

《高中英语（上外版）》选择性必修第一册 Unit 3 Adventuring

课时：第 3 课时 教学内容：Past perfect passive and past continuous passive

课型：Grammar 设计者：上海市行知中学 刘安然

一、教学设计与说明

1. 教学目标

本课为上外版新教材选择性必修第一册，第三单元 Adventuring 的第三课时。整个单元话题为探险，本课时为 Grammar in Use 版块，通过杨利伟的故事这一语篇厘清故事的发展顺序以及叙事文的文本结构特征，核心目标为学生能在不同语境下理解和使用过去完成时以及过去进行时的被动语态。

2. 设计思路

本课时聚焦过去完成时及过去进行时的被动语态进行语法教学，其特点是以语篇为依托，以探险的主题意义为目标，融合语言、文化、思维于一体的语法课。

本节课的导入环节为使用时间轴简略复习过去完成时和过去进行时的概念和用法，激活学生已有的语法知识。接着再通过两组句子的主被动形式对比呈现出这两种时态下被动语态的形式、意义与用法。然后借由 Reading A 语篇中的主角 Ernest Shackleton 的一段回忆录，以选择填空的形式简单辨别两种时态的主被动使用。随后完成教材上的杨利伟语篇练习，引导学生分析时态语态的同时，抓住叙事模式中的 Complication 元素，厘清神舟五号发射过程中事件发生的先后顺序。再以该语篇为基础进行记者与杨利伟的角色扮演，接着以新冠疫情中无名“冒险者”们做出的奉献和新冠疫情对校园生活的影响两个语境进一步加强语法形式的操练。这种设计由认知到理解再到应用，遵循了学生的认知规律。

3. 重点难点

在对叙事语篇的复杂情节分析中厘清时间线，使用恰当的时态；在具体语境中运用所学语法形式对事件进行描述。

Lesson Plan

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

1. identify the form of past perfect passive and past continuous passive, and judge their meanings;
2. employ narrative pattern analysis strategies to figure out story's event sequences;
3. apply the past perfect passive and past continuous passive to give descriptions related to the COVID-19 pandemic.

Procedures:

I. Independent activity 1: Reviewing past perfect tense and past continuous tense

*T: Present two sentences paraphrased from Reading A and guide students to review the use and form of past perfect and past continuous with the help of timeline.
*Ss: Judge whether the example sentence fits into the first/second condition.

Purpose: To activate students' knowledge of tenses learned before.

Guided questions:

1. Why do we use past perfect/past continuous tense here?
2. In this case, does the sentence fit into the first condition or the second condition?

II. Interactive activity 2: Comparing the sentences in active and passive voice

*T: Present the same sentences in active and passive voice respectively and guide students to compare their differences in meaning, form and use. Write down the basic formation of past perfect passive and past continuous passive on blackboard.
*Ss: Find out these sentences' differences in form and meaning and explain the reason for it.

Purpose: To guide students feel the function of employing passive voice.

Guided questions:

1. Can you recognize any difference in form between the two groups of sentences?
2. Can you recognize any difference in meaning between them?
3. Why are passive voices employed in these sentences?

III. Independent activity 3: Choosing appropriate items to complete Shackleton's memoir

*T: Ask students to choose appropriate items from the right column to complete Shackleton's memoir.
*Ss: Based on the meaning of the passage and the form they just learnt, pick out the proper items to fill in blanks.

Purpose: To make students distinguish past perfect and past continuous active and passive voice as well as appreciate the adventurer's persistent spirit.

Guided questions:

1. What difficulties were they faced with during their voyage?
2. Which item will you choose to fill in this blank?

IV. Interactive activity 4: Analyzing and completing the story of Yang Liwei

*T: Lead students to figure out the sequence of events while checking answers.

*Ss: Check their own work and correct previous mistakes. Mark the important events on the timeline of complications.

Purpose: To help students judge the appropriate tense and voice of given verbs according to the complication analysis.

Guided questions:

1. What is the time and place of the launch and landing?
2. What is the world's response to Yang's waving flags in the middle of the mission?

V. Interactive activity 5: Role-playing an interview with Yang Liwei

*T: Guide students to work in pairs and role-play the interview based on the information from Exercise II. Remind students to use past perfect passive and past continuous passive as many as possible.

*Ss: Suppose one student is the journalist, and the other acts as Yang Liwei. Refer to the timeline of complications to organize question sequences.

Purpose: To help students consolidate the use of past perfect passive and past continuous passive and further understand Yang Liwei's expedition into space.

Guided questions:

1. What kind of questions can be raised?
2. How can the other student answer these questions?

VI. Interactive activity 6: Describing nameless explorers' efforts in combating COVID-19

*T: Show pictures of nameless explorers who were fighting against the pandemic. Ask students to prepare for a short speech to introduce their great efforts.

*Ss: Follow the example sentence to make descriptions about what efforts were being made in the picture. Add an ending to praise these explorers' hard work.

Purpose: To lead students to appreciate the persistent spirits represented by normal people in life and practice past continuous passive.

Guided questions:

1. How can you begin your personal speech?
2. What conclusion can you draw to put a finishing touch to your speech?

VII. Interactive activity 7: Describing changes in our school life due to COVID-19

*T: Give one example sentence and ask students to discuss in groups about changes that had been made before we came back to campus.

*Ss: Follow the example sentence to think about at least three changes that had happened on campus.

Purpose: To lead students to realize the profound impact of COVID-19 on their daily life and practice past perfect tense.

Guided question:

What changes had been made before we came back to campus?

VIII. Assignments:

1. Retell Yang Liwei's interview from the third person perspective.
2. Write a Wechat post describing people's efforts in fighting against COVID-19 and its impact on our campus life.