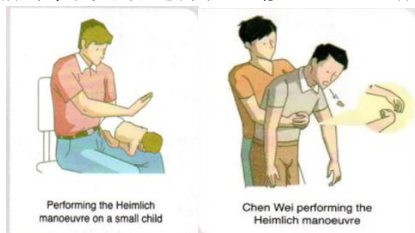


新人教版 选择性必修 2 Unit 5 First Aid
Using Language (2) : Share your story about providing first aid
导学案

一、单元学习主题

人教高中英语选择性必修 2 (2019 版) Unit 5: First Aid



二、单元整体解读:

本单元主题语境是“急救”，不仅仅向学生传授有关急救的基本知识，还要培养学生的仁爱之心，使学生认识到：通过自己的努力挽救生命是一件光荣的事情，更是人道主义、博爱和奉献精神的体现。

三、文本分析:

阅读语篇讲述了一位名叫 Chen Wei 的高中生运用海姆里希式急救法救人的事迹。文章不仅叙述了 Chen Wei 救助窒息病人的过程，还介绍了海姆里希式急救法的历史和操作方法。

四、课型解析:

语篇逻辑清晰，分为三个部分：第一部分叙述 Chen Wei 救人的过程（第一段和第二段），第二部分介绍海姆里希式急救法的历史和操作要领（第三至五段），第三部分评价 Chen Wei 救人的事迹（第六段）。记叙文是以叙述为主要表达方式，以写人物的经历和事物发展变化为主要内容的一种文体，特点是在讲故事的时候通常以时间为序。简洁明了地说明步骤和要领，便于读者理解操作。

I. 【教学目标】 Learning Objectives:

By the end of this class, students will be able to:

1. read for the gist of a story;
2. analyse the structure of the story;
3. study the structure and language features of a narrative essay;
4. write a narrative essay that shares a story about providing first aid.

II. 【教材分析】:

The theme of this unit is about first aid, while the theme of reading for writing is about “share your story about providing first aid”.

III. 【教学过程】 Teaching procedures:

Step 1: Lead in:

Work in groups. Discuss the questions.

What happened in the pictures? And do you know how to deal with it urgently?

Look at the pictures. What do you think the boy and the man are suffering from?
choking

What do you think the Heimlich manoeuvre is?
a way to help the choking victim

Step 2. Pre-Reading

海姆立克式急救法

【设计意图】让学生了解海姆里希式急救法的操作方法。

【核心素养提升点】

学习能力: 学习有关急救的背景知识

Step 3. While- Reading: Read for the main idea

I. Read the passage quickly and get the general idea of the passage.

1.What's the main idea of the passage?

- A. How an American doctor, Henry Heimlich, created the Heimlich manoeuvre.
- B. How to do the Heimlich manoeuvre.
- C. We should help each other.
- D. Chen Wei, a high school student in Beijing, did the Heimlich manoeuvre to Zhang Tao and saved his life.

Step 4. While- Reading:

1. Read the article and put A-E in the correct place in the text.

- A Choking victims usually have only about four minutes before they collapse and sometimes die
- B If you see someone choking, first call the emergency services
- C Chen wasted no time
- D With choking victims, every minute counts
- E Doing the Heimlich manoeuvre on a small child is not recommended

【设计意图】

补全第二段至第六段的首句。段首句均不是各段的主题句，而是本段与上一段的过渡句。

【核心素养提升点】

思维品质：锻炼学生的逻辑衔接能力。

II. Read the passage carefully and choose the best answer.

1. What did Chen do to Zhang?
 - A. With the help of Zhang's friends, he was able to help Zhang lying on the ground.
 - B. Chen did the Heimlich manoeuvre without hesitation.
 - C. Standing in front of Zhang, Chen did the Heimlich manoeuvre.
 - D. With the help of the doctor, Chen rushed Zhang to the hospital at once in the ambulance.
2. Why did an American doctor, Henry Heimlich, create the Heimlich manoeuvre? Because .
 - A. victims will always die because of choking
 - B. choking is an urgent case without time to wait for the ambulance
 - C. ambulance will not come in time
 - D. it is quick, practical, and easy to do the Heimlich manoeuvre
3. What can we infer from Paragraphs 4—5?
 - A. If someone is choking, first slap the victim's back.
 - B. When doing the Heimlich manoeuvre, wrap your arms around his neck.
 - C. If slapping does not work, do the Heimlich manoeuvre right away.
 - D. Make a fist with one hand and place it in the lower part of his stomach.
4. Which of the following is NOT true?
 - A. We should not do the Heimlich manoeuvre on a small child in order not to hurt him.
 - B. Let the child lying on your lap face down, with the head lower than the rest of his body.
 - C. Don't stop performing firm slaps to his upper back unless he can breathe again.
 - D. If a child choke, call 120 at once and wait patiently.
5. From which is the text probably taken?
 - A. A health magazine.
 - B. A biology textbook.
 - C. A research paper.
 - D. A travel brochure.

Step 5. While-Reading:

2. Read the article again and choose the correct words to complete the sentences.

- 1 Chen Wei was a friend/complete stranger to Zhang Tao.
- 2 When Chen Wei reached Zhang Tao, Zhang Tao was sitting an the chair/standing.
- 3 The Heimlich manoeuvre is quite easy/difficult to do.
- 4 You will know that the victim is choking if he cannot speak/stops breathing.
- 5 To help a small child who is choking, you need to lay the child face up/down on your lap and slap his upper back.
- 6 Chen Wei was able to save Zhang Tao because he learnt the Heimlich manoeuvre at school/from a first-aid manual.

Step 6. While-Reading: Read for the structure

Reading Activity: Read for the structure of a narrative essay.

Organize the structure of the article.

Part 1 (Para. 1-2): the story of a choking incident

Part 2 (Para. 3-5): the introduction of the Heimlich manoeuvre

Part 3 (Para. 6): comments on the choking incident

【设计意图】引导学生关注作者对 Chen Wei 救人的事迹的叙述，分析语篇结构。

【核心素养提升点】

学习能力：学会记叙文的典型写法

Step 7. While-Reading: Read for the details

3. Reread the article, and then answer the questions below.

1. Part1: Who were the people involved? What happened? Where did it happen?

2. Part 2: What did Chen Wei do?

3. Part 3: How does the story end?

4. What purpose does the quote at the end of the essay serve?

to introduce the emergency

choke on some steak;

hold his throat with his face turning red;

help his desperate friend to his feet.

to perform Heimlich manoeuvre

make sure that the victim is really choking

stand behind him; wrap your arms around his waist;

make a fist; place it in the upper part of his stomach;

grab your fist with your other hand tightly;

push up and into his stomach in one motion;

continue doing this until the obstruction is forced out.

to perform first aid on children

lay the child face down on your lap with the head lower than the rest of his body;

give firm slaps to his upper back until he can breathe again.

【设计意图】学会记叙文的典型写法。

【核心素养提升点】

语言能力：学会写作时关注故事情节的完整性和逻辑性

Step 8. While-Reading: summarize the structure and language features

The structure of narrative essays:

the set-up: who, what, and where.

the conflict: a challenge or difficulty.

the conclusion: the end of the story.

Language features of narrative essays:

clear and concise;

written in the first person or third person;

written in active voice;

informal words and phrases.

Step 9. Post-Reading: Writing Activity:

Use what you have learnt to write a narrative essay that shares a story about providing first aid.

Recall your experiences of giving first aid in an emergency. If you have never had any experiences, share stories you have read or heard about, or think up a situation.

Write an outline of the three parts in your story. Then think of a good quote to sum things up.

Write your narrative essay.

Step 10. Post-Reading: Write a narrative essay

Pre-writing Activity: Brainstorm and decide the content.

	Questions	Key words
Part 1	Who? What? Where?	
Part 2	The process?	
Part 3	The end?	
Part 4	Any comments?	

Step 11. Writing: 写一篇关于急救的记叙文，应注意：

1. 按时间发生的顺序来写；
2. 需要一些必要的连接词把实施急救的步骤连贯起来
3. 时态以过去时为主。

谋篇布局：

Part 1：简述事件发生的背景（who, what and where）

Part 2：细致描述实施急救的具体步骤

Part 3：总结经验教训

Step 11. Writing:

假如你是红星中学学生李华，你校正在开展急救知识学习周活动，因为急救会涉及自身安全和被救助者的安全问题，请你以“**How to offer first aid safely?**”为题向校报英文版投稿，介绍紧急情况下的安全处理方式。主要包括：

- ①如何安全急救；
- ②注意的问题。

注意：词数 80 左右。

Step 12: Assignment:

1. Write a narrative essay about your experiences of giving first aid in an emergency
2. Share your story about providing first aid

【学后反思】

1. 是否掌握语篇中 Chen Wei 用海姆里希式急救法救张涛的故事？
2. 是否能运用所学语言写一篇有关急救的故事？

【板书设计 Blackboard Design】

Blackboard Design	
Blackboard Design	Unit 5
	Using Language: Share your story about providing first aid
	The structure of narrative essays: the set-up: who, what, and where. the conflict: a challenge or difficulty. the conclusion: the end of the story.
	Part 1 (Para. 1-2): the story of a choking incident Part 2 (Para. 3-5): the introduction of the Heimlich manoeuvre Part 3 (Para. 6): comments on the choking incident