

第二届全国高校教师教学创新大赛

课堂教学实录教案

课程名称： 大学英语 A 级 III

授课对象： 本科二年级

课程类型： 公共基础

学科门类： 文学-05

Unit 5 The Money Game

I. Background information:

Students: sophomores of non-English majors

Lesson duration: 6 periods

II. Teaching Objectives: (ABCDEFGG)

After finishing this unit, students will be able to:

1. Analyze the text structure and main ideas.
2. Build up the vocabulary bank about spending and saving and use them properly.
3. Critically think about the paradox of “permissive” and “upright” messages.
4. Develop the objective attitude towards spending and saving.
5. Distinguish the traditional values in Chinese and American cultures.
6. Explore how to write a comparison/contrast essay.
7. Finish the project of reporting on college students’ spending habits.
8. Grasp the reading skill: understanding denotation and connotation.

III. Teaching contents:

Text A: Spend or save – The student’s dilemma

Text B: A \$3000 dictionary

New words, phrases and expressions and the following exercises.

IV. Key and difficult points:

1. Analyze text structure and main ideas.
2. Critically think about the paradox of “permissive” and “upright” messages.
3. Write a comparison/contrast essay.

V. Teaching model: (SPPICE)

- S. Student-centered;
- P. Project-oriented;
- P. Production-oriented;
- I. Integrated-skill Training Focused;
- C. Cultural Competence Cultivation Based;
- E. E-teaching Auxiliarized.

VI. Learning strategies:

Predicting, skimming, scanning, inferring, comparing, contrasting, and summarizing.

VII. Teaching aids:

XuexitongApp, DingdingApp, AitingwaiyuApp, multimedia, PPT, blackboard, microphone

VIII. Teaching arrangements:

Period 0: Autonomous on-line Learning;

Periods 1-4: Text A & Unit project;

Periods 5-6: Text B.

IX. Teaching procedures:

Period 0

Before the class, the students are expected to carry out the following **autonomous on-line learning**:

1. Preview Text A and upload their own recording of the text.
2. Build up the vocabulary bank of the key words and expressions, and upload its photos.
3. The students answer the survey questions on the Xuexitong platform, and have a discussion about the survey results.

A. Survey Questions

Read the following survey questions regarding spending habits of college students.

Then check (√) all the responses that are true for you.

1. What's the main source of your daily expenses?

- From parents
- From student loan or subsidy
- From scholarship
- From part-time job
- Other (specify) _____

2. How much are your monthly expenses?

- 500 yuan or less
- 501-800 yuan
- 801-1,000 yuan
- 1,001-1,500 yuan
- Over 1,500 yuan

3. Do you spend money based on your budget?

- Always
- Sometimes

Never

4. What costs most of your money as a college student?

Food, clothing and other necessities

Books

Entertainments

Other (specify) _____

5. If you have extra money, do you prefer to save it or spend it immediately?

Save it

Spend it

Periods 1-2 (Video 1)

Step 1. Lead-in Activities

1. Carry out the political education by quotation.

(1) 夫君子之行，静以修身，俭以养德。——诸葛亮《诫子书》

This is a way of life for a man of virtue: to cultivate his character by keeping a peaceful mind, and nourish his morality by a frugal living.

(2) 倡导简约适度、绿色低碳的生活方式，反对奢侈浪费和不合理消费，……

——中国共产党第十九次全国代表大会报告

We encourage simple, moderate, green, and low-carbon ways of life, and oppose extravagance and excessive consumption.

2. Report on the survey results on Page 116.

Ask one student to represent his group to describe and analyze the spending habits of college students based on the survey results on *Xuexitong* platform.

3. Discuss the following question in groups:

How to manage money as a college student?

Tips:

- Create a strict budget and commit to sticking with it;
- Prioritize one's finances by identifying the areas in which one need to spend money;
- Remember to save;
- Avoid credit cards;

...

Step 2. Global reading

1. Main idea & structure.

(1) According to the writer, why do the messages we get from our environment seem to defy common sense and contradict each other? (Para. 1)

Because when the government encourages people to spend money to get out of the recession, they also advise people to save up. Similarly, when banks offer higher interest rates to increase savings they send credit card offer to let people spend more.

(2) Another familiar example. (Para. 2)

Credit Card Bill

Don't pay on time

we get demanding, nasty emails saying : "Your failure to pay is unacceptable. Pay immediately or you'll be in trouble!"

As soon as we pay

we get an email in a charming tone telling us how valuable a customer we are and encouraging us to resume spending.

(3) Two sets of messages (Paras. 3-5)

"Upright" message, which urges us, "Work hard and save. Suspend your desires. Avoid luxuries. Control your appetite for more than you truly need." This message comes to us from school, from parents, even from political figures referring to "traditional values".

"Permissive" message, "Buy, spend, get it now. You need this!", is inescapable. Advertisements invade our daily lives. The essential message is cemented into our consciousness, "It's good to satisfy your desires. You should have what you want. You deserve the best. So, you should buy it- now!"

(4) What happens as we take in these contradictory but explicit messages? What are the psychological and social consequences of this campaign to control our spending habits? (Para. 6)

We want more things because we want to satisfy our material appetite. Most of us derive pleasure from treating ourselves.

Watch out, take stock of your life, don't let your attention get scattered. Postpone your desires. Don't fall into debt. Wait! Retain control over your own life. It will make you stronger.

(5) Why should students consider financial well-being as a key ingredient of university education? (Para. 7)

Because money worries can make students feel terrible and hinder their ability to focus on their main goal: **to successfully complete their education.**

(6) What can students do to be financially healthy and have no money worries? (Para. 8)

They can go to:

- financial literacy classes;
- school's financial aid office;
- seek input from parents or other adults;
- find a partner;
- ask for help ...

2. Structure of the text

Introduction (1-2)

We're confused and manipulated by two contradictory messages - spend or save? (Para. 1)

Example of contradictory messages: a failing consumer or a valued customer? (Para. 2)

Body: paradox of the two sets of messages (Paras. 3-6)

The **“upright” message** urges us to work hard and save, suspend our desires, avoid luxuries, and control our appetite for more than we truly need. This message comes to us from many sources such as school, parents, and even politicians. (Para. 3)

The opposite **permissive messages** to spend are everywhere around us: on TV, road signs, etc. The essential message is cemented into our consciousness from ads: It's good to satisfy our desires; we deserve what we want and the best we want. (Paras. 4-5)

The psychological and social consequences of the contradictory message (Para. 6)

On one hand, we always want more things because we want to satisfy our material appetite. Most of us derive pleasure from treating ourselves.

On the other hand, a little voice warns us: watch out, postpone your desires, don't fall into debt, and retain control over your own life.

Conclusion (Paras. 7-9)

Successfully manage your finances so that you can focus on your primary goal. (Para. 7)

Advice: attend financial literacy classes, consult with someone to help set up a budget, find a partner to stay on track and get pleasure from administrating your own financial

affairs. Most importantly, seek help before your financial problem becomes worse.
(Para. 8)

It is important to learn how to balance spending and saving to make your life better.
(Para. 9)

Step 3.Critical thinking

Ask the students to critically thinking about the following questions, and share ideas:

1.Do you prefer to spend or save? Why?

Tips:

- I will spend because life is so short and I don't want to be thrifty or spend money carefully, which will drive me crazy. I only know I should enjoy my life while I'm still young and healthy.
- I will save because with the worsening economic situation everywhere, I don't know what could happen to me in the future. To be responsible for myself, I have to save some money for the future.

2.How do you know whether you are overspending or not?

Tips:

- When I don't have much pocket money with me.
- When I want to buy something inexpensive but I can't afford it.
- When I don't have money to hang out with my friends and classmates.
- When I see many things I don't need surrounding me.

Step 4.Summary and Assessment

- 1.Summarize what we have learned, and carry out formative assessment.
- 2.Ask the students to fill in the blanks of the summary of Text A on Xuexitong to check if they have grasped the main idea.

Spend or save –the student's dilemma

I think that the messages we get from our environment seem to defy _____1_____ and contradict each other. The government tells us to spend and also to _____2_____ more. Banks offer higher interest rates so we can increase savings and also send us _____3_____ offers so we can spend more. If we don't pay our credit card bill on time, the credit card company will warn us. As soon as we pay, the company will tell us how _____4_____ a customer we are and encourage us to _____5_____. We get two sets of messages at _____6_____ each other. One is the "permissive" perspective---advertising's permissive message is _____7_____; The other is

“ ____ 8 ____ ” message.

What happens as we take in these contradictory but explicit messages?

On one hand, we want more things because we want to satisfy our ____ 9 _____. On the other hand, we hope to ____ 10 ____ our desires.

Anyway, many of the skills you need as a successful student can be applied to your ____ 11 _____. Money worries are extremely ____ 12 _____ and ____ 13 _____. So, how can you be a smart and educated consumer?

Consider ____ 14 _____ classes or school’s financial aid office or seek input in setting up a ____ 15 _____. You can also finding a ____ 16 _____ to help you stay on track and find ____ 17 _____ in the administration. Most importantly, don’t let your ego ____ 18 _____ and urgently get help.

As you learn to balance spending and saving, you will have a ____ 19 _____ and ____ 20 _____ life.

Answers: 1.common sense 2.save 3.credit card 4.valuable
5. resume spending 6.odds with 7.inescapable 8.upright
9.material appetite 10.postpone 11.finances 12.stressful
13.distracting 14.financial literacy 15.budget 16.partner
17.pleasure 18.get in your way 19.successful 20.productive

3. Unit Project: Reporting on college students' spending habits

Ask the students to finish the project in groups of four, and it involves the following steps:

Design the questionnaire in groups

Interview students on campus

Discuss the results in groups

Upload your findings and analysis.

After they have finished the project, every group are required to upload their report on the findings and analysis, and put forward some ways to help students avoid financial trouble. The class will vote for the most impressive one on *Xuexitong* platform.

4. Provide the students with some websites for their reference:

[https://www.bilibili.com/video/BV1Wb411b7M9?](https://www.bilibili.com/video/BV1Wb411b7M9?spm_id_from=333.337.search-card.all.click)

[spm_id_from=333.337.search-card.all.click](https://www.bilibili.com/video/BV1Wb411b7M9?spm_id_from=333.337.search-card.all.click)

<https://www.annuity.org/financial-literacy/>

Periods 3-4 (Video 2)

Step 1.Warming-up Activities

1.Report on the findings and analysis of Unit project.

Before the class, the students have been required to vote on Xuexitong platform for the most impressive group on reporting of unit project. In class, ask the most impressive one to report to the class about the findings and analysis of college students' spending habits.

2.Group Discussions

(1)Introduce the campus loan.

Campus loan generally refers to a loan given to a college student on the campus, but it is in essence a private loan. Internet lenders, most of whom are loan sharks, offer such loans to students who need the money to meet their college and other expenses. The demand for such loans is high because it is relatively easy to apply for and receive. But these loans come with high interest rates and often with collateral security.

(2)Ask the students to discuss the dangers of campus loan in groups.

Q:What are the dangers campus loans may bring to college students?

Possible answers: Campus loan may bring many dangers. Firstly, it will lead to personal information leakage, like ID card, student card, bank details, information of contacts and so on; Secondly, high interest rate may result in heavy financial burdens; Thirdly, sometimes loan sharks use loan tricks, for example, they may lure students to sign a contract for a huge loan with high overdue charge, but lend them only a small amount. Once being cheated, the economic situation and confidence of students will be destroyed.

(3) Brainstorm the possible ways to avoid the the dangers caused by campus loans.

Possible answers: In order to avoid the trap laid by campus lenders, the students should limit the consumption to what they really need, increase their financial knowledge and learn how to protect themselves using legal means if they fall in trouble even after taking a loan to pay for their necessary college expenses.

Step 2.Detailed Reading

A. Words and expressions

1. manipulate: vt. make sb. think and behave exactly as you want them to, by skillfully deceiving or influencing them 操纵控制（某人的思想和行为）

You have the constant feeling you are being manipulated by advertisement.

你总有一种被广告操纵的感觉。

2. defy: vt. happen in a way that is different from what usu. happens or what you expect 违反

In my childhood, the fact that aircraft don't fall out of the sky always seems to defy the law of gravity.

童年时，我总认为飞机没有从天上掉下来，是不符合万有引力定律的。

3. contradict: v. disagree and cannot both be true in two statements, two pieces of evidence, two stories, etc.

The article flatly contradicts their claims.

这篇文章与他们的主张截然相反。

4. recession: n. [C, U] a difficult time when there is less trade, business activity, etc. in a country than usual (经济) 衰退, 萧条

The recession has led to many small businesses going bankrupt.

经济衰退导致许多小企业破产。

5. permissive: adj. tolerant

The synonym of permissive is tolerant, but tolerant is positive in meaning. Permissive carries a negative connotation. Tolerant implies good judgment with a right balance of perspective or actions.

The employee's tolerant position on the differences in working style meant that the team performed well.

员工对工作作风的差异持宽容的立场意味着这个团队表现出色。

6. perspective: n. [c] a way of thinking about sth. (思考问题的) 角度, 观点, 想法

His father's death gave him a whole new perspective on life.

父亲的离世让他对生活有了全新的看法。

7. urge, persuade

1) 从词义上说urge的基本意思是“力劝, 敦促”, 引申可表示“说服, 劝说”, 指通过劝说、感情交流等使对方做劝说者所希望的事。urge语气强但不一定“力劝, 敦促”成功; persuade语气不如urge强, 但强调不仅“劝”, 而且使之“服”。如:

We will urge them to adhere to the Paris Agreement.

我们将敦促他们遵守《巴黎协议》。

My husband persuaded me to come.

我丈夫劝我来的。

urge sb. to do sth.

persuade sb. to do sth./ persuade sb. into doing sth.

8. appetite

1) [C] a desire or liking for a particular activity 欲望, 爱好

She has an amazing appetite for knowledge.

她有极强的求知欲。

2) [C, usu. Sing., U] a desire for food 胃口, 食欲

Symptoms of this illness include tiredness and loss of appetite.

这种疾病的症状包括疲劳和食欲不振。

9. refer to: mention or speak about sb. or sth. 提到, 谈到

Although she didn't mention any names, every know who she was referring to.

尽管她没提任何人的名字, 但大家都知道她指的是谁。

10. invade

1) go into a place in large numbers, esp. when you are not wanted (尤指不受欢迎地)

大量涌入, 蜂拥而至

Every summe, the quiet seaside town is invaded by tourists.

每年夏天, 这个安静的海边小镇都有大量游客涌入。

2) enter a country, town, or area using military force, in order to take control of it 武力

入侵; 侵略; 侵占

The Romans invaded Britain 2,000 years ago.

两千年前, 古罗马人入侵了英国。

11. do one's utmost: try as hard as possible 竭尽全力 (做某事)

The medical staff did their utmost to save the patient's life.

医护人员竭尽全力挽救那位病患的生命。

例如: Some children are never exposed to classical music. 有些孩子从来没有接触过古典音乐。

Having been exposed to all kinds of dangers in the forest, the girl felt helpless and began to cry. 那个女孩在森林里体验了各种危险后, 感到很无助, 就哭了起来。

12. derive

1) receive or obtain sth. From sth. Else (从某物中)得到, 获得

Medically, we will derive great benefit from this new technique.

从医学角度来讲, 我们将从这一新技术中受益匪浅。

2) develop or come from sth. Else 源自, 源于

Many words in the English language are derived from Latin.

英语中很多词来源于拉丁文。

13. take a stock(of sth.) :think carefully about the things that have happened in a situation in order to decide what to do next.(对形势)作出估计 (判断)

We had to take stock of our position before we could decide what to do next.

我们再决定下一步做什么之前，必须对我们的处境作出判断。

14. administer :vt. to be responsible for making certain that sth. is done according to the rules 执行；治理

We hope that they're going to administer justice impartially.

我们希望他们能主持正义，不偏不倚。

B. Difficult sentences

1. The government tells us to spend or we'll never get out of the recession. (Para. 1)

Meaning beyond words: to help the country recover from the economic recession, the government is encouraging people to spend, which will help stimulate production, job markets and bank liquidity.

2. which depiction is correct: a failing consumer in trouble or a valued customer? the gap between these two messages is enormous. (Para. 2)

Meaning beyond words: As there is such a huge difference between the two email messages, we feel confused about who we are: a failing consumer in trouble or a valued customer?

3. The other we could call on an "upright" message, which urges us, "Work hard and save. Suspend your desires. Avoid luxuries. Control your appetite for more you truly need." (Para. 3)

Meaning: we could call the other one an "honest" message, which advises us to work hard and save money, stop having too many desires, avoid spending too much, and limit our purchases to what we really need.

4. Each advertisement is doing its utmost to influence our diverse buying decisions, from the breakfast cereal we eat to which cruise line we will use for our vacation. (Para. 5)

Meaning beyond words: advertisements are everywhere and have invaded people's everyday lives.

5. what happens as we take in these contradictory but explicit messages? What are the psychological and social consequences of this campaign to control our spending habits. (Para. 6)

Meaning beyond words: since people are surrounded by these contradictory but clear

messages, there must be some psychological and social consequences. For instance, some people may spend more while others may save more, depending on how much they get influenced.

6.anyway, many of the skills you need as a successful student can be applied to your finances. Consider your financial well-being as a key ingredient of your university education as money worries are extremely stressful and distracting. (Para. 7)

Meaning beyond words: It is not difficult to avoid a financial disaster if you apply the skills you already have for being a successful student. Be aware that financial stability is of crucial importance to your college life since money worries could bring you down.

7. Most importantly, if you find yourself getting into financial trouble, don't let your ego get in your way; urgently get help with tackling your problem before it spins out of control and lands you to legal troubles. (Para. 8)

Meaning: The most important thing is not to feel embarrassed to ask for help if you find yourself getting into financial trouble, and you should do it quickly to retain control and avoid breaking the law.

Step 3.Cultural Awareness

1.Cultural background

Financial information

(1)What does financial literacy refer to ?

- The ability to understand financial matters;
- The set of skills and knowledge;
- Allows an individual to make informed and effective decisions through understanding of finances.

(2) In the United States , what does Student Financial Aid refer to?

The funding intended to help students pay education expenses including tuition and fees, room and board, books and supplies, etc. for education at a college, university, or private school.

2.Core American Values

Hard work, family loyalty, and the capacity to postpone desires are core American values that have made our country great. (Para. 3, L6)

艰苦创业，忠于家庭，能推迟欲望是美国价值观的核心，它使我们的国家变得强大。

3. Quotation to show Chinese spending habits

(1) College students are the special consumptive group, who are playing the role of leading the trend of social consumption in the future. The consumption concept and behavior are rational or not, is not only related to the healthy growth for themselves and the effects of ideological and political education in colleges, but also has the important influence to economic and social development and building an ecological civilization.

大学生是特殊的消费群体,扮演着引领未来社会消费趋势的角色。大学生的消费观与消费行为是否理性,不仅关系到自身的健康成长和高校思想政治教育的效果,也对我国经济社会发展、生态文明建设等产生重要影响。

(2) ... green consumption is strikingly different from the frugal and conservative view of consumption in tradition period, and it is the civilized and healthy consumption conception in the new era. ... under principles of socialist core values, guided by the idea of green development, ... help college students to establish the green consumption view, to form the green developed thought and life style, to meet college student's "ever-increasing needs for a better life", and to promote the growing up and developing in a free and all-round way of them.

绿色消费观有别于传统节俭、保守的消费观,是新时代文明、健康的消费观。.....以社会主义核心价值观为统领,以绿色发展理念为指导,帮助大学生树立绿色消费观,形成绿色发展思维与绿色生活方式,满足大学生“日益增长的美好生活需要”,促进大学生成长成才和自由全面发展。

——《大学生绿色消费观教育研究》

Step 4 Essay writing

Topic: Thrift people vs. lavish people

Introduction:

Thesis statement: It's always interesting to compare two groups of people who live in entirely different lifestyles.

Body:

Subject A: People who live thriftily

- Go shopping when things are on sale;
- Try every means to conserve electricity;
- Seldom eat at restaurants.

Subject B: People who live lavishly

- Go shopping any time they want;

- Never conserve electricity;
- Often eat at fancy restaurants.

Conclusion:

People always have their own lifestyles;
some are thriftier than others.

Step 5 Extensive activities

1. Listening Activities

Listen to a short passage and discuss the following question.

Q: What are the six steps for saving money mentioned in the passage?

- (1) You need to set ambitious goals to encourage you to save money;
- (2) Form many money-saving habits while stay away from those that waste money;
- (3) Economize your daily expense;
- (4) Keep an eye on discounts information;
- (5) Economize your social life.;
- (6) While reducing the expenditures, you need to broaden your way earning money.

2. Word and Expression Test

Ask the students translate the words and expressions on Xuexitong to check if they have grasped them.

3. Assignments

(1) Writing

Write a comparison/contrast essay to compare you and your mother's spending habits.

(2) On-line activities

Listening to one passage of CET4 in *Aitingwaiyu* App every day, and upload your recording to Dinging App.