answer the questions.

Teacher: Guide students to watch the video carefully and try to grasp the main idea and detailed information.

- Questions:
1. What do people use to buy what they want on the island?
 2. What are the jobs of the four people in the video?
 3. How do all the people on the island become “rich” all of a sudden?
 4. Is wealth found in money? Why or why not?

Students: Watch the video carefully and try to grasp the main idea and detailed information.

Purpose: To help students better understand how economy works and influences our daily life.

Step 4: Interactive activity: Watch the video again and describe how money, goods and services flow among individuals in a society.

Teacher: Guide students to watch the video again and take notes if necessary; encourage students to write a short story about how money, goods and services flow among individuals in a society; guide students to assess their own and their partner’s short stories according to a checklist and offer suggestions for improvement.

Students: Watch the video again and take notes if necessary; write a short story about how money, goods and services flow among individuals in a society; assess their own and their partner's short stories according to a checklist and offer suggestions for improvement.

Purpose: To better understand the video and learn to assess their own and partners' performance.

Checklist
() 1. Are the jobs of the four people in the video accurately stated?
() 2. Is the sequence of the story plots properly presented?
() 3. Are the words, expressions and sentences in the short story properly used?
() 4. Is the content of the video coherently stated?
() 5. Does it clearly convey how money, goods and services flow among individuals in a society?

Possible version: Each person has his own occupation and when he needs something he can't produce himself, he buys it with a shell. When the builder wants a fish for dinner, he buys one from a fisherman with a shell. With the same shell, the fisherman buys a new shirt from the clothes maker, the clothes maker buys some tomatoes from the farmer and the farmer buys the builder's work to add a room to his hut. The money situation has not changed since the builder has the same shell he started with. However, everyone got what they wanted. Everyone is "richer" or better off even though they don't have any more money.

Homework: 1. Listen and view more about economics.

2. Find more examples of how economy really works in our daily life.