



Unit 2

Learning about Trade and Economy

Economy has frequently nothing whatever to do with the amount of money being spent, but with the wisdom used in spending it.

— Henry Ford

Getting Started

- Read the poem and discuss possible answers to the questions at the end.

You've got a dollar. You deposit it in your savings account. Now you've got a dollar and the bank's got a dollar.

The bank loans a dollar to Joe's Construction. Now you've got a dollar, the bank's got a dollar, and Joe's got a dollar.

Joe buys a board from Hirohito Lumber. Now Hirohito's got a dollar too.

Where did you get your dollar?

How much money is there in the world?

Who's got it?

Where is it?

What happened to all the trees?

《高中英语》（上外版）

选择性必修第四册第二单元

Learning about Trade and Economy

授课教师：

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单元封面

| 课时 | 授课内容 |
|-----|--------------------------------------|
| 1 | Getting Started/ Reading A |
| 1 | Reading A/ Vocabulary Focus |
| 1 | Reading A/ Grammar in Use |
| 1.5 | Listening, Viewing and Speaking |
| 1 | Reading B |
| 0.5 | Critical Thinking |
| 1 | Writing |
| 1 | Further Exploration/ Self-assessment |

学习目标 Learning Objectives:

At the end of the lesson, you will be able to ...

1. 能通过阅读、解释和分析文本，理解故事的原因、过程和结果，以及故事背后的经济理论。

understand the cause, the course and the outcome of the story and economic theory behind it through reading, explaining and analyzing the text.

2. 能通过讨论和批判性思维，根据文本内容简要描述作者的经历，阐释作者的个人价值。

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. 能通过合作，分享并表达自己对文本中体现的作者一贯哲学的看法。

share and express own views on the consistent philosophy of the author as reflected in the text through cooperation.

4. 能结合具体情况和经济原则做出明智的决定。

make a wise decision by combining specific situations and economic principles.

Pre-reading Stage:

Look at the picture in the text and then answer the following questions.

- How about the chicken?

Delicious, inviting, finger-licking ect.

- If the restaurant serves the rancid chicken for you, what will you do?

Negotiate with the manager, seek redress, not pay for the meal ect.

While-reading Stage:

Activity 1:

Scan to find out the setting and the narrator's feeling.

- What did the restaurant offer before or after the food was served?

Before : **food that was slow in coming.**

After : **the chicken that didn't look good.**

- What the narrator did before or after the food was served?

Before: **I waited patiently while catching up with friend.**

After: **I took a bite, spat it out and called the waitress.**

- How did narrator might feel before or after the food was served?

Before : **Fine with that.**

After: **absolutely awful.**

Activity 2:

Read the Para. 3 and 4 and figure out what happened between the narrator and manager and guess the feeling of the narrator.

| What manager did | What the narrator did | How the narrator might feel |
|---|--|---|
| the manager's first apology and explanation | insisted that the chicken was rancid | a little angry because of the staff's effort to deny the truth |
| the manager's admitting the truth, apology and offering a free dessert or drink. | <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 | ordered coffee | no appetite for dessert. |

Activity 3: Read the Para. 6 and 7 and find out how many options we faced and what decision we have made? Tell the reasons.

1st option: take the chicken off the check

2nd option: get a discount

Why did I choose the second option?

Because I had a better chance to negotiate for a lower price. The first option only deals with the price of the chicken. Though the second option involves a bigger risk, it could bring about better benefits.

Activity 4: Discussion

If you were the manager, what would you do for the narrator and his friends? And Why?

Activity 5: Read the Para.8 to 11 and think about what risk the manager took.

- What did manager offer at last?
Only free wine instead of free chicken.
- What risk did the manager take?

The manager took the risk that the customer might refuse the proposal, unwilling to pay the bill and make a scene by talking about food safety loudly, which might do harm to the restaurant's reputation, a worse consequence than financial loss.

- What enabled the manager to take the risk that was financially and psychologically in her favour?
On one hand, the narrator got free wines. On the other hand, the narrator had been friendly throughout the conversation and never raised any voice. So the manager assumed the narrator would not overreact and make a scene.

Activity 6: Discussion

- What did I do at last? How did I feel?

I paid the check and, along with a \$5 tip and felt unsatisfied but accepted it

- If you were the narrator, how would you negotiate with the manager?

We should keep it in mind that what a restaurant manager really cares is not one customer's personal awful experience in the restaurant, but all the present and potential guests' concerns and impression of the food quality in the restaurant. If I were the narrator, I would write a letter of complaint to the manager and would offer some constructive advice to the manager in the hope that he would take my complaint seriously and do something to improve the situation. (Answers may vary.)

Activity 7: Summary

Trilby and I had late lunch in a restaurant. Although we waited for a long time, we **were fine with that**. When chicken arrived, I **took a bite**, **spat it out** and **called waitress**. At this time, I felt **awful**. The manager came and apologized. But at first, he **denied it**, which made me **angry**. Five minutes later, he admitted their mistake and **offered us free drink or dessert** and I felt **fairly happy**. At this time, Trilby had had **water** and I had had **two glasses of wine**. When we talked about the check, I thought that the manager should **give us a discount**. When the check arrived, I asked it for manager, but he insisted that **we had had free wine** and **I wouldn't raise my voice**. Finally, I **accepted it** though **I felt unsatisfied**.

Post-reading Stage:

Activity 1: Critical thinking I

- What kind of economic theory or principle was it when the narrator made a decision? And how did the narrator use the theory?

Anchoring theory. The narrator had two options first. He used the first choice as a reference, and he thought the second was the better decision he would make, which would bring him huge profits.

- What kind of person is the narrator?
rational and consistent.

- Analyze the manager's economic theory in decision-making and describe his psychological process when making a decision based on his economic theory.

Opportunity Cost. From the perspective of manager, the restaurant can provide the free drink to make up for the rancid chicken because the cost of two bottle of wine is less than or equal to a chicken, which can minimize the loss of the restaurant and gave the customer comfort if the customers are not difficult people.

- Fill in the blanks with economic theories or principles that are useful in explaining how the decisions are made.

Paying for rancid chicken
anchoring theory

Choosing a cost-effective flight
opportunity cost, i.e., the potential benefits one might miss out on choosing one alternative

Not accepting shells in trading when everyone has too many shells
supply and demand

Ranking items in order of importance when making a budget plan
The process used to measure the benefits of a decision or taking action minus the costs associated with taking that action, involving measurable financial metrics such as revenue earned or costs saved as a result of the decision to pursue a project by balancing costs and benefits.

Activity 2: Critical thinking II

- 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.

One important decision on spending that my family has made recently is about the travelling expenses. We decide that we set aside 500 yuan each month for travelling during the holidays. Since our family is anything but rich, we have to cut expenses on other items like buying clothes etc. After weighing pros and cons, we think it is worthwhile to do so since travelling together with your family can not only be a bonding time for the family members but also as individuals we can enjoy some eye-opening experiences during the journey, thus broadening our horizons.



Thank you!