

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

课时：第 4 课时(1.5)

课题：Listening: Typhoon Mangkhut Struck Southern China

Viewing: How to Survive an Earthquake

Speaking: Conducting a Survey

课型：视听说课

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## 一、教学设计与说明

### 1. 教学目标

本课为本单元 Disaster Survival 的第 4 课时，核心目标为引导学生在人与自然的主题语境下，获取视听语篇中的主要信息，培养学生根据听力文本和视频内容进行信息的收集和整理，并且通过同伴合作，培养学生合作处理信息和以正确的语言进行表达的能力，让学生理解遇到不同自然灾害时的自救措施。

### 2. 设计思路

#### (1) 听力部分

①导入话题、激发兴趣。教师通过创设与听力音频相关的主题语境，激发学生已有的词汇知识和背景知识。首先，教师带领学生开展头脑风暴，讨论与台风相关的词汇引入话题。其次，教师通过简要介绍台风山竹的背景知识，激发学生的学习兴趣。

②任务驱动、深化理解。教师以问题驱动学生在听力过程中获取和梳理语篇的重点信息，引导学生在分析听力语篇时使用 mapping 的策略，培养学生听力技能，完成听力任务。最后，设置新闻报道的任务，引导学生复述新闻内容，深化理解。

#### (2) 视听部分

①引入话题，激活背景。在第二部分的视听阶段，教师通过激活应对地震灾害的相关词汇，引导学生思考采取哪些灾前预防措施。

②任务驱动，由简入繁。在两遍的视听过程中，教师引导学生获取视听的主要内容，运用 mapping 技能梳理灾前、灾中和灾后的应对措施，并通过填表任务对地震中以及地震后的具体自救措施进行梳理、总结。

#### (3) 口语部分

①设置场景，激活表达。完成听力以及视听任务后，教师通过设置灾害自我防护意识的调查情境，指导学生调研流程（预设问题、开展访谈、报道结果），并提供学生作为采访者与被采访者的常用语言表达，引导学生运用功能语言开展访谈。

②任务驱动，同伴合作。学生根据调研任务，结合视听活动中获取的相关信息与自身具备的防灾知识，与同伴进行讨论和互动，开展访谈活动并记录和分析访谈纪要。

### 3. 重点与难点

**重点：**引导学生能够根据视听活动进行信息的记录和整理，培养 mapping 的视听技能，增强对灾害的了解，提高自救意识。

**难点：**学生能够根据所给的场景，灵活运用课堂中所学的词汇以及信息，通过同伴合作探究面对灾难时的自我保护意识。

## Lesson Plan

**By the end of the lesson, the students are expected to:**

1. get the main idea of the listening and viewing materials, and gain the key information;
2. grasp the mapping skill to complete listening and viewing tasks;
3. complete a survey and an interview to find out how prepared classmates are during natural disasters;
4. raise the awareness of self-protection in natural disasters.

**Procedures:**

### **I. Listening: Typhoon Mangkhut Struck Southern China (News report)**

Activity 1: Brainstorming

- ✧ T: Have students brainstorm and list as many words as possible in the table on Page 58 of the textbook.
- ✧ Ss: Discuss with their partners what come to mind when a typhoon strikes.

**Purpose: To activate students' background knowledge and prepare them for the listening task.**

Guided question:

When you think of a typhoon, what words come to mind?

Activity 2: Getting started

- ✧ T: Guide students to have a basic understanding of Typhoon Mangkhut through a disaster file.
- ✧ Ss: Learn more about Typhoon Mangkhut through the disaster file.

**Purpose: To encourage students to learn more about the topic and better grasp the key information in the following listening task.**

Guided question:

What do you know about Typhoon Mangkhut?

Activity 3: Listening for general information

- ✧ T: Have students listen to the news and answer the questions for general information.
- ✧ Ss: Listen to the news, take notes and answer the questions.

**Purpose: To lead students to listen for general information and main aspects of the news report.**

Guided questions:

1. What places did Typhoon Mangkhut strike in southern China?
2. What aspects does the news report mainly focus on?

Activity 4: Listening and completing the diagram

✧ T: Play the news again and have students complete the diagram. (Guide the students to pay attention to the notes taken)

✧ Ss: Listen to the news again and complete the diagram.

**Purpose: To lead students to practice the listening strategy and get the key information about the measures and the damage.**

Guided questions:

1. What are the measures taken before the typhoon?
2. What is the damage caused by the typhoon according to the news?

Activity 5: News reporting

✧ T: Ask students to make a news announcement about Typhoon Mangkhut based on what they've heard and the notes they've taken.

✧ Ss: Make a news announcement about Typhoon Mangkhut.

**Purpose: To lead students to organize and process the information in the listening material through a news announcement.**

## II. Viewing: How to Survive an Earthquake (Vodcast)

Activity 6: Warming-up

✧ T: Get students familiar with the measures people should take before an earthquake based on the topic-related expressions on Page 55 in the textbook.

✧ Ss: Get familiar with the measures people should take before an earthquake.

**Purpose: To activate students' background knowledge and better prepare themselves for the viewing activities.**

Guided question:

When an earthquake strikes, how can you prepare for it?

Activity 7: Watching the first part of the video and answering the question

✧ T: Play the first part of the video and have students answer the question.

✧ Ss: Watch the first part and answer the question.

**Purpose: To lead students to grasp the general idea of the viewing material.**

Guided question:

What is needed in the emergency kit before an earthquake hits?

Activity 8: Watching the rest of the video and answering the questions

✧ T: Play the rest of the video and lead students to take down key information and answer the questions.

✧ Ss: Watch the video, take notes of the key information and answer the questions.

**Purpose: To lead students to have an overall understanding of the video and get familiar**

**with the steps taken during and after an earthquake.**

Guided questions:

1. How many steps are mentioned in the video?
2. What steps are taken during and after the earthquake?

Activity 9: Watching the video again and completing the table

✧ T: Play the video again and have students complete the table with one word for each blank.

✧ Ss: Watch the video again and fill in the blanks in the table.

**Purpose: To lead students to practice taking notes and fill in the blanks to better understand the content.**

Guided question:

According to the video, what are the dos and don'ts during and after the earthquake?

### **III. Speaking: Conducting a survey about the awareness of self-protection**

Activity 10: Conducting a survey through interviews

✧ T: Ask students to conduct a survey about the classmates' awareness of self-protection in a typhoon according to the three steps recommended. Guide students to work in pairs to discuss questions and conduct an interview among at least three classmates with the questions prepared and the expressions taught.

✧ Ss: Work in pairs to raise questions to be asked and carry out interviews among the classmates.

**Purpose: To encourage students to practice conducting interviews with the expressions taught and the questions raised to better understand their classmates' awareness of self-protection in natural disasters.**

Activity 11: Carrying out an interview

✧ T: Invite some students to demonstrate an interview in class.

✧ Ss: Carry out an interview in class.

**Purpose: To lead students to practice carrying out an interview according to the information they have had and the questions they have prepared.**

### **IV. Assignments**

1. Prepare for the presentation of your survey report.
2. Finish the exercises of listening and viewing on Page 59-62 in the workbook.