**人教版高中新教材必修**

**Unit3: Diverse Cultures**

**Discovering Useful Structure**

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**嵊州市高级中学**

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**一、教学内容解读**

 本课例选自人教版高中新教材必修三Unit3:Diverse Cultures——Discovering Useful Structure。本单元的主题语境是三大主题语境中的人与社会，涉及“历史、社会与文化”主题群，单元各个板块围绕“多元文化”、“文化多样性”展开。多元文化是指在一个社会、国家或民族中存在的多种文化的总称。课程标准明确指出，中学生应当具备英语基础知识和基本技能，拥有跨文化交流能力，并能够汲取世界文化精华、传播中华优秀文化。同时，中学生也应当树立人类命运共同体意识和多元文化意识，形成开放包容的态度，加深对祖国文化的理解，坚定文化自信。在这样的大背景下，学生对该单元的解读更需要关注自身文化意识的提高。

1. **课型解读**

本课例是语法教学，本板块活动的主题是“理解英语中的省略”。在单元主题的引领下，如何在语法教学中同步体现多元文化的元素，便成了笔者需要考虑的重点：如何让学生在增加语法体验的过程中，自主发现语言规律；如何通过形式——意义——运用的有机统一，进一步拓展单元话题知识，形成大单元意识，真正体现单元整体教学的思路。本单元板块涉及的语法省略是一种避免重复，突出新信息并使上下文紧密连接的语法手段，在口语对话、书面表达、告示标牌、新闻标题等中较为常见的形式。笔者通过呈现不同情境中的省略用法，设计一系列围绕单元主题的活动，让学生在主题意义引领下，通过学习理解、应用实践、迁移创新，体会语法的情景化和实用性，以此来充分体现语法知识是“形式——意义——使用”的统一体，从而真正实现语法学习的最终目的——在语境中有效地运用语法知识来理解和表达意义。

**三、学情解读**

 本节课授课对象为高一学生。经过初中和高一一个多学期的学习，学生们已经初步掌握了一定的语言技能，能通过听、说、读、看、写等活动，理解英语口语和语篇所传递的信息，能通过适当的引导进行自主探究，发现语言规律；并能通过实践创新，运用新的语言知识。语法授课应遵循学生的认知规律，让学生能在具体语境中感知语法规律，通过语境的逐渐丰富和难度的逐步增加，提高对语法的认知，并在实践中运用该语法，能合理正确使用该语法进行表达和沟通。

**四、教学目标**

美国教育评量学者威金斯和麦克泰在The Understanding by Design一书中指出，好设计等同于“逆向”设计。教学是一种终结手段，规划应先于教学。因此，成功的教学在开始时要清楚地了解预期的学习结果和学生所能获得的成效。

语言能力目标：

 学生能结合自身已具备的语言知识，结合本单元省略语法在具体语境中的运用，整合性地进行理解、运用和迁移，将所学的语法融入到日常运用和表达当中，进行有效的意义表达和实践交流。

文化意识目标：

 学生能通过围绕单元主题的语言活动，了解多元文化的多个维度，通过包含单元语法的多模态语篇形式了解单元的主题，拓宽国际视野，提升文化理解和鉴别能力；在语法任务设计时侧重本土文化的宣传和传递，坚定文化自信，增加对本土文化的自豪感。

思维品质目标：

 学生能通过不同的语篇形式感知语法的运用，从多元文化视角观察和认识世界，在拥有世界观的同时，也拥有欣赏和宣传本土文化的能力。在具体学生活动中，学生能具备提取、分析、归纳的能力，并在实践运用中提升多元思维意识和创新思维能力。

学习能力目标：

 学生能够通过教师引领、自主探究、归纳总结、实践运用，了解本单元语法的实用价值。通过多模态语篇形式，掌握语法在不同语境中的正确有效使用，并能利用所学的语法进行口语交流和语篇表达。

**五、教学过程**

***Activity 1: Appreciating & Guessing***

*1. When you feel like giving up,* ***don’t****.*

*2. When you’re thinking about giving up,* ***don’t****.*

*3. When it look like you ain’t gonna make it,* ***keep going****.*

*4.* ***No matter how rough the sea****, you keep standing.*

*5.* ***No matter what****, you don’t give up.*

*6. If there’s something that you want ..., you’ve got to do whatever is necessary* ***until****.*

*7. I’m going to do it* ***until****.*

*Grammar:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Functions*



***What has been left out?***

***Activity 2: Cases of ellipsis in the speech video***

***Sentence Pattern***

*1. When you feel like giving up, don’t.*

*2. When you’re thinking about giving up, don’t.* \_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

*3. When it look like you ain’t gonna make it, keep going.*

*4. No matter how rough the sea, you keep standing.*

*5. No matter what, you don’t give up.* \_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

*6. If there’s something that you want ..., you’ve got to do*

*whatever is necessary until.* \_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

*7. I’m going to do it until.*

***Practice of Ellipsis:***

1. 如果你想要体验古城的魅力，来绍兴吧。

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. 当你想要了解更多关于绍兴文化的时候，别犹豫，尽管问我。

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***Activity 3: Cases of ellipsis in the travel journal***

***What has been left out？***

***Sentence Pattern***

1. *What a city—a city that was able to rebuild itself after*

 *the earthquake.* \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

*2. What great food!*

*3.This district used to be a poor area of town, but is now*

*a centre for art, music, and food.* \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

1. *A real mix of cultures here!* \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_
2. *When these immigrants ..., they carried a bit of home*

*in their hearts, and built a new home here.* \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

*6. Can’t wait!* \_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_

***Practice of Ellipsis:***

1. 多么令人难忘的一次旅途——一次体验和探索绍兴之旅。

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

2. 我强烈推荐你来绍兴游玩，并且来尝尝绍兴的美食。\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

3. 这儿有古代与现代文明的完美融合。

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Activity 4: Cases of ellipsis in the dialogues***

*1. A: Oh, I just love nachos! Mexican corn chips covered in cheese!*

 *B: Me, too.*

*2. A: We have gumbo, the spicy stew. It was invented in New Orleans over 200 years ago, and mixes French, African, Native American, and Spanish cooking.*

 *B: So it’s the food of many different cultures, all in one dish?*

 *A: Exactly.*

***What has been left out？***

***Sentence Pattern***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Practice of Ellipsis:***

*Here is a conversation between Mr Green and his good friend Mr Smith, a fisherman. Do you know what they are talking about? Can you understand what they are talking about?*

*Mr Green: Going?          Mr Smith: Been.*

*Mr Green: Any?  Mr Smith: Some.*

*Mr Green: Big? Mr Smith: Small.*

***Activity 5: Cases of ellipsis in the public signs***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Sentence Pattern***

***What has been left out？***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Activity 6: Cases of ellipsis in the diary***

*Saturday, May 15, 2021 Sunny*

 *After learning the passage about San Francisco, I feel fascinated by the attractive city that LiLan visited. If it is possible, I would like to pay a visit to it myself. I can imagine that when I am wandering around the Chinatown there, I will try a lot of delicious food. What an amazing experience it is! If it is necessary, I’ll write a report on San Francisco as soon as it is possible to record my journey.*

***What can be left out？***

***Sentence Pattern***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Practice of Ellipsis:***

1. 当你漫步在绍兴时，你会感受到深刻而持久的多元文化。

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2. 这个城市是我参观过的最优雅的城市。

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3. 我相信你的绍兴之旅会不虚此行。

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Activity 7: Cases of ellipsis in the famous sayings***

*1. Reading makes a full man, conference a ready man, and writing an exact man.*

*2. Histories make men wise; poets, witty; the mathematics, subtle; natural philosophy, deep; moral, grave; logic and rhetoric, able to contend.*

***What has been left out？***

***Sentence Pattern***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Practice of Ellipsis:***

学习使人聪慧，音乐使人优雅，旅游使人博学。

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***Activity 8: Cases of ellipsis in the letters***

*There is a famous story that the world's shortest correspondence took place between Victor Hugo and his publisher. After LES MISÉRABLES was published for the first time, Hugo, inquiring about the status of sales, sent a telegram to his publisher.*

*Victor Hugo's telegram:* ***?***

*publisher's telegram:* ***!***

***Can you understand what they meant?***

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

***Activity 9: Assignment of ellipsis***

你的美国朋友Alex对中国文化很感兴趣，想要了解你所在城市的文化元素，请你用课堂所学的含有省略的句子向他介绍绍兴古城，并邀请他来绍兴游玩，感受古城的魅力。

1. 学习使人聪慧，音乐使人优雅，旅游使人博学。

2. 如果你想要体验古城的魅力，来绍兴吧。/如果你想要领略中国文化，我强烈推荐你来

绍兴游玩，并且来尝尝绍兴的美食。

3. 这儿有古代与现代文明的完美融合。

4. 当你漫步在绍兴时，你会感受到深刻而持久的多元文化。

5. 这个城市是我参观过的最优雅的城市。

6. 如果你想要了解更多关于绍兴古城的文化，别犹豫，尽管问我。

7. 相信你会拥有一次难忘的旅行——一次体验和探索绍兴之旅。/相信你的绍兴之旅会不

虚此行。