

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

课时：第 5 课时

教学内容：How to Survive Natural Disasters

课型：拓展阅读

设计者：上海市奉贤中学 周兰 吴丹妮

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元 Disaster Survival 的第 5 课时，核心目标为引导学生概括说明文的文体特征，如语篇内容、结构和语言；指导学生分享各种自然灾害的特点以及逃生方法；帮助学生利用文章信息梳理不同自然灾害的起因、危害和应对措施；鼓励学生通过文章内容反思自身所处环境，分享对可能遇到的自然灾害的自救措施。

#### 2. 设计思路

本课为本单元的第 5 课时，旨在引导学生通过小标题等文本特征掌握语篇类型与结构，通过梳理归纳文本关键信息，完成四个“灾害档案”并了解相关的生存技能，最后指导学生通过设计海报的形式分享对可能遇到的自然灾害的自救措施。第一，教师通过邀请学生做自救意识的调查报告，指出我们对自然灾害了解不足的现状，从而引出本课话题。第二，通过略读与扫读，教师引导学生掌握语篇类型与结构，提取关键信息，帮助学生更清晰地了解灾害的地点、起因、危害以及灾前和灾中的防护措施，并完成灾害档案。第三，教师指导学生阅读文本第三部分，了解防范灾害的普适法则——准备救生包，并引导学生根据前文所提取的信息思考如何在不同灾情中使用救生包物件，加深对自救措施的理解。最后，教师通过组织小组讨论活动，要求学生基于课堂所学内容制作防灾海报，分享对可能遇到的自然灾害的自救措施，提升防灾意识。

#### 3. 重点难点

梳理说明文的语篇结构和特征，根据所学内容，分享对可能遇到的自然灾害的自救措施。

## Lesson Plan

By the end of this period, students are expected to:

1. summarize the features of the expository text, such as the content, the structure and the language;
2. learn the causes, the damage and the measures of different natural disasters with the information obtained;
3. share the self-protection measures in the face of natural disasters.

### Procedures:

#### I. Getting started

Activity 1: Reporting the findings of the survey

- ✧ T: Ask students to report the findings of a survey on the classmates' awareness of self-protection.
- ✧ Ss: Report the findings of a survey on the classmates' awareness of self-protection.

**Purpose: To activate students' prior knowledge about natural disasters and arouse their interest in reading.**

#### II. Reading

Activity 2: Skimming the passage

- ✧ T: Guide students to skim the passage and figure out the textual type and the structure. Lead students to pay attention to the title and the subtitles.
- ✧ Ss: Skim the passage and find out the textual type and the structure of the passage.

**Purpose: To focus students' attention on the textual features and the general information of the text.**

Guided questions:

1. What type of writing is this passage?
2. How many parts can the passage be divided into? Why?

Activity 3: Scanning Para.1

- ✧ T: Lead students to read Para.1 to figure out the reason why people should learn how to

survive natural disasters.

- ✧ Ss: Scan Para.1 and find out the reason why people should learn how to survive natural disasters.

**Purpose: To arouse students' awareness of self-protection in the face of natural disasters and get familiar with the topic.**

Guided question:

1. Why all of us should learn how to survive natural disasters?

Activity 4: Scanning Para.2

- ✧ T: Lead students to read Para.2 to figure out the location, the actions, the effects and the damage of a typhoon.
- ✧ Ss: Scan Para.2 and find out the location, the actions, the effects and the damage of a typhoon.

**Purpose: To equip students with some information of a typhoon, especially the measures to be taken to protect themselves.**

Guided questions:

1. Where does a typhoon usually happen?
2. What measures can people take when a typhoon strikes?
3. What effects does a typhoon usually cause?
4. What causes a typhoon?

Activity 5: Scanning Para.3-5

- ✧ T: Lead students to scan Para.3-5, figure out the key information of the other disasters and complete the disaster files on Page 61 in the textbook.
- ✧ Ss: Scan Para.3-5 and work out the disaster files with the help of the example in Exercise I on Page 61 in the textbook.

**Purpose: To equip students with some information of natural disasters, especially the measures to be taken to protect themselves.**

Activity 6: Scanning Para.6-8

- ✧ T: Ask students to scan Para.6-8 and find out the universal rules for most natural disasters.

✧ Ss: Scan Para.6-8 and answer some questions regarding universal survival rules.

**Purpose: To equip students with some practical skills and raise their awareness of self-protection.**

Guided questions:

1. What universal measures can be taken in most natural disasters?
2. What supplies should you prepare for your survival kit?

Activity 7: Working in pairs

✧ T: Ask students to work in pairs and discuss in what disastrous situations the supplies in a survival kit are needed.

✧ Ss: Work in pairs and discuss in what disastrous situations the supplies in a survival kit are needed.

**Purpose: To help the students better understand the universal rules of natural disasters and raise their awareness of self-protection.**

Guided question:

1. In what disastrous situations are these supplies needed?

### III. Post-reading

Activity 8: Designing a poster in groups

✧ T: Ask students to work in groups of four and design a poster popularizing disaster survival skills. Instruct students to focus on what's learned, finish a draft first and get prepared to present their poster in class.

✧ Ss: Work in groups to design a poster popularizing disaster survival skills and present their work in class.

**Purpose: To apply what's learned to practice and share self-protection measures they've learned.**

### IV. Assignments

1. Search online for more information about disasters and complete the parts not mentioned in the disaster files.
2. Finish the exercises on Page 64-65 in the workbook.