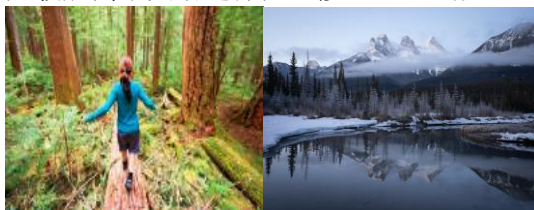


新人教版 选择性必修 2 Unit 4 Journey across a vast land
Using Language (1) : Talk about scenery and culture along a journey
导学案

一、【单元学习主题】

人教版高中英语选择性必修 2 (2019 版) Unit 4: Journey across a vast land



二、单元整体解读:

本单元主题语境是“长途旅行”，讲述了旅行者横跨加拿大的长途旅行经历，包括他们的所见所闻、所思所想，以及对旅行和人生意义的探求。鼓励学生走进社会和大自然，深入了解客观世界和人类社会。

三、文本分析:

听力文本是一段发生在 Li Daiyu, Liu Qian 和火车上的一位加拿大旅行者 Anna 之间的对话。在对话中，她们边欣赏窗外的美景，边交流感受。作为加拿大人，Anna 对沿途城市、景色、地貌、风俗习惯等作了细致的介绍，两姐妹表现出极大兴趣，并进一步追问感兴趣的信息，对话中还自然融入了很多习语。

四、课型解析:

通过听说活动引领学生进一步了解加拿大的自然地理概况和社会风貌，通过听说展开 4 个活动，结合自身旅行经历，参考口语对话支架续编听力对话，学习自然地结束对话。

I. 【教学目标】 Learning Objectives:

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

1. obtain information about Canada from the conversation;
2. continue the conversation about Canada and China based on your own travel experiences or the information from this unit.
3. learn to talk about scenery and culture along a journey.
4. learn some important words and sentence patterns.

II. 【教材分析】:

The theme of this unit is about journey across vast land, while the theme of listening part is about “scenery and culture along a journey”.

III. 【教学过程】 Teaching procedures:

Step 1: Warming up

A quick review

What are the two key words in the title?

the natural features, such as mountains, valleys, rivers and forests ...

the customs and beliefs, art, way of life and social organization ...

What do you see in these pictures?

They will probably be talking about a beautiful alpine lake, going skating on a frozen lake, going camping, and going hiking in a forest.

【设计意图】 引导学生通过观察图片预测听力内容，培养他们的听前预测策略。

【核心素养提升点】

语言能力: 锻炼口头表达交流的能力

Step 2. While-listening

What is mentioned in the conversation?

Can you list some key words?

Listen to the conversation and answer the following questions.

1. What do people do when the Lake Louise freezes over in winter?

2. What does Anna say about Canadian summers?
3. How far is it from Edmonton to Winnipeg?
4. What kinds of things do people do in Winnipeg?
5. What other long rail journey have Li Daiyu and Liu Qian taken?
6. What kind of climate do many areas of south Canada have?
7. What is the mark of this kind of climate?
8. After they leave Edmonton, what kind of land will they be in?
9. After they leave Winnipeg, what kind of land will they be in?
10. What kind of place is Winnipeg?
11. What is the name of the train line between Beijing and Moscow?
12. What can you see while riding on the train in Mongolia?

【设计意图】激活他们的相关背景知识和体验，为接下来的听力理解做好准备。

【核心素养提升点】

学习能力：激活学生的背景知识

Step 3. Listening Strategy:



Understand idioms

Idioms are often used in the English language. The meanings of some idioms can be guessed. However, many others need to be studied and remembered.

EXAMPLE

feel at home: feel relaxed and comfortable

cost an arm and a leg: cost a lot of money

Step 4. While- listening:

Listen again. Match the following idioms and similes with their meanings.

- | | |
|------------------------------|----------------------------------|
| 1. words fail me | A. with no mountains or hills |
| 2. as hot as an oven | B. all kinds of things |
| 3. as flat as a pancake | C. for a long distance |
| 4. as far as the eye can see | D. I'm surprised. |
| 5. dead centre | E. spend time |
| 6. kill time | F. very warm |
| 7. you name it | G. the exact middle of something |

【设计意图】浏览列出的习语，借助右侧的释义猜测他们的含义。

【核心素养提升点】

学习能力：学会在语境中理解习语的意思，体会习语的表达效果。

Step 5. Post- listening:

In groups of three, continue the conversation about Canada and China based on your own travel experiences or the information you heard or read in this unit. End the conversation naturally.

What did they talk about in the conversation?

Where have you travelled in China? What places impressed you most?

How would you continue and end the conversation?

Expressing surprise and curiosity

Oh, my goodness!/Good heavens!

You're kidding!

Are you kidding?

Are you serious?

It can't be true!

Oh no! Really?

What a surprise!

I think it's fantastic!

Wow! How interesting/amazing!

What was it like?

Talking about space and position

It's about ... kilometres northeast of ...

... is close to ...

in/on/to the north/south/west/east of ...

across the continent/lake

alongside the coast/river

go eastwards/westwards/northwards/
southwards

prep. 在.....旁边;
与.....一起
adv. 在旁边

Ending a conversation naturally

I have to run. Good talking to you.

I'll catch you later.

It was good/nice meeting you.

I'm sure you want to relax a bit. I'll let you go.

Sorry, I can't talk longer. I'm actually on my
way to ...

Well, I have to go. I'll talk to you later.

【设计意图】 听后表达活动，让学生创编并表演对话

【核心素养提升点】

学习能力：学会使用教材上表达空间和位置的句式描述地理风貌相关的信息。

Step 6. Assignment:

1. Listen again and read the conversation aloud.
2. Make up a dialogue about scenery and culture along a journey with your partner. using the surprise and curiosity expressions.
3. Practice the conversation about Canada and China based on your own travel experiences or the information you heard or read in this unit.

【设计意图】 让学生课后创编并表演对话，融入自己的旅行经历，使对话内容更真实。

【核心素养提升点】

语言能力：让学生学会如何运用习语在对话中表达。

【学后反思】

1. 反思是否能运用习语进行对话？
2. 是否能将加拿大的美景与中国进行比较？

【板书设计 Blackboard Design】

Blackboard Design

<p>Blackboard Design</p>	<p style="text-align: center;">Unit 4</p> <p>Using Language 1: Talk about scenery and culture along a journey</p> <table border="0"> <tr> <td>1. words fail me</td><td>A. with no mountains or hills</td></tr> <tr> <td>2. as hot as an oven</td><td>B. all kinds of things</td></tr> <tr> <td>3. as flat as a pancake</td><td>C. for a long distance</td></tr> <tr> <td>4. as far as the eye can see</td><td>D. I'm surprised.</td></tr> <tr> <td>5. dead centre</td><td>E. spend time</td></tr> <tr> <td>6. kill time</td><td>F. very warm</td></tr> <tr> <td>7. you name it</td><td>G. the exact middle of something</td></tr> </table>	1. words fail me	A. with no mountains or hills	2. as hot as an oven	B. all kinds of things	3. as flat as a pancake	C. for a long distance	4. as far as the eye can see	D. I'm surprised.	5. dead centre	E. spend time	6. kill time	F. very warm	7. you name it	G. the exact middle of something
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