**Grammar Teaching: the Present Perfect Tense**

NFLS 初中英语组 曾晓

**Teacher:** Zeng Xiao

**Place:** Nanchang Foreign Language School

**Students:** from Nanchang Foreign Language School, Junior Two, Class Four

**Time:** 45 minutes

**Part 1 Analysis of the topic:**

Grammar is really important in language learning. The Present Perfect Tense is a really important part of grammar learning for students in Junior high school. It enables students to talk about recent events and experiences.

**Part 2 Analysis of the Ss**

Students have already learnt some basic knowledge about the Present Perfect Tense, either from after-schools or self-learning. Furthermore, the teacher (I) gave a brief introduction about it during the last period. However, some students are still confused.

**Part 3 Teaching Goals and Important and difficult Points**

1. **Teaching Goals**
   1. **Knowledge goal:** To enable students to have a systematic understanding of the Present Perfect tense.
   2. **Ability goal: To** make the Ss be able to talk about recent events and experiences.

**3. Moral goal:** To help students better understand the influence of the past and realize the importance of taking action.

**B．Key teaching points and difficult points**

1. The definition of The Present Perfect Tense

2. The structures of The Present Perfect Tense

3. The forms of past participles of verbs

4. The temporal adverbials used in The Present Perfect Tense

**Part 4. Mainly Teaching Methods and Aids**

Task-based Language Teaching; Situational Teaching Approach

Multi-media aid, including music, pictures and PPT.

**Part 5. Teaching procedures**

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| Steps | Teacher’s activities | Students’ activities | Purposes |
| **Step1.**  **Lead-in**  **(5minutes)** | 1. Share a song “ Have You ever”  2. Ask students to fill in the blanks | 1. listen and enjoy at the first play  2. Do dictation at the second play  3. Check and enjoy at the third play | To introduce the topic,  To arouse students’ interest in learning the new topic. |
| **Step2. Task1 (3minutes)** | 1. Demonstrate the definition of the present perfect tense by sharing two sample sentences.  2. Create a situation (opening the door) to make students understand more clearly. | 1. Listen and think. 2. Follow the teacher’s order. For example, “Open the door, please.” | To make students know when to use the tense. (we use the past participle tense to talk about things happened in the past, but are connected to the present.) |
| **Step3. Task 2** | 1. Ask students to predict the main idea of the passage. (encourage students to use “conjectures” to answer the questions. For example: I guess…, maybe…., perhaps…, it is likely that….) 2. Give students scanning task: find out how Li Qiang got to the future and what his first impressions of it are. | 1. Talk about their predictions before reading the passage. 2. Scan the book and find out how Li Qiang got to the future and what his first impressions of it are. |  |
| **Step4. Careful Reading (20 minutes)** | 1. Play the tape of the text. 2. Go through the questions in P19, T1.   1) Why did Liu Qiang go into the future?  2) How did he feel when he left his own time?  3) How did he get to the year 3008?  4) What did he notice first when he arrived in AD 3008?  5)What else did he find that was different?  3. Guide students to find out what each paragraph is about. | 1. Listen to the tape and make notes.  2. Read the passage again, and try to answer the questions in P19, T1.  3. Draw lines of each paragraph. | To help students grasp the gist of the text.  To help students learn some new words and expressions that might hinder their comprehension.  To help students understand the text by reading in detail.  To help students be clear of Liu Qiang’s imagination about the future. |
| **Step5. Post-reading. (8 minutes)** | 1. Show a chart with five aspects ( time travel, transport, houses, towns and air quality) and both their good changes and bad changes, as well as their reasons.   Ask students to have group discussion. The topic is “What’s the writer’s attitude towards the future? Optimistic or pessimistic?” | 1. Fill in the chart carefully according to the passage. 2. Discuss about Liu Qiang’s opinions and share their own opinions. | To help students have a review on the text.  To make sure that students has get the big pieces of the passage.  To encourage students to have critical thinking on Liu Qiang’s opinions towards future. |
| **Step6. Homework ( 1 minute)** | 1. Figure out each paragraph’s main idea and get some details.  2. Retell the whole passage briefly. | | |

**教学设计思想：**以学生为中心，调动学生学习兴趣和学习热情。在一步步的任务完成中教给学生技能和知识，达到教学目的。

**教学反思：**

优：

1. 教学内容丰富合理，趣味生动，课堂气氛活跃
2. 课程设置合理，教学进度适中
3. 准备充分，从容面对意外状况。在19班的课并没有因停电不能放PPT而惊慌失措

缺：

1. 板书设计可以再合理些。（在19班的课因为停电所以没有使用PPT而使板书稍显拥挤）
2. 给许同学的response不够好（许同学对“你认为作者对待未来的态度是悲观还是乐观？”的回答是“悲观。因为对未来的美好憧憬表达了对现实的不满。”）
3. 建议回应：Maybe you are right. But I think the future is supposed to be better in some way. Society is developing and people work hard today to own them a bright future.
4. Homework 给得比较匆忙

**板书设计:**黑板大致分为三块：左用来记录学生的临时反应，如discussion后的prediction；中用来书写课堂内的重点，供学生随时对照和记录笔记；右用来做草稿，应对突发状况。如未预料到的知识点和较为零散的。

**作业：**让学生试着简单地头口复述课文内容。一方面促使学生熟悉课文并进一步对课文回顾复习，另一方面锻炼其归纳概括和口头表达能力。

**本节课拓展内容：**不论是导入中对未来的大胆想象还是集体讨论以及课后作业，都紧紧围绕着“未来生活”这一主题。本课在教导学生知识点和学习能力之外，还特别培养他们对未来美好生活的向往。观点形成加上口头整理使得学生接下来的写作任务显得更加容易上手。对未来的无限遐想就是本课的拓展内容。