选择性必修 第二册

**Unit 4 Journey across a vast land**

**Discovering Useful Structures**

**内容分析：本单元的主题语境是Journey across a vast land. Discover useful structures是本模块的第三个课时，本课时将学习-ed和-ing做表语和状语的用法。**

**设计理念：本课通过让学生感知文本中的语言，自主探究、分析和比较-ed和-ing做表语和状语的用法和区别，引导学生总结语言规律并在语境中操练用法，教师创设模拟情景，让学生将所学到-ed和-ing做表语和状语写一篇旅行日记。**

**教学目标：**

1. **感知文本语言，分析和比较-ed和-ing做表语和状语的区别并总结语言规律**
2. **掌握并熟练运用-ed和-ing做表语和状语在创设的模拟情景中的用法**

**教学重难点：**

1. **使学生理解和掌握–ed和-ing做表语时，-ed表示“(某人)感到…”之意而-ing则表示“(某物)是令人…”之意并在语境中熟练运用**
2. **让学生理解和掌握–ed和-ing做状语时，其逻辑主语是句子的主语，-ed与逻辑主语间是被动关系而-ing则是主动关系，能在具体语境中熟练并准确运用**

**教学过程：**

**Step 1 Discovering the form**

|  |  |  |
| --- | --- | --- |
| (Para 1)For both of them, the thought of crossing the whole country by rail was exciting. |  | (Para 2)They were pleased to see the beautiful mountains looking out over the city.  (Para 5)However, they did not anticipate seeing such an open country, and were truly amazed. |

1. What is –ing/-ed form used as?

**【设计意图】：通过感知文本中的-ed和-ing做表语的句子，使学生对-ed和-ing做表语有基本的认知。**

**Step 2 Comparing the usage**

-ing form as a predicative is used to

while -ed form is to .

**【设计意图】：让学生自主探究，分析和比较-ed和-ing形式做表语的用法，感知-ed做表语时，表示“(某人)感到…”, -ing做表语时，表示“（某物）是令人…”之意。**

**Step 3 Comparing and practising**

1. Compare the differences between –ing form and –ed form

|  |  |
| --- | --- |
| Describe feelings | Describe places, things, or people |
| interested | interesting |
| disappointed | disappointing |
| excited | exciting |
| frightened | frightening |
| tired | tiring |
| amazed | amazing |

1. A: Are you in visiting the newly built museum downtown？

B: Not really. I’d rather go to the new theme park, which is more .

1. A: Don’t you think that dog is ? Better not get close to it.

B: Actually, I think that the dog is just because there are so many

people around.

1. A: Do you feel after a whole day’s hike along the river.

B: Yes. It is so that I’m almost worn out.

1. The girls were to see such an open country.

The farms covered a very large area, which was .

(5) Going into the wilderness alone can be .

Do you feel when going into the wilderness alone?

(6) We became when thinking about those beautiful locations in Finland. We expected to experience a lot of things there.

(7) We went to bed as soon as we arrived at the hotel because we were so . The eight-hour train ride was quite .

(8) I was not with the hotel. It was not as clean as I had expected.

But we had a meal at the hotel’s restaurant, so I felt a bit better later on.

(9) It was raining hard the next day, so we just stayed in the hotel and watched TV.

Sadly, the TV programmes that day were really .

As we had nothing to do, we felt pretty .

**【设计意图】：教师创设语境，让学生分析和比较-ed和-ing形式做表语的用法并能熟练运用。**

**Step 4 Summarizing the usage**

|  |  |  |
| --- | --- | --- |
| (Para3) Looking at the beautiful scenery, they both agreed that it was the most awesome journey they had ever taken. |  | (Para3) Seen from the train window, the mountains and forests of Canada looked massive. |

1. What is –ing/-ed form used as?

**【设计意图】：通过感知文本中的-ed和-ing做状语的句子，使学生对-ed和-ing做状语有基本的认知。**

**Step 5 Discovering the function**

-ing/-ed as an adverbial is used to

**【设计意图】：让学生自主探究，分析和比较-ed和-ing做状语的区别，-ed和-ing做状语时，其逻辑主语是句子的主语，-ed与其逻辑主语间是被动的关系, -ing则是主动的关系。**

**Step 6 Comparing and practising**

1.(1) from the top of the mountain, the scenery was really fascinating.

the scenery from the top of the mountain, I was fascinated by the autumn colors.

(2) eastwards, you will pass the Canadian Rockies.

Finally, the company-- by its new manager—started to make a profit.

1. Rewrite the sentences using –ed/-ing form.
2. Butchart Gardens was transformed from a quarry. It has now become a famous destination for travelers.
3. If you compare Quebec City with other cities in Canada, it seems more like a charming European village.
4. They did not know where to start their sightseeing in Luoyang, so they went to the Tourist Information Center.
5. When they heard that the Sea-to-Sky Highway was Canada’s most scenic drive, they made West Vancouver their first destination.

**【设计意图】：教师创设语境，让学生分析和比较-ed和-ing形式做状语的用法并能熟练运用。**

**Step 7 Summarizing the usage**

(1 ) Caught in a heavy rain in Vancouver, they were all wet.

=Because they were caught in a heavy rain in Vancouver, they were all wet.

(2) Taking a boat ride out into the bay, they could see marvelous scenery.

=Because they took a boat ride out into the bay, they could see marvelous scenery.

1. When passing through the Canadian Rockies, they saw beautiful mountains and forests.

=When they were passing through the Canadian Rockies, they saw beautiful mountains and forests.

1. When/If given another chance, they will pay a visit to Vancouver once more.

=When/If they are given another chance, they will pay a visit to Vancouver once more.

(5) A plane trip to Vancouver is thrilling for Li Daiyu , then followed by a train one.

=A plane trip to Vancouver is thrilling for Li Daiyu and then it is followed by a train one.

(6) The two girls arose early to take the train to Lake Louise, passing through the Canadian Rockies.

=The two girls arose early to take the train to Lake Louise and at the same time, they passed through the Canadian Rockies.

**【设计意图】：让学生感知-ed和-ing形式做状语时，可表示原因、时间、条件和伴随状语等，-ed形式与其逻辑主语之间是被动关系，而-ing形式则表示主动关系。**

**Step 8 Summary:**

|  |  |  |
| --- | --- | --- |
|  | **-ed form** | **-ing form** |
| **做状语（其逻辑主语是句子的主语）** | **与其逻辑主语间是被动关系** | **与其逻辑主语间是主动关系** |
| **做表语** | **通常用于说明人，表示“某人感到…”之意** | **主要用于说明事物，表示事物的性质或特征，有“某物是令人…”之意；** |

**【设计意图】：由学生总结-ed和-ing形式做状语和做表语的用法。**

**Step 9 Creating a paragraph**

Suppose you are Li Daiyu, write a paragraph about your feelings or experience in Vancouver using some words in their -ed or –ing forms.

**【设计意图】：教师创设模拟情景，使学生在创设的模拟情景中熟练使用-ed和-ing形式做状语和做表语。**

**Step 7 Assignment**

Suppose you are Li Daiyu, you are writing a diary on the train to Totonto, reflecting the days in Canada mostly using –ed or –ing forms.

**【设计意图】：教师创设模拟情景，让学生在创设的模拟情景中熟练并准确运用-ed和-ing形式做状语和做表语。**