

《高中英语（上外版）》选择性必修第二册 Unit 4 Disaster Survival

课时：第 2 课时

教学内容：Surviving the Earthquake

课型：Reading (Vocabulary)

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一、教学设计与说明

1. 教学目标

本课为本单元的第 2 课时，核心目标为引导学生在语境中学习和运用课文核心词汇，学会描述自然灾害和幸存者的情感，并能理解和恰当地使用明喻这一修辞手法。

2. 设计思路

本课教师首先带领学生回顾灾难故事包含的主要元素，紧接着通过提问，引导学生梳理语篇中的关键信息，即灾难造成的破坏和人们对此的反应，从而帮助学生更深入地理解语篇，体会灾难幸存者的情感。在深入阅读文本的过程中，教师带领学生在语境中理解核心词汇的功能、词义的内涵和外延、建立词汇语义网，并设计形式多样、与主题相关的语言操练，提供丰富的语言输入，帮助学生在不同的情境中恰当地使用核心词汇。此外，教师通过讲解和操练，帮助理解和正确运用明喻这一修辞手法。最后，学生运用本课所学的词汇和明喻这一修辞手法，描述灾难的破坏性和人们对此的反应，之后描述文中令自己印象最为深刻的场景并说明印象深刻的理由，从而加深学生对语篇的理解、巩固并内化话题相关词汇的用法。

3. 重点难点

在语境中学习和运用核心词汇，学习运用明喻生动地描述人或事物。

学会灵活恰当地运用话题相关词汇，描述自然灾害和幸存者的经历和感受。

Lesson Plan

At the end of the period, students are expected to:

1. have a deeper understanding of the text by recollecting the key information;
2. describe the feelings of the disaster survivors by using target vocabulary and expressions appropriately;
3. understand and use simile, a figure of speech, to help describe something vividly.

Procedures:

I. Getting started:

Interactive activity 1: Reviewing the aspects a disaster story often covers.

- ✧ T: Ask students to think about the aspects a disaster story often covers.
- ✧ Ss: Recollect the text and other disaster stories they have read and generalize the aspects a disaster story often covers.

Purpose: To remind the students of the key aspects of a disaster story.

Guided questions:

Do you remember what aspects a disaster story often covers?

(Possible answers: time, location, cause of the disaster, the damage caused by the disaster and people's reactions, etc.)

II. Text-based vocabulary learning:

Interactive activity 2: Reviewing the important details of the text and learning the usages of target words and expressions.

- ✧ T: Ask the students to answer some questions about the important details of the text and practise using the target words and expressions by completing different tasks such as describing pictures, translation, filling in the blanks and making sentences, etc.
- ✧ Ss: Answer some questions and complete some vocabulary exercises.

Purpose: To help the students have a thorough understanding of the text and grasp the usages of some target words and expressions.

Guided questions:

1. What damage was caused to the following property?
2. What damage was done to Leo?
3. Did Leo survive the earthquake?
4. What were people's reactions after the earthquake?
5. What did the mayor call on the crowd to do?
6. Can you describe the picture/translate the following Chinese sentence into English with the words or expressions?

Target words:

rip, collapse, shock, bury, frightened

Target expressions:

crash down, spill out, spill into, hit sb. on the head, call on sb. to do

III. Learning the figure of speech --- simile:

Interactive activity 3: Learning the function and usages of simile.

- ✧ T: Guide the students to learn the function and usages of simile.
- ✧ Ss: Learn the function and usages of simile.

Purpose: To help the students understand and learn to use simile properly

Guided questions:

1. What was the city of San Francisco like after the earthquake?
2. Why does the author compare the earthquake to a furious giant?
3. How will you describe rescue workers with simile?

IV. Practice and consolidation:

Independent activity 4: Practising using the target words and expressions and simile.

- ✧ T: Ask the students to make sentences with the sentence pattern below and the words and expressions about people's reactions and the damage caused and simile.
- ✧ Ss: Make sentences with the sentence pattern, the target words and expressions and simile.

Purpose: To provide the students with opportunities to consolidate the usages of the target words and expressions and simile.

Guided questions:

1. Can you make some sentences with the sentence pattern below? Don't forget to use the words and expressions about people's reactions and the damage caused.
2. Can you use simile in your creations?

Interactive activity 5: Voicing opinions by using the target words and expressions.

- ✧ T: Ask the students to describe the most impressive scene in the text and give reasons.
- ✧ Ss: Describe the most impressive scene in the text in their opinion and give reasons.

Purpose: To enable the students to describe a disaster scene and survivor's feelings by using the target words and expressions

Guided questions:

What is the most impressive scene in the text in your opinion? Why?

Interactive activity 6:

- ✧ T: Encourage the students to describe one scene in another disaster scene.
- ✧ Ss: Describe one scene in another disaster scene.

Purpose: To help the students internalize the target words and expressions.

Guided question:

Can you describe one scene in another disaster story to your teacher and classmates?

V. Assignments:

1. Finish Vocabulary Focus Exercise I and II on Page 55 in your textbook.
2. Make at least 5 more sentences by using simile and the words and expressions learned today.