**现在完成时之瞬间动词与延续性动词**

**教学设计**

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| 课型 | 语法课 | 教材 | 人教版英语八年级下册 |
| 选题  原因 | 人教版八年级下册Unit8到Unit10的语法皆为现在完成时，Unit8落脚点在于以“already及yet”为标志词的现在完成时；Unit9的落脚点在“have been to及have gone to”的区分及运用；Unit10的落脚点为“以for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时。三个单元的语法就“现在完成时”不同方面展开，凸显了该时态的重要性。此外，通过课堂教学，发现学生在理解以“for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时中，要使用延续性动词这一点存在困难，故以此微课解决此问题。 | | |
| 1. 教学内容分析 | | | |
| 本节课以全红婵为主线，帮助学生在情境中区分瞬间动词和延续性动词；理解以“for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时中，要使用延续性动词。并针对此语法点，在语境中完成运用。  本节课借助近期大事件“巴黎奥运会中国健儿夺金时刻集锦视频”引出主人翁“全红婵”。借助谈论她学习跳水的时间及她在巴黎奥运会取得的金牌数，复习本单元现在完成时结构（have/has +过去分词）及标志词“for + 段时间”和“since + 过去时间/一般过去时的句子”。接着，围绕标志词的表意引发对begin, win等动词区别的思考，继而区分瞬间动词和延续性动词并学习以“for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时中，要使用延续性动词这一重点语法知识。接着，拓展瞬间动词及延续性动词的转换，并在全红婵克服困难的语篇中进行实践。随着问题的提出“Is she always smooth?”引发学生思考，激励孩子们胸怀梦想、脚踏实地、创造奇迹。 | | | |
| 1. 学情分析 | | | |
| **语言水平：**  ·该年龄段学生通常已经具备了基础的听说读写能力，处于语言学习的巩固和提高阶段。  ·同学们能够掌握现在完成时的表意、结构及关键词。但在语境中使用时，易与一般过去时混淆。同时，多数学生在运用以“for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时中，要使用延续性动词这一语法点上有很大的困难。  **认知能力：**  ·该年龄段的学生具备较强的逻辑思维能力，能够理解并运用较为复杂的语言结构。  ·同学们善于通过实例和具体情境来理解抽象的语言概念，因此教学内容需要更多实际应用和情境化的示范。  ·学生对学习新事物保持好奇心，能够通过互动和讨论进一步加深对知识的理解。  **兴趣点：**  ·同学们通常对体育赛事、名人事迹等充满兴趣，特别是与青少年偶像和体育英雄相关的内容。  ·同学们喜欢动态和互动的教学方式，如多媒体展示、视频片段、实际案例等，这能激发他们的学习热情。  ·同学们在这一阶段逐渐形成自己的见解，容易通过激励类的故事和成功经历树立正确的价值观。 | | | |
| 1. 学习目标 | | | |
| **学习理解：**  ·能分辨瞬间动词和延续性动词；  ·能理解以“for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时中，要使用延续性动词。  **应用实践：**  ·能根据上下文语境将常见的瞬间动词转换成延续性动词；  **知识迁移：**  ·能将学到的现在完成时知识迁移到其他语言情境中，灵活运用。  ·能通过类比和推理将瞬间动词和延续性动词的概念应用到更多的动词使用中。  ·能在其他学科或生活中运用现在完成时，描述时间跨度较长的过程和结果。 | | | |
| 1. 学习活动设计 | | | |
| **教师活动** | | **学生活动** | |
| **环节一：Lead in** | | | |
| 教师活动1 | | 学生活动1 | |
| 1. **Play a video about Paris Olympic Games.**   T: Boys and girls, there’s a big sporting event over the summer. Do you know what it is?  Yeah, the Olympics in Paris, France.  Have you watched it on TV yet?  Yes? And what moments have surprised you?  Let’s take a look at one of them.   1. **Introduce Quan Hongchan.**   T: Do you know who she is? Yeah, you’re right.  Quan Hongchan, a famous diver.  How much do you know about her?  A lot, huh? Let’s check it out.   1. **Ask students the question:**   -*How old is she?*  Show the answer:  *Birthdate: March 28th, 2007*  *Age: 17 years old.*  T: She was born in 2007 and she is 17 years old this year. | | 1. Watch a video about the Paris Olympic Games. After watching, discuss and share their thoughts on surprising moments from the Olympics. 2. Learn more about Quan Hongchan. Respond and share what they know about her. 3. Try to answer the question based on the information provided. | |
| **活动意图说明：**通过播放视频、介绍运动员和提问互动等方式，激发学生的学习兴趣和参与度，引导他们深入了解奥运会和体育精神，同时培养他们的思考能力和表达能力。 | | | |
| 教师活动2 | | 学生活动2 | |
| 1. **Ask students the question:**   *How many years has she practised diving?*  Show the following sentences:  *She began to practise diving in 2014.*  *She has practised diving for ten years.*  *She has practised diving since she was 7 years old.*   1. **Ask students the question:**   *What remarkable achievements has Quan made at the Paris Olympics?*  Show the answer:  On July 31st, Quan Hongchan and Chen Yuxi won women’s synchronised 10m  platform gold.  On August 6th, Quan won her second gold medal in the women’s 10m platform.  She won two gold medals.  She has had/owned two gold medals since the start of the Olympics. | | 1. Think and respond based on the given information. 2. Think and respond based on their knowledge or the provided clues. | |
| **活动意图说明：**通过对全红婵的进一步了解，运用现在完成时搭建学习范例。 | | | |
| 教师活动3 | | 学生活动3 | |
| 1. **Review the structure of the Present Perfect Tense.**   Show the structure: have/has+p.p.  T: What tense are we using to talk about Quan Hongchan?  Yes, the Present Perfect Tense. Do you still remember its structure? It’s have/has+p.p.   1. **Talk about the marker words of the Present Perfect Tense.**   T: Do you spot any marker words in these sentences？  Show the answer: for+段时间  T: for+段时间表达怎样的含义？  Show the answer: 表示动作持续了一段时间。  T: Anything else?  Show the answer: since+过去时间/一般过去时的句子。  T: since+过去时间/一般过去时的句子又表达怎样的含义呢？  Show the answer: 表示动作开始于某个时间点。 | | 1. Review the Structure of the Present Perfect Tense. 2. Review Marker Words of the Present Perfect Tense and their meaning. | |
| **活动意图说明：**通过学习范例，复习现在完成时的结构及标志词，并在语境中理解for+段时间及since+过去时间/一般过去时句子的表意。同时，加深对全红婵的了解，为情感教育的自然发生做铺垫。 | | | |
| 教师活动4 | | 学生活动4 | |
| 1. **Talk about Momentary Verbs and Durative Verbs.**   T: Now, let’s observe and think. What’s the difference among these verbs?  begin and practise  win, have and own  It seems that “begin and win” act in a short period of time and we can name them “Momentary Verbs”.  And “practise, have and own” can act over a long period of time. We can call them “Durative Verbs”.   1. **Talk about the usage of Momentary Verbs and Durative Verbs.**   T: One more question？在以“for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时中，我们应该使用瞬间动词还是延续性动词？ You’re right. 延续性动词。 | | 1. Think and try to answer the difference among these verbs. Then, learn and understand the concepts of Momentary Verbs and Durative Verbs. 2. Discuss the usage of Momentary Verbs and Durative Verbs. | |
| **活动意图说明：**创设语境，帮助学生区分瞬间动词和延续性动词。并能通过对for+段时间，since+过去时间/一般过去时的句子的理解，掌握语法难点：以“for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时中，要使用延续性动词。 | | | |
| 教师活动5 | | 学生活动5 | |
| **Demonstrate the transformation of Momentary Verbs and Durative Verbs.**  T: So in this context, how to change a momentary verb into a continuous verb? Let’s look at this table. | | Learn the transformation of Momentary Verbs and Durative Verbs. | |
| **活动意图说明：**帮助学生了解如何将瞬间动词转换为延续性动词。 | | | |
| 教师活动6 | | 学生活动6 | |
| **Lead students finish the exercise.**  T: It seems Quan has achieved a lot.  Is she always this smooth? Let’s hear what she said. Do the following exercises in 4 minutes and answer my question.  **Check answers.**  T: First one: grown  Why do you choose “grown”?  become瞬间动词，grow延续性动词。  Since I was 14 years old表示动作开始于全红婵的14岁，所以选择grown。  How about the second one?  been giving  How do you know that?  for a long time, for+段时间表示动作持续了一段时间。give瞬间动词，be giving延续性形态，所以选择been giving。  The last one?  been on cutting out.  Show me your reason, please.  Since 2021表示动作开始于2021年。  begin为瞬间动词，been on为它的延续性形态，所以选择been on cutting out.  Now, can you answer my question?  Is she always this smooth?  No? In the process of pursuing her dream, she also overcame many difficulties.  What can we learn from her？  As long as we have dreams and work diligently, we can create our own miracles. | | **Finish the exercise.**  After winning the gold medal in Tokyo, I met the most difficult challenge. Since I was 14 years old, I have \_\_\_\_\_\_\_\_\_\_\_(become/grown) a lot taller and put on weight. This change has particularly affected my performance in the 207c. Fortunately, for a long time, my coach has \_\_\_\_\_\_\_\_\_\_\_(given/been giving) me a lot of guidance and encouragement. Since 2021, I have \_\_\_\_\_\_\_\_\_\_\_(begun to cut out/ been on cutting out) snacks and trained harder to push my limits and achieve my dreams. | |
| **活动意图说明：**为学生提供选择运用瞬间动词或延续性动词的语境，这不仅巩固了学生对这些词汇和语法点的理解，还培养了他们在具体语境中准确运用的能力。通过提问“What can we learn from her?”，引导学生认识到坚持梦想、勤奋努力的重要性。这种情感教育不仅有助于学生形成积极向上的人生态度，还能够激发他们的内在动力，促使他们为实现自己的目标而努力奋斗。 | | | |
| 教师活动7 | | 学生活动7 | |
| **Summary.**  T: Today we learned two kinds of verbs, Momentary Verbs and Durative Verbs.  Momentary Verbs: They act in a short period of time.  Such as, begin, win, become...  Durative Verbs: They can act over a long period of time.  Such as, practise, have, own...  在以“for+段时间，since+过去时间/一般过去时的句子”为标志词的现在完成时中，我们应该使用延续性动词。  And we learned how to change a momentary verb into a continuous verb, like from win to have or own, from give to be giving...  In addition, we also have the courage to overcome difficulties and realize our dreams! | | Listen and follow along with the summary. | |
| **活动意图说明：**帮助学生系统地回顾所学内容。 | | | |