

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

课时：第 5 课时 课题：Lead a healthy life

课型：说写结合课 设计者：华东师范大学第一附属中学 陆旖颀

### 一、教学设计与说明

#### 1. 教学目标

该板块 Moving Forward 由读、说、写三个部分构成。首先是一封来信，讲述了写信者 Liz 在学习生活中遇到的健康问题及引起问题的原因。在说的部分呈现了问题-解决图表，为学习者提供思维支架，以分析问题，学习口语策略；在写的部分融合了主题内容、语言知识、写信结构，提供三大写作支架，帮助学习者完成回信的写作任务。读、说、写三位一体，以促进学生英语语言能力的提升。

#### 2. 设计思路

本课为本单元的第五课时，旨在用读、说与写的活动帮助学生理解文章中的关键信息，厘清健康问题的因果关系，并通过写信任务运用所学语言，培养学生多项语言技能、文化意识、思维品质和学习能力，发展学生的核心素养。

导入部分采用“健康专家证”的考核形式，让学生回顾本单元所学内容，引出本课话题。接着，引导学生说出写信格式，交流个人健康问题，厘清表述问题的上下位概念；阅读文本提取关键信息，运用因果关键词造句。之后，学生学习提建议的方式，掌握“practical, reasonable and specific”三个原则。最后，学生综合运用所学知识，完成对 Liz 的回信，并利用 checklist 开展自评，提升语言意识。

#### 3. 重点难点

教学重点：运用问题-原因-解决图表完成写作任务。

教学难点：能根据实际情况提出有建设性的建议。

## Lesson Plan

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

1. identify the genre of the passage and analyze the causes of Liz's health problem;
2. specify the practical and reasonable suggestions with the help of the problem-cause-solution pattern;
3. complete their writings by studying the writing strategies and putting forward some suggestions.

### Procedures:

#### I. Warm-up

### **Interactive activity 1: Initiate the topic**

\*Teacher: ask health questions to test whether students are qualified as a health-care expert

\*Students: by answering the questions, review what they have learned in this unit

*Purpose: To familiarize students with today's topic and prepare them for the task.*

Guided questions:

1. [Instruction] Let's have a quiz to test whether you are a qualified health-care expert.
2. What are the dos of leading a healthy life?
3. What are the don'ts of leading a healthy life?

## **II. While-task**

### **Interactive activity 2: Discuss the health problems**

\*Teacher: ask questions to elicit different types of health problems and guide students to dig into their peers' health problems.

\*Students: by answering the questions, brainstorm the types of health problems and interview classmates for their own problems

*Purpose: To help students clarify the abstract and concrete concepts of health problems*

Guided questions:

1. Do you have any health problem? What is your problem?
2. Do you know any other health problem?

### **Interactive activity 3: Read the letter and conclude the causes**

\*Teacher: raise questions to help students find out the causes of Liz's health problems

\*Students: describe Leo's health state by employing cause-and-effect signal words:

***Your weight problem partially ... In other words, ... can ... weight problem.***

*Purpose: To instruct students to analyze the causes and effects of Liz's health state by making sentences*

Guided questions:

1. What is Liz's problem?
2. What bad habits have caused Liz's problem?
3. Can you make sentences by using this sentence pattern and these signal words?

#### **Interactive activity 4: Analyze and give solutions**

\*Teacher: guide students to analyze some sample solutions and help them find out the problems lying within

\*Students: by reading the given solutions, learn the rules of offering solutions and revise the inappropriate ones by citing examples or giving positive statements

*Purpose: To help students better give practical, reasonable and specific solutions*

Guided questions:

1. What do you think of these solutions? How do you revise them?

#### **Interactive activity 5: Learn the writing strategy**

\*Teacher: help students learn and apply the writing strategy

\*Students: clarify the usages of the expressions and apply them by connecting the three aspects (problem, causes and solutions) together

*Purpose: to guide students to learn the writing strategy and prepare them for the following writing task*

Guided questions:

1. When do we use these expressions?
2. Can you make a paragraph by connecting the three aspects in the table?

### **III. Post-task**

### **Interactive activity 6: Evaluate a letter of reply**

\*Teacher: initiate a writing activity and self-assessment for students

\*Students: work individually to write a reply to Liz by including three aspects in the body part and evaluate their works by referring to the checklist

*Purpose: to apply what they have learnt in writing and review and reflect*

#### Guided questions:

1. [Instruction] Compose a reply to Liz. Pay attention to the content including the problem, causes and solutions. The beginning and ending of the letter are given as follows. You can refer to the word bank for language help.
2. [Instruction] Here is a checklist for self-assessment. In this lesson, we mainly focus on content and language. Evaluate your writing according to the checklist.

#### **IV. Assignments:**

1. Polish the reply letter in no less than 120 words with the help of the problem-cause-solution pattern;
2. Evaluate peers' work according to the checklist. Decide on the most well-spotted letter and state your reasons.