教案

课题：B3U2

Pupil’s lives spared during Falmont earthquake & Girl saves 100 from tsunami

课时：第一课时

Teaching aims:

1.Learn the two news reports by skimming and scanning;

2.Identify the typical feature of the news report;

3.Understand the significance of making preparations for a natural disaster.

Teaching key points:

1. To enable students to get the basic and detailed information of the two news reports.

2. To enable students to identify the features of news reports.

Teaching difficulties:

1. How to enable students to understand the significance.

**Step1 : Lead-in**

Nature is a kind of loving mother, but also a butcher in cold blood.

Show students the video of earthquake hitting Turkey.

**Step 2: Pre-reading**

Introduce the inverted pyramid structure of news reports to students.

**Step 3: While-reading**

Fast-reading:

Read the first news report while following the video and find out the headline, lead, body and tail.

Find out the basic information of when, where, who, what, how and why and finish A1 on p.18.

Careful-reading:

Have a closer look at the process and reasons of the successful escape from earthquake and fill in the blanks with relevant verbs.

By understanding Miss. Browns words, students can understand the importance of making preparation.

Show students a video on how to prepare for earthquake.

Fast-reading:

Read the second news report while following the video and find out the headline, lead and body.

Find out the basic information of when, where, who, what, how and why and finish A1 on p.18.

Careful-reading:

Have a closer look at how the girl saved 100 people from tsunami and fill in the blanks with relevant verbs.

Think about Sabrina’s emotion change during the whole process.

Ask students to try to describe Sabrina’s personalities using proper adjectives.

**Step 4. Post-reading**

Further thinking:

What contributes to the lucky escapes in these two reports?

What can you learn from the two news report?

What can help us survive natural disasters?

**Step. 5 Homework**

Rewrite how Sabrina realized the danger and managed to warn people of the coming tsunami using the first narrative person.

教学总结

本堂课的授课内容是必修三第二单元的reading第一节课，授课对象是高一14班的学生，这是一个物政地的新班，学生英语基础比较薄弱。本单元的主题语境是“自然灾害”。本堂课涉及的语篇是两篇新闻报道，分别讲述了地震逃生和海啸前救人，目的是让学生认识到虽然我们无法阻止自然灾害的发生，但是掌握正确的自救方法可以减少灾难的损失。

课程设计主要围绕教学目标展开，首先，引入部分通过雨果的名言和土耳其地震的视频引入自然灾害这个话题，读前向学生介绍新闻报道的倒金字塔结构，帮助学生在读中快速划分文章结构，寻找关键信息。读中分为两个部分，一个是fast-reading，判断结构和寻找基本信息，careful-reading则是详细阅读正文，主要关注动作描写和心理描写。读后，我设计了两个问题，一个是what contributes to the lucky escape?可以帮助学生总结文章，另一个则是让学生讨论遇到自然灾害时该如何自救，锻炼他们的发散性思维，并且使他们明白自救的重要性。

在实际授课过程中，我发现了以下几个问题：

1. 最后的总结讨论部分难度比较大，没有很好地引导学生基于原文内容进行总结概括。
2. 课堂内容安排过多，导致最后没能留给学生足够的时间进行讨论。
3. 对学生问题的回答评价应该更丰富多样一些，课堂评价过于简单，未能提供很多的有效信息，充分引导学生。

综上所述，在今后的教学中要进一步的了解学生，了解教材，合理规划好课堂时间，加强对学生的引导。