

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

课时：第 1 课时

课题：Surviving the Earthquake

课型：阅读课

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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 1 课时，核心目标为引导学生通过阅读，理解语篇描述的地震场景和情节发展；能基于语篇内容，感知和描述地震幸存者的情感变化，体会灾民的感受；能梳理记叙文的语篇结构和文体特征；能通过归纳语篇中与灾难相关的词汇，构建语篇话题的词汇语义网；能深入语篇内容，深度思考灾难面前人类所显示出来的人性光辉和人性尊严。

2. 教学设计思路

本课时是本单元的第 1 课时，语篇类型为记叙文，主要从小男孩 Leo 的角度讲述旧金山大地震的破坏性、灾民的经历和情感体验，最后展现灾后人们重建家园的决心。语篇发展主要以时间顺序进行，即地震前的安详宁静景象，地震时灾难巨大的破坏力和人们的情感经历，到地震后人们坚定地参与重建家园。在读前环节，活动先以图片的形式激活学生的背景知识，并引入话题。

在读中环节，通过学习理解类活动展开基于语篇的学习。第一，学生通过略读（Skimming）活动梳理语篇结构、了解语篇大意，形成对语篇内容的基本理解。第二，学生通过寻读（Scanning）活动理解与分析地震的破坏性和 Leo 及灾民们的经历，概括和整合人们面对突如其来的灾难时的情感体验。学生需要通过上下文线索获取和梳理与灾难相关的词汇如 rip, collapse, sway 等词汇意义；通过寻找和梳理关键词，分析地震的巨大破坏力，并概括和整合人们在灾难中的经历和情感体验。

在读后环节，通过应用实践类活动展开深入语篇的学习。学生在教师的引领下对“spirit”的深层次含义进行探究，分析和判断在大自然灾难面前人性的伟大，从而展开对本单元主题意义的深入探究。

在交互活动中，通过组织学生就话题展开讨论：“假设你是 Leo，是否会参与重建家园？为什么？”激励学生既基于语篇寻找理据，又超越语篇理性地表达观点。

3. 教学重点及难点

引导学生学习理解语篇内容的基础上，获取语篇内容和细节，描述地震的场景、情节发展和灾民的情感体验。深入和超越语篇对灾难情境中显现出来的人性光辉展开主题意义的探究。

Lesson Plan

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

1. understand the development of the story and analyze the great damage the earthquake caused;
2. describe the experiences and the feelings of the disaster survivors in the earthquake;
3. appreciate humanity and human dignity shown in disastrous circumstances.

Learning procedures:

I. Pre-reading

Interactive activity 1: Leading in the topic.

- ✧ T: Direct students' attention to some pictures about a modern city, ask them what the city is and talk about the background knowledge of the city.
- ✧ Ss: Look at the pictures and talk about their understanding of today's San Francisco.

Purpose: To introduce some background knowledge about San Francisco.

Guided questions:

1. Which city is shown in the pictures?
2. How will you describe today's San Francisco?
(Possible answers: modern, beautiful, fashionable etc.)

Interactive activity 2: Getting started by looking at some pictures of San Francisco in 1906 and talking about the city stricken by the disaster.

- ✧ T: Show some pictures of San Francisco in 1906 and ask students to guess what happened to the city, describe the pictures and reflect on the sharp contrast between a modern and peaceful city and a city in ruins.
- ✧ Ss: Look at the pictures, guess what happened to the city on that day in 1906 and describe the city stricken by the disaster.

Purpose: To introduce the topic of the earthquake in San Francisco.

Guided questions:

1. Can you guess what happened to San Francisco on that day in 1906?
2. How do you know an earthquake struck San Francisco.?

(Possible answers:

Because the road was torn open/ ripped open.

Because the houses collapsed and the walls crashed down.)

II. While-reading

Independent activity 3: Skimming the text for the genre, writing order and the textual structure.

- ✧ T: Ask students to skim the text, identify the genre and the writing order.
- ✧ Ss: Skim and find out the genre and writing order of the text.
- ✧ T: Ask students to skim the text again and divide it into several parts based on the timeline.
- ✧ Ss: Skim and divide the text into several parts and find out the main idea of each part.

Purpose: To figure out the textual structure and the general idea of the text.

Guided questions:

1. What's the genre of the text?
2. What is the writing order of the text?
3. Can you divide the text into four parts according to the timeline?

Independent activity 4: Scanning Para. 1-2 and finding out the setting of the earthquake

✧ T: Ask students to read Para.1-2 and find out the time and location of the earthquake.

✧ Ss: Read Para. 1-2 and find out when and where the earthquake happened.

Purpose: To clarify the setting of the earthquake.

Guided questions:

When and where did the earthquake strike? How do you know that?

Interactive activity 5: Scanning Para. 3-5, figuring out the damage caused during the earthquake and perceiving Leo's feelings

✧ T: Guide students to figure out the damage caused during the earthquake by locating verbs related to the earthquake.

✧ Ss: Read Para.3-5 and find out the damages caused during the earthquake .

✧ T: Perceive Leo's feelings in the face of the earthquake by finding out clues.

✧ Ss: Infer Leo's feelings by looking for some clues in the text.

Purpose: To help students better understand the destructiveness of the earthquake, perceive people's feelings and learn some earthquake-related vocabulary by means of explanations and contexts.

Guided questions:

1. What damage did the earthquake do to the city?
2. How did Leo, the 11-year-old boy feel during the earthquake? How do you know?
3. Did Leo survive the earthquake? How do you know?
4. Can you imagine his feelings when he was rescued?
(Possible: frightened, grateful, etc.)
5. If you must risk your life to save a person, will you do that?

Interactive activity 6: Scanning Para. 6-7, figuring out the damage caused shortly after the earthquake and perceiving survivors' feelings

✧ T: Guide students to underline the sentences that describe the damage caused shortly after the earthquake most vividly with "_____ " and give reasons.

✧ Ss: Read Para. 6-7 and underline the sentences that describe the damage caused shortly after the earthquake most vividly and give reasons.

✧ T: Guide students to underline the sentences that describe survivors' feelings shortly after the earthquake most vividly with "_____ " and give reasons.

✧ Ss: Underline the sentences that the students think describe survivors' feelings most vividly and give reasons.

Purpose: To help students better understand the destructiveness of the

earthquake, perceive people's feelings and learn some earthquake-related vocabulary by means of explanations and contexts.

Guided questions:

1. Which sentences do you think describe the damage shortly after the earthquake most vividly? Why?
2. Which sentences do you think describe the survivors' feelings most vividly? Why?

Interactive activity 7: Scanning Para. 8-10 and figuring out what happened several days after the earthquake.

- ✧ T: Guide students to read Para. 8-10 and find out what happened several days after the earthquake.
- ✧ Ss: Read Para. 8-9 and find out the damage caused to the city and survivors' reactions to the earthquake.

Purpose: To figure out the destructiveness of the earthquake and survivors' reactions to it.

Guided questions:

1. What did the mayor call on the crowd to do after the earthquake?
2. What did Leo and his friends decide to do?

III. Post-reading

Interactive activity 8: Exploring the meaning of "spirit".

- ✧ T: Guide students to figure out the true meaning of spirit and find clues to support their opinions.
- ✧ Ss: Discuss the true meaning of "spirit" and find clues with group members.

Purpose: To help students better perceive the spirit people demonstrate when facing disastrous situations and appreciate humanity and human dignity.

Guided questions:

What kind of "spirit" does the city have? Why do you think so?

Interactive activity 9: Sharing opinions on whether students will stay and rebuild the city.

- ✧ T: Encourage students to express their opinions on whether they would stay and rebuild the city if they were Leo.
- ✧ Ss: Share opinions with the teacher and classmates on whether they will stay and rebuild the city if they were Leo.

Purpose: To deepen students' understanding of the text.

IV. Assignments

1. Read the text twice and circle the useful words and expressions.
2. Finish the exercises of Comprehension I, II and III on Page 54 in the textbook.
3. Write a diary about your experience in the earthquake and your feelings in the voice of Leo. (100-120 words)