

《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 9 课时 教学内容：Further Exploration & Self-assessment

课型：探究课 设计者：上海大学市北附属中学 周捷

一、教学设计与说明

1. 教学目标

本课为本单元的最后一个课时，核心目标为引导学生探究模拟贸易活动的游戏，初步理解经济学中需求第一定律的内涵，同时在游戏活动中，充分展开围绕主题语境的交际活动，在探究和创造中运用语言知识和技能。最后，利用课文中的自我评估问题，引导学生监控并反思本单元学习的内容和学习过程中的策略。

2. 设计思路

本课为本单元的探究活动，需要创设尽可能真实的语境，来帮助学生体验经济学中贸易活动背后的供需定律，从而加深多主题语境的理解。

在导入环节中，充分利苏伊士运河被油轮封堵，导致国际原油价格短期波动的真实国际事件，让学生对探究活动的主旨产生直观体验。

在活动准备环节，通过小组分工的环节，引导学生思考真实贸易环境下经济学原理，会计专业知识，语言沟通技能等等的综合作用，整合学科素养，完成第一轮游戏。然后，通过抽签，随机调整游戏中的某一项物资的量与价格，开展第二轮游戏。通过两轮交易，学生以小组为单位展开博弈，绘制“财务报表”和“供需曲线”，为之后的反思总结环节奠定基础。两轮游戏之后，学生以小组为单位，在课文探究性问题的引导下，展开对游戏内涵的探究，通过分析活动成果，理解供需定律。

最后，通过回答课文中的自我评价问题，并完成学案中的表格，学生完成对整个单元的学习自评活动。

3. 重点难点

在两轮贸易模拟游戏中展开有效博弈，记录过程并绘制“供需曲线”。

Lesson Plan

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

1. Be aware how First Law of Demand in Economics works by participating in a trading game.
2. Report discoveries on First Law of Demand with proper terms learned in the process.
3. Assess learning outcomes of this unit.

Procedures:

I. Independent activity 1: Predicting price fluctuation when unexpected events happen.

*T: Play/show a news report on Suez Canal being blocked to the students and ask them to predict its influence on oil market.

*Ss: Listen to a brief news report on Suez Canal being blocked and guess the event's influence on oil market.

Purpose: To arouse the students' interest in understanding First Law of Demand on International trades.

Guided questions:

How will the oil price change after the event? Why?

II. Interactive activity 2: Preparing and conducting first round of trading game.

*T: Ask students to prepare for a trading game.

*Ss: Form groups of six students and assign roles for the trading game.

*T: Ask students to conduct the first round of trading game.

*Ss: Conduct the first round of trading for 5 minutes.

Purpose:

1. To help the students think about trade from different perspectives (informational, communicative and economic)
2. To engage students into the trading game and guide them to make balance sheet and demand curves diagram.

Guided questions:

What kind of skills do you think is essential for a successful trading?

What principle about price can you draw by making balance sheet after first round of trading?

III. Interactive activity 3: Conducting second round of trading game.

*T: Ask group leaders to draw lots and then start the second round of trading game.
 *Ss: Draw lots to decide which asset will change price and then conduct the second round of trading for 5 minutes.

Purpose: To simulate real market fluctuation and help students adjust balance sheet and finish drawing the demand curves diagram.

Guided question:

What is the correlation between price and scarcity?

IV. Interactive activity 4: Reflections on principles of price.

*T: Ask students to review their Demand of Curves and draw principles on trading and price.
 *Ss: Reflect on the Demand Curves by discussing questions on the book and report discoveries on First Law of Demand with proper English.

Purpose:

1. To facilitate the students to understand First Law of Demand.
2. To propel the students to apply Economics terms learnt in the process

Guided question:

How to explain First Law of Demand in economics?

V. Independent activity 5: Self-assessment on the whole unit.

*T: Ask students to assess their achievements on the whole unit.
 *Ss: Finish self-assessment questions on the book in group discussion.

Purpose: To help students reflect on the theme of trade and exchange different voices within groups.

Guidance: Discuss self-assessment questions in your group and tick the checklist.

Category	High handling	Medium handling	Low handling
A. Understanding China's achievements in foreign trade, and how trade and economy are related to our daily lives.			
B. Making a budget plan by analysing costs and benefits of my decisions.			
C. Understanding how the economy			

works by playing a trading game.			
D. Justifying decisions by exploring the underlying principles.			
E. Identifying the purpose of a text.			
F. Writing a summary of a problem-solution essay.			

VI. Assignments:

1. Students who ticked less than three “High handling” are supposed to review the whole unit and read bilingual reports on China’s recent economy development.
2. Students who ticked more than three “High handling” are supposed to read more on Law of Demand in English Economics Textbooks.

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