



附赠光盘

# 新课标

# 教案

课堂教学设计与案例

- 诠释2011版新课标理念
- 荟萃十年教改精华
- 汇编全国优秀案例
- 同时呈现常规课与创新课

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八年级·下·R

YB  
延边教育出版社

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- ☐ 执行策划: 刘芳芳
- ☐ 本册主编: 张 丹
- ☐ 副 主 编: 牛改萍
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网 址: <http://www.topedu.org>

电 话: 0433-2913940 010-82611372

传 真: 0433-2913971 010-82616641

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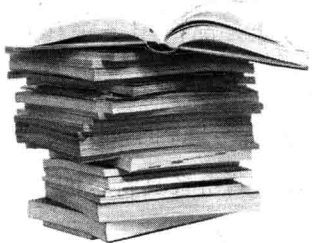
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## 前言



为全面推进素质教育,培养新世纪所需要的高素质人才,2011 年底,教育部公布实施了义务教育各学科课程标准(2011 年版)。在新的教育教改形势下,教师如何组织教学,再次成为焦点。为帮助教师明确新的教学理念,优化课堂教学结构,有效地实施素质教育,我们对《新课标教案》(课堂教学设计与案例)丛书进行了大幅度修订,在全国范围内供应使用。

跟以往的教案比较,本套《新课标教案》有以下几个特点:

第一,《新课标教案》丛书既是全国各地一线教师的优秀教学案例与设计的汇编集,同时还展示了一些由教研专家根据实践和相关理论新编写的具有很高参考价值、对课堂教学有实际指导作用的教学设计。

第二,编队阵容强大。此次修订,我们尽量邀请参与教材或教参编写的教研员、老师担任主编,或是参与 2011 版课程标准讨论的教研先锋与我们共同策划、组稿。此外,在过去十年教学教改中取得累累硕果的省级或区市级教研室也参与其中。因此,我们得以顺利收录大量获得国家级、省级、地市级比赛奖项的优秀设计与案例,相信能给使用这套书的一线教师提供有价值的教学参考信息。

第三,克服了以往教案格式划一,束缚教师创造力的弊病。在组稿时,我们没有规定案例的教学模式,而是鼓励教师以提高学生综合素质,培养学生的创新精神和实践能力为目标,探索新的教学途径和教学方法。因此,本丛书的教案个性鲜明、异彩纷呈,对广大教师具有较大的启发性。

第四,丛书所选教案共性突出。其共性就是,克服了以往教案在内容上注重教师教法,轻视学生学法的弊病。丛书的教学设计,都注意给学生活动留有足够的时间和空间,并注意学生活动的多样化,使课堂教学生动、有趣。从这点上说,丛书在一定程度上反映了教学改革的成果。



第五,教学的现代化需要现代化教学手段来支撑。实现教学手段的现代化,是实施素质教育的必要条件,也是教育改革的大势所趋。丛书所选的课堂教学设计大都运用了现代科学技术辅助教学,反映了当今教学与时俱进的特色。

第六,考虑到不同省市、不同地区的学校、教师和学生的实际,有些教学内容安排了两份各具特色的教学设计,以便教师根据实际情况选择适宜的教学方案参考、借鉴。

尽管在丛书编写过程中,我们尽力做到优中选优,但不妥之处实难避免。我们诚恳希望广大教师提出宝贵意见,以便进一步修改、完善本套丛书。

在图书修订工作中,有一部分作者暂时联系不上,因此未能在相应案例下精确署名。在此,我们表示很大的歉意,并希望看到本书后,相关作者及时与我们联系。





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新课标

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## Unit 1

## What's the matter?



辽宁省锦州市北镇市中安中学 王 营

## 【单元整体教案】

## 教材分析

本单元的核心语言项目是“Health problems and accidents; Give advice”, 围绕“health and first aid”为话题开展教学活动。通过学习并掌握人体各部位名称的表达方式, 能够用句型“What's the matter?”和“I have a stomachache.”等句型来询问和表达身体的种种不适, 能够正确使用情态动词“should/shouldn't”对他人身体的种种不适给予适当的建议。

## 教学目标

## 语言知识

交际话题: 谈论“health and first aid, health problems and accidents, give advice”等。

词汇: 1. 学会描述人体不同部位的名称和不同疾病的名称;

2. 学习正确询问和回答身体不适的表达方式。

短语: have a sore throat/neck/back, have a cold/stomachache/backache, fell sick, cut one's knee, have a nosebleed, hurt one's back, get hit on the head, hurt oneself, fall down, have problems breathing, get hit by a ball, get sunburned, cut oneself 等表示疾病的短语;

lie down and rest, drink some hot tea with honey, see a dentist, get an X-ray, take one's temperature, go to a doctor, get some sleep, go to the hospital, rest for a few days, put on a clean T-shirt 等表示建议的短语;

put some medicine on it, put a bandage on it, run it under water, clean your face, put your head back 等表示救护方式的短语;

句型: What's the matter? I have a stomachache. /I have a sore back. /I have a cold. He/She has a sore throat.

语法: 学习反身代词的用法。

## 语言技能

学会使用工具书帮助自己解决阅读中的障碍。

## 情感态度

通过本单元的学习, 引导学生关注自己及身边人的身体健康, 并学会关心他人, 为他人提出适当的建议。

## 文化意识

本单元的词汇、短语和对话主要是关于“health and first aid, health problems and accidents, give advice”。学生在学习的过程中可以看到不同文化背景下不同国家的人对待疾病、



生命的不同态度和对待疾病的不同方法,这些话题可以开阔学生的视野,让学生学会理解和尊重异国文化。

### 学习策略

引导学生在真实的语境中积极参与师生、生生互动。利用多媒体课件展开 pair work, group work 的活动,让学生将所听、读到的信息转换成自己的口语表达或者是写作表达。

### 教学重难点

**重点:**1. 掌握本单元有关身体部位和表示疾病的词汇:

身体部位的词汇: arm, back, ear, eye, foot, hand, head, leg, mouth, neck, nose, stomach, tooth 等。“语言知识”中表示疾病、建议和救护方式的短语;

2. 掌握反身代词的用法;

3. 句型:谈论、询问、表示疾病以及提出建议。例如:

What's the matter? I have a headache. You should/shouldn't...

**难点:**能在具体的语境中运用“What's the matter?”等句型询问他人的健康情况;运用情态动词“should/shouldn't”提出建议。

### 课时安排

Period 1: Section A 1a—2d

Period 2: Section A 3a—4c(含 Grammar Focus)

Period 3: Section B 1a—2e

Period 4: Section B 3a—3b(含 Self Check)

## Period 1: Section A 1a—2d

### 【教学分析】

#### 教学目标

**语言知识:**学习有关身体部位的词汇以及关于疾病的词汇,用 have 来描述身体的不适。

**语言技能:**描述身体的不适和提出建议等。

**情感态度:**通过描述自己身体的不适和提出建议,表达自己的看法,使学生在人际交往中学会关心别人,增进友谊。

**文化意识:**了解英、美国家询问和表达身体不适的习惯,培养学生形成正确的世界观。

**学习策略:**抓住用英语交际的机会,在交际中把注意力集中在意思的表达上,必要时借助手势和表情。主动参与学习活动,善于和他人合作。

#### 教学重难点

**重点:**要求掌握以下重点词汇和句式:

1. back, arm, ear, eye, foot, hand, head, leg, mouth, nose, stomach, tooth...

2. have a fever, have a stomachache, have a cough and sore throat, have a toothache, cut oneself...

3. lie down and rest, drink some hot tea with honey, see a dentist, get an X-ray, take



one's temperature, put some medicine on it...

4. —What's the matter? —I have a stomachache.

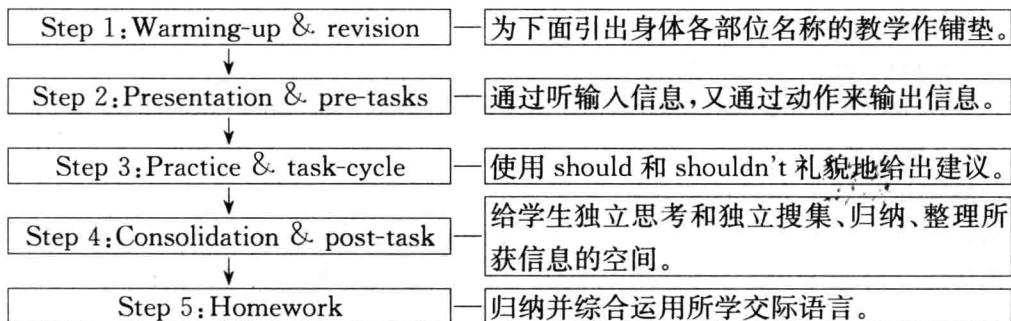
**难点:**在掌握身体部位表达方式的基础上,学会询问和表达疼痛,并给予治疗建议,这些对学生来说都是个挑战。

### 教学准备

**教师准备:**收集本课中所涉及的身体部位和疾病的教学幻灯片或图片;设计歌曲“If you're happy and you know it, clap your hands.”的幻灯片,准备关于疾病的说唱课件。

**学生准备:**准备自己喜欢的明星的图片。

### 教学流程



## 【教学设计】

### 教学步骤

#### Step 1: Warming-up & revision

Sing an English song: “If you're happy and you know it, clap your hands.”

【设计意图:通过唱歌来活跃课堂气氛,让学生很快融入到英语学习的氛围中,同时为下面引出身体各部位名称的教学作铺垫。】

#### Step 2: Presentation & pre-tasks

[Task 1] Know our own body

1. The parts of our body

T: Are you happy? S: Yes, we are.

T: When we're happy, we can clap our hands and stamp our feet. Hands and feet are parts of our body. Do you know other parts of our body in English? Now let's learn them by touching them. (While teaching one part, let students touch or show it.)

2. The parts of our favorite stars' bodies (1a)

T: Boys and girls, look at the picture of 1a. Let's say what parts of these people's bodies have illness.

Ss: ...

T: Let's check the answers. Good. You have done a good job. Now boys and girls, here is a picture of Yao Ming. Let's say the parts of his body.

Ss: ...



T: Good. Now take out the pictures of your favorite stars. Please tell their parts of bodies to your partner. We'll finish the task in one minute. Let's see how many stars you can tell. Then we'll have another one minute to change the role. That is in the second minute, you just listen to your partner.

Ss:...

3. Play a game: Touch the parts of your body

T: Please touch the parts of your body when I say "Touch your..." Ss:...

T: Next I'll ask eight of you to come to the front and do as the study monitor tells you "Touch your..." If one does something wrong, he or she will have to go back. The last one in the front is the winner.

4. Number the names (1b)

T: Now let's turn to 1b. Listen to the tape and number the names according to the order you hear. Then let's check the answers.

5. Ask the doctor for help (1c)

T: When we don't feel well, who should we go to ask for help? Ss: The doctor.

T: When we go to the doctor, he should ask us ... Ss: What's the matter?

T: Good. Look at the dialogue in the box. Let's read the dialogue first. Then let's make a similar dialogue according to the picture on page 1.

[Task 2] Something wrong with our body

1. Ways to express our illness

T: Are you happy? Ss: Yes, we are.

T: When there's something wrong with your body, are you still happy? Ss: No.

T: Look at the picture, is he happy? Ss: No, he isn't.

T: Why?

Ss: (With the teacher's help) He has a stomachache. (Show other phrases in the same way.)

T: Now let's learn a chant. Say the first two lines of the chant after me. Say the next two lines together with me according to my action. Say the last two lines by yourselves according to my action. Now let's start:

Head, head, I have a headache. I have a headache.

Stomach, stomach, I have a stomachache. I have a stomachache.

Ear, ear, I have an earache. I have an earache.

Tooth, tooth, I have a toothache. I have a toothache.

Back, back, I have a sore back. I have a sore back.

Throat, throat, I have a sore throat. I have a sore throat.

2. Ways to ask about illness and give advice (2a)

T: If I want to know the health problem in the picture, I should ask: What's the matter?

And you may answer: He has a stomachache.



And when there is something wrong with others, you should give some advice (用肢体语言提示学生说出下面的短语)。You may say: lie down and have a rest. (用相同的方法呈现其他表示建议的短语)

Now let's come to 2a. Listen and number the pictures [1—5]. Then let's check the answers.

### 3. What kind of advice should be given? (2b)

T: In 2a different kinds of advice are given to different kinds of illness. What kinds of illness are mentioned? What kinds of advice are offered according to the illness? Are we all right? Now let's listen to 2b and see if we are right.

### 4. Our own conversations (2c)

T: When we don't feel well, how should we ask for help? And when your friend says he/she doesn't feel well, what do you say? Now let's make some conversations according to 2c.

【设计意图: 直观、形象、生动地用自身来教学新的单词; 利用明星的图片激发学生的兴趣, 巩固记忆单词; 利用游戏来巩固使用刚学过的单词, 让学生的各种感官充分地动起来, 通过听输入信息, 又通过动作来输出信息。】

## Step 3: Practice & task-cycle

### 1. Polite advice

T: Oh, I have a fever. What shall I do? Ss: Take your temperature.

T: Thank you for your advice. But we have a polite way to give advice. That is: You should take your temperature.

T: You see, I have a fever. Can I drink cold water?

Ss: No, you shouldn't. You shouldn't drink cold water.

### 2. Role-play the conversation (2d)

T: Lisa doesn't feel well today. Mandy is asking about her illness. First read the conversation in pairs. Then answer my questions: What's the matter with Lisa?

What should Lisa do? Ss: ...

Then role-play the conversation. Then the teacher explains the following language points:

(1) That's probably why. 那也许就是……的缘故。

That's probably why his works are so valuable. 那可能就是他的作品这么值钱的原因。

(2) without moving, 介词 without 后面跟动名词。

He went down without taking a degree. 他大学毕业没有获得学位。

### 3. A game: I'm the lead actor.

游戏的名字叫“我是主角”。全班分成两大组, 可以是男生一组, 女生一组。游戏围绕对话中的人物 Mandy 和 Lisa 开展。两组首先确定自己的主角身份, 如说: I'm Mandy. 接下来说一句对话中 Mandy 说过的话 (Lisa, are you OK?) 或根据对话改写的话 (What's the matter with you, Lisa?). 另一组的身份即是 Lisa。扮演正确一次积一分, 积分多的组获胜。

【设计意图: 在对话中继续谈论生病, 并且使用 should 和 shouldn't 礼貌地给出建议。】

**Step 4: Consolidation & post-task**

T: Today we've learned some words to talk about body parts, illness and advice. Please write down all the body parts, illness and advice in your exercise book.

【设计意图: 给学生独立思考和独立搜集、归纳、整理所获信息的空间, 提高学生对英语学习的感悟能力。】

**Step 5: Homework**

Draw a word tree. One branch is words about parts of the body. One is words about illness. And another is words about advice.

**Period 2: Section A 3a—4c (含 Grammar Focus)****【 教 学 分 析 】****教学目标**

**语言知识:** 继续学习关于疾病的词汇, 在阅读中掌握急救的相关方法。

**语言技能:** 能阅读关于急救的故事, 并给出相应的急救措施。

**情感态度:** 培养学生帮助他人、关心别人的意识。

**文化意识:** 加深对我国传统——助人为乐思想的理解。

**学习策略:** 学会在阅读中获取和整理信息。主动参与学习活动, 善于和他人合作。

**教学重难点**

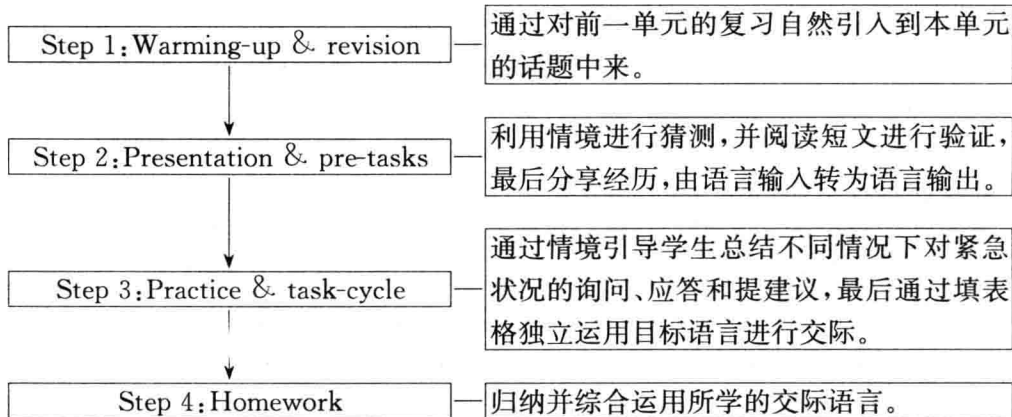
**重点:** 学会在阅读理解中搜集信息, 积累并运用语言知识。

**难点:** 本课时的难点是能运用“You should...”和“You shouldn't...”模拟真实的情境, 给别人提出合理的建议。

**教学准备**

**教师准备:** 收集本课所涉及的有关动作、急救的教学幻灯片或图片; 搜集英语歌曲“Head, shoulders, knees and toes”的课件, 准备不同数量的青蛙图片。

**学生准备:** 准备本课所涉及的有关动作、急救的图片。

**教学流程**



## 【 教 学 设 计 】

### 教学步骤

#### Step 1: Warming-up & revision

1. Enjoy and sing an English song: "Head, shoulders, knees and toes".

T: Before we start our lessons today, let's enjoy an interesting English song. First just listen to it, then sing and act out with the screen. Last sing by yourselves. Here it goes:

Head, shoulders, knees and toes, knees and toes,

Head, shoulders, knees and toes, knees and toes,

Eyes, ears, mouth and nose,

Head, shoulders, knees and toes, knees and toes.

2. Play a game: Count frogs

T: One frog has one mouth, two eyes, and four legs. Now I'll show you some frogs on the screen. When I show you two frogs, you may tell me two frogs, two mouths, four eyes and eight legs. Ready? Now let's start!

Ss:...

T: Now I'll show you the frogs again. You may tell me the numbers of other parts of their bodies. The more, the better.

3. Meet with the sick people

T: What's the date today? / What day is it today? / How's the weather? / How was your weekend? / What do you usually do on weekends? / Do you like exercising? / How often do you exercise? / That's great! To do exercise can keep us healthy, but if we don't pay attention to our health, there will be something wrong with our body. Now, look at me.

(Show gestures) How am I?

Ss: You are not fine.

T: What's the matter?

Ss: You have a cold (flu)/stomachache/sore back.

T: What should I do?

Ss: You should...

【设计意图: 课前通过听唱英文歌曲既复习了上节课所学的有关身体各部位的名称, 又使学生能够迅速地融入到英语课堂中来。通过对前一课时的复习自然引入到本课时的话题中来。】

#### Step 2: Presentation & pre-tasks

1. Present the new words.

T: You are going to school on a bus. You are a...

Ss: Passenger.

T: (Teach other new words in this way) On your way to school, you find an old man lying on the side of the road. What will you do?





## 2. What should he do? (3a)

T: Today a bus driver found an old man lying on the side of the road. What should he do? Can you give him some advice?

S<sub>1</sub>: ...

T: Now let's read the passage. Then try to guess if it is from a newspaper or a book. How do you know?

## 3. Points in the article.

Let the students read the passage for the second time. Try to find out what they don't understand. Ask and answer the questions in groups of four. Compare which group answers the most questions. The teacher corrects and adds something to make the full explanations.

(1) see sb. doing sth. 与 see sb. do sth.

see sb. doing sth. 是指“看见某人正在做某事”，不是全过程，表正在进行。

see sb. do sth. 是指“看见某人做过某事”，是看到事情发生的全过程。

I saw her cleaning the classroom. 我看到她正在打扫教室。（强调正在做某事）

I saw her clean the classroom. 我看到她打扫教室了。（强调做过某事）

(2) without thinking twice 不假思索

Stop analyzing any grammar. Speak English without thinking twice. 不用思考语法，英语要脱口而出。

(3) expect sb. to do sth. 希望做某事

I expected him to go out with me, but he refused. 我希望他和我一起出去，但是他拒绝了。

(4) agree to do sth. 同意做某事

They all agreed to send him to the hospital at once. 他们都同意马上送他去医院。

(5) think about oneself 考虑自己

本单元学习到的其他反身代词短语有: cut oneself, hurt oneself

## 4. Read again and check the things that happened in the story (3b)

T: The story happened in the morning, didn't it?

Ss: Yes, it did.

T: Here in 3b, we have some other statements. First let's read the statements, then read the story again to see whether they match the story or not.

## 5. Deep thought (3c)

T: Helping others is inheritance of Chinese traditional virtues. But something bad happened and changed it. What do you think of the questions in 3c? Discuss them with your partner.

T: Can you tell us some other similar stories?

【设计意图: 利用情境进行猜测, 并阅读短文进行验证。通过完成短文设置问题的回答, 不仅降低了难度, 而且学生能够很容易地理清短文的思路。最后分享经历, 由语言输入转为语言输出, 使语言得到有效使用。】



### Step 3: Practice & task-cycle

#### 1. Complete the conversations (Grammar Focus)

T: When we want to know other's problem, how should we ask?

Ss: ...

T: If somebody asks us those kinds of questions, how should we answer?

Ss: ...

T: If we want to give some advice according to those situations, what should we say?

Ss: ...

T: Good job!

#### 2. Finish off the conversations (4a)

T: Now look at the conversations of 4a. A lot of unhappiness happened. Are they feeling well? What's the matter with them? What advice should be given to them? Fill in the blanks to finish the conversations. You can make your conversations according to these conversations.

#### 3. Get more advice (4b)

T: There is something wrong with Jenny, Kate, Mary and Bob. What's wrong with them?

Ss: ...

T: What should they do? First choose the right advice for them from the answers on the right. Then add your own answers. The more, the better. I'll give you 2 minutes. Let's see who gives the most answers.

#### 4. See a doctor or not? (4c)

T: Look at the chart below. I fall down when I am playing football. What do you want to ask me? What advice do you want to give me? Good. Let's fill in the chart.

| Name    | Problem   | Advice  |
|---------|-----------|---|
| Teacher | fall down | go home and rest<br>go to see the doctor<br>... |
|         |           |   |
|         |           |   |

Now let's look at the conversation on the right side of 4c. Then let's do the similar practice in groups of three.

【设计意图: 先通过情境引导学生总结出不同情况下对紧急状况的询问、应答和提建议, 再通过填空的形式给学生提供半开放的环境让学生尝试着运用总结出来的交际语言, 再通过补充答案给学生提供更大的空间操练目标语言, 最后通过填表格问答独立运用目标语言进行交际, 同时也使本节课达到高潮。】