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

课时：第 8 课时　　　　　　**教学内容**：Role-playing in a Disaster Scene

课型：Further Exploration　　　**设计者**：上海市奉贤中学 季燕华　吴静

一、教学设计与说明

1. 教学目标

本课为本单元的第八课时，核心目标为引导学生思考在表演灾难故事的过程中应该考虑哪些要素，并亲自演绎、体会和评价灾难性故事，以此更进一步地欣赏灾难情境中的人文精神。

2. 设计思路

本课为本单元的第八课时，旨在引导学生通过阅读《泰坦尼克号》的电影剧本节选和回顾自己熟知的灾难故事，自主思考和归纳在表演灾难故事时的考量因素，并在演绎故事和评价角色内心情感时更好地体会到"天灾无情，人有情"的人性可贵。首先，教师请学生回忆自己熟悉的灾难故事及其形式（电影、小说、电视剧、纪录片等）。接着，教师引导学生一起阅读《泰坦尼克号》剧本中的一个场景，并思考适合表演的灾难故事的特色。然后引导学生解读该灾难故事中人物的内心感受和所传达的精神，从而更好地演绎这一灾难场景。最后，小组成员表演自己的灾难故事，并点评自己的角色，揣摩其想法和感受，同时感受灾难中的人文精神。

3. 重点难点

归纳总结表演灾难性故事时应考虑的要素；能够诠释人物内心的感受和想法，生动地演绎出灾难性故事，并感悟人文精神。

Lesson Plan

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

1. generalize the key elements of performing a disaster story;

2. appreciate humanity and human spirits in the face of disasters by role-playing in a disaster scene;

3. assess the achievement of the learning objectives of the unit through self-assessment.

Learning procedures:

I.   Activity 1: Recollecting the forms which disaster stories are often in.

> ✧   T: Ask students to recollect the disaster stories they have seen or read and the forms which disaster stories are often in.
> ✧   Ss: Recall the disaster stories that they have seen or read, and sort out the forms disaster stories are often in.
>
> **Purpose: To elicit the students' background knowledge; to prepare students for the further search of information.**

Guided questions:

1. Have you ever seen or read any disaster stories?

2. What forms are disaster stories often in?

(Possible answers: a film, a TV play, a documentary, a novel or a short story, etc.)

II. Activity 2: Learning how to choose a disaster story suitable for role-playing.

> ✧   T: Ask students to read the screenplay of the disaster story of *Titanic* and find out the important elements of a disaster story suitable for role-playing.
> ✧   Ss: Read the screenplay of *Titanic* and find out the important elements of a disaster story suitable for role-playing.
>
> **Purpose: To enable the students to choose a disaster story suitable for role-playing.**

Guided questions:

1. How can we choose a disaster story suitable for role-playing?

2. Why is the disaster story of *Titanic* suitable for role-playing?

III. **Activity 3: Interpreting the disaster story to better act out the story**

> ✧ T: Ask students to read the screenplay again and use some adjectives to describe Jack's feelings when he was encouraging Rose.
> ✧ Ss: Read the screenplay again and use some adjectives to describe Jack's feelings.
> ✧ T: Ask students to think about the spirit conveyed in the disaster story.
> ✧ Ss: Summarize the the spirit conveyed in the disaster story.
>
> **Purpose: To enable the students to have a deeper understanding of the disaster story and prepare them for role-playing.**

Guided questions:

1. Can you use some adjectives to describe Jack's feelings when he was encouraging Rose?

2. What spirit is conveyed in the story?

IV. Activity 4: Assigning roles and learning how to better act out the disaster story

> ✧ T: Ask students to assign each member a role.
> ✧ Ss: Choose partners and a role to play in the story of *Titanic*.
> ✧ T: Ask students to think of some tips to improve their performance in the role-playing.
> ✧ Ss: Think of some tips to improve their performance in the role-playing.
> ✧ T: Instruct students to write down stage directions about tone, body language and facial expressions based on their interpretation of the story of *Titanic*.
> ✧ Ss: Write down stage directions about tone, body language and facial expressions based on their interpretation of the disaster story.
>
> **Purpose: To help students better act out the disaster story.**

Guided questions:

1. Can you think of some tips to help improve your performance in the role-playing?

(Possible answers: We can adjust our tones to reflect characters' emotions.

We can make use of body language and facial expressions.)

2. Can you write down some stage directions about tone, body language and facial expressions to better act out the story of *Titanic*?

V. Activity 5: Rehearsing and Conducting role-playing in a disaster scene

> ✧ T: Ask students to rehearse and then act out the story based on the tips and their interpretation of the story.
>
> ✧ Ss: Rehearse and then act out the story based on the tips and their interpretation of the story.
>
> **Purpose: To instruct students to act out their stories based on the tips and their interpretation of the disaster story.**

Guided instructions:

Please rehearse with your partner(s) and act out this part of *Titanic* based on the tips and your interpretation of the disaster story.

VI. Activity 6: Making comments on the roles.

> ✧ T: Ask students to make brief comments on the role they have played and imagine the character's feelings and thoughts on helping others or being helped.
>
> ✧ Ss: Make brief comments on the role they have played and empathize with the characters in terms of helping others or being helped.
>
> **Purpose: To motivate the students to empathize with characters in disaster stories and appreciate humanity and human spirits in the face of disasters.**

Guided question:

After acting out the disaster story, can you make brief comments on the role you have played and imagine his/ her feelings or thoughts on helping others or being helped?

VII.   Activity 7: Choosing another disaster story suitable for role-playing.

> ✧ T: Ask students to discuss with group members and choose another disaster story suitable for role-playing to prepare for their assignment.
>
> ✧ Ss: Discuss with group members and choose another disaster story suitable for role-playing in their assignment.
>
> **Purpose: To familiarize students with choosing a suitable disaster story and then conducting and improving role-playing in a disaster scene.**

Guided question:

Can you discuss with your group members and choose another disaster story suitable for role-playing to prepare for your assignment?

VIII.　Assignments

1.　[Group work] Choose another disaster story and shoot a video of your disaster story with your group members.

2.　[Individual work] Finish Self-assessment on P65 in the textbook.