

(二) 教学设计方案

课 题	Unit8 Green Earth (Warming up & Listening and speaking)	课 型	Listening and speaking	课 时	2
授课班 级		授课时 间	80mins	授课 教师	
教材分析	<p>本课教学内容选自高等教育出版社出版的“十四五”职业教育国家规划教材,《英语2 基础模块》中Unit 8听说部分,要求学生能够识别有关环境保护、垃圾分类的相关词汇,描述生活中常见的环境问题,并运用相关句式与同学探讨,就如何建立绿色地球提出环境保护的建议。</p>				
学情分析	<p>本课授课对象为中职学校一年级新生。经过九年的义务教育,他们有一定的英语基础知识储备,但两极分化严重,部分学生学习兴趣浓厚,能用英语较为流畅地交流;另一部分学生学习兴趣不高,自我认知较低,对于英语学科有畏难情绪。因此教师要有意识地整合教学内容,设计由浅入深,多层次的学习活动,鼓励学生从熟读到替换练习,最终到语言实践,逐步铺设台阶,让学生在解决真实问题过程中,潜移默化涵养英语学科核心素养。</p> <p>经过前期的英语学习,学生掌握了一定的词汇,能够描述图片并提出建议。但是学生不熟悉环境保护相关的词汇,仍需要进一步学习。</p>				
学习目标	<p>Knowledge objectives:</p> <p>(1) To learn the words and phrases: garbage sorting, melting ice, plastic pollution, plant trees, handbook, battery...</p> <p>(2) To understand the dialogue about environment protection and garbage sorting and grasp the key information.</p> <p>Ability objective:</p> <p>(1) To be able to exchange one's own ideas on environment protection and garbage sorting and give proper advice.</p> <p>(2) To be able to choose the right garbage sorting way according to clues.</p> <p>Emotional objectives:</p> <p>(1) To learn to love the earth and protect the environment.</p> <p>(2) To develop a sense of responsibility for society.</p>				
学习重难点	<p>(1) To be able to exchange one's own ideas on environment protection and garbage sorting and give proper advice.</p> <p>(2) To understand the dialogue about environment protection and garbage sorting and grasp the key information.</p>				

教学方法	小组讨论法、任务教学法、情境教学法
课前准备	ppt课件，语音素材，视频与图片
教学媒体	PPT课件、多媒体设备、语音素材、拓展资源包等

教学过程

教学环节	教师活动设计	学生活动设计	设计意图
Step 1: Lead in	<p>Play a video. The teacher plays a video about the damage to the earth, and ask students a question: T: What is the video trying to tell us? S: We should protect the earth!</p> <p>What's the matter with our earth? The teacher shows students the pictures of earth pollution and ask the question: T: What's the matter with our earth? S: It's polluted</p> <p>Environmental problems and their causes. In this part, the teacher will introduce different kinds of environmental problems: plastic pollution, air pollution, melting ice, smog, noise pollution and their causes: over use of plastic bottles and bags, cars, factories, global warming, loud music, building houses...</p> <p>What can we do to protect the earth? Ask students to think about some solutions to solve pollution. T: What can we do to protect the earth? S: Plant trees, use cloth bags, garbage sorting, use public transportation...</p>	<p>Watch the video and learn more about earth pollution.</p> <p>Learn the word "pollute".</p> <p>Learn these expressions: plastic pollution, air pollution, melting ice, smog, noise pollution.</p> <p>Think about some solutions to protect the earth.</p>	<p>通过观看图片、视频等形式，让学生更加直观地感受到保护环境的重要性，进而学习环境污染及相关保护措施的英文表达，为后面的warming up部分做词汇铺垫。</p>
	<p>Look and match. Lead students to get familiar with different earth problems and their solutions. Then match these</p>	<p>Master these phrases: melting ice/ planting trees/plastic pollution</p>	<p>本环节旨在激活学生关于常见词汇储备、熟悉相关</p>

<p>Step 2: Warming up</p>	<p>phrases with correct pictures.</p> <p>Think and discuss.</p> <p>Firstly, lead students to read the information card and teach some difficult words: the Arctic ice cover, global warming. Then, ask them three questions:</p> <p>T: What is the animal in the picture?/ What is the picture about?/Where does it take place?</p> <p>S: Polar bear/melting ice global warming/Arctic</p>	<p>/ smog/using cloth bags/sorting garbage</p> <p>Answer the questions and learn the words: Polar bear/melting ice global warming/Arctic</p>	<p>表达,为下一环节的听力活动做语言储备。</p>
<p>Step 3: Listening</p>	<p>While-listening</p> <p>Listen and tick.</p> <p>Lead students to read the choices first and teach the expression: have an impact on sth.Then play the audio.</p> <p>Listen and choose.</p> <p>Firstly, let students read the question they are going to answer(Which of the following is NOT the result of global warming?) and read the choices, predicting the possible answer. Then play the audio again.</p> <p>Listen and complete.</p> <p>Lead students to read the outline first and figure out what information they should fill in. Then play the audio.</p> <p>Post-listening</p> <p>Show students the listening script and let them to read after it. Then underline the important words and sentences of the script.</p>	<p>Listen to the dialogue three times and finish the three activities “Listen and tick,Listen and decide, Listen and complete”</p> <p>Imitate the pronunciation and intonation and read after the script</p>	<p>本环节旨在训练学生根据已有的信息预测听力内容,在听的过程中获取和归纳关键信息的能力。</p>
	<p>1. Lead in</p> <p>What is the picture about?</p> <p>Show students a picture of garbage sorting and ask a question:</p> <p>T: What is the picture about?</p>	<p>Observe the picture and answer the question.</p>	<p>导入主题。</p>

<p>Step 4: Dialogue learning</p>	<p>S: Garbage sorting.</p> <p>Garbage sorting.</p> <p>Watch a video about garbage sorting, and invite some students to come to the front and sort the garbage.</p> <p>2. Listen, read and underline.</p> <p>Play the audio and ask students to underline sentences talking about garbage sorting. For example: What are they for?/But I don't know how to do that./Can you give me more examples about recyclable waste?/ I want to know what will happen to the waste./After being recycled, the waste can be made into other materials./Why should we do this?</p> <p>3. Watch and answer.</p> <p>Play the video of the dialogue and let students answer these questions: 1. What can help us know garbage sorting?/2. What wastes are recyclable? 3. What wastes are toxic? /4. What will happen to the waste after being recycled?</p> <p>4. Language analysis.</p> <p>Analyze the important language points of the dialogue: live in sp./live with sb./neighborhood/What are they for?/recyclable/checklist/toxic/be made into/take effort/Why should we do this?</p>	<p>Sort the garbage.</p> <p>Listen to the audio and underline sentence related to the topic.</p> <p>Watch the video and answer the questions.</p> <p>Understand the difficult points and master key sentence Patterns.</p>	<p>让学生对垃圾分类有更具体的了解。</p> <p>初步了解有关垃圾分类的对话。</p> <p>通过观看对话视频, 回答问题让学生对文本有进一步的了解。</p> <p>学习文本的重点词句, 夯实长难句, 为后面的口语输出做铺垫。</p>
<p>Step 5:</p>	<p>Imitate and practice.</p> <p>Lead students to read the key information of the two products, and teach the difficult words: leftovers, feed, household chemicals, be used to, generate power. Then ask them to imitate activity 6 to make up a new dialogue.</p>	<p>Get familiar with the key information of the waste like: what are they/what are the usages... Imitate activity 6 and make up</p>	<p>本环节通过重点句型、关键词的练习活动, 使学生掌握垃圾分类的语言表达。在此基础上, 根据学生的语</p>

<p>Speaking</p>	<p>Role play.</p> <p>Firstly, introduce the background. Then, lead students to read the information card and ask them to classify recyclable and not disposable items. Finally, ask them to use the following sentence pattern to practice speaking with partners:</p> <p>A: I saw people use a lot of ... It is a big waste. B: Exactly. We can reduce them, and use ... instead. A: Can you recycle these ... ? B: Yes. We can put them to good use instead of throwing them away. For example, we can ...</p>	<p>a new dialogue.</p> <p>Get familiar with the sentence pattern and practice with partners.</p>	<p>言基础, 将语言知识和口语表达技能迁移到实际的语境中, 培养学生的语言交互能力和思维能力, 思考自己如何行动起来保护环境, 表达自己对环保的态度</p>
<p>Step 6: Practice</p>	<p>一、 补全对话</p> <p>A: I saw people use a lot of disposable paper cups in many restaurants. 1) _____ B: Exactly. 2) _____ A: Can you recycle these used paper cups? B: 3) _____ A: 4) _____ B: We can clean them and make them into works of art. A: 5) _____</p> <p>A. No, they belong to other waste. B. We can reduce them, and use glasses instead. C. Excuse me. D. What about you? E. So what can we do with them? F. Sounds good. G. It is a big waste.</p> <p>二、 单选</p> <p>1. Recycling _____, but it is good for our environment.</p> <p>A. take time B. takes effort C. cost time D. takes off</p>	<p>Do the exercise.</p>	<p>通过练习的方式让学生知道重难点, 以及自己薄弱环节, 巩固了基础知识的同时, 又起到了查漏补缺的作用。</p>

	<p>2.A new household _____ regulation is to take effect in Shanghai.</p> <p>A. community garbage B. sort the waste</p> <p>C. garbage sorting D. garbage sort</p> <p>3. Be careful! The waste might be _____.</p> <p>A. toxic B. healthy</p> <p>C. danger D. slight</p> <p>4.In this large _____, I felt very unsafe.</p> <p>A. neighbourhood B. adhere</p> <p>C. around D. adulthood</p> <p>5.The waste can be made _____ other materials.</p> <p>A.in B.with C.for D.into</p>		
Step 7: Summary	<p>一、Types of environmental problems</p> <p>Melting ice/smog/plastic pollution/air pollution/global warming/noise pollution</p> <p>二、Ways to deal with pollution</p> <p>Plant trees/use cloth bags/garbage sorting/use public transportation</p>		
Step 7: Homework	<p>1. 个人作业：为社区居住的外国友人设计一份垃圾分类指南。</p> <p>2. 小组作业：通过视频向大家展示你们小组成员在共建绿色地球活动中的成果和感悟</p>		
板书设计	<p>一、Types of environmental problems</p> <p>Melting ice/smog/plastic pollution/air pollution/global warming/noise pollution</p> <p>二、Ways to deal with pollution</p> <p>Plant trees/use cloth bags/garbage sorting/use public transportation</p>		
教学反思	<p>本节课以《Green Earth》单元Warming up&Listening and speaking为主要内容，教学中重学生的参与性与情境的真实性。在课前和课中设计了贴合生活实际的视频匹配活动，并在课后安排“共建绿色地球活动”专题活动，既锻炼语言输出能力，又强化思政主题意识，实现语言学习的“学以致用”。但是学生层次差异明显，部分学生英语基础薄弱，在语言表达环节表达困难，下一步可设计“分层任务”，降低表达难度，提升参与度。另外思政点的挖掘可更深入，在讲环保责任时，可以结合职业道德典型案例，增强现实感。未来的教学中，我将继续探索语言教学与思政育人目标的融合方式，注重学生核心素养的培育与职业精神的塑造，同时不断提升课堂的创新性与有效性。</p>		

课 题	Unit8 Green Earth (Reading & Writing)	课 型	Reading	课 时	2
授课班 级		授课时 间	80mins	授课教 师	

教材分析	本课教学内容选自教材 Unit 8 读写部分，要求学生能读懂介绍环境变化的文章，学生通过提炼关键信息并对关键信息对比分析，树立绿色的环保理念，培养环境保护意识。并完成保护环境倡议书的应用文写作。
学情分析	经过前两节课的学习，学生已能根据介绍环境变化的问题，能够使用常见句型交流环保问题以及可采取措施。学生可以意识到身边环境出现一些问题，缺乏对从前优美环境的了解，对于环境问题现状对比分析和系统认识。
学习目标	<p>Knowledge objectives:</p> <p>(1) To learn the words and phrases about protection the earth: heal, call on, stream, through, thousands of, thousands of... .</p> <p>(2) To master the three factors of writing a proposal.</p> <p>Ability objectives:</p> <p>To be able to understand the passage about earth protection and use the mind map to help understand.</p> <p>Emotional objective:</p> <p>To have a sense of responsibility for society and protect the earth.</p>
学习重难点	<p>(1) To master the three factors of writing a proposal.</p> <p>(2) To be able to understand the passage about earth protection and use the mind map to help understand.</p>
教学方法	小组讨论法、任务教学法、情境教学法
课前准备	ppt课件，语音素材，视频与图片
教学媒体	PPT课件、多媒体设备、语音素材、拓展资源包等

教学过程

教学环节	教师活动设计	学生活动设计	设计意图
Step 1: Lead in	<p>Do you like living here?</p> <p>The teacher shows a series of pictures by comparing communities with bad harsh environment and beautiful environment.</p> <p>T: Do you like living here?</p>	Observe the pictures and answer the question.	通过可视化方式让学生感知优美的环境所必需的条件。

	S: No/Yes.		
Step 2: Pre-reading	<p>Discuss and list.</p> <p>Ask students to discuss with partners the factors the beautiful environment should have: green grass, clean river, clean river, many plants, less cars, beautiful garden</p>	<p>Think about the factors the beautiful environment should have.</p>	<p>本环节首先课前调研反馈，复习上一节课所学内容，检测学生的学习效果，为后续活动做铺垫.</p>
Step 3: While-reading	<p>Read and choose.</p> <p>First of all, lead students to read the four choices and understand their emphasis. Then, ask students to skim the passage to choose the purpose of this passage: to call on people to protect the environment.</p> <p>Get the main idea of each paragraph.</p> <p>Ask students to skim the passage and get the main idea of each paragraph:</p> <p>Part 1 (P1) Childhood experience Part 2 (P2) Environment 50 years later Part 3 (P3-P4) Call on people to take action</p> <p>Read and complete.</p> <p>Ask students to scan the passage to locate related sentences and extract the key words: In the past(plenty of water in the stream/the water is clean/a lot of fish); Now (the stream has dried up/the water is not always clean; no more fish).</p> <p>Language points.</p> <p>Analyze the important words and phrases: I would.../stream/every time/thousands</p>	<p>Read the three titles and choose the best title.</p> <p>Skim and find out the main idea.</p> <p>Scan the passage and fill in the information</p> <p>Understand the important language</p>	<p>本环节借助查找关键信息、寻找支撑语句等一系列活动，侧重培养学生在阅读过程中通过查读寻找关键表达，利用语块学习法细读，对比分析句型结构、分析并提炼叙述结构和叙述起始句，从而解读文本内涵的能力，学习阅读技巧和学习方法，以及按时间顺序讲述故事的结构和方法。</p>

	<p>of/through/dry up/It is not until...that.../realize the importance of/It is time that sb. did sth./make use of/at the same time/what's more/move around/involve sb. in (doing) sth/restore</p> <p>Read and decide.</p> <p>Firstly, lead students to read the sentences and underline the key words. Then skim the passage and underline related sentences, pay attention to the synonym of the key words.</p>	<p>points and take notes.</p> <p>Skim the passage and judge T or F.</p>	
<p>Step 4:</p> <p>Post-reading</p>	<p>Read and classify.</p> <p>Introduce the three factors of a proposal: purpose, problems, actions. And ask students to read the sentences and classify them into the right category.</p> <p>Read and complete.</p> <p>The teacher ask students to read the passage again and lead students to conclude the basic writing structure of a proposal. Beginning: purpose to write the passage. Body part: problems existed. Ending: actions that should be taken. Then extract some useful expressions from the passage.</p> <p>Purpose: to call on people to protect the environment.</p> <p>Problems: the stream has dried up/the drinking water is not always clean</p> <p>Actions: save water and make the best use of it/trees should be planted as many as possible/go green by carrying our cloth bags while shopping and taking public transportation or shared bikes while moving around.</p>	<p>Read the sentences and classify.</p> <p>Look for the useful expressions from the passage and apply them to the writing part.</p>	<p>本环节是写作活动，教师引导学生在反复研读阅读材料的基础上，运用所学语言知识进行倡议书写作。</p>
	<p>1. We can always go green by _____ while moving around.</p> <p>A. cars B. taking public transportation</p> <p>C. take shared bicycles D. throwing waste</p>	<p>Review the language points of the reading</p>	<p>练习能帮助学生查漏补缺，强化重点</p>

<p>Step 5: Practice</p>	<p>2. Just now she _____ her mistakes. A. aware B. know C. restored D. realized</p> <p>3. Mother Earth takes an opportunity to _____ herself. A. drop B. revealing C. heal D. wild</p> <p>4. I don't want to get _____ in this business. A. involved B. involving C. include D. contain</p> <p>5. It was not until now _____ I knew the importance of this subject . A. which B. that C. who D. what</p> <p>6. It's _____ we took actions for our next generations. A. good B. wonder C. high D. time</p>	<p>part and finish the exercise.</p>	<p>o</p>
<p>Step 6: Summary</p>	<p>一、 The three factors of writing a proposal.</p> <p>Purpose/problems/actions</p> <p>二、 Important words and phrases.</p> <p>1. 成千上万 thousands of 2. 干涸 dry up 3. 直到...才... It is not until...that...</p> <p>4. 意识到...的重要性 realize the importance of</p> <p>5. 到了某人该做某事的时候了 It' s time (that) sb. did/should do sth...</p> <p>6. 利用 make use of 7. 同时 at the same time 8. 另外 what's more</p> <p>9. 使某人参与（做）某事 involve sb. in(doing)sth</p> <p>10. 美丽神奇的世界 a world of beauty and wonder</p>		
<p>Step 7: Homework</p>	<p>1. 记住summary部分的内容。 2. 写一份关于安全校园的倡议书。</p>		
<p>板书设计</p>	<p>三、 The three factors of writing a proposal.</p> <p>Purpose/problems/actions</p> <p>四、 Important words and phrases.</p> <p>1. 成千上万 thousands of 2. 干涸 dry up 3. 直到...才... It is not until...that...</p>		

	<p>4.意识到...的重要性 realize the importance of</p> <p>5.到了某人该做某事的时候了 It' s time (that) sb. did/should do sth...</p> <p>6.利用 make use of 7.同时 at the same time 8.另外 what's more</p> <p>9.使某人参与（做）某事 involve sb. in(doing)sth</p> <p>10.美丽神奇的世界 a world of beauty and wonder</p>
教学反思	<p>在本次英语课教学中，我通过生动的多媒体展示激发了学生兴趣，课堂参与度较高。但在教学进度把控上存在不足，导致部分知识点讲解仓促。小组讨论环节，部分学生参与度低。后续我会更合理规划教学时间，确保重点内容充分讲解。同时，优化小组活动形式，鼓励每个学生积极参与，提高课堂互动效果。</p>

课 题	Unit8 Green Earth Language practice (Grammar:强调句 Emphasis)	课 型	Grammar	课 时	2
授课班级		授课时间	80mins	授课教师	
教材分析	<p>本节课的主要内容为教材Language Practice 和Vocabulary板块，针对强调句型和本单元的重点词汇。学生通过一学期的学习对于英语基本时态和基本句型构成已经有所了解，本单元在以往学习基础上，学生了解强调句型的形式并在不同时代和语境中灵活运用。单元重点词汇来自本单元听力和阅读材料，教师可进一步讲解并组织学生练习、检测，夯实所学内容。</p>				
学情分析	<p>学生经过初中阶段的英语学习，对一些英语语法现象虽然也有了一定的认识，但是不够深入，与此同时，这些碎片化语法知识并没有形成知识体系，也会影响到学生对语言的理解和运用。因此，怎样帮助学生搭建起知识的结构并理解它们内在的联系，从而能更准确地运用是教师在教学中要重点思考并努力去解决的问题。对于词汇学习，教师要注意情景创设，帮助学生掌握词汇的运用。</p>				
学习目标	<p>Knowledge objectives:</p> <p>(1) To master the basic structure of emphasis: It is...that/who...</p> <p>(2) To skillfully understand the different sentence types of emphasis: general question/special question</p> <p>Ability objective:</p>				

	To be able to use emphasis to express strong feelings. Emotional objective: To understand the differences between western and eastern thinking.
学习重难点	(1) To master the basic structure of emphasis: It is...that/who... (2) To skillfully understand the different sentence types of emphasis: general question/special question.
教学方法	小组讨论法、任务教学法、情境教学法
课前准备	ppt课件, 语音素材, 视频与图片
教学媒体	PPT课件、多媒体设备、语音素材、拓展资源包等

教学过程

教学环节	教师活动设计	学生活动设计	设计意图
Step 1: Lead in	Watch a video. The teacher plays a video about the Wandering Earth and presents this sentence: The Wandering Earth II creates a milestone for China's science fiction film. Then change it into an emphasis: It is the Wandering Earth II that creates a milestone for China's science fiction film.	Watch the video and conclude the basic structure of emphasis.	通过视频导入的方式激起学生的学习兴趣。
	基本结构. The teacher analyzes the sentence: It is the Wandering Earth II that creates a milestone for China's science fiction film. 强调主语: It is the Wandering Earth II that creates a milestone for China's science fiction film.. 强调宾语: It is a milestone that the Wandering Earth II creates for China's science fiction film.	Get familiar with the basic structure: It is...that/who...	利用学生感兴趣的电影作为导入, 激发学生的学习欲望, 让学生初步熟悉强调句的结构。

<p>Step 2:</p> <p>Presentation</p>	<p>强调状语: It is for China's science fiction film that the Wandering Earth II creates a milestone.</p> <p>强调句VS状语从句.</p> <p>The teacher presents some sentences and ask students to fill in the proper conjunctions:</p> <p>It is in Beijing that she grows up.</p> <p>It is Beijing where she grows up.</p> <p>Attention: 把句子中的It is/was...that/who删掉, 句子意思完整, 则为强调句; 反之则为状语从句。</p> <p>do/does/did强调谓语</p> <p>普通句: I called you last night.</p> <p>强调句: I did call you last night.</p> <p>普通句: We need you.</p> <p>强调句: We do need you.</p> <p>普通句: He loves the girls.</p> <p>强调句: He does love the girl.</p> <p>Attention: 1.过去时用did, 三单用does, 动词原形用do. 2.do/does/did后面的动词用原形。</p> <p>强调句的一般疑问句。</p> <p>It was Guo Fan who directed the Wandering Earth II.</p> <p>Was it Guo Fan who directed the Wandering Earth II?</p> <p>结构: Is/was it+被强调部分+that/who+其他?</p> <p>强调句的特殊疑问句。</p> <p>It was in the theater that I watched the film.</p> <p>(对划线部分提问)</p> <p>Where was it that you watched the film?</p> <p>结构: 特殊疑问词+is/was it+that/who+其他?</p> <p>(特殊疑问词: who, what, when, where)</p>	<p>Know the difference between emphasis and adverbial clause.</p> <p>Pay attention to the three situations where the predicate is emphasized.</p> <p>Master the structure of general question: Is/was it+被强调部分+that/who+其他?</p>	<p>通过比较强调句和状语从句, 帮学生弄清楚易混淆点, 更好的掌握强调句。</p> <p>通过比较普通句和强调句, 让学生更清晰地认知do/does/did在强调谓语时的不同。</p>
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	<p>强调句的其他句型。</p> <p>1) It is/was not until+被强调部分+that “直到...才”</p> <p>eg: 强调句: It was not until I met you that I knew the truth.</p> <p>2) 倒装句。</p> <p>eg: Only in this way can we solve the problem.</p> <p>3) 感叹句。</p> <p>eg: What a beautiful girl!/How fast he runs!</p>	<p>Master the structure of special question: 特殊疑问词+is/was it+that/who+其他?</p> <p>Know other forms of emphasis: It is not until...that.../倒装句/感叹句</p>	<p>通过句式变换的方式, 让学生掌握不同句型的强调句。</p>
<p>Step 3: Practice</p>	<p>一、 单选</p> <p>1. ____ is they who will have a meeting tomorrow. A.This B.That C.It D.What</p> <p>2.It was last summer ____ I met you. A.that B.when C.in which D.where</p> <p>3.It ____ Mike and Mary who helped the old man several days ago. A.is B. are C. were D. was</p> <p>4.It was my sister ____ won the first prize . A.whom B.whose C.who D.which</p> <p>5.It was not until 1920____regular broadcasts began. A.while B.when C.that D.since</p> <p>6.It was ____ last night ____ Tom realized how serious his jnjury was. A.when;then B.not until;that C.only;when D.not; until</p> <p>二、 Read and complete.</p>	<p>Finish the exercise.</p>	<p>用练习的方式对重点知识进行巩固, 查漏补缺, 加强学生语言运用能力。</p>

	<p>1) _____ in the Arctic _____ the ice cover is melting.</p> <p>2) _____ the volunteer _____ explained the ways to stop pollution.</p> <p>3) _____ in the big hall _____ they gathered to listen to the lecture.</p> <p>4) _____ not until the following year _____ they considered the proposal.</p> <p>5) _____ him _____ I met in the museum yesterday.</p>		
<p>Step 4:</p> <p>Summary</p>	<p>一、结构: Is is...that/who...</p> <p>二、强调句的一般疑问句: Is/was it+被强调部分+that/who+其他?</p> <p>三、强调句的特殊疑问句: 特殊疑问词+is/was it+that/who+其他?</p>		
<p>Step5:</p> <p>Homework</p>	<p>结合本节课所复习的词汇和语法, 尝试设计本单元重点知识的思维导图。</p>		
<p>板书设计</p>	<p>一、结构: Is is...that/who...</p> <p>二、强调句的一般疑问句: Is/was it+被强调部分+that/who+其他?</p> <p>三、强调句的特殊疑问句: 特殊疑问词+is/was it+that/who+其他?</p>		
<p>教学反思</p> <p>(留白)</p>	<p>本节英语课进行语法教学, 通过实例演示, 学生对部分语法规则有了较好理解。但在教学中发现, 语法练习形式过于传统, 学生积极性不高。下一步我会设计多样化的语法练习, 如语法填空游戏、语法纠错竞赛等, 让学生在趣味活动中巩固语法知识。</p>		

(三) 教学课件