

《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（时态）

课型：Grammar in Use

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一、教学设计与说明

1. 教学目标

本课为本单元的第 3 课时，核心目标为能在语篇中识别、理解和使用不同时态的形式、意义和用法。

2. 设计思路

本课以情境为导入，为学生构想了“Jim 的朋友”的身份，以“校园生活”为主题给 Jim 写一封回信。教师引导学生思考信的内容与语言，并引导学生关注时态的运用和意义。

接着，教师引导学生阅读文本，学习不同时态的意义和功能，并深入学习一些表示时态的时间词（time signals）。在句式操练中，正确运用不同时态，开展对话活动。最后，教师给出一封 e-mail 信件格式，在所给情境中引导学生结合个人经历，并使用不同时态，向朋友 Jim 介绍自己的校园生活。最后根据 checklist 自评所写习作。

回家作业为完善给 Jim 的信；完成练习册上的练习。

3. 重点及难点

重点：能掌握常用时态的形式、意义和用法，尤其是过去将来时。

难点：能正确使用所学时态围绕个人经历的校园生活与感受写一段 60-80 字的语段。

Lesson Plan

At the end of the lesson, students will be able to:

1. grasp the use, meaning and form of different tenses in context;
2. use different tenses properly to describe one's school life by writing an e-mail to

Jim.

Procedures

I. Warm-up

Interactive task 1: warming up

*Teacher: Check the exercises on page 8 and guide students to find out the content and tenses of the text.

*Students: Read the text and find the content and tenses of the text.

Purpose: To tune in the topic and activate students' schemata.

Guided questions/ instructions:

1. Let's check the answers to the exercise on page 8.

Q1: What is Jim's letter about?

Q2: What tenses are used in his letter?

2. Having received the letter from Jim, now you are going to write a letter of reply about your school life.

Q1: What can be included in this letter?

Q2: What tenses can be used in this letter?

II. Digging in

Independent task 2: grammar learning

*Teacher: Guide students to read the text and find out which tense is used in the underlined parts in each sentence and why.

*Students: Read the text and study the table. Identify the tenses and explain the reasons.

Purpose: To familiarize students with different tenses in context.

Guided questions/ instructions:

1. Let us read the passage and tell what tenses are used in the underlined parts and why.

Independent task 3: matching exercise

*Teacher: Direct students to match each tense to its function and its corresponding time signals.

*Students: Learn the functions and time signals of different tenses through the matching exercise.

Purpose: To help students grasp the form, use and meaning of different tenses.

Guided questions/ instructions:

1. Match each tense to its function and its corresponding time signals.

Independent task 4: sentence pattern drills

*Teacher: Guide students to practice the sentence patterns by using different tenses and talking about their personal experiences.

*Students: Practice the sentence patterns by using target tenses in context.

Purpose: To guide students to further grasp the form, use and meaning of different tenses in the context of school life.

Guided questions/ instructions:

1. Choose a topic and develop it based on the three questions. Please use the sentence patterns as follows.

Sample:

- I hoped that **I could do more experiments.**
- Now **I am a member of the science club.**
- I expect that **I will take part in a certain experimental activity.**

III. Language application

Independent task 5: e-mail writing

*Teacher: Ask students to write an e-mail to Jim by referring to the three questions.

*Students: Write an e-mail about their own school life.

Purpose: To help students apply different tenses to practice.

Guided questions/ instructions:

1. Send an e-mail to your friend Jim about your school life based on the above discussion.

Q1: What did you expect about the senior high school?

Q2: Is your life now the same as you expected?

Q3: What are you going to do in the days to come?

Interactive task 6: writing assessment

*Teacher: Guide students to assess their writing according to the checklist.

*Students: Evaluate their grammar use with the help of checklist.

Purpose: To help students reflect on and review what they have learned about in this period.

Guided questions/ instructions:

1. Now it's time to check your grammar use. Did you use these tenses correctly in relation to the content?

IV. Homework:

1. Polish your letter of reply to Jim.
2. Complete the exercise in the workbook (p2).