

**新人教版 选择性必修 1 Unit 3 Fascinating Parks**  
**Using Language Visit a city park**  
**Theme Parks Fun and More Than Fun 导学案**

**一、【单元学习主题】**

本单元主题是“人与自然和人与社会”，人教版高中英语选择性必修 1（2019 版）Unit 3 Fascinating Parks



**一、单元整体解读：**

本单元主题语境是“人与自然和人与社会”，主题是“引人入胜的公园”（Fascinating Parks），语篇类型属于说明文文体，内容涵盖国家公园、主题公园和城市公园，例如：萨勒克国家公园、北京奥林匹克森林公园、迪士尼乐园等。本单元鼓励学生多角度认识、思考、探索这些公园的独特之处，在拓展学生视野、让学生领略和感悟美的同时，思考这些公园存在的价值与意义，思考人与自然和谐共处的理念，体会公园这一主题所蕴含的人文内涵和意义。本单元围绕“引人入胜的公园”（Fascinating Parks）这一话题展开。整个单元的语言知识和语言技能学习都是围绕这一主题设计和展开的。本单元选材广泛，这些选材和讨论注重启发学生从不同角度关注公园存在的价值和意义。

**二、语篇文本分析：**

Using Language 部分分为 Visit a city park 和 Explore theme parks and write about a park 两个板块。

Visit a city park 板块的听力文本是一段日常对话，对话在 Yuhui, Linlin 及他们的外国朋友 Jake 三人之间展开。三人在公园门口，参照地图讨论要去公园的哪些景点，怎么安排路线。通过一系列的听力活动，指导学生掌握在对话中用来问路和指路的相关问句，学会在特定场景进行表达。

Explore theme parks and write about a park 板块设计了读写结合的活动，主题是“介绍一个主题公园”。单元主要板块从探究以保护自然生态为主的国家公园，到与人们生活相关的城市公园，再到娱乐与教育相融合的主题公园，话题由远及近，层层拉近探究对象与个人的关系，最后落实到要求学生联系自身经历，为自己喜欢的公园写宣传短文。

**三、课型解析：**

听力文本的对话内容是中国学生 Yuhui 和 Linlin，带外国朋友 Jake 到奥林匹克森林公园游玩，讨论游玩路线。三人在公园门口，参照地图讨论要去公园内哪些主要景点，怎么安排路线。单元语言功能项目要求学生进一步掌握方位的询问，因此文本对话围绕路线展开。听力文本中提到的是手机上的电子地图，教材呈现的是公园园区的平面示意图。在这种占地面积广的公园或旅游景点中，对初来乍到的游客来说，使用电子地图或园区平面示意图是辨认地点和方位、合理规划自己游玩路线的有效手段。

本节课属于“Using Language”部分，语篇以“Theme Parks-Fun and More Than Fun”为题，采取了“总-分”的叙述结构，先从概要介绍入手，再分段叙述三个有代表性的主题公园，即迪士尼乐园、多莉山公园和珠海长隆海洋王国。让读者在了解三个主题公园的同时，启发读者对这些主题公园所蕴含的文化意义进行思考，呼应主题：好玩，不仅仅是好玩”（fun and more than fun）。

**I.【教学目标】 Learning Objectives:**

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

1. Listen to the tape and figure out which activities Jake, Linlin and Yuhui are going to do.
2. Draw the route that they will take on the book and introduce it to your partners.
3. Take turns giving directions to different places in the school.
4. Summarize the main idea of the text and analyse its writing purpose.
5. Figure out the structure and the language features of the text.

6. Talk about the theme park impressing you most and write an introduction about a theme park you like.
7. Discuss and share what theme parks bring them.

## II. 【教学重点】

1. Figure out the structure and language features of the text.
2. Identify the useful sentence patterns and expressions from the listening text.
3. Inspire students to explore and talk about the value of parks other than leisure and entertainment, so as to make the composition more meaningful.

## III. 【教学难点】

1. Talk about the theme park impressing you most and write an introduction to a theme park you like.
2. Write an organized introduction to a theme park with proper language.
3. Take turns giving directions to different places in the park.

## IV. 【教材分析】

The theme of this unit is about Fascinating Parks, while the theme of the reading text is about “Theme Parks”. The text mainly talks about “Theme Parks – Fun and More than Fun”.

## V. 【学情分析】

Students in Grade two have learned English for years, and they have mastered some basic language points and language skills, and they can get some detailed information in the text. But most of them lack reading strategies like skimming, scanning and prediction. This text is related to exploring the theme parks and visiting a city park. Some students may be familiar with, but they may not know various theme parks. This text activates students’ awareness and knowledge of the Fascinating Parks.

## VI. 【教学过程】 Teaching procedures:

### Step 1. Pre-Reading:

**Enjoy some pictures about Beijing Olympic Forest Park and visit a city park:**

### Step 1. Pre-Reading: Lead in: visit a city park

If you are to visit Beijing Olympic Forest Park, what activities would you like to take part in?

Look at the photos taken in Beijing Olympic Forest Park. Match them with the activities below. Write the correct letter in each circle.

- |                                 |   |
|---------------------------------|---|
| A rent a cycle _____            | B walk through an underwater corridor _____ |
| C rent a pedal boat _____       | D watch a fountain performance _____        |
| E go on a children’s ride _____ | F look at flowers _____                     |



**【设计意图】** 激活学生的知识背景，帮助学生了解奥林匹克公园中的一些主要景点和活动内容，并结合图片处理 Pedal, corridor 和 fountain 等生词，完成信息匹配，为接下来的听力和口语输出做好铺垫。

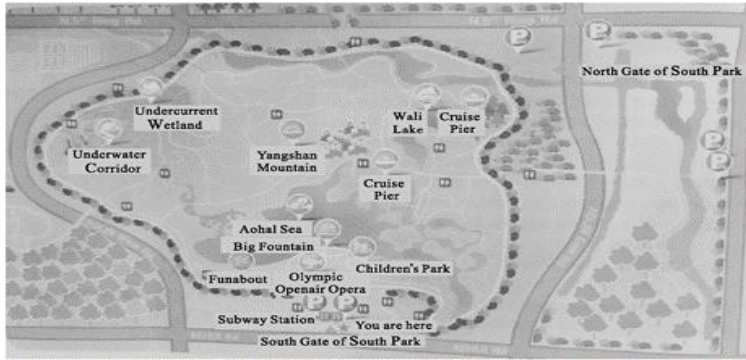
### 【核心素养提升点】

**语言能力：** 锻炼口头表达交流的能力

**学习能力：** 感知话题语言，提升口头表达能力。

### Step 1. Pre-Reading:

**Activity:** Look at the map with students to get them be familiar with the places.



Subway station, Funabout, Olympic Openair Opera, Children's Park, Aohai Sea, Big Fountain, Cruise Pier, Yangshan Mountain, Undercurrent Wetland, Underwater Corridor, Wali Lake, Cruise Pier

【设计意图】此环节是听前的准备活动，利用地图直观地展示出地点，为后续的听力活动中标示游览路线做好准备。

【核心素养提升点】

学习能力：结合地图提示，快速确定游览路线的能力

### Step 2. Listening for main idea and details

Listen to the conversation to summarize the main idea of it.

Jake, Linlin and Yuhui designed their best visit route according to the map.

**Listen to the conversation again and finish the activities below.**

(1) Draw a route that Jake, Linlin and Yuhui will take.

(2) Mark the places they will visit on the map below. Pay attention to the sequence words and direction words.

【设计意图】此环节让学生听取特定细节，考查学生获取关键信息并做出判断的能力。让学生关注顺序词和方位词，在地图上绘制出浏览路线并标出人物要游玩的地方，注意描述活动的关键词，完成听力任务。培养学生的选择性注意策略。

【核心素养提升点】

学习能力：能够根据方位关键词，听取并理解相关的信息

### Step 3: Speaking

**Work in pairs. Role-play visiting the park. Take turns giving directions to different places in the park. Use the words and phrases below to help you.**

#### Asking for and giving directions

Excuse/Pardon me.

Do you happen to know where ... is?

How do I get to ...?

How far is ...?

Is ... nearby?

Is ... close to ...?

Is ... far from ...?

It's on the north/south/east/west side of the park.

It's about ... metres north of ...

Walk/Go along the river/path ...

Go through ...

When you see the ..., you are close to ...

Follow the(main)path to ...

Go straight ahead(until you come to ...).

It's ... metres from here.

【设计意图】本活动创设真实交际语境，旨在鼓励学生进行口语输出，练习问路和指路的表达。提醒学生使用方框中提供的问路和指路的日常用语。

【核心素养提升点】

学习能力：能够就方位、地点信息组织语言开展对话交流

### Unit 3 :Using Language

#### Explore theme parks and write about a park

##### Step 4: Pre-Reading : leading in

**Activity 1:** Enjoy some pictures of theme Parks, Let's read the text to learn more.

**Activity 2:** Let's enjoy some videos about theme parks.

**Have you experienced the entertainment facilities in the theme parks?**

There are many kinds of theme parks in the world with themes such as food, culture, cartoons, science, history...

【设计意图】让学生通过观看视频和图片，围绕“theme park”预测文章的主要内容，激发学生的学习兴趣 and 探究欲望，自然导入本节课的目标。导入环节抛出问题，给学生机会分享自己的旅游经历，激活学生已有的知识和经验。

##### 【核心素养提升点】

学习能力：培养学生预测文章的主要内容的的能力

**Activity 3:** Look at the title and pictures to predict what the text will talk about.

**1. What does the text mainly talk about?**

The passage mainly introduces three theme parks, including their names, locations, attractions, entertainment facilities, food and restaurant.

**2. Who are the target readers? What is the writer's purpose of writing this text?**

Visitors. The writer's purpose is to appeal to visitors to visit by introducing three theme parks.

**3. What's the type of text?**

Expository writing.

【设计意图】通过设置此环节，引导学生快速阅读并提炼总结文章大意，并分享目标读者、作者写作目的和语篇类型。

##### 【核心素养提升点】

文化意识：培养学生从人与社会的角度了解主题公园的主题意义和人文内涵

##### Step 5: While-Reading:

**Look at the title and the three pictures to predict what the text will talk about?**

What is a theme park? Have you ever been to a theme park?

Which theme park have you been to?

What kind of activities do you like most?

It will talk about theme parks, the funny things in theme parks and something that is not only funny but also maybe meaningful.

A theme park has a certain idea or a certain theme that the whole park is based on, like sports theme parks, history or culture theme parks, Disneyland theme parks, marine or ocean theme parks, science theme parks and future theme parks ...

【设计意图】学生阅读语篇，了解“总-分”式的写作框架，并找出主、副标题在文章中对应的内容，验证之前的预测。引导学生浏览全文，要求学生用自己的话概括段落大意，训练学生熟练运用“找主题句”的策略。

##### 【核心素养提升点】

文化意识：了解国家公园、城市公园和主题公园的主题意义和人文内涵

##### Step 5: While-Reading: Read for the details of paragraph 2

**It is a kind of amusement park which is based on a certain \_\_\_\_\_.**

**1. What fun activities can people experience in a Disneyland?**

**2. What impression did Disneyland leave on visitors?**

travel through space 遨游太空, free-fall drops 自由落体

enormous swinging ship 巨大的摇摆船

cartoon characters 动画角色

Mickey Mouse 米老鼠, Snow White 白雪公主

travelling through space	As you wander round the fantasy amusement park
visiting a pirate ship	You may see Mickey Mouse
meeting an adorable fairytale or cartoons	You may see Snow White
2. Disneyland will bring you into a magical world and make childhood dream come true	

【设计意图】引导学生关注第2段关于Disneyland的信息，寻读语篇，查找第二段中的关键信息，可以更加直观地了解主题乐园的娱乐功能。通过查找主题句，确定段落大意，引导学生在问题的引领下阅读每一段，锁定每段的重要信息；调动学生已有的主题阅读经验。

【核心素养提升点】

语言能力：正确理解和掌握动词-ing形式做主语的功能

### Step 5. While-reading : Read for the details of paragraph 3

#### Dollywood in the Smoky Mountains

1. What activities can you do in Dollywood?

2. What is Dollywood's most distinctive feature?

get upside down by a roller coaster 坐过山车上下颠倒

a	Put on music performances
b	traditional cultural
c	riding on the only steam engine
d	walking along the longest track
e	Roller coast, Thunderhead

#### 2. learning about America's traditional and historical southeastern culture

【设计意图】此环节旨在引导学生关注第三段，学生通过快速判断与定位关键信息和主题句，了解主题公园多莉山公园的设计理念和游览项目，体验美国东南部的历史文化。

【核心素养提升点】

学习能力：培养学生根据关键词理解相关信息的能力。

### Step 5. While-Reading: Read for the details of paragraph 4

#### Chimelong Ocean Kingdom in Zhuhai, China :A leading ocean-themed park

List the attractions and have Ocean entertainment:

Visit the underwater kingdom: get wet in the water ride

see the splendid journey of Lights Parade and fireworks display

看灯光游行和烟花表演

Walk under the Whale Shark Acquirum	Get turned upside down by an exciting roller coaster
Watching the dolphin shows	Join a water fight against pirates
Watching the sea lion shows	See the splendid Journey of Lights Parade
polar bears and other animals	fireworks display
	tasty food for every appetite

【设计意图】让学生阅读第四段，了解长隆海洋王国的功能，通过查找关键信息，引导学生深入分析和挖掘文章，培养学生定位信息的能力，加深对文章的理解。

【核心素养提升点】

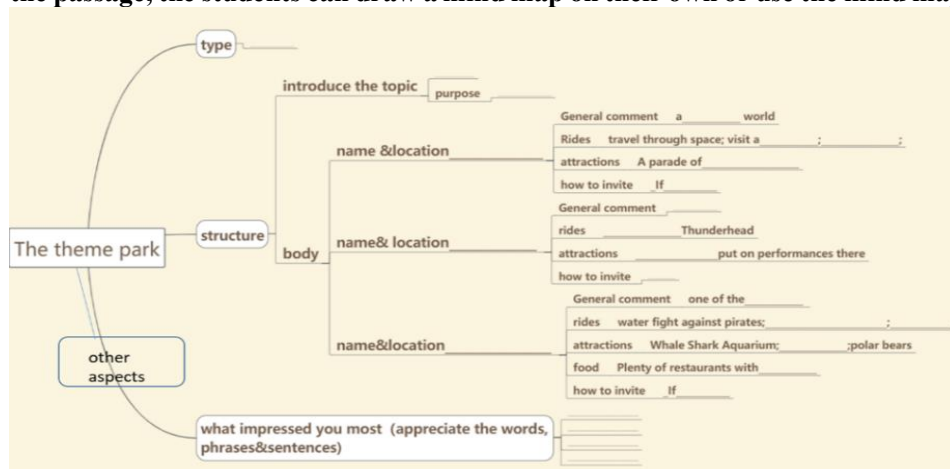
学习能力：培养寻读、概括和思辨的能力。



## Step 5. While-Reading: Read for structure

### 1. Focus on the structure

Read the passage again and draw a mind map to figure out the structure and language features of the passage, the students can draw a mind map on their own or use the mind map teacher provides.



【设计意图】此环节旨在通过构建思维导图，引导学生厘清文章结构，了解“总-分”式的写作框架，找出主、副标题在文章中的对应内容，并提炼总结三个公园“有趣的活动”与“超越趣味的内容”，思考标题的意义和作用。

### 【核心素养提升点】

**语言能力：**锻炼自主阅读、获取信息和概括的能力

**学习能力：**有逻辑地组织信息的能力

## Step 5. While-reading : Read for the details of each paragraph

What attracts you in the theme parks?

A	B	C	D
Disneyland (various locations)	Travel through space; visit a pirate ship; meet an adorable fairytale or cartoon character; Enormous swinging; Ships, scary free-fall drops	A parade of Disney characters	
Dollywood in the Smoky Mountains in the southeastern USA	A superb old wooden roller coaster, thunderhead	Famous country music groups put on performances there	
Chimelong Ocean Kingdom in Zhu Hai, China	Water fight against pirates; exciting roller coaster; water rides	Whale Shark Aquarium; Dolphin and sea lion shows; polar bears	Plenty of restaurants with tasty food for every appetite

【设计意图】通过表格供学生填写关键词，阅读文章并对各栏信息进行归类，为B、C、D栏分别拟定合适的栏目标题。

【核心素养提升点】

语言能力：结合主题公园，有条理地介绍公园并说明理由

学习能力：培养梳理信息和逻辑思维的能力。

Step 5. While-reading: Read for the language features

Study language features

1. What headers would you give for column A to D?

- A Name and location
- B Theme activities and Rides
- C Attractions, culture and history
- D Restaurants and tasty food

**Focus on language features:** Find out the adjectives, if-clauses, imperatives, etc. in the text, talk about what kinds of feelings these expressions bring to the readers, and try to use them in your own writing.

Read the text again and fill in the table below.

Paragraph	Adjective	If-clause	imperative	other
1				
2				
3				
4				

Paragraph	Adjective	If-clause	imperative	other
1	various, different, famous, biggest, longest, incredible	(none)	(none)	Some parks are famous for having the biggest or longest roller coasters, others for showing famous sites and sounds. (动词-ing 形式)
2	familiar, magical, adorable, possible, exciting, enormous scary, ...	If you want to have fun and more than fan, come to Disneyland!	(If you want to have fun and more than fan,) come to Disneyland!	Travelling through space, visiting a pirate ship or meeting an adorable fairytale or cartoon character are all possible at Disneyland. (动词-ing 形式)
3	beautiful, unique, traditional, famous, old-fashioned, rare only, special, superb, old, world- famous, longest smallest, historical	(none)	Come to Dollywood to have fun learning all about America's historical southeastern culture!	Visiting the candy shop and trying some of the same kind of candy that American southerners made 150 years ago is a rare experience. Riding on the only steam engine still working in the southeastern United States is a special treat. (动词-ing 形式)
4	leading, largest, educational, fun , interesting, exciting, splendid, tasty, ...	If it is ocean entertainment that you are looking for, come to Chimelong Ocean Kingdom.	(If it is ocean entertainment that you are looking for,) come to Chimelong Ocean Kingdom.	Watching the dolphin and sea lion shows is both educational and fan. (动词-ing 形式)

【设计意图】引导学生再次阅读语篇，并提取与语言特点相关的词汇和表达，参考本单元英文部分对 adj., if-clauses 和 imperatives 这些语言形式的表意功能的分析，引导学生讨论这些语言给读者带来的感受，学习并研究语篇的语言特点。为写作做好铺垫。

【核心素养提升点】

语言能力：能正确运用动词—ing 形式作主语描述具体的行动或习惯。

Step 5. While-reading : Read for the details of each paragraph

Focus on the title and subtitle

Theme parks	Fun activities	More than fun
Disneyland		
Dollywood		
Chimelong Ocean Kingdom		

Theme parks	Fun activities	More than fun
Disneyland	Travel through space; visit a pirate ship; meet an adorable fairytale or cartoon character; A parade of Disney characters	Make your childhood dreams come true
Dollywood	a super old wooden roller coaster; Thunderhead; famous country music groups put on performances there	Have fun learning all about America's historical southeastern culture
Chimelong Ocean Kingdom	Water fight against pirates; exciting roller coaster; water riders; Whale Shark Aquarium; dolphin and sea lion shows; Polar bears; Plenty of restaurants with tasty food for every appetite	Both educational and fun

【设计意图】通过表格提供关键词引导学生阅读文章并提取与语言特点相关的词汇和表达，同时引导学生通过讨论这些语言给读者带来的感受，学习这些语言特点并用在自己的写作中，为写作做好铺垫。

#### 【核心素养提升点】

**文化意识：**欣赏国内外著名主题公园的主题意义和人文内涵。

#### Step 6: Post-reading: Summary: summarize about visiting a city park

1. Choose the park you wish to write about.
2. Make a mind map about the park.
3. Use your notes to write your draft.



【设计意图】利用思维导图，引导学生厘清主题公园的写作框架和语言特点。以思维导图的形式呈现这些信息，这种方式可以让学生更好地介绍主题公园。用文中的信息来完成思维导图，画出文本结构图，对课文内容和结构进行总结和强化，加深对语篇的理解。

#### 【核心素养提升点】

**学习能力：**培养学生获取语篇主要内容的能力

#### Step 6: Post-reading : Write an introduction to a theme park



**Choose the park you wish to write about, and make a mind map about the park, using your notes to write your draft.**



In groups, brainstorm as much information as possible about the theme park you like most and then write an outline of your introduction.

1. What is the name and place of the theme park?
2. What do the attractions and activities appeal to you most?
3. What kind of additional information can you provide?

【设计意图】此环节的写作提纲给学生提供脚手架，让学生写作有章可循，有法可依。了解主题公园的设计理念和游览项目。

【核心素养提升点】

**思维品质：**能对比和理解不同类别或同一类别的不同公园所具有的特点

### Step 6: Post-reading : Retell the text with the help of mind map

Talk about and introduce one of the theme parks in the passage to your groupmates or partners using the mind map you draw to have a better understanding of the topic, and also to be familiar with the language features.



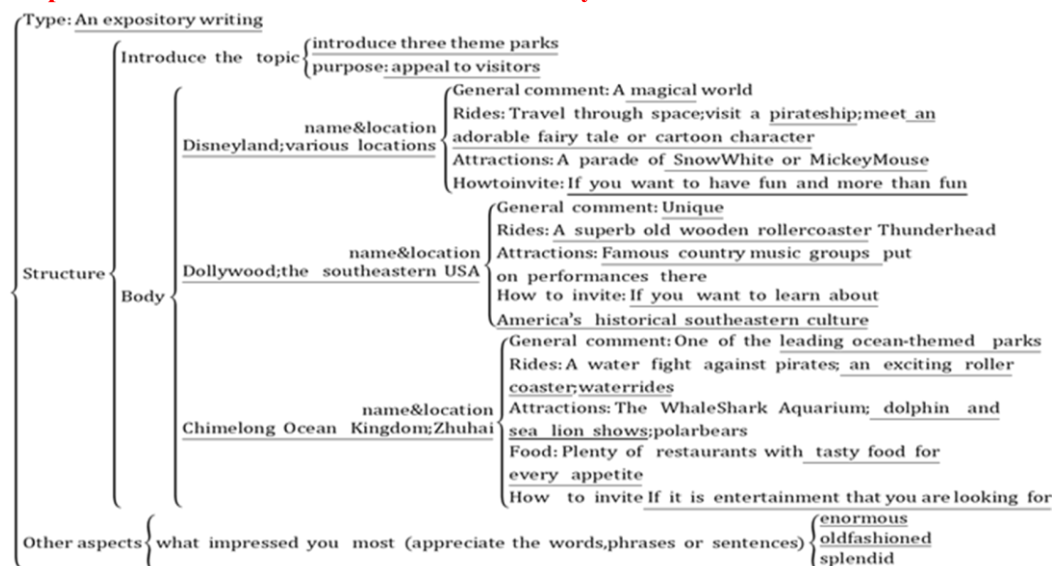
【设计意图】让学生挖掘并讲述公园休闲娱乐以外的价值，进一步理解语篇的主题意义。

【核心素养提升点】

**学习能力：**培养学生快速查找重要信息并利用信息间的联系的能力。

**语言能力：**培养学生有条理的叙述事件的能力

### Step 7: Discussion: Discuss what the text mainly talk about.



【设计意图】这个活动旨在指导学生挖掘并讲述休闲娱乐和主题公园的价值和功能，培养学生介绍主题公园，概述文章的能力。

【核心素养提升点】

**语言能力：**锻炼语言分析和推理能力。

### Step 8: Assignment:

1. Go through the title and passage quickly to summarize what the text mainly talk about.
2. Read the passage again and draw a mind map.
3. Talk about the theme park impressing you most and write an introduction about a theme park you like.
4. Use what you have learnt to write an introduction to a park.

### 【设计意图】

要求学生用文本中所学的单词、词块、句型写一篇关于主题公园的概要,介绍三个主题公园,增强学生的写作能力,引导学生关注和模仿,指导学生写出有意思、有内涵、有吸引力的公园介绍,能真正做到以读促写、读写结合。

### 【核心素养提升点】

**学习能力:** 培养对已有知识进行正迁移的能力

### 【学后反思】

1. 是否能够利用思维导图帮助理解本篇文章结构和内容?
2. 是否能根据方位、关键词听取并理解相关的信息,并结合地图提示快速确定游玩路线?
3. 是否能对比和理解不同类别或同一类别的不同公园所具有的特点?

### 【板书设计 Blackboard Design】

#### Blackboard Design

<p>Blackboard Design</p>	<p><b>UNIT 3 Fascinating Parks Using Language</b></p> <p><b>Theme Parks</b></p> <p><b>Fun and More Than Fun</b></p> <p>Read the passage carefully and then fill in the blanks.</p> <p><b>Disneyland:</b> General comment: a _____ world Rides: travel through space; visit a _____; meet _____ Attractions: a parade of _____</p> <p><b>Dollywood:</b> General comment: _____ Rides: _____ Thunderhead Attractions: _____ put on performances there</p> <p><b>Chimelong Ocean Kingdom:</b> General comment: one of the _____ Rides: a water fight against pirates; _____; _____. Attractions: the Whale Shark Aquarium _____; polar bears. Food: plenty of restaurants with _____</p> <p>Type: <u>An expository writing</u></p> <p>Structure {              Introduce the topic {                  introduce three theme parks                  purpose: <u>appeal to visitors</u>              Body {                  name&amp;location {                      Disneyland; various locations {                          General comment: <u>A magical world</u>                          Rides: <u>Travel through space</u>; visit a <u>pirateship</u>; meet <u>an</u>                          adorable fairy tale or cartoon character                          Attractions: <u>A parade of SnowWhite or MickeyMouse</u>                          How to invite: <u>If you want to have fun and more than fun</u>                      Dollywood; the southeastern USA {                          General comment: <u>Unique</u>                          Rides: <u>A superb old wooden rollercoaster Thunderhead</u>                          Attractions: <u>Famous country music groups put</u>                          on performances there                          How to invite: <u>If you want to learn about</u>                          America's historical southeastern culture                      Chimelong Ocean Kingdom; Zhuhai {                          General comment: <u>One of the leading ocean-themed parks</u>                          Rides: <u>A water fight against pirates</u>; <u>an exciting roller</u>                          coaster; <u>water rides</u>                          Attractions: <u>The Whale Shark Aquarium</u>; <u>dolphin and</u>                          <u>sea lion shows</u>; <u>polar bears</u>                          Food: <u>Plenty of restaurants with tasty food for</u>                          every appetite                          How to invite: <u>If it is entertainment that you are looking for</u>                  Other aspects {                      what impressed you most (appreciate the words, phrases or sentences) {                          <u>enormous</u>                          <u>old-fashioned</u>                          <u>splendid</u></p>
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