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教学材料







Unit 2 Stay away from windows and heavy furniture.

Reading and vocabulary

1 Work in pairs. Look at the pictures and ask and answer the questions.

1 Where are the people?

2 What are they doing? Why?

2 Look at the title of the passage and think about what to do in an earthquake.

3 Read the passage and check your answer to Activity 2.

What to do in an earthquake

Earthquakes always happen suddenly, so it is difficult to warn people about them. Usually people have little or no idea about what to do during an earthquake, so here is some advice:

Inside

- 1 Do not jump out of high buildings.
- 2 Hide under a table. Stay away from windows and heavy furniture. Keep clear of fires.
- 3 Leave the building quickly when the ground stops shaking, but do not use the lift.
- 4 Keep calm, especially when you are with other people. Be brave and be helpful.

Outside

- 1 Move away from buildings, because parts of a building may fall on you.
- 2 Do not stand near street lights or under power lines.
- 3 Stay away from bridges and trees. If you are in a bus or car, stay in it.
- 4 In the mountains, be careful of falling rocks.
- 5 On a beach, run away from the sea and move quickly to higher ground.

In short, follow what you learnt in school. You can be safe and you can also help save others.

Unit 2

4 Read the sentences. Decide if the following actions are right (✓) or wrong (x).

When the earthquake started...

- | | |
|--|--------------------------|
| 1 ... I hid under a table. | <input type="checkbox"/> |
| 2 ... Sam sat on his desk. | <input type="checkbox"/> |
| 3 ... Alice ran out of the building. | <input type="checkbox"/> |
| 4 ... Peter and Helen stayed in their car. | <input type="checkbox"/> |
| 5 ... my family and I moved away from the beach. | <input type="checkbox"/> |

5 Answer the questions. Use the words and expressions in the box.

brave inside keep calm power lines street lights warn

- 1 What is difficult to do before an earthquake?
- 2 Where should you stay before the ground stops shaking?
- 3 What should you do when you are with other people?
- 4 What shouldn't you stand near or under in the street?

Writing

6 Work in pairs. Do the following research.

Inside your school

- Make a list of safe places and dangerous places at your school if an earthquake happens.
- Note where the nearest stairs and doors to the outside of the school buildings are.

Outside your school

- Make a list of places near your school. Note if they are safe or dangerous.
- Note where the streets go, and where street lights and power lines are.

Learning to learn

When you read instructions, make sure of what they tell you to do, and also focus on the steps of activities.

7 Write some instructions about what to do in an earthquake.

*Go out and meet on the playground.**Do not use the lift.*

Now work in pairs. Check and share your instructions.

教学设计

课文标题:	Unit2 Stay away from windows and heavy furniture.
单元名称:	Module12 Help
教材版本:	外研社版 英语（新标准）
授课年级:	八年级
指导教师	李翠珍、刘敬雯、迟铁梅

整体 设计思路	本课主题属于“人与自然”范畴，涉及“自然灾害与防范措施，人身安全与自我保护”。	
	What: 本课语篇选自外研版《英语（新标准）》八年级上册第十二模块 Unit 2 “Stay away from windows and heavy furniture.”，介绍了地震发生时室内和室外的自救措施以及相关的注意事项。其涉及到的注意事项在生活中具有实用性和操作性强的特点。	
	Why: 突发事件是人们在日常生活中经常需要面对的事情。地震，这一自然灾害是大部分学生们没有经历过的，本课语篇通过介绍地震发生时的自救措施以及相关的注意事项，使读者在学习过程中了解地震发生时应该做什么、如何做，提升自我保护意识，明确冷静、勇敢、互助的重要性。本文内容看似与学生有一定距离，但具有现实意义和教育意义。	
	How: 本课语篇是典型的说明文，但却不是操作说明。语篇使用大量祈使句的肯定式和否定式提出地震发生时的自我防范与保护的指导和指导。	
教学目标	通过本课学习，学生能够： 1. 了解地震发生时的自我保护常识性知识； 2. 判断地震发生时的逃生行为是否正确； 3. 正确使用祈使句的肯定式和否定式向他人宣传地震发生时如何进行自我保护； 4. 迁移已学知识说明在火灾中如何逃生，增强自我保护意识，明确冷静、勇敢、互助的重要性。	
教学 重难点	教学重点：正确使用祈使句的肯定式和否定式向他人宣传地震发生时如何进行自我保护； 教学难点：迁移已学知识说明在火灾中如何逃生，增强自我保护意识，明确冷静、勇敢、互助的重要性。	
教学过程		
教学目标	学习活动	效果评价
1. 了解地震发生时的自我保护常识性知识	1. 学生通过观看汶川地震的图片和视频，进入情境，谈论对地震的了解，意识到学习地	观察学生回答问题的表现，根据其说出的具体信息了解其对汶川地震

	<p>震发生时的自我保护常识性知识的重要性。</p> <p>2. 学生在教师的追问下通过小问卷的形式,进一步对学习地震中的自我保护常识性知识给予重视,并对学习产生兴趣,增强生命意识。</p> <p>3. 学生通过阅读,感知文本大意及文章结构。</p> <p>4. 学生获取、梳理、概括、整合地震发生时室内、室外的危险物品和可保护自己的物品,了解地震发生时的自我保护常识性知识。</p>	<p>等地震背景知识及危害性的已知和未知。</p> <p>从学生对问卷的判断情况来评价其对地震自我保护常识性知识的已有知识。</p> <p>从学生完成看图补全指示的情况,评价其对地震发生时的自我保护常识性知识的了解。</p>
<p>设计意图:激发学生学习地震发生时的自我保护常识性知识等的求知欲,激活学生对地震及地震的危害等背景知识,明确本课要解决的问题:帮助学生梳理文章结构、整合地震发生时室内、室外可保护自己的标志物及地点。(感知与注意、获取与梳理、概括与整合)</p>		
教学目标	学习活动	效果评价
2. 判断地震发生时的逃生行为是否正确	<p>5. 学生借助表格,通过小组形式,分别对地震发生时应该做和不应该做的事情进行描述。</p> <p>6. 学生再次对一系列地震发生时的行为进行判断。</p>	<p>观察学生在小组和班级描述地震发生时应该做和不应该做的事情的展示是否全面。</p> <p>从学生对问卷内容的判断,来评价其判断地震发生时的逃生行为是否正确。</p>
<p>设计意图:引导学生内化地震发生时的自我保护的知识,运用祈使句的肯定、否定形式对地震发生时的自我保护及防范措施给予指导。深入理解,分析并判断地震发生时的逃生行为是否正确。(描述与阐释、分析与判断、内化与运用)</p>		
教学目标	学习活动	效果评价
3. 正确使用祈使句的肯定式和否定式向他人宣传地震发生时如何进行自我保护。	7. 学生基于情境,以学校电台主持人的身份,宣传地震发生时如何进行自我保护。	关注学生在小组讨论和班级展示中谈到的地震发生时的自我保护知识,包括在室内外应该做与不应该做的事情是

		否全面，祈使句使用是否正确，教师根据情况给予必要的指导和反馈。									
设计意图： 引导学生内化所学知识，基于情境，通过自主与合作的学习方式，综合运用语言技能，宣传地震发生时如何进行自我保护。（描述与阐释、内化与运用）											
4. 迁移已学知识说明在火灾中如何逃生，增强自我保护意识，明确冷静、勇敢、互助的重要性。	8. 学生针对高发事故火灾，向他人宣传如何进行自我保护。 9. 引发思考：在灾难面前，除了掌握自我保护措施，还应做到：冷静、勇敢、互助...	关注学生在小组讨论和班级展示中的宣传是否正确及全面，教师根据情况给予必要的补充、指导和反馈。									
设计意图： 引导学生超越语篇，通过自主、合作的学习方式，综合运用语言技能，进行多元思维，创造性地解决新情境中的问题。将文本内容与现实生活再次建立联系。（内化与应用、想象与创造）											
作业 每栏至少选一项。 <div data-bbox="272 1081 718 1377"> <p>HOMEWORK MENU Choose at least 2 (or 3) new activities from each row. Write in the activities you do. Notice the short sentences. You should finish activities, handwriting for about 2 minutes every day.</p> <table border="1"> <tr> <td>Listen to the tape and record yourself reading the text about...</td> <td>Complete the exercises in the textbook.</td> <td>Write at least 3 instructions about what to do in an earthquake (level 3 exercise)</td> </tr> <tr> <td>Listen to the tape and read the text about...</td> <td>Complete the exercises in the textbook. Read and retell reading texts or conversations or other dialogues and finish the gaps.</td> <td>Write at least 3 instructions about what to do in an earthquake or a fire. Retell and explain the instructions to your partner.</td> </tr> <tr> <td>Listen to the tape and write your ideas about what to do in an earthquake.</td> <td>Complete the exercises in the textbook. Read and retell reading texts or conversations or other dialogues and finish the gaps.</td> <td>Check your own text. Why have you chosen to do it? Which ability have you practised? How well do you know your English?</td> </tr> </table> </div>			Listen to the tape and record yourself reading the text about...	Complete the exercises in the textbook.	Write at least 3 instructions about what to do in an earthquake (level 3 exercise)	Listen to the tape and read the text about...	Complete the exercises in the textbook. Read and retell reading texts or conversations or other dialogues and finish the gaps.	Write at least 3 instructions about what to do in an earthquake or a fire. Retell and explain the instructions to your partner.	Listen to the tape and write your ideas about what to do in an earthquake.	Complete the exercises in the textbook. Read and retell reading texts or conversations or other dialogues and finish the gaps.	Check your own text. Why have you chosen to do it? Which ability have you practised? How well do you know your English?
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作业的设计遵循学生学习能力的差异，分层作业，加强学生对作业的自主选择，提高作业的针对性和积极性。											