

English

英语

第三册 (必修3)

(供高中一年级下学期使用)

主 编: 陈 琳 Simon Greenall (英)

副主编: 张连仲

编 者: 薛中梁 钱建源 吴燕 David A.Hill (英)

教师用书

Teacher's Book 3

英 语

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《英语》(新标准)高中阶段教科书是在小学和初中英语(新标准)教科书的基础上,根据国家《普通高中英语课程标准》所规定的高中英语课程的性质、方向、总体教学目标、题材内容等方面的精神,由中英专家、学者合作编写而成。

本套教材着重培养学生的创新精神和独立的思维、实践能力,努力使学生获得适应学习化社会所需的英语基础知识和基本技能,了解文化差异,发展健全人格,培养合作精神和社会公德意识。教材遵循“题材—功能—结构—任务”的编写原则,以题材为纲,以运用性任务为目标,避免孤立的语言形式操练,把不同技能的训练结为一体,以综合的方式体现实际生活中有意义的语言应用。教材强调学习策略的培养,鼓励学生通过体验、实践、讨论、合作、探究等方式逐步形成自主学习能力。教材编写以学生为主体,尊重学生个体差异和学生身心发展规律与兴趣特点设计大量语言活动,以激发学生的兴趣和求知欲。教材贯彻跨文化教育的思想,介绍西方文化,更重要的是使学生在理解和尊重外国文化的同时更加热爱祖国文化。

教师用书作为“一条龙”系列教材的组成部分,体现了教材的上述特点,并帮助教师把这些特点所蕴涵的外语教学原则转变成课堂上行之有效的教学实践;根据教材内容,介绍贯彻教育理念的具体活动方式,做到理论和实践的结合。教师用书以学生实际为出发点,倡导分层次教学,将程序性教学指导与多种多样的教学活动相结合,既体现原则性,又具有灵活性,使本套教材不仅适用面广,方便英语教师备课,而且有助于教师教学理论水平和教学艺术的提高,有利于调动教师的积极性、主动性和创造性。

教师用书根据教材模块(Module)编写,每个模块包括五大部分:一、教学内容、目的和要求;二、教学内容分析;三、教学过程建议;四、教学评价建议;五、教学资源库。第一部分以《英语课程标准》为依据,对模块进行列表分析,主要为:题材内容与学习目的、语言知识目标(语音、词汇、语法、功能和话题)、语言技能目标(听、说、读、写和表达与展示)、学习策略、文化意识、情感态度和任务七大项。第二部分依次对每个项目内容进行具体分析,使教师做到心中有数,以利于课堂教学沿着教材内容向前推进。第三部分对每个项目的每个活动提供具体和详细的教学建议,并根据分层次教学原则提出了多种活动方式,供教师根据地区、班级和学生的具体情况作出灵活处理。第四部分包括自我评价、小组互评和自我检验。在自我评价中学生通过不同形式的题目回忆、反思自己在课堂学习过程中的长处和不足;两人互评活动使学生在对同伴进行评价时也能更好地认识自己;小组互评主要针对组内同学的参与和态度提出看法。最后学生通过一两道结合模块学习内容的检测题进行自我检验。第五部分包括语法项目、课文注释、背景知识、补充词汇、附加活动和Project。这一部分主要供教师参考使用,其中Project根据客观情况来选定。

英语课堂教学过程是一个英语教师借助教育手段和方法、通过教学活动、将英语民族的语言及其蕴涵的文化内涵转化为学生个人的语言能力、才能、品德和智慧的过程。它要求

教师既能把握各要素的基本特点和发展方向，又能合理灵活地协调它们的相互关系，使课堂教学过程的发展有效、规范并不断优化。怎样才能帮助教师优化课堂教学过程呢？本教师用书的编者感到自己的水平是有限的，但又一直在思考这样一个问题：如果在编写过程中灌输和坚持以下观点能否对老师们的课堂教学起到启发的作用呢？即：通过课堂教学活动促进学生认知发展和情感发展的结合，指导学生学会自主学习，帮助学生提高对目标语言文化的认知和了解，使他们对本民族语言和文化有更深刻的认同，增强使用两种语言和文化进行交流的能力。经过我们认真考虑后得出的肯定答案，帮助我们在编写过程中愈加明确自己的任务和方向。

教师用书是为教师的教学服务的，但最终目的是为学生的学习服务的。本书提供了多种课堂活动方式，其用意绝不是代替教师的自我思考和发展，而是通过实例达到教学理论和教学实践的有意义结合，从而最终提高教师课前和课堂的决定能力（decision-making ability）。这种能力的提高标志着以下三者的结合：理论的融会贯通、以学生需求为出发点和灵活适用的课堂技巧。我们希望教师们在课堂教学中发挥自己的优势，积极创新，通过本教材的教学不断提高自己的教学能力。而本书如能在英语教师发展之宏伟大厦中起到螺丝钉的作用，将是编者们最大的期待和最感欣慰之事。

The Principles, Methodology and Contents of *NSE*

编写原则概述

Overview ►

New Standard English is a course of English for China in the twenty-first century. It has four main principles:

- to present learners at Primary, Junior and Senior High schools the English of international communication today
- to represent a methodology which includes the practical realisation of the latest ideas about language learning, both influenced and guided by the context of learning in China
- to promote excellence in teacher training and teacher development in China
- to develop the learners' awareness of the inherent language system and the nature of effective communication in the world about us

The role and responsibility of the *New Standard English* course ►

The fundamental role of *New Standard English* is to organise a course of English instruction for both the teacher and the students. It does so by adopting a multi-syllabus course design which reflects the full extent and true nature of the language which a learner needs to acquire in Chinese High Schools, and by dividing this body of language into manageable learning chunks.

The *New Standard English* course also pays respect to different learning and teaching styles of the users, both students and teachers. It must provide the meaningful and motivational context for effective learning to take place, both in its presentation of new linguistic information, and in the careful selection of topics designed to interest the learners. This content may not only exploit the current knowledge of the learners, but also present general knowledge of the world about us. It will include new information about contemporary ideas as well as knowledge more specifically related to all aspects of the school curriculum.

But at best, the *New Standard English* course has a responsibility towards the dissemination of new ideas and the principles of best practice in all aspects of teacher training and teacher development. Good teaching resources and teacher development should promote good learning and good teaching. Good teaching resources are designed to be a support and guidance to both experienced and less-experienced teachers, as well as their students. They should reflect teachers' expectations as well as interpret and adapt new theories for classroom use. They should not be viewed as a restriction on creative teaching.

The multi-syllabus course design in *New Standard English* ►

Rather than using a single syllabus such as a grammatical syllabus or a lexical syllabus, the scope and sequence of *New Standard English* is made up of a number of syllabuses or syllabus strands, referred to as a *multi-syllabus course design*. These syllabus strands include:

- themes
- lexis
- grammar and functions
- skills: reading, writing, speaking and listening

- pronunciation
- learner training
- socio-cultural awareness

All of these syllabus strands are informed by the specifications in the Ministry of Education documents and are signposted in a clear way in the Student's Book. Their integration into the teaching material is described in the next section.

Components and module structure

The Senior High series covers five and a half semesters of instruction, divided into books which are intended to last ten weeks. Each Student's Book includes six teaching modules and a revision module, which corresponds to the time available for English in these ten weeks.

It is expected that the material in each module will take approximately one and a half weeks to cover.

The Student's Book modules are organised around a **theme** and a **module task**. The format of each module is similar throughout the whole series. Each module begins with an **Introduction** to the module theme, which can be done either at home or in the class. The introduction contains **Vocabulary** appropriate to the theme. This includes either items which have already been taught earlier in the course, or during the Primary and Junior High years, or new items.

The main **Reading** input then follows, with a reading passage chosen to develop the theme. Activities accompany the reading passage to check comprehension and to develop discrete skills. Further **Vocabulary** items related to the theme are presented in clearly designed vocabulary boxes. These represent words which belong to the Ministry of Education wordlists for the appropriate level, and are therefore productive items.

Clear and numerous examples of the target structures of the **Grammar** syllabus and **Vocabulary** are presented in the communicative context of the reading passage. The **Grammar** section presents these structures using an inductive approach (see **Methodology** below), and provides practice activities.

Some structures are presented as **Functions**, and their exponents are, like the grammar, presented in a meaningful way in the reading and listening passages. Functional presentation concentrates more on use than on form, so exponents belonging to a single function may be expressed using a number of different grammatical structures, and the accompanying provide situational opportunities in which these exponents can be used. On other occasions, the functional syllabus is closely linked to the speaking syllabus.

Speaking practice may follow the reading passage, especially if the latter raises topics which are suitable for motivating discussion. The speaking practice activities are always designed to be done in pairs or in groups, in order to maximise the learners' opportunities to speak.

The **listening** input develops the module theme, and provides the learners to hear examples of everyday English spoken by native speakers. Practice exercises check comprehension and develop the discrete skills appropriate to listening. As with the reading input, further vocabulary may be presented in order to cover the prescribed items of the Ministry's wordlists, and to exploit the meaning context provided by the listening passage.

A second **Grammar** or **Function** section draws attention to target structures within the listening material, and provides inductive presentation and practice.

A section on **Pronunciation** focuses on aspects of phonology which arise from the listening material. There is equal attention paid to analysing the meaning of stress and intonation patterns, and to providing a model for productive practice.

A further section of **Everyday English** exploits aspects of colloquial language which arise from the listening passage or which are commonly found in passages of a similar style and/or function. The focus is on understanding everyday English rather than on inviting the learners to use it in their own speech.

The **Writing** section is related to the theme, and deals with stylistic aspects and conventions of different text types, such as narratives, descriptions, discursive composition, email and letters.

The **Cultural Corner** section contains a reading passage which provides further opportunities to explore the module theme. It focuses on news, events, information, etc from around the world, rather than from inside China. Simple exercises ensure the learners have understood the main ideas of the passage and have the opportunity to compare the information in the passage with their own experiences. The intention of this section is to develop socio-cultural awareness.

The **Module Task** both defines the content of the structures and lexis of the module, and checks it has been effectively learnt. The real-life outcome of the task is either written (preparing a poster, writing a brochure) or spoken (taking part in a discussion), but each stage of the task is performed collaboratively to give further practice in spoken interaction.

In each module there is a **Learning to Learn** box containing **learner training** advice on how to develop positive learning habits, as well as socio-cognitive and socio-affective aspects of the learning process.

At the end of each module is a **Module File**, which contains a summary of all the structures and words either learnt or revised in the module.

The **Revision Module** in each Student's Book, positioned at the end of the book provides further revision and practice of the language presented in the preceding teaching modules.

Each **Workbook** module reflects the theme, lexis, grammar and task included in the corresponding teaching module of the Student's Book and is designed to consolidate and extend

the language taught.

The Teacher's Book contains a step-by-step guide to the teaching procedure of each module, the answer key to the exercises, tapescripts, activities for further practice and extensive background notes to the cultural references in the teaching material. It is designed to be used by both inexperienced and experienced teachers.

The listening material has been recorded by native English-speakers, professional actors in studio conditions in order to ensure the best quality possible.

Methodology ►

The methodology is varied in order to respect teaching conditions in Chinese classrooms. It attempts to reflect current ideas and best practice in language teaching.

One of the key concepts of the methodology is that all new items are presented using language which has already been taught. The grammar syllabus follows a logical sequence of simplicity to complexity, and new lexical items are either explained or presented in meaningful and recognisable contexts. The methodology is cyclical rather than linear, and continually builds on previously acquired knowledge.

Grammar is presented in a clear and meaningful context, with target structures showing form, meaning and use. The accompanying exercises also function as reading or listening comprehension checks. This approach ensures the integration of skills and grammar.

The general approach to grammar in the teaching lesson is inductive: a number of examples of the grammar point are presented in the input material (reading or listening passages); students are invited to study these examples, and guided to formulate grammatical rules. An *inductive* approach, which demands the learner's active involvement in understanding form and meaning, is usually considered to be more appropriate than an exclusively *descriptive* approach, in which the grammar rule is simply presented for more passive scrutiny by the learner. Nevertheless, a descriptive grammar summary at the back of the book ensures thorough explanation of the grammar syllabus.

The vocabulary reflects the Ministry of Education list of items prescribed for the Senior High level. The important distinctions between *productive* and *receptive* vocabulary are established. All the lexical items contained in the vocabulary box are *productive* and generally new for this level, although some may have been learnt in the Primary and Junior High school years of instruction. Their presentation in a box means they are visually easy to identify for purposes of revision. The number of productive items presented in each module (approximately 35) ensures a manageable learning load.

Some new items may also appear in the reading passage, but are specified as *receptive*. If they present a significant problem of comprehension, they will be treated as part of the reading skill (dealing with unfamiliar words).

Listening is carefully graded to the level of the learner, and all new vocabulary is taught either immediately before the listening passages, or immediately afterwards. The language is natural everyday English, although there is little or no redundancy or other features of spoken language because of the risk of confusing the learner. A pre-listening stage is always included to prepare the learners for the main listening activity.

Speaking activities are generally done in pairs or occasionally in groups, to increase the opportunities for students to practise their oral proficiency. This stage is designed to encourage a balance between fluency and accuracy, and the Teacher's Book contains instructions on how to achieve this objective throughout the material.

Pronunciation work focuses on developing an awareness of four main areas: difficulties specific to Chinese learners; syllable stress in words; stressed words in sentences; intonation practice, particularly in different question forms. The words and sentences used are either taken from the listening passage, or are appropriate to the grammar and/or the vocabulary of the module: for example, the pronunciation of regular past simple endings is practised in a module which focuses on the past simple tense. No new vocabulary is introduced at this stage.

Reading passages are roughly graded to the level of the learner, respecting both their previously acquired knowledge, the new lexis and structures to be covered in the module, and new but receptive words. The most important discrete skill to develop at this level is reading for main ideas, which involves a series of varied activity types, such as choosing the best title, identifying true and false statement, and discussing open-ended questions. But other discrete skills are also practised extensively, such as reading for specific information (scanning), understanding text organisation and dealing with unfamiliar words, each of which generates a number of different and motivating activity types.

Writing focuses both on discourse markers (*and, but, so, because, when, etc*) and a variety of text types (writing emails, writing descriptions). It uses a *guided paragraph writing* approach, in which a model passage is presented, particular stylistic features are drawn attention to, a new writing task is set, with help provided by the model passage and the stylistic features. The writing tasks exploits the learner's personal experience, and prompts are given to encourage a creative and unique piece of writing.

An *integrated skills* approach is used in all the activities. This means that the skills are not practised in isolation but combined with other aspects of the course design, such as grammar or the other skills. This approach reflects real-life language use.

The student's progress is moderated by the careful grading of the teaching material and checked by the revision modules and the workbook modules. Every new aspect of language is taught in the context of what has already been learnt. Thus the cyclical course design and methodology ensures systematic progress and revision, as well as a process of continual assessment.

World English ▶▶

New Standard English has two important commitments: to help Chinese learners develop their competence in English, and to encourage their membership of the worldwide English speaking community. Its fundamental objective is not simply linguistic competence but effective communication. Above all, it aims to demonstrate that the English language doesn't just belong to the English, it belongs to everyone.

Simon Greenall

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Part 1

Teaching Notes in Chinese

中文教学建议

一、教学内容、目的和要求

题材内容与学习目的		介绍欧洲某些国家的名称、首都、语言、著名城市和文艺建筑,要求学生进一步了解欧洲概况,学会表达地理位置,最终能以口笔头形式并辅以照片,通过杂志、报刊等媒介综合介绍中国某一区域。
语言知识目标	语音	掌握附加疑问语 (question tags) 的升降调。
	词汇	见 MODULE FILE。
	语法	1. 被动语态的现在式和过去式; 2. 句子中主谓语的一致。
	功能	表达位置 (location)。
	话题	介绍国家所在地、首都、著名文艺建筑、文化和语言概况。
语言技能目标	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	流利说出含有本模块生词、词语和语法的句子; 准确运用语调来表达 tag questions 所传递的信息; 熟练介绍某地区位置和文化、经济特色。
	读	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地区特色介绍并获取信息。
	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及特色。
	表达与展示	介绍欧盟的一些国家和城市, 对中国某些地区和城市的地理、文化和经济等特色进行介绍或比较。
学习策略	认知策略	通过对语法难点的分析, 培养英汉对比分析策略和抽象思维能力; 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、综合等加工的策略; 在写作练习中提高前后联系、提出问题、回答问题等能力。
	调控策略	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。
	交际策略	通过 question tags 的升降调表达疑问或肯定语气。
	资源策略	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。
文化意识	交谈技巧	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。
	中外对比	了解欧盟和一些欧洲国家, 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。
情感态度		通过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。
任 务		出一期包含照片、文字说明等内容丰富的黑板报。

二、教学内容分析

INTRODUCTION

复习和学习一些欧洲国家、首都和语言名称，学习介绍这些国家地理位置的英语表达，为进一步学习和表达其他国家和地区的地理位置打下基础。

READING AND VOCABULARY

学习词汇，阅读介绍欧洲著名城市的文章，了解其地理位置、文化和艺术特色。

FUNCTION

学会运用不同介词表达不同位置。

GRAMMAR 1

进一步明确和运用被动语态的现在式和过去式。

LISTENING

通过听力活动了解另外三个城市的情况，进一步训练获取信息的能力。

WRITING

通过对一个城市的补充描写，培养学生前后联系的思维能力和写作能力。

GRAMMAR 2

本项目讨论主谓语一致的问题，帮助学生解决英语学习中的难点，培养抽象思维能力。

PRONUNCIATION AND EVERYDAY ENGLISH

通过对 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。

CULTURAL CORNER

了解欧盟和一些欧洲国家，将其和中国在地理位置、文化、经济等方面进行对比，增强国际交往意识。

TASK

学会对中国某些地区的描写，出一期既有图片又有文字说明，形式多样的黑板报。

MODULE FILE

对本模块学习内容进行归纳，帮助学生进行反思和检验，帮助教师获得反馈信息。

三、教学过程建议

INTRODUCTION

Activities 1 & 2

可以把两个活动结合在一起，以下方法供选择和参考：

方法一

第一步：直接复习和学习 Activity 1 方框内的单词，教师给以必要的帮助和提示；

第二步：两人活动，填表格；

- 第三步：个别活动，学生试着在课本地图上指出这六个国家，指错了也没关系；
- 第四步：学习 Activity 2 方框中的词汇；
- 第五步：两人活动，阅读 Activity 2 中的句子；
- 第六步：全班活动，利用挂图核对这六个国家的位置；
- 第七步：两人活动，利用已学内容进行互相问答，如：Where is the United Kingdom? Do you know its capital? Is London its capital? What language do they speak?

方法二

- 第一步：教师挂出欧洲地图，分别指出法、意、希等六国，要求学生试着说出英语名称，学生不会说，请个别会的同学回答，然后全班开始复习和学习 Activity 1 方框内的词汇；
- 第二步：两人活动，填表格；
- 第三步：学习 Activity 2 方框中的词汇；
- 第四步：教师用英语边解释边提问：So, this is the United Kingdom. Is it in an island? Is the island in southwest Europe or northwest Europe? How many countries with one government are there in the United Kingdom? What are they? ...一直到把有关六个国家的内容提问完毕；
- 第五步：两人活动，阅读 Activity 2 中的句子；
- 第六步：小组活动，学生分成两大半，一半的学生在小组中讨论三个国家的地理位置（如：西、葡、希），另一半讨论另三个国家的地理位置；
- 第七步：全班活动，教师请六位学生在小组讨论的基础上，指着地图分别用英语讲解这六个国家的地理位置。

方法三（适合程度较好的班级或学生）

- 第一步：教师挂出欧洲地图，用英语进行解释，如：It is a map of Europe. There are many countries in Europe. 要求学生指出东、南、西、北欧的大约位置，如：Where is East Europe? Where is South Europe? Can you find West Europe? And North Europe? 然后指出法、意、希等六国，要求学生试着说出英语名称，学生不会说，请个别会的同学回答，然后全班开始复习和学习 Activity 1 方框内的词汇；
- 第二步：两人活动，学生互相提问讨论有关六个国家的名称、首都和语言，如：Do you know the capital of the United Kingdom? What language do people in the UK speak? 然后完成 Activity 1 中的表格；
- 第三步：教师利用欧洲挂图解释或提问 Activity 2 的内容，请学生跟读包含在 Activity 2 方框中的新词，如：Look, this is the United Kingdom. Is it an island in northwest Europe off the coast of continental Europe? Look, this is the Mediterranean Sea. Please tell me where Italy is ...可请学生跟读 the Mediterranean Sea；
- 第四步：两人活动，学生阅读 Activity 2 中介绍六个国家地理位置的句子，使学生进一步熟悉地理位置和方框中的词汇；
- 第五步：个别学生向全班介绍这些国家的地理位置（可参照课本读出句子，也可用自己的话进行介绍，学生可自由挑选任一国家，不必受教师指派）；
- 第六步：没有被说到的国家，比较困难，教师指导，全班学生共同完成；
- 第七步：全班活动，完成下面表格；

Country	Location