

《高中英语（上外版）》必修第四册 Unit 2 Leading about Trade and Economy

课时：第 5 课时 教学内容：Why Pay\$ 36.09 For Rancid Chicken

课型：阅读 B 设计者：上海大学市北附属中学 尹静

一、教学设计与说明

1. 教学目标

本课为本单元的第 5 课时，核心目标为能根据语篇内容，简述作者的经历，解读作者的个人价值观；能分享语篇所折射的作者始终如一的处事哲学，并就此发表自己的观点。

2. 设计思路

本课先是通过利用文本的图片设置问题展开讨论并引出本节课的话题。接着通过分段落阅读文本，理清文章脉络，了解事发的起因、经过和结果。并在阅读的过程中，体验作者的情感变化和作者决策背后的经济原理。这是基于语篇的学习理解类活动。

然后通过引导、分析作者的选择和经理的博弈，深度剖析作者的心理变化和决策的合理性，以及经理的立场和目的。通过梳理、概括、整合信息，理解作者的处事哲学。这是深入语篇的应用实践类活动。

最后，基于文本中的经济原理，拓展思维，就生活中情境做出恰当的决策。通过发表个人观点和见解，培养学生的批判性思维能力。这是超越语篇的迁移创新类活动。

3. 重点难点

梳理这篇文本的脉络，体验作者情感变化以及做出决定背后的经济原理的合理性，并且能够在具体生活情境中运用经济不同的经济原理。

Lesson Plan

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

1. understand the cause, the course and the outcome of the story and economic theory behind it through reading, explaining and analyzing the text.
2. briefly describe the author's experience and interpret the author's personal value according to the content of the text through discussing and critical thinking.

3. share and express own views on the consistent philosophy of the author as reflected in the text through cooperation..
4. make a wise decision by combining specific situations and economic principles.

Procedures:

I. Interactive activity 1: Predicting the possible ways to deal with the condition of rancid chicken served at a restaurant.

*T: Show students the picture in the text and ask them to express their feeling and tell the possible ways to deal with rancid chicken with the restaurant.

*Ss: Look at the picture and free talk the possible ways to deal with the rancid chicken with the restaurant.

Purpose: To warm up and introduce the topic of the passage.

Guided questions:

1. How about the chicken?
2. If the restaurant serves the rancid chicken for you, what will you do?

II. Interactive activity 2: Finding out the backdrop the story and feel the change of the narrator's feeling before and after the food was served.

*T: Ask students to scan the whole passage to find out the setting and the narrator's feeling.

*Ss: Read the first 2 paragraph and answer the question below.

Purpose: To understand the cause of the incident and feel narrator's feeling.

Guided questions:

1. What did the restaurant offer before or after the food was served?
2. What the narrator did before or after the food was served?
3. How did narrator might feel before or after the food was served?

What the restaurant offered	What the narrator did	How the narrator might feel
food that was slow in coming	waited patiently while catching up with friend	fine with that
	<ul style="list-style-type: none"> • took a bite • spat it out • called the waitress 	

the manager's first apology and explanation		
	<ul style="list-style-type: none"> • ordered some other food • ate the food • drank water 	fairly happy despite the unpleasant taste of the rancid chicken
a free dessert		
the check		
only free wine instead of free chicken		

III. Interactive activity 3: know the detail information of the development of the story and experience the change of narrator's feeling when negotiating with the manager.

*T: Ask students to read the paragraph 3 and 4 and figure out what happened between the narrator and manager. After that, guess the feeling of the narrator.

*Ss: Read the detail information in paragraph 3 and 4 and complete the table.

Purpose: To get the detail information of the development of the event and the change of narrator's feeling.

Guided questions:

1. Did the manager admit the chicken smelled off at first? And what problem did manager think of chicken?
2. What did I feel when manager denied the truth?
3. What did manager do to make up for their mistake?
4. What did Trilby and I choose for free at last?
5. What did I feel when the manager wanted to offer a free dessert or drink?
6. What had we had before we ordered?

IV. Interactive activity 4: Knowing the economic principle behind the decision we finally made.

*T: Ask students to read the paragraph 6 and 7 and find out how many options we faced and what decision we made. And tell the reasons.

*Ss: find out the decision we finally made and tell the economic theories behind it.

Purpose: To organize the information in the text and experience the rationality of the choice.

Guided questions:

1. What' re the two options we faced?
2. Why did we choose the second option?

V. Interactive activity 5: Predicting the possible response from the manager.

*T: Ask students to discuss the possible response from the manager.

*Ss: Predict the possible response from the manager and tell the reasons.

Purpose: To lead in the climax of the story and lay the foundation of the risk the manager took.

Guided questions:

1. If you are a manager, what would you do for the narrator and his friends? And Why?

VI. Interactive activity 6: Critical thinking about the risk the manager made and his psychology and financial theories.

*T: Ask students to read the paragraph 8 to 11 and think about what risk the manager took.

*Ss: Think about the economic theories behind the decision manager made and what risk the manager took.

Purpose: To train the critical thinking and expression.

Guided questions:

1. What did manager offer at last?
2. What risk did the manager take?
3. What enabled the manager to take the risk that was financially and psychologically in her favour?

VII. Interactive activity 7: Find out the consequence of the story and experience the narrator's feeling.

*T: Ask students to find out the consequence of the story and experience the narrator's feeling.

*Ss: Find out the consequence and experience the narrator's feeling.

*T: Ask students to guess what they would do when facing the negotiation with the manager.

*Ss: Express their idea of negotiation and the consequence of the story.

Purpose: To further understand the feeling of narrator and expend critical thinking.

Guided questions:

1. What did I do at last? How did I feel?
2. If you were the narrator, how would you negotiate with the manager?

VIII. Interactive activity 8: Summarize the text according to the given framework.

*T: Ask students to summarize the text according to the given framework.

*Ss: Summarize the whole story.

Purpose: To summarize and integrate the text and internalize the knowledge and language.

Guided framework:

Trilby and I had late lunch in a restaurant. Although we waited for a long time, we _____. When chicken arrived, I _____, _____ and _____. At this time, I felt _____. The manager came and apologized. But at first, he _____, which made me _____. Five minutes later, he admitted their mistake and _____ and I felt _____. At this time, Trilby had had _____ and I had had _____. When we talked about the check, I thought that the manager should _____. When the check arrived, I asked it for manager, but he insisted that _____ and _____. Finally, I _____ though _____.

IX. Interactive activity 9: Critical thinking about economic theories behind the narrator's decision and the person he is.

- *T: Ask students to think about the economic theories or principles when the narrator made a decision, how he used the theory and what kind of a person he is.
- *Ss: Think about the economic theories or principles behind the narrator's decision and guess the personality of the narrator.

Purpose: To analyze the economic theories and personality of the narrator.

Guided questions:

1. What kind of economic theory or principles when the narrator made a decision?
And how did narrator use the theory?
2. What kind of person of the narrator?

X. Interactive activity 10: Summarize the text according to the given framework.

- *T: Ask students to fill in the blanks with economic theories or principles that are useful in explaining how the decisions are made.
- *Ss: Thinking economic theories or principles that are useful in explaining how the decisions are made.
- *T: Ask students to think of some important decisions on spending that your family has made and choose a theory or principle you learned in this unit to explain them.
- *Ss: Explain the decision and its economic theory in real life.

Purpose: To expand the culture awareness and economic information and improve the ability of expression and cooperation with the specific situation.

Guided questions:

1. What economic theories or principles that are useful in explaining how the decisions are made?

Paying for rancid chicken	Choosing a cost-effective flight
Not accepting shells in trading	Ranking items in order of importance when making a budget plan

when everyone has too many shells	
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2. What some important decisions on spending that your family has made and choose a theory or principle you learned in this unit to explain them?

XI. Assignments:

1. As a report, write an article on “the review of the restaurant” based on text.
2. Find a problem in our daily life and use economic principles to explain and solve it.

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