

## 《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.