

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

课时：第 6 课时 课题：Health Debates

课型：Reading (Reading B) 设计者：华东师范大学第一附属中学 蒋一洋

一、教学设计与说明

1. 教学目标

本课为本单元的第 6 课时，核心目标为引导学生认知并运用应用文的格式文体与写作目的，和帮助学生理解“健康辩论”的基本概念与意义。

2. 设计思路

在课堂开始，教师通过提问以及分享个人经历，帮助学生理解何为“健康辩论”，同时引导学生举例生活中遇到的健康辩论。

首先，教师带领学生扫读文章，指出并归纳文中出现的应用文文本特点——杂志文章。在通读全文后，引导学生用自己的语言概括健康结论，并结合教材中的表格从文中提取健康结论。接着，教师引导学生结合自己的生活经验来预测文中关于健康辩论的论证方法及可能的理由。在核对文章信息之后，归纳文中所涉及的论证方法。教师鼓励学生将文中的健康辩论内容与亲身经历结合，并在此基础上进一步讨论文中涉及的论据、论证方法与健康贴士，归纳并评价这些论据的种类、可信度以及重要性。

最后，教师会提供一组额外的健康辩论相关的研究数据，带领学生运用在健康辩论语境下所学的应用文文体，撰写一个健康辩论主题的应用文段落。如果学生有困难，教师可以引用自己课堂开始时谈论的生活例子，提供相关研究论据和范文，引导学生梳理出结论及论据间的逻辑关系，并以此为模板开展下一步的应用文运用练习。

3. 重点难点

教学重点：基于“健康生活”的主题，理解并运用应用文的格式文体，总结归纳文中出现的健康论点、论据和逻辑关系；

教学难点：辨识不同论据的逻辑、重要性和结论，并能用自己的语言进行文字表述。

Lesson Plan

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

1. understand the features, purpose and language of a magazine article in the context of healthy lifestyle;

2. analyze the arguments and evidence in the magazine article and explain them in their own words;
3. form a proper attitude towards health by digging deep into health debates in groups.

Procedures:

I. Warm-up & Discuss the text title

- ✧ T: Share some examples of health debates in daily life.
- ✧ Ss: Listen to the teacher carefully, and then turn to their partners to talk about the health debate in their daily life.
- ✧ T: Summarize students' opinions, and then introduce the definition of "health debate".

Purpose: To introduce the definition of "health debate" to students; to familiarize students with the health debates in our daily life; to trigger students' curiosity about the winners of the health debates from the text.

Guided questions/ Instructions:

1. How would you define "health debate"?
2. What are the two sides of my health debate? Do you agree with my health opinion? Why or why not?
3. What health debate do you know in your daily lives?

II. Identify text genre & Skim the text

- ✧ T: Ask students to skim the text (Reading B) and notice the text features.
- ✧ Ss: Skim Reading B and take notes of any text features of Reading B.

Purpose: To introduce the text genre; to highlight the noticeable text features in Reading B

Guided questions:

1. What are the text features of Reading B?
 - a) Which paragraph looks different? Why are they in italics/ in bold type?
 - b) How are the paragraphs organized?

2. What are some other information texts you have seen in your daily life? Where have you seen them? Who may be the target readers?

III. Read the text & Complete the table

- ✧ T: Ask students to read all three subtitles in Reading B, and finish the first two columns of the table on page 47.
- ✧ Ss: Work individually to read the subtitles and fill out the first two columns of the table.
- ✧ T: Ask students to work in pairs and predict the possible reasons corresponding to the debate, and then fill in the table.
- ✧ Ss: Work in pairs to figure out the possible reasons for each health debate.
- ✧ T: Guide students to find the exact reasons for each health debate by filling in the remaining of column 3.

Purpose: To guide students identify and understand the reasons behind each debate; To help students practice the skill of “using text information to make predictions”.

Guided questions:

1. What are the two sides of each debate? Which one is the final conclusion?

2. What may be the reasons that support the “winner” in each debate?

3. Which reasons are the most important ones to support the “winner” debate?

IV. Further explore the text

✧ T: Have students discuss in groups of four about several questions related with the text genre of Reading B.

✧ Ss: Discuss in group of four and answer all the questions.

Purpose: To help students explore the writing purpose of the magazine article

Guided questions:

1. What is the writing purpose of the magazine article? Why would writer use this specific genre?

2. How are the text features making the magazine article more convincing?

3. Do you agree or disagree with the results of the health debates? What other reasons would you add according to your personal experience?

V. Hold a health debate

✧ T: Encourage students to work on an additional health debate (“raw food diet vs. cooked food diet”).

✧ Ss: Work in groups, analyze and write the paragraph together;

Purpose: To help students practice how to write an information text; To help students practice how to write collaboratively in groups

Guided questions:

1. What information do we know from the research table?

2. What information needs to be included in the first paragraph?

3. How can we organize the reasoning in the following paragraph?

VI. Assignments:

1. Work in groups, use Reading B as the model and finish writing the health debates.

2. In the groups assigned in class, review all the health tips in Unit 3 and relate them to personal experience, then finish the “Critical Thinking” table on page 47.

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