

北京市 北京景山学校远洋分校 谢鸣


教学材料

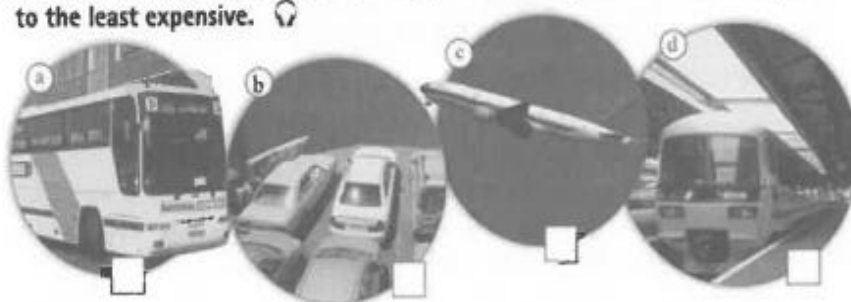
Module 4

Planes, ships and trains

Unit 2 What is the best way to travel?

Reading and vocabulary

- 1 Work in pairs. Talk about the ways to go to a city that you like to visit.
 - 1 How do you get there?
 - 2 What's the cheapest way to get there?
 - 3 What's the best way to get there?
- 2 Read the passage and number the ways of travelling from the most expensive to the least expensive. 



Question: What is the best way to travel from London to Amsterdam?

I am planning to travel from London to Amsterdam. How long does the journey take and what is the best way to travel? Could you please tell me about the trains or ships to get there? The more information, the better. Thanks!

Best answer: There are four ways to travel.

A journey by train is more relaxing than by coach, but a lot more expensive. When you go by train, buy your ticket a long time before you travel. It is usually cheaper.

You can go by car and by ship across the North Sea. This is the most comfortable way to travel but also the most expensive. Book your ticket before you book your hotel. Remember that parking in Amsterdam is very expensive, so stay outside the city centre and travel in by bus or by train.

The third choice is by coach. This is usually the cheapest, but in summer, the coaches sometimes get crowded! And it takes you about twelve hours to get there. However, it will not cost as much as going by train.

Finally, you can fly. It is the fastest and the second cheapest, but you may have to wait for hours at the airport because of bad weather.

Well, I hope this helps! Have a great trip!

Unit 2

3 Complete the table.

Ways of travelling	Good points	Bad points
Train	<i>more relaxing than by coach</i>	<i>more expensive than by coach</i>
Car and ship		
Coach		
Plane		

4 Complete the passage with the correct form of the words in the box.

choice cost fast however journey outside

There are four ways to travel from London to Amsterdam. The first (1) _____ is by train because the (2) _____ takes only four hours. (3) _____, it is quite expensive. Going by coach does not (4) _____ as much as going by train. When you go by car and by ship, remember that parking in Amsterdam is not cheap, so it is best to stay (5) _____ the city centre and travel in by bus or by train. Going by plane is the (6) _____, but you need to go to the airport. It also takes time.

Writing

5 Work in pairs. Ask and answer about the ways of travelling. Use the information in the table.

- *What's the cheapest way to travel from London to Paris?*
 — *The cheapest way is by coach.*

	Ways of travelling	Cost	Time	Comfortable	Interesting
London-Paris	coach	£20	10 hours	*	**
	plane	£80	1 hour	**	*
	train	£60	3 hours	***	***

6 Write a passage about ways of travelling from London to Paris. Use the information in Activity 5 and the passage in Activity 2 to help you.

You can go from London to Paris by coach, plane or train. Travelling by plane is the fastest but also the most expensive way.

教学设计

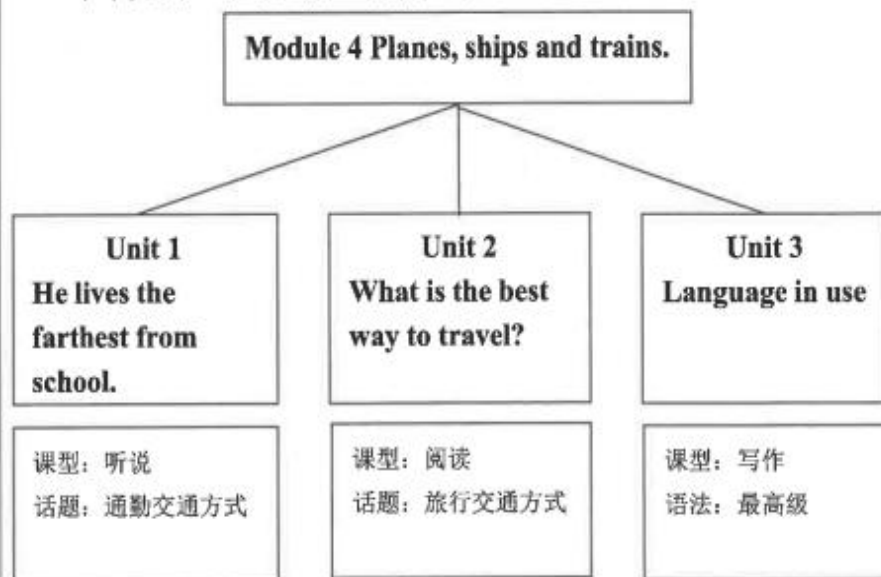
课文标题:	Unit 2 What is the best way to travel?
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整体
设计思路

本单元的主题为人与自我——生活与学习，涉及的具体话题是交通方式。选择合适的交通方式是贯穿整个单元的核心问题，如何解决问题，使学生的日常生活或假期出行更便捷，是本单元设计的着眼点。学生对交通出行的话题比较熟悉，有一定的生活经验和知识积累，便于设计真实情境和开展真实任务。

本单元情境从学生生活出发，U1 讨论上学时交通方式的选择；U2 过渡到选择国外旅游的交通方式；U3 引导学生在情境中分析总结如何运用形容词、副词的比较级和最高级，在学习和运用语言的过程中，逐渐培养学生发现问题和解决问题的能力。在开展单元整体教学的过程中，本设计借鉴了问题解决的 IDEAL 五阶段原则（Identify, Define, Explore, Anticipate, Look back），从 U1 对话中感知问题，从 U2 论坛回答中逐阶段分析问题，从 U3 语言知识运用中解决实际问题。过程中兼具了语言能力、文化意识的培养，在问题解决过程中不断反思，达到思维品质和学习能力的提升。

本单元由三课时组成，内容如下：



本单元的第二课时，语篇是论坛发帖和回复。网友 Mike 要从伦敦去阿姆斯特丹，在网上发帖咨询最佳交通方式及需要花费的时长，特别提到想了解乘火车和乘船的情况。“最佳回答”的作者从自己的经

	验出发，提供了四种交通方案，分别是火车、汽车加轮船、大巴和飞机，作者将每一种方案在时间、花费和舒适度三个维度上分析了其特点，并有针对性地提出了自己的建议，最后表达了对提问者旅途的美好祝愿。	
教学目标	本课结束后，学生能够： 1. 通过预测和阅读，获取回帖者提供的从英国到阿姆斯特丹旅游的四种交通方案及其优缺点； 2. 通过比较和分析，归纳概括出选择最佳交通方案时应考虑的要素（如时间、费用、舒适度等）； 3. 基于 Mike 一家的出行需求，为他们设计最佳的出行方案； 4. 站在不同的角度思考解决问题的方式和方法，通过平衡不同的需求做出合理的选择。	
教学重难点	教学重点： 通过预测和阅读，获取回帖者提供的从英国到阿姆斯特丹旅游的四种交通方案及其优缺点。 教学难点： 归纳概括出选择最佳交通方案时应考虑的要素，为 Mike 一家设计最佳的出行方案。	
教学过程		
教学步骤	学习活动	设计意图
Pre-reading 【Identify 明确问题，Define 说明条件】		
Step 1	T greets Ss and introduces herself. Ss answer questions about Nanning and Beijing.	导入旅行话题，激活相关背景知识，激发学生学习兴趣。
While-reading 【Explore 探索方案，Anticipate 预期结果】		
Step 2	T leads Ss to identify and define Mike’s question. Ss try to find “London” and “Amsterdam” quickly on the map, and guess which transportation Mike can take.	围绕主题创设情境，引出要解决的问题。
Step 3	T leads Ss to explore the possible ways for Mike’s trip. Ss skim and scan the passage, getting the information and thinking about the ways of transportation mentioned in the passage.	激活学生已有知识和经验，铺垫必要的文化背景知识。培养读前预测意识，引发阅读动机。验证预测，完成积极阅读过程。

Step 4	<p>Ss predict first, and then read carefully to find out the good points and weak points of each way of traveling.</p> <p>T encourages Ss to pay attention to the key words and try to summarize the factors the writer considered when comparing the 4 ways of traveling.</p> <p>Ss try to anticipate the result of each choice and internalize the information of the 4 ways of traveling.</p>	<p>鼓励学生从语篇中获得新知，通过梳理、概括，并整合四种出行方式的优缺点；</p> <p>通过追问，引导学生梳理出影响选择出行方式的因素。</p> <p>预测选择四种交通方式的各自结果，获取作者建议的信息。</p>
Post-reading 【Look Back 回顾反思，提升问题解决能力】		
Step 5	<p>Ss evaluate which is the “best way” to the writer and what is the “best answer” to Mike.</p> <p>T encourages Ss to think about which way the family members may like best and why.</p> <p>Ss read and discuss in groups, analyzing and comparing different ways of traveling, trying to balance the needs of the family and find out the best way for them.</p>	<p>引导学生围绕主题开展任务型阅读，通过描述、阐释、分析、评价等活动，内化语言知识和文化知识，同时提升学生的思维品质。</p> <p>通过对 best way 和 best answer 的解读，启发学生对语篇内容进行讨论和反思，鼓励学生独立思考，提出解决问题的新方案。</p>
Sum-up		
Step 6	Ss recall what they have learned.	内化所学，促进学生认知结构的巩固和提升。
Homework	<p>1. With the help of the information in the table, Ss compare the different ways from Nanning to Beijing.</p> <p>2. With the information of T's needs, Ss choose the best way for T and explain why.</p>	引导学生通过合作、探究的方式，综合运用语言技能，解决新问题，促进能力向素养的转化。

<p style="text-align: center;">板书设计</p>
<p style="text-align: center;">M4U2 What's the best way to travel?</p>
<p style="text-align: center;">设计特色</p>
<p>本设计以选择合理的出行交通方式为主线，围绕主题创设情境，引导学生融入情境，激发学生学习兴趣，激活学生已有的知识和经验，引出要解决的问题。</p> <p>一、围绕单元主题，挖掘育人价值。</p> <p>单元承载主题意义，是学生核心素养形成与发展的载体。本设计旨在引导学生基于对各语篇内容的学习和主题意义的探究，逐步建构和生成围绕单元主题的深层认知、态度和价值判断，促进其核心素养综合表现的达成。本单元通过选择不同的出行方式，在问题解决的过程中，不断深化主题意义，引导学生学会平衡不同的需求，根据需求选择最恰当的出行方式。</p> <p>二、运用 IDEAL 原则，逐步提升学生分析问题和解决问题的能力。</p> <p>本设计运用 IDEAL 五阶段原则来培养学生解决问题的能力，即 Identify（明确问题与条件）、Define（界定目标与表征问题）、Explore（寻找可能的解决策略）、Anticipate（预期结果与实施）、Look back（回顾与监控反思）。通过 IDEAL 五阶段原则，引导学生利用本单元问题解决过程中的新启发、新知识、新策略进行迁移创新，创造性地解决新问题。过程中，学生自主发现问题，然后从提问者角度进行探索、质疑，重新定义问题的条件，继而从速度、费用、时间等不同维度进行思考和平衡，从而创造性地提出不同的出行方案，解决真实情境中的问题。</p>