

《高中英语（上外版）》选择性必修第三册 Unit 4 Protecting the Environment

课时：1 课题：Emphatic structures

课型：Grammar 设计者：上海市崇明中学 施冰清

◇ 教学设计与说明

1. 教学目标

本课为本单元的第3课时，核心目标为引导学生能在语篇中识别“*It is/was ... that/who ...*”和*do (does/did)*这两种强调结构，并能判断其表意功能；能在语境中恰当使用上述强调结构传递信息和表达意义，谈论环境问题。

2. 设计思路

本设计主要分为三部分，一是识别强调句的形式，二是在基础练习中操练强调句的用法，三是在实际语境中应用强调句去获取信息、讨论话题。总体思路为“识别——练习——应用”。

第一部分借助本单元第一课时和第二课时的 Reading A 语篇 *The Villain in the Atmosphere* 中的一个包含两句强调句的段落来引导学生关注强调句的形式，通过提问，诱使学生发现强调句。之后，学生从课本 Grammar Highlights 部分获取对于强调句的基础认识，再去完成 Worksheet 中识别不同强调句的任务，最后辅以可视化思维工具呈现强调句的基本规则。

第二部分由基础练习组成，根据 Reading A 设计一些陈述句，由学生改为强调句。设计一些提问，引导学生使用强调句。

第三部分搭建学生在主题语境中应用强调句的平台，借助 Reading A 话题引申出的“天人合一”，引导学生在交换信息的过程中应用强调句。通过可视化思维工具呈现的天人合一与 Reading A 话题的联系，引导学生在表达的过程中应用强调句。

3. 重点难点

引导学生在语境中识别、理解并应用不同的强调句。

Lesson Plan

By the end of the period, students will be able to:

1. recognize and understand in the context the form, meaning and function of emphatic structures “*It is/was ... that/who ...*” and *... do (does/did) + Verb*;
2. use the emphatic structures in the proper context to convey information and express meaning, talking about environmental issues.

Procedures:

I. Identify forms of emphatic structures

- Interactive Task 1: Answer some questions according to the last paragraph in Reading A.

*Teacher: Guide students to read the last paragraph in Reading A and ask questions.

*Students: Answer the teacher's questions based on the text.

*Purpose: To guide students to be aware of the use of emphatic structures.

Guided Questions:

- ✓ What's the worst change for our atmosphere?
- ✓ What demonstrates the villainy of carbon dioxide?
- ✓ Why does the author use the sentence pattern "It is ... that ..."?
- Interactive Task 2: Underline the sentences with emphatic structures in the dialogue.

*Teacher: Ask students to underline the sentences with emphatic structures in the dialogue on Worksheet and think about why and how they are used. Present the rules of emphatic structures.

*Students: Complete the exercise on Worksheet.

*Purpose: To help students get the forms of emphatic structures.

Guided Question:

- ✓ Which sentences use the emphatic structures?

II. Practice the use of emphatic structures

- Interactive Task 3: Rewrite statements with emphatic structures.

*Teacher: Rewrite each of the following statements with the emphatic structure by emphasising the underlined part.

*Students: Complete the Exercise on Worksheet.

*Purpose: To help students practice using emphatic structures.

Guided Question:

- ✓ Can you share the answer and tell what elements you have highlighted?
- Interactive Task 4: Answer some questions with emphatic structures.

*Teacher: Ask students to answer the questions about carbon dioxide and remind them to use emphatic structures.

*Students: Answer some questions and use emphatic structures.

*Purpose: To help students practice using emphatic structures in the context.

Guided Questions:

- ✓ What do plants release after they absorb carbon dioxide?
- ✓ What effects of carbon dioxide on our life may make people consider it the villain in the atmosphere?
- ✓ What do we call the process when carbon dioxide blocks the earth from radiating heat into space?
- ✓ Since when, has the concentration of carbon dioxide moved upwards each year?
- ✓ I heard some glaciers melted because of global warming, did they?
- ✓ We take action to prevent the greenhouse effect from getting worse, do we?

III. Use emphatic structures in the context

- Interactive Task 5: Information Gap Activity.

*Teacher: Ask students to complete the task in Exercise II on the textbook.

*Students: Conduct the dialogue to grab the accurate information and share their dialogues.

*Purpose: To help students practice using emphatic structure in a dialogue.

Guided Questions:

- ✓ Can you find the inaccurate information in your paragraph?
- ✓ Can you ask your partner some questions to get the accurate information?
- ✓ When you exchange information, what structures should you use?
- Interactive Task 6: Discuss about the concept of “heaven-and-human oneness” with the example of carbon dioxide.

*Teacher: Ask students to make a dialogue about the topic.

*Students: Complete the task and share their dialogues.

*Purpose: To help students learn to think about sustainable development and practise using emphatic structure in the context.

IV. Homework

1. Review the rules of emphatic structures.
2. Complete the “Grammar in Use” in your workbook.
3. Search online for information about other causes of global warming and write a paragraph with emphatic structures wherever possible.