

新人教版 选择性必修 2  
Unit 5 First Aid: Discover useful structures  
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、内容分析:

动词-ing 形式是一种非谓语动词。在英语中，一个简单句整体表达一个完整的语义时，运用一个主谓结构。当句中出现多个动词，但谓语动词只有一个，且无连词，其他动词则成为非谓语动词。非谓语动词包括不定式、动词-ing 形式和过去分词。除了不能独立作谓语，它们可以充当其他成分。

四、课型解析:

这是一节典型的语法课，但结合了急救的知识和内容，对动词-ing 形式进行教学，动词-ing 形式包括传统语法中的动名词和现在分词两个内容。动词-ing 形式具有动词的特征，同时又具有名词、形容词和副词的特征，因此它可以在句中作主语、表语、定语、宾语、宾语补足语和状语。动词-ing 形式在时间上表示动作正在进行，在语态上表示主动。动词-ing 形式有时态和语态的变化。

I. 【教学目标】 Learning Objectives:

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

1. analyze the difference in meaning and use of the -ing form;
2. summarise the different structures of the -ing form;
3. rewrite sentences and complete passages using the -ing form;
4. talk about helping elderly people and avoiding accidents in life using the -ing form.

II. 【教材分析】:

The theme of this unit is about first aid, while the theme of grammar is about “-ing form”.

III. 【教学过程】 Teaching procedures:

Step 1: Lead in:

Examples with -ing form

Performing first aid properly and quickly can save a life.

Fill in the blanks with the correct form

First aid for burns: Analyze the function

1. \_\_\_\_\_ (get) burnt can lead to serious injuries.
2. The first step in the treatment of burns is \_\_\_\_\_ (give) first aid.
3. Placing burns under cool \_\_\_\_\_ (run) water reduces pains and swelling.
4. Remove any clothes \_\_\_\_\_ (use) scissors unless you see the fabric \_\_\_\_\_ (stick) to the burnt skin.
5. You can protect the burnt area by \_\_\_\_\_ (cover) it with a loose clean cloth.

First aid for serious choking

\_\_\_\_\_ (perform) Heimlich manoeuvre is easy. Stand behind the \_\_\_\_\_ (choke) person and wrap your arms around his waist. Put one fist in his or her upper part of the stomach. \_\_\_\_\_ (grab) your fist with your other hand tightly, you can force out the obstruction by \_\_\_\_\_ (push) up and into his stomach in one motion.

### First aid for a nosebleed

Having a nosebleed is not very frightening. Bending your head forward, you can stop blood from running down your throat. Then reduce bleeding by pinching the nose.

【设计意图】 选取了课文中的例句，呈现了动词-ing 形式作不同成分的用法。

【核心素养提升点】

**学习能力：**学会简单分析句子结构

### React to a fall into the ice hole

Replace underlined parts with suitable -ing forms.

1. When I was skating in the pond, I suddenly fell into the pond.
2. When I was trapped there, I felt cold and scared.
3. Because I didn't know what to do, I shouted for help.
4. After the boy had heard my call, he found a long stick and me out.
5. After I had been rescued from the hole, I was thankful to him.

### Step 2. Usage of -ing form

一般式	被动式	完成式	完成被动式	一般式否定
doing	being done	having done	having been done	not doing

Retell the story using -ing form

One day, when skating in the pond behind our farm, I suddenly fell into the cold water. Being trapped there, I felt cold and frightened. Not knowing what to do, I shouted for help. A boy happened to pass here. Having heard my call, he found a long stick and dragged me out. Having been rescued from the hole, I was thankful to him.

### Step 3. Rewrite the sentence with -ing form

Replace each underlined part with a suitable -ing form and rewrite the sentence as necessary. Work with a partner and summarise the different structures of the -ing form. When is each one used?

1. When he got out of the bathtub, he slipped and fell on the floor.
2. Is there any reason why we are not going to have the first-aid training this week?
3. She had been told about the risk of electric shocks and this made he very careful while using hairdryers.
4. Because the child was not watched carefully by his parents, he touched a hot iron and burnt his finger.
5. After she had been bitten by mosquitoes, she applied some medicine to her skin.

### Step 4. Learn to use -ing form to express Self-protection in a stroke

Complete the passage with the correct forms of the given words. What happened to Mrs Taylor?

Mrs Taylor was an elderly woman \_\_\_\_\_ (live) alone. One day, she was in her living room cleaning the windows, when suddenly she could no longer feel the right side of her body. \_\_\_\_\_ (try) to walk to her sofa to sit down, she fell over onto the carpet. Then she realised that she could not get up, and that she was having trouble \_\_\_\_\_ (breathe). Fortunately, she had her mobile phone with her, and she was able to reach it with her left hand while \_\_\_\_\_ (lie) on the floor. Her mobile phone \_\_\_\_\_ (already, set up) to call an emergency number at the push of a button, so it was easy to call for help. While attempting to talk to the operator, Mrs Taylor discovered that she could not speak. \_\_\_\_\_ (not, hear) an answer, the operator knew that Mrs Taylor must be in trouble. Telling Mrs Taylor that everything would be OK, she immediately sent an ambulance. After \_\_\_\_\_ (arrive), the ambulance team quickly found Mrs Taylor and without delay gave her oxygen, put in an IV

needle, and checked her vital signs. \_\_\_\_\_ (take) to the hospital and treated immediately, Mrs Taylor's health was in no great danger, though she had to stay in the hospital ward. After a week, her \_\_\_\_\_ (frighten) experience was over, and she was allowed to go home.

**【设计意图】**

让学生在语篇中运用动词-ing 形式，判断空白处使用动词-ing 形式的哪种结构。

**【核心素养提升点】**

**思维品质：**锻炼学生实际使用动词-ing 形式的能力。

**Step 5. Discussion:**

What happened to Mrs Taylor?

You have just read about Mrs Taylor's experience.

Do you think she is lucky? Why or why not?

Do you know any old person living alone? What is his/her life like?

1. What should people do when facing a frightening experience like Mrs Taylor's?
2. What are some risks that elderly people may encounter when living alone?
3. What can we do to help prevent elderly people from taking unnecessary risks?

**Step 6. Writing**

Write a short story based on the picture trying to use -ing form.

★ **what; who; when; where ?**  
★ **what; how ?**  
★ **how ?**

★ **useful --ing forms:**  
**doing;**  
**not doing**  
**being done;**  
**having done;**  
**having been done;**

**【设计意图】**

围绕语境延伸讨论，用所给的含有动词-ing 形式的句式讨论如何保障老年人的安全。

**【核心素养提升点】**

**学习能力：**学会动词-ing 形式进行口头表达

**Step 7. Revision:**

**Reflect on what you have learned today**

1. Have you grasped different functions and structures of -ing form ?
2. Can you describe how to react in emergencies using proper -ing form?
3. Have you raised your awareness of safety and caring for others?

**【设计意图】** 回顾动词-ing 形式的各种功能和用法。

**【核心素养提升点】**

**语言能力：**学会写作时使用正确的动词-ing 形式

**Step 8: Assignment:**

1. Discuss with your partner the treatments for a bad bleeding in the leg. Then write a paragraph about it.
2. Retell the story about Mrs Taylor you completed using -ing form .

**【学后反思】**

1. 是否灵活运用动词-ing 形式?
2. 是否能运用所学动词-ing 形式讨论独居老人的安全问题?

**【板书设计 Blackboard Design】**

**Blackboard Design**

Blackboard Design	<b>Unit 5 First Aid</b>				
	Discover useful structures The usage of the -ing form				
	一般式	被动式	完成式	完成被动式	一般式否定
<b>doing</b>	<b>being done</b>	<b>having done</b>	<b>having been done</b>	<b>not doing</b>	