



志鸿优化系列丛书

丛书主编 任志鸿

高中 优秀教案

GAOZHONGYOUXIUJIAOAN

本书由部分省市优秀教学设计大赛获奖作品选编而成

英语

配外研版
【必修3】

南方出版社



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前言

EXCELLENT TEACHING PLANS

FOREWORD

自新一轮课程改革在神州大地破土而出,新课标的教学理念、教材组织形式、教学结果评价方式的变化层出不穷,叹为观止。在这样一个变革的年代,《优秀教案》始终紧跟改革的步伐。

随着越来越多的省份加入新课改,老师们的教学思路越来越多,教学设计构思也越来越巧妙。正如叶圣陶先生所说:“教育者不是造神,不是造石像,不是造爱人。他们所要创造的是真善美的活人。”其实作为“创造者”的老师们在一线教学实践和研究中创造出了很多有价值的教学案例和设计。许多一线老师通过自己的努力,为新课程教材的教学提供了很多有益的想法。这些内容刊登在各种教学杂志上,产生于教研部门的优秀教案评选或讲课比赛中。如果能够把这些好的案例集中起来,一定能够对教师的备课、教学提供很大的帮助。

为此,我们通过采取与教研部门核心期刊杂志合作等形式,聘任专家,组织出版了高中《优秀教案》丛书。本丛书的稿件来源是各种教学研究(评比)活动中评选出来的优秀教案和权威教学杂志中刊登的教案。这些作品展示了近几年课改的成果,代表了课改发展的方向。这类教案具有极大的参考和研究价值,是新课程改革条件下一线教师研究学习教学设计的范本。

本书有以下特点:

个性独特,匠心独具。本书力求再现他们在教学实践中的独特发现:对教材知识体系挖掘以求“深”,辨误以求“真”,考查以求“准”;对教材内容的梳理系统以求“全”,创新以求“异”,对教材的教法发散以求“活”,思维变化以求“新”,分析对比以求“博”。

篇篇精彩,课课经典。每一个教案都来自实行新课标地区的省级教研活动或者学科教学领域的核心期刊,还有不少是全国教学设计获奖作品。它们都是从众多的案例中经过层层筛选,优中选优,保证每一篇内容都精彩纷呈。这些在教坛耕耘多年的名师把他们的经验和智慧凝结到他们的作品中。他们对教学的每个环节,每一个步骤都经再三推敲、

用智慧和爱心铸造中国教辅第一品牌

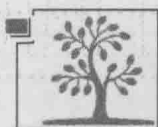
斟酌,打造出来的是可以供长期参考使用的经典教学案例。

实用新颖,理念成熟。课程改革对学生强调的是知识的生成。这种课程理念的贯彻需要教师既要调动学生主动的学习热情,又要通过教师的主导作用提高课堂效率。教案的筛选力求兼顾实用性和新颖性。每一篇带给您不同的感受,指引着课程改革的方向,引领着课程改革的潮流。

一课多案,更多选择。部分课时有多个思路迥异的精彩设计。细细品味,比较研读,既能感悟“教学有法,教无定法”的深刻内涵,又可以在教学中博采众长,使您的课堂融各家优点于一身,精彩每一瞬间。

我们相信,这套丛书将为广大实行新课程改革省份的教师提供更好的备课素材,为广大教师提供更具个人风格的优秀作品。当然,作为选集必然带有主编者的个人主观色彩,我们欢迎广大教师批评指正,同时欢迎更多的教师积极参与到本套丛书的更新发展之中。欢迎您将您的优秀教学案例和设计邮寄给我们,我们将为您提供平台与广大同行交流、分享,希望本套丛书能够与您共同进步!

优秀教案丛书编委会



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EXCELLENT TEACHING PLANS

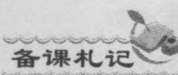
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Module 1 Europe

模块概览

项目	教学内容
题材内容与学习任务	本模块介绍了欧洲一些国家的名称、首都、著名城市、语言和建筑,目的是帮助学生了解与介绍地理位置有关的词汇知识,引导他们进一步了解欧洲概况,学会描述地理位置,最终能以口头和书面形式,辅以照片,综合介绍中国某一区域。文化广角旨在帮助学生了解欧盟和欧洲一些国家,将其与中国在地理位置、文化、经济等方面进行对比,通过学习该文章,增强国际交往意识。
语音	通过听介绍欧洲某些国家的录音,听懂介绍地理位置和人物背景的语句和段落并获取信息;识别所学生词、词语、语法和含有 question tags 的疑问句,听懂其意义并获取信息。
词汇	<p>新学单词: continental <i>adj.</i> 大陆的;大洲的 range <i>n.</i> 山脉 landmark <i>n.</i> 标志性建筑 gallery <i>n.</i> 美术馆;画廊 situated <i>adj.</i> 坐落(某处)的;位于(某处)的 symbol <i>n.</i> 象征;符号 located <i>adj.</i> 位于 architect <i>n.</i> 建筑师 sculpture <i>n.</i> 雕刻;泥塑 birthplace <i>n.</i> 发源地 civilization <i>n.</i> 文明 ancient <i>adj.</i> 古代的 opposite <i>prep.</i> 在……对面 sign <i>vt.</i> 签署 agreement <i>n.</i> 协议;契约 whereabouts <i>adv.</i> 在哪里 govern <i>vt.</i> 统治;治理 representative <i>n.</i> 代表 parliament <i>n.</i> 国会;议会 region <i>n.</i> 地区;区域 geographical <i>adj.</i> 地理的 feature <i>n.</i> 特点 produce <i>n.</i> 产品;农产品</p> <p>新学短语: because of 因为,由于 be known as 作为……而出名/闻名 ever since 自从……一直 in terms of 据……,依照…… on the other hand 另一方面,反过来说 little by little 一点点地;逐渐地 be situated in/on/to 坐落于…… be located in 位于</p> <p>复习单词: across <i>prep.</i> 横过;穿过 boot <i>n.</i> 长筒靴;皮靴 face <i>vt.</i> 面向;面对 project <i>n.</i> 计划;项目;工程 head <i>n.</i> 领袖;领导人 last <i>vi.</i> 持续 painting <i>n.</i> 绘画 powerful <i>adj.</i> 强大的;权力大的 influence <i>vt.</i> 影响</p> <p>复习短语: be covered by 被……覆盖 work on 从事 last for 持续了…… be known as 作为……而闻名 on the left 在左侧 on the right 在右侧 in front of 在……前面 come from 来自 refer to 指;涉及 have some control over 控制…… belong to 属于 increase to 增长到…… have a population of 人口是……</p>
语言知识	<p>1. The United Kingdom is <u>off the northwest coast of</u> continental Europe.</p> <p>2. France is Europe's <u>third largest country</u> and <u>faces the United Kingdom across the English Channel</u>.</p> <p>3. <u>Between France and Spain</u> is another mountain range—the Pyrenees.</p> <p>4. <u>Twenty percent of the country</u> is covered by islands.</p> <p>句型 5. Paris is the capital and largest city of France, <u>situated on the River Seine</u>.</p> <p>6. The most popular place for tourists is the Eiffel Tower, <u>the famous symbol of Paris</u>.</p> <p>7. One of Barcelona's most famous landmarks is the Church of the Sagrada Familia, <u>which was designed by an architect called Antonio Gaudi</u>.</p> <p>8. Florence is an Italian city <u>which became famous</u> because of the Renaissance, a great artistic movement <u>which began in the 1300s and lasted for three hundred years</u>.</p>



续表

项目		教学内容
语言知识	语法	指导学生通过语法学习掌握被动语态的现在式和过去式;掌握句子中的主语和谓语的一致,特别是分数和百分数修饰名词作主语时的主谓一致。
	功能	主要是让学生通过体会和模仿,学习地理位置的表达方法;同时通过 Everyday English 部分对 question tags 的准确语调表达,学会表达肯定和疑问语气,使其为意思的准确表达和对话的顺利进行服务。
	话题	本模块介绍了国家位置、首都、著名建筑、文化和语言概况,并且介绍了欧盟和欧洲一些国家的基本情况。
语言技能	听	识别所学生词、词语、语法和含有 question tags 的疑问句,听懂其意义并获取信息;听懂介绍地理特色和人物背景的语句和段落并获取信息。
	说	能够流畅地说出含有本模块生词和语法的句子;准确运用语调来表达 question tags 所传递的信息;熟练介绍某地区位置和文化、经济特色。
	读	指导学生理解介绍欧洲国家基本概况的短文并获取信息,理解包含所学生词、词语、语法和表示地理位置的句子和段落并获取信息;理解模块提供的和来自其他资源的介绍地区特色的文章并获取信息。
	写	熟练写出包含所学词汇和语法的句子和段落;熟练完成模块所要求的各种书面练习;比较自如地介绍城市和地区的位置和特色。
学习策略		1. 通过对语法难点的分析,培养英汉对比分析和抽象思维能力;在听和说的练习中利用 question tags 培养获取信息和表达信息的能力;在阅读中训练利用现有地理、历史等背景知识对材料进行理解、分析、综合加工等的能力;在写作练习中提高前后联系、提出问题、回答问题的能力。 2. 根据模块提出的问题锻炼略读和查读技能,加强对思维方向的自觉控制并通过不同形式的活动进行反馈。 3. 通过 question tags 的升降调表达疑问或肯定语气。 4. 通过学习其他学科,了解地理或历史等方面的信息并与英语学习相结合,达到扩展视野、促进英语学习的目的。
情感态度		通过学习欧盟和一些欧洲国家的基本概况,学习如何促进世界各国的友好和开放,进一步加深对自己国家的热爱。
文化意识		1. 学会把 question tags 运用到对话中,使其为意思的准确表达和对话的顺利进行服务;学会抓住要点进行提问和回答的技巧。 2. 了解欧盟和欧洲一些国家,将其与中国在地理位置、文化、经济等方面进行对比,增强国际交往意识。
课时安排		Period 1 Introduction & Function & Pronunciation and everyday English Period 2 Reading and vocabulary Period 3 Grammar 1 & Grammar 2 & Writing Period 4 Listening & Listening and speaking (page 71) & Speaking and writing (page 72) Period 5 Cultural corner Period 6 Task & Module file & Reading (page 69)

Period 1 Introduction & Function & Pronunciation and everyday English

整体设计

教学内容分析

本模块的任务是了解一些欧洲国家基本信息。因此,每一节课都应该以此话题为中心。本节课包括三部分:介绍、功能和发音与日常英语。第一部分是词汇和阅读,这一部分可帮助学生扩大词汇量,学生们会学到一些欧洲国家的名字,首都及语言的词汇;第二部分功能的主要内容是描述地理位置,本部分可帮助学生用不同的介词来合理准确地描述地理位置。第三部分包括两个简短对话,通过学习可以帮助学生用 question tags 来明确表达自己的语气。总之,本节课应主要以语言训练为中心,旨在帮助学生学会如何获取信息和表达自己的观点,提高语言的运用能力。

三维目标设计

Knowledge and skills

1. To help the students learn the following words and expressions.

Words: continental, range, opposite, whereabouts, Athens, Greece, Greek, Lisbon, Madrid, Portugal, Portuguese, Spanish

Expressions: off the coast of, on the coast of, look like, be situated on, You are from Wales, aren't you? That is in the west, isn't it? Amy lives in London, doesn't she? Picasso painted the *Mona Lisa*, didn't he?

2. To help the students revise the following words and expressions.

Words: across, boot, face, English, France, French, Italian, Italy, London, Spain

Expressions: the third largest country, be covered by, on the left, on the right, in front of

3. To help the students learn the vocabulary about country names, capitals and languages, such as Portugal, Portuguese, Lisbon.

4. To help the students learn to describe location.

5. To help the students learn to express themselves properly using different tones of question tags.

Process and methods

1. To encourage the students to describe a place they know about and correct possible mistakes they might make in a proper way by making necessary changes while repeating their sentences.

2. To encourage the students to cooperate with others by working in pairs or in groups of four.

3. To make sure that the students pay attention to the important points by asking them to repeat some of the teacher's statements.

Emotion, attitude and value

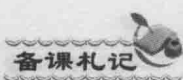
1. To encourage the students to love their hometown and their homeland.

2. To help the students appreciate the advantage of cooperative learning.

教学重点

To help the students learn to use the words, expressions and sentences in this period to





describe some places and express themselves correctly and properly.

教学难点

1. To master some words about geographic features.
2. To describe the location of some places.
3. To express intention properly using the exact tones of question tags.

教学过程

→Step 1 Lead-in [2 min.]

Brainstorming

With books closed, start by asking the students which continent China is in, (Asia), then get them to name the other continents (Europe, America, Africa, Oceania, Antarctic). The teacher can list these on the board.

Tell them that they are going to focus on Europe for the first module. Ask which countries make up Europe. List them on the board.

→Step 2 Learn some words about European countries [13 min.]

Task 1 Vocabulary

Ask the students to open their books and turn to page 1. Ask them to look at the map and tell you, in general, what they can see (A map of Europe with 6 countries coloured).

Ask them to look at the box. Read out the names. Ask the students what they are (countries, capital cities and languages).

Read them again and have the students repeat them after you. Pay particular attention to the words where the stress changes from the country name to the language: Italy—Italian; Portugal—Portuguese.

Complete the table with the words in the box. Ask the students to do this individually, then check with a partner. Then ask the students to give the answers.

ANSWERS

United Kingdom	London	English
France	Paris	French
Greece	Athens	Greek
Portugal	Lisbon	Portuguese
Italy	Rome	Italian
Spain	Madrid	Spanish

Task 2 Check the meaning of the words and phrases. Read the information and find the countries on the map above.

Read out the words in the box in activity 2 and have the students follow and then repeat. Ask them to locate the words in the information below, then find out their meanings. They should do this individually and then check with a partner. Ask the whole class to give their answers. Then ask them to use the information to decide which of the lettered countries in the map are.

ANSWERS

across: on the other side of

boot: something you wear on your foot and lower leg

continental: belonging to the main body of the continent of Europe

face(v.): to look at something or somebody face to face

look like: to have the appearance of, to seem to be

mountain range: a long continuous line of mountains

1)f 2)a 3)c 4)e 5)d 6)b

Task 3 Pair work

Pair the students. Have Student A close his book, while Student B asks questions in activity 1, then they can change their roles.

Ask the students to read the sentences in activity 2 and then close their books to describe the European countries to the other student.

Step 3 Function 【15 min.】

Task 1 Read these sentences. Write three similar ones about places in China.

Read the sentences out and have the students repeat them after you. Then ask them to make three sentences individually, and share them with two or three classmates. Ask the whole class to give examples, asking the rest of the class to say whether the writer is correct in their information.

Examples: Shandong Province is in the east of China.

Sichuan Province is on the north of Guizhou Province.

Taiwan is to the southeast of Fujian Province.

Task 2 Group work

Ask the students to read the sentences first, then work in groups to decide the answers.

Ask the whole class to give the answers.

ANSWERS

1. *on the coast* means that the place is actually on the land, where it meets the sea; *off the coast* means that the place is an island (or on an island) not far from the mainland.

2. *across* means that something is on the other side, that there is something between two places, two objects or two people (e. g. You can sit across the table from someone; live across the street from them.); *between* refers to the “thing” which separates two objects, places or people (e. g. There is a river between the two parts of the city; there is a busy street between your house and mine).

Task 3 Pair work

Ask the students to work in pairs to come up with the two lists; the prepositions or prepositional phrases that can be used to describe locations and the ones that can be used to describe movement. Then ask the whole class to give the answers and list them on the board in two columns.

ANSWERS

Location: on the left, on the right, between, in front of, behind, near, next to, opposite, above, below, beside

Movement: to, from (“with” is extra)

Task 4 Complete the sentences using correct prepositions or prepositional phrases.

Ask the students to answer these individually, then check with a partner. Collect the answers from the whole class as complete sentences.

ANSWERS

1) between 2) to the northeast of 3) in the south 4) between 5) in the southwest

Task 5 Group work

Ask the students to write sentences to describe geographical areas of China. Then one group read them out and the other groups can guess which place they refer to. Then the rest of the class can comment on the correctness of what the writer says.

⇒Step 4 Pronunciation and everyday English [12 min]

Task 1 Mark the rises and falls in the conversation as they listen to the tape. Then collect the answers. Get them to actually say the sentence with the correct intonation. At last, play the tape again, pausing after each utterance for the students to repeat. Make sure that the students listen to them and practice them several times.

Task 2 Pair work

Practice the conversation in activity 1. Remind them that your voice rises when you ask a real question and falls when you check you know something. Ensure that they take each role at least once.

Task 3 Pair work

Pair the students and ask them to perform for the class. But they must say whether it's going to be a real question or checking what they know before. The rest of the class checks that the intonation was correct.

Task 4 Role-play

Pair the students and ask them to prepare a conversation. Circulate and monitor production, then have some pairs perform their dialogue for the whole class.

⇒Step 5 Making a summary [3 min.]

Summarise the whole class. First, emphasise the ways of describing location and express themselves properly using different intonation on question tags.

⇒Step 6 Homework

Ask the students to work in groups. Surf the Internet and write down some brief introduction of several countries.

教学参考

Europe

The word Europe comes from the Greek goddess Europa, who was kidnapped by Zeus and plunked down on the island of Crete. Europa gradually changed from referring to mainland Greece until it extended finally to include Norway and Russia.

Don't be confused that Europe is called a continent without looking like an island, the way the other continents do. It's okay. The Ural mountains have steadily been there to divide Europe from Asia for the last 250 million years. Russia technically inhabits "Eurasia". Technically Europe isn't actually a continent. It is part of the continent of Eurasia and not even a big one. Europe covers only one fifth of Eurasia and is not much more than a peninsula. To the west is the Atlantic, north the Arctic Sea, south are the Mediterranean and the Black

Sea; roughly speaking anyways. Ural Mountains, Ural River and the Caspian Sea in the east and the Caucasus in the southeast divide Europe from Asia.

Europe—at least when it comes to area—is not exactly big although its population is the third in the world. With 10,180,000 square kilometres Europe is indeed the second smallest continent. In these modern days area doesn't really matter anymore so they don't suffer any inferiority complex because of it. When it comes to political and cultural influence—and this is what matters—they are second to none. Some might disagree with that but historically speaking there is not much argument about it.

Europe is the birthplace of Western civilisation, including such legendary innovations as the democratic nation-state, football and tomato sauce. We all heard of the glorious days of Ancient Greece and Rome. The Parthenon in Athens and the Coliseum in Rome would be the most famous examples of architecture of that time. The museums are full of Greek and Roman art and for a good reason. Their artistic achievements were outstanding.

Just as important was their contribution to science. Especially the Greek scientists discovered plenty of natural laws, invented some of the most amazing stuff and last but not least founded scientific disciplines like history, logic and philosophy. If you ever wondered why most of these disciplines have Greek names, well now you know. There is a reason why ancient Greek and Latin are still taught in schools although they are not actually spoken anywhere (well with the exception of the Vatican).

Europe is presently uniting into one political and economic zone with a common currency called the Euro. The European Union originated in 1993 and is now composed of 27 member states. Its headquarters is in Brussels, Belgium.

Do not confuse the EU with the Council of Europe, which has 47 member states and dates to 1949. These two bodies share the same flag, national anthem, and mission of integrating Europe. The headquarters of the Council are located in Strasbourg, France, and it is most famous for its European Court of Human Rights.

In spite of these two bodies, there is still no single Constitution or set of laws applying to all the countries of Europe. Debate rages over the role of the EU in regards to national sovereignty. As of January 2009, the Lisbon Treaty is the closest thing to a European Constitution, yet it has not been approved by all the EU states.

Period 2 Reading and vocabulary

整体设计

教学内容分析

作为本模块的主课文,《欧洲的大城市》应该作为精读课文来处理。本节课应该以提高学生的阅读和理解能力为中心,通过教师的相应指导使学生提高略读和详读能力;学生们应该在略读后首先能够获取文章的主旨大意,在进一步的详读后能够根据要求找到特定的信息来解答问题;读后活动应该以学生所学知识的准确运用为重点。在本节课中,学生们应该能够在课文的帮助下简要地介绍欧洲的一些大城市;并且运用所学知识简要介绍一座城市,做到学以致用。



三维目标设计

Knowledge and skills

1. To help the students learn the following words and expressions in this period.

Words: landmark, gallery, situated, symbol, located, architect, sculpture, birthplace, civilisation, ancient

Expressions: be situated on, be located in, ever since, be famous for, work on, of all time

2. To help the students revise the following words and expressions in this period.

Words: influence, produce, powerful, project

Expressions: be known as, because of, two thirds, last for

3. To help the students know the geographic location, culture and artistic features of a great city.

4. To help the students master how to introduce a city.

Process and methods

1. To encourage the students to take an active part in the learning activities by giving them clear instructions on what to do while reading a new passage. In addition, correct possible mistakes they might make in a proper way by making necessary changes while repeating their sentences.

2. To encourage the students to cooperate with the others by working in pairs or in groups of four.

3. To make sure that the students pay attention to the important points by asking them to repeat some of the statements made by the teacher.

Emotion, attitude and value

1. To help the students learn some information about great European cities.

2. To help the students raise their awareness of international cooperation.

3. To help the students appreciate the advantage of cooperative learning.

教学重点

1. To help the students learn to read a passage in a proper way and improve their ability to skim and scan.

2. To help the students learn to organise their own sentences to describe a city.

教学难点

1. To help the students introduce a city using what they have learned.

2. To carry out accurate evaluation while dealing with the students' sentences they make to describe a city.

教学过程

→Step 1 Pre-reading [5 min.]

Task 1 Lead-in

Show the four pictures to the students and ask them what they are. (the Eiffel Tower, the Parthenon, the Uffizi Palace, the Sagrada Familia)

Do activity 1 and collect the answers as whole sentences. (e. g. The Eiffel Tower is a landmark in Paris.)

ANSWERS

1)A 2)C 3)D 4)B

Task 2 Activity 2 Match the words in the box with their definitions

Read out the words and have the students repeat them after you. Then ask them to match the words individually. Collect the answers from the whole class, asking for a whole sentence. (e. g. Someone who designs building is an architect.)

ANSWERS

1)architect 2)locate 3)landmark 4)writer 5)gallery 6)sculpture 7)ancient

→Step 2 While-reading [25 min.]**Task 1** Fast reading

1. Ask the students to read the paragraphs about the four cities and think about the question: What aspects does the writer introduce the cities in? Give them the suggestion that they should focus on the general information and not on the detailed meaning. Make sure they don't read the text aloud or word by word.

(e. g. The writer introduce Paris in the aspects of feature, geographic location, symbol place, art gallery and other famous feature.)

2. Ask the students to read the paragraphs again and answer the questions individually. Then collect the answers from the whole class, having one student ask the question and another answer it.

ANSWERS

1)Athens and Paris. 2)Barcelona. 3)Paris. 4)Paris and Athens. 5)Athens.

Task 2 Detailed reading

Ask the students to read the passage carefully and decide whether the following sentences are true or false.

Ask the students to complete these exercise individually, then check with a partner. Collect the answers from the whole class, having one student read the statement and another say whether it is true or false.

ANSWERS

1)T 2)T 3)F 4)F 5)T 6)F 7)T 8)T

Find the key words of each paragraph and group the students to retell the paragraphs.

Give the student five minutes to prepare and encourage each group to retell two of the four paragraphs.

KEY WORDS

Paris: the capital and largest, situated on, one of, is visited by, most popular place, symbol, the Louvre, is also famous for, two thirds

Barcelona: second largest city, is situated on, five hundred kilometers, the Church of the Sagrada Famliia, was designed by, worked on, hasn't been finished

Florence: Italian city, Renaissance, lasted for, the greatest painters of all time, were produced by, is visited who come to see, the Uffizi Palace

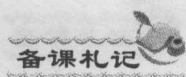
Athens: the capital, is known as, the world's most powerful, buildings, best writers, has influenced, ever since

→Step 3 Post-reading [10 min.]

Group the students and discuss the following questions.

1. What new information did you learn about the European cities? And which of them





do you like best? Why?

2. How can you introduce a city? (e. g. geographical features, population, sports, food, climate, art...)

➔Step 4 Making a summary 【5 min.】

First, summarise the aspects we can introduce a city in.

Then, summarise the whole period. First, emphasise the proper way of reading a passage—first focus on the general information or structure and then get some specific information as required.

➔Step 5 Homework

Ask the students to write a short passage about a city they know. They can collect information on the Internet or from the books in the library.

教学参考

Top 10 Eastern European Cities

When people visit Europe, they tend to congregate in Western Europe; very seldom do they travel to Eastern Europe. While Western Europe is a necessary destination for all travelers, Eastern Europe cannot be overlooked. To help you decide where to go, here are the ten best cities in Eastern Europe:

Budapest, Hungary

Budapest, the capital of Hungary, is an interesting, cosmopolitan city that should not be underestimated. Budapest's beautiful historic section is Castle Hill on the Buda side of the Danube. Across the river is Pest, the sprawling and hectic center of the modern city that saw much of its development at the turn of century. Budapest is possibly more active, enticing, and bewildering than any other European city. Here, business people from as far as Moscow and London brush shoulders on the subway while youth from all over the world enjoy the city's many great cafés, bars and clubs.

Istanbul, Turkey

Sultanahmet, the old city of Istanbul, plays host to the majority of tourist sites. All are within a short walking distance of each other. Start with the Topkapi Palace, Blue Mosque, Saint Sophia Museum, Hippodrome, Underground Cistern, Grand Bazaar and Egyptian Spice Markets. If these aren't enough, get out of tourist-ville and visit the Dolmabahce Palace, Camlica Hill (highest point in Istanbul on the Asian side), cruise up the Bosphorus (stretch of water separating Europe from Asia) or check out the Prince's Islands in the Marmara Sea. If it's bars you're after, Akbiyik Caddesi is lined with cafés and bars, but if you wish to go where the locals go, try Taksim or Ortakoy.

Sofia, Bulgaria

In Sofia, upscale boutiques, student bars and McDonalds' arches are perhaps more common than churches and museums, yet the city still retains some of its old world charm. It also serves as a gateway into the nearby mountains, home to the awe-inspiring Rila Monastery and other semi-hidden treasures.

Ljubljana, Slovenia

In Ljubljana travelers can experience the small town "feel" while taking advantage of

this capital city's resources, history and culture. Being centrally located in Slovenia it makes for a good base to explore the country's mountains, lakes and caves. Partially on the Mediterranean and linking central Europe to the Balkans, a mix of Italian and Austro-Hungarian influences abound here and around Slovenia. Absorb the atmosphere with a stroll through the Baroque old town where you will find many quaint cafés along the Ljubljana River and street performers playing tunes in the main square. The large student population provides for an active nightlife. This is a progressive place with a kind, helpful folk willing to engage in conversation in a multitude of languages.

Dalmatia, Croatia

With the Adriatic Sea on one side and the Dinaric Alps on the other, the southern part of Croatia from Zadar to Dubrovnik contains some of the Mediterranean's most postcardesque scenery. From untouched green isles to old Venetian fortresses, the coast is a haven for sun, nature and medieval architecture and history. Split, Hvar, Korcula and Dubrovnik are beautiful destinations.

Dubrovnik, Croatia

Located at the southern tip of Croatia, Dubrovnik is the country's most famous destination. It was heavily bombed in the civil war of the early 90s', but with substantial international aid has rebuilt and regained its splendor. Spend a day exploring the old town or hop the ferry to Lokrum Island to relax in more natural surroundings. For true day trips, look into the Elaphite Islands, Mljet National Park and Cavtat.

Sarajevo, Bosnia-Herzegovina

Sarajevo rests in the Miljacka River valley and is surrounded by the mountains which were home to the 1984 Winter Olympics. A true link between East and West, its location in the central Balkans has kept Sarajevo in the crosshairs of world history. The recent war in Bosnia devastated the city and its inhabitants, and although the scars are visible in the shell-shocked pavement (referred to as roses) and demolished buildings, the progress is substantial. Much has been rebuilt and streetcars now zip down the road once dubbed "Sniper's Alley," the street where civilians were shot from the hills above. Although tourism is still in its nascent stage, the spirit and recovery is deeply moving. Sarajevo is famous for its International Film Festival and thrives on culture and the arts. The people are warm and forthcoming and may respectfully approach you with offers of private accommodation.

Krakow, Poland

Krakow is the most visited city in Poland and for good reasons. Boasting the largest medieval square in all of Europe, the old town shines with historic majesty and a nightlife that pumps into the morning hours. Spared from the destruction of World War II, you may notice the authentic old world feel. A visit to the city is incomplete without a walk around the infamous Jewish quarter of Kazimierz, once home to 65,000 Jewish residents and now less than 200. Get a taste for Polish cuisine with borsch (soup made from beets) and pierogis (like raviolis)—those with a cholesterol conscience beware!

Tallinn, Estonia

Estonia's miraculous capital is bound to inspire awe. It's an exciting, thriving center that has recently emerged from Soviet occupation, with many breathtaking Gothic buildings that have somehow escaped war damage. Tallinn's Old Town is one of the last remaining truly

