

《高中英语（上外版）》必修第一册 Unit 1 School Life

课时：第3课时 课题：Tenses

课型：Grammar in use 设计者：上海市行知中学 施如画

一、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概括过去将来时的用法，用恰当的时态描述初入高中的经历和感受。

2. 设计思路

本节课的导入部分是第二课时词汇课留给学生的作文，通过对他们自己的产出的分析，激发学生对时态运用的敏感度。接着，学生阅读Reading A主人公的同学Anne和Marilla的微信聊天记录，并分析Anne描述时所用的时态，通过小组合作的方式用时间轴梳理不同时态暗含的时间顺序，用思维可视化工具帮助复习初中所学时态。之后，学生通过观察初中时期的Anne对高中生活向往的语篇，概括过去将来时的句子结构。回忆上节课构建的高中生活的话题词汇语义网后，对过去将来时的表达方式进行操练，加深对过去将来时的理解。最后，学生要写一封电子邮件给Jim，运用恰当的时态，告诉Jim自己在初中时期对高中生活的向往、实际的高中生活与期待的落差、以及未来的目标。在所有学习活动结束之后，学生需要对本节课的内容进行回顾，加深对本堂课内容的印象。

因为课堂上时间不够充裕，学生写给Jim的书信仅作能正确使用时态的要求，所以作业是要求学生结合所学时态和话题词汇语义网完善、润色自己的书信。

3. 重点难点

概括过去将来时的句子结构；恰当运用各个时态描述初入高中的经历和感受。

Lesson Plan

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

1. recognize the forms and understand the meanings of common tenses in context, and use the tenses;
2. recognize the form and understand the meaning of future in the past in context, and use the tense;
3. properly use different tenses to express ideas precisely.

Procedures:

I. Lead-in

*Teacher: Invite 2 students to share their compositions and guide the students to recognize the tenses.

*Students: Two students share their middle school life; the rest recognize the used tenses and other tenses that have been learned before.

Purpose: To recall students' memory of the tenses learned before.

问题:

1. Could you please have a look at Student A's and B's compositions and tell what tenses they have used?
2. Can you name some other tenses?

II. Drawing a timeline of Anne's first day in high school

*Teacher: Show Anne's chat with Marilla and guide students to complete a timeline of Anne's activities according to the tenses she used.

*Students: Identify the used tenses, figure out the forms of these tenses and work in pairs to sequence Anne's activities into a timeline according to the used tenses.

Purpose: To consolidate students' comprehensive understanding of the learned tenses.

问题:

1. Ann chatted with Marilla about her high school life. Can you recognize what tenses are used here?
2. Could you complete the tense table with forms of different tenses?
3. Could you please show us your timeline?

III. Analyzing the interview on Anne's high school expectations

*Teacher: Help students to notice the timing implied by future in the past tense.

*Students: Analyze the interview in groups of 4 and complete the table with the forms of future in the past tense on their sheet.

Purpose: To develop students' ability to work out grammar rules on their own.

问题:

1. Why is 'would' used here instead of 'will'?
2. Why is 'was' used here instead of 'is'?
3. What's the difference (or the similarity) between future in the past tense and simple future tense?

IV. Describing expectations for high school life when in middle school

*Teacher: Give students a sentence structure and encourage them to express their ideas with learned expressions related to school life.

*Students: Use bubble maps to list expressions related to *academy*, *activity* and *relationship*, and express their expectations about high school when in middle school.

Purpose: To have students practice the usage of future in the past tense.

问题:

1. What did you expect about high school when you were in middle school? Can you use bubble maps to list some expressions under the three topics?
2. Could you please pick some to complete the sentence?

V. Emailing Jim using proper tenses including future in the past

*Teacher: Require students to write an email to Jim and to check the emails for group members.

*Students: Finish Exercise III on p. 9, check each other's work in groups of 4 and then share their emails with the class.

Purpose: To have students put what has been learned into use.

问题:

1. Is your life now as what you had expected?
2. What are you going to do in the days to come?
3. Could you share your email with us?

VI. Review and evaluation

*Teacher: Guide students to review what have been learned and make self-evaluations.

*Students: Make a comment on their own performance.

Purpose: To deepen students' understanding of tenses.

问题:

1. What tenses have you learned?
2. Have you managed to use proper tenses in the email?
3. If not, which tenses did you use improperly?
4. What tense(s) should be used instead? Why?

Assignment:

Polish your email to Jim by adding more details.

SCRELE