七、学习过程：

**V. Activities**

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| **Procedures** | **Students’ activities** | **Teachers’ activities** | **Assessments** | **Intentions** |
| **I. Lead-in**  **(3’)** | 1.Watch the video and discuss. | 1.Show the video and raise questions.  Q: What are they talking about?  Q: How did the man feel? | 所有学生均能抓住对话的主题。 | 视频内容紧扣主题，能有效激活学生关于这一话题的元认知并顺利导入本节课的学习内容。 |
| **II.Pre-reading**  **（3’）** | 2.Read the title and picture on p.40 and predict the content of the passage. | 2.Guide the Ss to raise questions according to the title and the picture.  Q: Why are there different names?  Q: What are the differences among these names? | 所有学生均能通过标题和图片进行设问，合理预测文章内容。 | 培养学生通过设问预测文本内容的能力，激发学生的阅读兴趣，提高文本阅读的效率。 |
| **III.While-Reading**  **（30’）** | 3.Read para.1 and find out what advice is given by the author to solve the puzzle;  4.Read para.2 and sort out the information according to the timeline; draw a timeline and explain it to your partners;  5.Read para.3 and figure out the relationship among the four countries; sort out the similarities and differences; get to know the writing technique:support points by giving examples;  6.Read para.4 and draw a timeline to sort out the information of the four groups and the evidence they left behind ; summarize one of the chief advantages of studying the history of a country;  7.Read para.5 and find out the other chief advantage of studying the history of the UK; find out which city did the author recommend you to visit first and why; understand the writer’s purpose of writing this passage. | 3.Guide Ss to find out the advice given by the author to solve the puzzles;  T: Did the author give us some advice to solve the puzzle? Let’s read para.1 quickly.   1. Guide Ss to draw a timeline to sort out the information of para.2;   T: What’s the relationship among these four countries? Do they unite as one and share everything?   1. Guide Ss to read for the main idea and details of para.3;   Q: Can you find out the sentences from which we can summarize the main idea of this paragraph?  Q: Can you sort out the similarities and differences among these four countries?  Q: How did the author support his points?   1. Guide Ss to read para.4;   T:Let’s continue to explore its long and interesting history. Different groups took over the UK at different times and left their evidence behind. Please sort out the information according to the timeline.  Q: What’s one of the chief advantages of studying a history of a country?   1. Guide Ss to read para.5;   Find out the other chief advantage of studying the UK;  Find out which city did the author recommend you to visit first and why;  Appreciate the last sentence of para.5 and infer the writer’s purpose of writing this passage. | 所有学生都能明确历史性信息一般都以时间顺序呈现并都能运用时间轴对文本内容进行可视化处理；  所有学生都能根据问题准确获取文中的事实性信息，部分学生能对事实性信息进行概括推理；  所有学生均能理解举例子的写作手法，部分学生能在写作中予以运用；  所有学生都能明确作者的写作目的，并感受到学习一个国家历史的重要性。 | 培养并提升学生预测、扫读、找读等阅读技能；培养学生运用时间轴等工具对文本进行可视化处理的能力；在阅读过程中，通过问题链引导学生对写作目的、意义等进行更深层次的思考，从而对写作目的、意义有更准确、深入的理解。 |
| **IV.Further Thinking （8’）** | 8. Review & Further thinking:  Draw a mind-map to summarize the structure and content of the passage;  Retell the passage according to the mind-map.  Appreciate the quote by Marcus Garvey.  Discuss in groups:  Q: If you were to give Henry some suggestions on visiting Zhejiang province, what preparations should he make before coming ?  Q: Which city do you think is a great place for him to start in Zhejiang? Why? | 8. summarize the structure and content of the passage ;  9. Cultivate a correct outlook on history and encourage Ss to study the world history, inspire Ss to have a good command of Chinese history and spread it to the whole world;  10.Guide Ss to read the quote by Marcus Garvey to emphasize the importance of learning history. | 所有同学均能理解文章的主要内容和具体信息；  所有学生都能树立正确的历史观，部分学生能有意识地学习和传播优秀的中华文化。 | 通过复习对文本内容有更深层次地理解，通过总结进一步挖掘并内化主题意义，有效落实学生思维品质和文化意识地培养。 |
| **VI. Assignment（1’）** | 1. Retell the passage by referring to the mind-map;  2. Finish writing the email after class. | | | |