

《高中英语（上外版）》必修第三册 Unit 3 Healthy Lifestyle

课时：第 3 课时

课题：Ellipsis（省略）

课型：Grammar

设计者：华东师大一附中 姜振骅

一、教学设计与说明

1. 教学目标

本课为本单元的第三课时，旨在帮助学生通过解读有关健康生活方式的宣传口号，理解省略的形式与用法；在健康生活主题语境中通过上下文比较和改写语句等方式，理解省略的意义；在健康生活主题语境中，介绍自己与同伴保持健康生活方式的相同与不同之处，并在口头介绍中正确使用省略。

2. 教学设计思路

本课为本单元的第三课时，学生已经通过前两个课时的学习对主题内容有所了解。但是，学生在阅读中并没有特别关注作者在文本中省略策略的使用。省略的使用通常用于比较中，用简洁的语言突出话语重点。此外，在交际中，省略也十分常见，通常用于回答问题和呼应对方。基于语法特点的思考，本课设计的总体思路是从引导学生关注语法现象出发，逐步过渡到对语法运用的场景介绍与认知，最后引导学生在真实的交际中得体使用省略。本课设计思路主要是引导学生通过解读有关健康生活方式的宣传口号，理解省略的形式与作用，在主题语境中通过上下文改写语句，理解省略的意义。作为本课教学产出，学生在主题语境中，介绍自己与同伴保持健康生活方式的相同与不同之处，并在口头介绍中正确使用省略。

3. 教学重点及难点

重点：能基于“健康生活”的主题，在真实交际中正确运用省略；

难点：在“健康生活”的主题中，省略的正确理解与使用。

Lesson Plan

Learning Objectives:

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

1. understand the form and the use of ellipsis by interpreting the slogans used in their daily life;
2. use ellipsis by rewriting sentences and understanding their meanings;
3. orally introduce the similarities and differences in how to lead a healthy life with peers by using ellipsis properly.

Learning Procedures

Interactive activity 1: Homework check

- ✧ T: Ask students to present the sentences or slogans using ellipsis.
- ✧ Ss: Share the sentences or slogans using ellipsis and make comments on peers' works.

Purpose: To check students' original understanding of ellipsis.

Guided questions/instructions:

1. How many slogans have you found used in our daily life?
2. What are the common features they share?
3. What are the differences they have from each other?
4. What do you think are the reasons for the use of ellipsis?

Independent activity 2: Independent learning

- ✧ T: Guide students to understand ellipsis correctly through sentence-rewriting.
- ✧ Ss: Rewrite the sentences using ellipsis and understand their meanings.

Purpose: To help Ss form a correct understanding of ellipsis.

Guided questions/instructions:

1. Would you please finish Ex. II on page 41?

Interactive activity 3: Show and tell

- ✧ T: Ask students to orally share the rewritten sentences and make comments on peers' work.
- ✧ Ss: orally share the rewritten sentences and make comments on peer's work.

Purpose: To check students' understanding of ellipsis and their use of ellipsis.

Guided questions/instructions:

1. Would you please orally share your version with your peers within groups?
2. Would you please make comments or correct the peers' work?
3. What have you found through practice on ellipsis?
4. In what situations do we use ellipsis and for what purpose do we use them?

Interactive activity 5: Presentation

- ✧ T: have students work in groups to find out the ways of group members to keep healthy and report the result to the whole class using ellipsis.
- ✧ Ss: work in groups to find out the ways of group members to keep healthy and report the result to the whole class using ellipsis.

Purpose: To help students put the use of ellipsis into real communication and to help them dig deep about the ways of staying healthy.

Guided questions/instructions:

1. Would you please note down the ellipsis used in peers' report?
2. What do you think are the ways of staying healthy we students should adopt?

IV. Assignments:

1. Review Grammar Highlights (P41, I).
2. (Pair work) Compose a dialogue with your partner talking about how to lead a healthy life, using ellipsis when necessary.