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# 高中英语单元学历案

单元名称 必修2 Unit 5 On the road

所在年级 高中一年级

教材版本 外研版（2019）必修2  
及册次

作者姓名 冯珍 吴静 张庆芳 王明艳

工作单位 山东省枣庄市第二中学

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外研版（2019）必修二 Unit 5 On the road

Starting out & Understanding ideas 学历案

作者：冯珍

**【课题与课时】**

课题：Unit5 Starting out & Understanding ideas: Blogging Australia

—from Compulsory Textbook 2 of New edition of FLTRP *New Standard English*

课时量：One period

**【课标要求】**

通过阅读文章让学生了解一位职业摄影博主的工作内容，与西澳大利亚州的渊源以及她对自然和环保的看法并引导学生通过旅行理解世界，关注爱护自然，并追逐梦想，充盈内心。

**【学习目标】**

**1.主题意义：**理解文章的主题，本文以访谈的形式，一问一答，介绍了一位职业摄影博主的工作内容、与西澳大利亚州的渊源以及她对环保的看法，丰富学生对旅行的认知，认识到人们可以通过旅行认识大自然，认识自我，并进一步认识到可以通过旅行影响他人，进而探索自己感兴趣的旅行相关职业，发展自我，融入自然，用正确的方式与自然相处，保护环境。

**2.语篇类型：**理解访谈类文章的语篇特点，学会使用一问一答的访谈模式进行模拟采访。

**3.语言知识：**能在语篇中学习 destination, gallery, quit, profession, previous 5 个生词。

**4.语言技能：**

1. 通过略读，感知访谈类文章的文体特征及语言特色；运用快读和细读技能，从课文中获取主要信息并整合信息完成博主个人档案。

2. 能从课文中获取有关西澳大利亚州的文化信息，欣赏文化的多样性；

3. 根据文章内容并联系生活实际，谈论旅行给 Lauren 带来的影响，并就与旅游相关的工作发表自己的观点；

4. 概括并复述课文

5. 策略与思维 准确理解文章的基础上，逐渐形成学生自己的观点，引发学生对人与自然环境关系的思考。

**【评价任务】**

**一、课堂嵌入式评价**

1. 结合观看相关视频、阅读课文标题和教材的图片等多模态语篇的学习，解释旅行的含义和益处，并完成课文的预测。（评价任务 1-2）

2. 通过快读，把握文章的类型和篇章段落大意；通过精读理解 Lauren Bath 作为职业摄影博主的工作内容、与西澳大利亚州的渊源以及她对自然和环保的看法。引导学生理解采访话题的内在逻辑，并掌握与旅行相关的语言。（评价任务 3-4）

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3. 基于课文内容，体会旅行与自然和环保的联系，加深对理解旅行的意义。（评价任务 5）

## 二、课时形成性评价

1. 总结本节课所学，理解旅行的意义。（评价任务 6）

2. 根据所学介绍 Lauren Bath。（评价任务 7）

### 【学习过程】

#### 资源与建议

1. 本单元的主题语境是“人与自然”，涉及到的主题语境内容是通过旅行来了解世界，欣赏和尊重文化多样性。本篇课文，语篇类型为访谈。课文通过访谈的方式介绍了一位职业摄影博主的工作内容、与西澳大利亚州的渊源以及他对自然和环保的看法。

2. 本文的主题学习大致按以下程序展开：通过多模态语篇（图片）激活学生已有经验——略读文章把握文章段落大意——细读和理解文本——学习和运用主题词汇——思考旅行的意义——输出。

3. 本课的学习重点是训练学生的基本阅读技能，包括：预测、略读、寻读、细读、长难句理解等。难点是理解采访话题的内在逻辑，学习并掌握与话题相关的语言。

4. 预习要求：预习 destination, gallery, indigenous, kangaroo, crocodile, quest, make...out of... 等生词和短语。

### Step 1 Lead in (5 minutes) (评价任务 1)

1. Show some teacher's travelling photos.
2. Talk about the saying "Travel broadens the mind."
  - (1) What's the meaning of the saying?

(2) Do you agree with the saying? Give some examples to support your opinion.

### Step 2 Pre-reading (评价任务 2)

Look at the pictures and the title and predict

1. Who is she?

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2. What does she do?

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### Step3 While-reading

#### Task 1 : Fast-reading (评价任务 3)

1. What's the type of this passage?  
A. A travel guide    B. A travel blog    C. An interview

#### 2. Read the interview and write the questions on the lines.

- a. What do you love most about Western Australia?
- b. What is your connection to Western Australia?

- c. Who are you and what do you do?  
 d. Does your photography support environmental protection?  
 e. How does your love of nature influence your photography?  
 a. \_\_\_\_\_ b. \_\_\_\_\_ c. \_\_\_\_\_ d. \_\_\_\_\_ e. \_\_\_\_\_

### Task 2 : Careful-reading (评价任务 4)

1. Read the passage carefully and complete the blogger profile with words and expressions from the passage.



## Star Blogger

Name \_\_\_\_\_ *Lauren Bath* \_\_\_\_\_

Previous job <sup>1</sup> \_\_\_\_\_

Present job <sup>2</sup> \_\_\_\_\_

Number of fans <sup>3</sup> \_\_\_\_\_

Favourite place to visit <sup>4</sup> \_\_\_\_\_

Subject of photos <sup>5</sup> \_\_\_\_\_

**Example of important work and its story**

Lauren Bath is using her photography to make people aware of <sup>6</sup> \_\_\_\_\_. For example, one of her photos shows a crocodile that is used to passengers <sup>7</sup> \_\_\_\_\_ and is becoming <sup>8</sup> \_\_\_\_\_. Over time, this could make her <sup>9</sup> \_\_\_\_\_ to humans. People should stop <sup>10</sup> \_\_\_\_\_.

2. Choose the best description of the interview with Lauren Bath.

- a. Why Lauren Bath quit her job as a chef and chose different professions.  
 b. Where Lauren Bath loves to travel and how she helps protect the environment  
 c. How Lauren Bath turned her hobby into a career and her story of being a blogger.

3. Ask students to find the logical relationship of questions in the interview.

- a. **Who** are you and **what** do you do?  
 b. What is your **connection** to Western Australia?  
 c. What do you **love** most about Western Australia?  
 d. How does your love of nature **influence** your photography?  
 e. Does your photography **support environmental protection**?

### Step 4 Post-reading (评价任务 5)

#### Task 3 Discuss the following questions in your group.

1. How will you comment on Lauren's work? How do Lauren Bath travel experiences influence her and the readers of her blog?

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2. There are some other jobs involving travel. Which would you most like to do? Make an interview with your partner according to the interview questions.



### Step 5 Summary (评价任务 6)

Summarize what we have learned in this class and the meaning of the travel.

### Step 6 Assignment (评价任务 7)

Write a short summary to introduce star blogger Lauren Bath within 60 words.

## 外研版（2019）必修二 Unit 5 On the road

### Using language -ing as attributive 学历案

—from Compulsory Textbook 2 of New edition of FLTRP *New Standard English*

作者：吴静

课时量：One period

#### 【课标要求】

综合运用各种语言技能，读懂语篇内容，体会-ing作定语的功能，引导学生学习与旅行准备工作相关的词汇和表达，加深对旅行的认识和理解，能使用新学语言谈论制定旅行计划和做旅行准备。

#### 【学习目标】

**1.主题意义：**理解本单元的主题语境：人与自然---旅行，通过旅行了解世界，欣赏和尊重文化的多样性。

**2.语篇类型：**理解景点介绍和旅行广告的语篇特点

**3.语言知识：**能在语篇中学习 route, aboard, landscape, dramatic 等 12 个和旅行准备相关的生词。

#### 4.语言技能：

(1) 能够正确找出 reading passage 部分所涉及到的-ing as attributive 的句式结构知识引出本节课的语法知识，能理解 v-ing 形式作定语在语篇中的运用；

(2) 能用本课新学习的语言谈论“如何做旅行计划和准备”；

(3) 能够恰当地使用 doing 作定语进行日常表达

**5.策略与思维：**能应用相关学习策略和思维方式，梳理文本内容并分析-ing形式作定语的不同用法，进而理解-ing分词作定语与定语从句的含义。本节课采用探究式教学和小组合作学习方式，在多媒体教学环境中，使用视频和相关图片，让学生通过观察句子和小组竞赛或个人练习的方式实现从“感知——归纳——理解——运用”知识点的一体化过程。

#### 【评价任务】

##### 一、课堂嵌入式评价

1. 根据老师提示完成导入部分，完成评价任务 1（评价任务 1）；

2. 学习本节课的语法知识，完成一系列的练习（评价任务 2-5）；

3. 学习并运用词汇，完成相关练习（评价任务 6）。

##### 二、课时形成性评价

1. 总结本课所学（评价任务 7）；

2. 学后笔头输出（作业）（评价任务 8）。



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- c ...there were over 200,000 people **who read my blog!**
  - d...I love to photograph the sun **that is rising**,...

1.What is difference between the two groups of sentences?

Difference:\_\_\_\_\_

2.Why does the author choose to use sentences (a) and (b) in the reading passage?

\_\_\_\_\_

3.Conclude its basic usage and functions.

\_\_\_\_\_

4.Read the sentences with the same structure in the text to understand it better.

**Step 3.Further thinking.** (评价任务 3)

**Activity 1:比较并思考不同点。**

- a. ...there were over 200,000 people **reading my blog!**
- b. I love to photograph the **rising** sun,...
- c. He is reading something **interesting**.

What's the difference between sentence a and b? When do we put *-ing* form before the noun it modifies and when do we put it after?

**Summary:** 单个的现在分词作定语时，一般置于被修饰的名词之\_\_\_\_\_，常表示\_\_\_\_\_的动作；若被修饰的代词为 **those, something, everything, nothing** 等，则现在分词要放在其\_\_\_\_\_；现在分词短语做定语时，置于被修饰的名词之\_\_\_\_\_。

**Activity 2: 比较并思考不同点**

- a. a **meeting** room; a **swimming** pool; a pair of **running** shoes
- b. the **rising** sun; **falling** rain; a **dancing** girl

What's the difference between group a and b?

\_\_\_\_\_

**Activity 3: Conclusion.**

\_\_\_\_\_

**Step4: Competition to consolidate.** (评价任务 4)

(1) The flowers \_\_\_\_\_(smell) sweet in the garden attract visitors to enjoy the beauty of nature.

(2) The man who is speaking to the teacher is his father.

→The man \_\_\_\_\_the teacher is his father.



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- (3) The boy who has a \_\_\_\_\_ (hear) disability was accepted by a primary school.  
(4) Can you see the star \_\_\_\_\_ (move) in the sky?  
(5) 面朝街道的房间\_\_\_\_\_ ; 在河边读书的男孩\_\_\_\_\_

**Step 5: Practice** (评价任务 5)

**Activity 1. Finish exercise 2 on page 53.**

The Bernina Express follows a route that runs from Eastern Switzerland to Northern Italy. People who travel aboard the Bernina Express have the chance to see incredible views. The landscape that lines the route is beautiful and dramatic, with snowy mountains and green valleys. There is no doubt that the Bernina Express is a journey for a traveler who want to get back to nature: the train window becomes the TV screen, and the natural world is the snow.

**Activity 2. Finish exercise 3 on page 53.**

**Discussion: Rewrite the sentences.**

1. Are you one of those people who work around the clock?
2. Go on a boat trip to see whales that jump out of the water and hear the song of dolphins that sing.
3. Watch surfers who catch the waves--and maybe even give it a go yourself.
4. And at the end of the day, you won't want to miss the view of the sun that is setting on the sea.

**Step 6: Planning a trip** (评价任务 6)

1. Read the emails. Underline the tasks Andrew and Matt have to do before going on a trip.
2. Complete the chart with the tasks in Activity 4. (*Pay attention to different*

*symbols: \* means preparations when you travel at home and abroad while \* means preparations when traveling abroad* )

3. Free talk

(1) What are other things you have to do before a trip?

(2) Choose a destination and prepare your trip together in groups.

Our group will go to ...  
First, we'll...  
Then, we'll check if...  
We also need to...  
Before departing, we should...

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