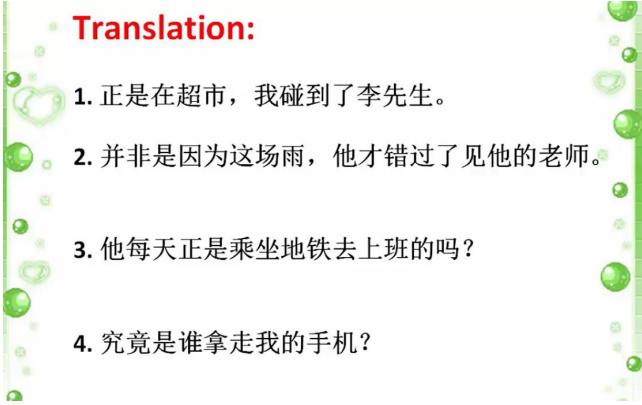


课题序号	39	授课形式	新授	授课课时	1
授课班级及日期	____年__6__月__12__日（__十七__周星期__三__）____班				
授课章节名称	Unit 10 强调句型 A Brief Introduction of the Emphatic Pattern				
教学设备、资源	Multi-media computer system				
教学目标	Students can master the using of the Emphatic Pattern. Students can understand and use the Emphatic Pattern in reading and writing. Students can understand that different tone express different meanings.				
教学重点	The basic structure: It is/was(not) ...that /who...				
教学难点	More structures: Is/Was it ...that/who...? Wh-+is/was it that/who...?				
教法学法	讲解、讨论、练习				
板书设计	<div><div>A Brief Introduction of the Emphatic Pattern</div><div><div>The basic structure:</div><div>It is/was (not) ...that /who...</div></div><div><div>More structures:</div><div>Is/Was it ...that/who...?</div><div>Wh-+is/was it that/who...?</div></div></div>				

教 学 过 程

教学环节	教 学 内 容 及 步 骤	师生活动	设计意图
Step 1	<p>Lead-in</p> <p>Show students two pictures of Leonardo to arouse students' interest. And show two sentences of different tones. Let students notice the tone and the structures of the second sentences.</p>	图片导入	以图片引起学生的兴趣 为枯燥的语法学习创设有趣的情景
Step 2	<p>Structure analysis</p> <ol style="list-style-type: none"> 1. Present the basic structure: It is/was (not) ...that /who... 2. Use the basic structure to emphasize different parts of the sentence according to what Leonardo said. 	句型分析	通过讲解举例使学生了解强调句型的基本结构
Step3	<p>Show more structures: Is/Was it ...that/who...? Wh-+is/was it that/who...?</p> <p>Use other structures of the emphatic pattern according to what Leonardo asked.</p>	句型拓展	由简入繁 层层递进 掌握强调句型的变化形式
Step 4	<p>Consolidation. Do some translation to have a consolidation</p>	练习	通过翻译练习

Step 5	<p>of the Emphatic Pattern. Homework</p> <div data-bbox="347 309 992 712">  <p>Translation:</p> <ol style="list-style-type: none"> 1. 正是在超市，我碰到了李先生。 2. 并非是因为这场雨，他才错过了见他的老师。 3. 他每天正是乘坐地铁去上班的吗？ 4. 究竟是谁拿走我的手机？ </div> <p>Finish the exercise about the the Emphatic Pattern on the workbook.</p>	完 成 相 关 练 习	检测与巩固强调句型的掌握 课后进一步巩固所学知识
课后作业	Finish the exercise about the the Emphatic Pattern on the workbook.		
教学反思	<p>亮点：采用情景教学法，以一个句子的内容配以图片构成一个情景，充分抓住学生的注意力，让学生围绕这个情景，根据强调对象的变化熟练掌握强调句型的使用，达成有效教学目标。</p> <p>不足：练习题的句子选择还可以更加贴合学生实际，更能引起学生的兴趣。</p>		