The story of an eyewitness教学设计说明

一、学习目标

1. 学生通过快速阅读，运用语篇衔接手段中的词汇衔接(词汇复现和同现关系)，获取文本话题；

2. 学生基于问题链的探究，通过自主阅读，了解大火对城市造成的破坏以及灾难中人们的表现，感悟写作手法及表意手段，挖掘语篇主题意义；

3. 课后学生能运用本堂所学的写作手法报道龙泉的洪涝灾害，培养语言表达能力及批判性思维能力。

二、学习重难点

学生在梳理大火对城市造成的破坏与灾难中人们的表现的过程中，感悟写作手法及表意手段，挖掘语篇主题意义，并能迁移运用本堂所学的写作手法报道龙泉的洪涝灾害。

1. 学习过程

Step 1 Lead-in

Activity 1: Watch a short video clip of the 1906 earthquake in San Francisco.

Q1：What event does the the video show?

Q2：If you were a witness of that disaster, what would you like to report?

Activity 2: Predicting

Q3: How much do you know about Jack London?

Q4: What did Jack London describe? Could you raise some questions according the title and pictures in the text?

【设计意图】视频所展示的图片带给学生视觉冲击，不仅能让学生了解1960年的旧金山大地震的破坏程度，而且能够激发学生的好奇心与学习兴趣。通过问题的回答与自主提问，引入本堂课的话题，学习了标题的重点词witness , 了解文本作者，为语篇内容和写作手法的学习铺垫。

Step 2 Skimming for the topic words

Q: What was described?

( Reading tip: Find out the repeated key words or pronouns which are usually the topic of that paragraph.)

【设计意图】学生通过快速阅读，运用教师给予的阅读策略，获取文本主题词—— disaster，people。教师通过渗透利用词汇复现与代词指代等衔接手段获取文本主题的语篇学习策略，培养学生的语篇分析能力。本活动旨在实现学习目标1。

Step 3 Scanning for the detailed information and language study

Q1: Which disaster was more destructive, the earthquake or the fire? Why?

Q2: How destructive was it?

Q3: Why was it so destructive?

Q4: How did people behave in the disaster?

【设计意图】基于问题链，学生通过自主阅读，寻找相关内容，了解大火对城市造成的破坏以及灾难中人们的表现，并通过对语言的分析，感悟写作手法及表意手段，比如对比、重复、排比等修辞手法和倒装句式所传递的意义。本活动旨在实现学习目标2。

Step 4 Reflecting: What have we learnt?

Q：What message was conveyed by the author?

1. In time of disaster, people should u\_\_\_\_\_\_ and show the wisdom to stay p\_\_\_\_\_\_\_ and rebuild for a bright future.

② Summarizing.

|  |  |  |
| --- | --- | --- |
| What | How | Why |
|  |  |  |

【设计意图】通过对 “Never before in history has a city been so completely destroyed.”和“Never in all of San Francisco’s history were her people so kind as on this night of terror.”两个倒转句的对比，启发学生对文本主题意义的思考；借助表格，从what, how和why三个角度去总结本堂课所学。

Step 5 Assignment

本活动旨在实现学习目标3。

1. Recall and talk about the flood hit Longquan this summer through the pictures.
2. If you are an eyewitness of the flood, write a short report of floods and try to use the figure of speech learnt in this class.

|  |  |  |
| --- | --- | --- |
| Content | Language | Significance |
| destructive floods  people in the disaster | contrast  repetition  parallelism  partial inversion | To impress readers deeply  To present vivid pictures  To show strong emotion |

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Checklist

1. Is the text well-organised?

2. Does the writer use numbers, contrast, repetition and partical inversion to show

destructiveness?

3. Are there any grammar or spelling errors?

4. Is the handwriting easy to read?