

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

课时：第 2 课时
课型：Vocabulary

课题：Take Charge of Your Health
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一、教学设计与说明

1. 教学目标

本课为本单元的第二课时，旨在帮助学生通过基于课文的问答活动，梳理语篇的相关词汇，丰富对话篇主题的理解和主题语汇的认知，并能运用词汇语义网对他人的日常作息表给出评价。此外，教师还要引导学生掌握“out”的词汇搭配规律，并将其运用于“健康生活”的宣传口号的创作。

2. 设计思路

本课以课文的问答活动为导入，帮助学生复习第一课时所学内容，同时教师进行互动讲解，丰富学生对语篇主题的理解和主题语汇的认知。接着，学生对教师提供的某同学的日常作息表给出评价，巩固所学词汇的意思和用法，构建词汇语义网。随后，教师引导学生阅读示例，理解“out”的三种意思，并鼓励学生举出更多例子。如果学生有困难，教师可以提供相关动词词组，让学生根据意思分类。在学生完成书上练习、掌握“out”在动词词组中的意思后，教师会引导学生使用“out”的动词词组，设计“健康生活”的宣传口号，对该主题形成更深刻的理解。

本课回家作业有两项。首先，学生要对“健康生活”的宣传口号进行润色，制作海报，张贴于教室。届时，全班将进行“最佳宣传口号”的评选。其次，学生要预习语法 (*Ellipsis*)，收集至少 3 个有该语法现象的例子/句子，下节课分享。

3. 重点及难点

能基于“健康生活”的主题，正确运用部分词汇表达相关信息，阐述个人观点；能掌握“out”的词汇搭配规律，并将其运用于“健康生活”的宣传口号的创作。

Lesson Plan

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

1. have a deeper understanding of Reading A by reviewing and categorising the key words and expressions;
2. use the health-related words and expressions properly by completing a topic-related task;
3. be familiar with different meanings of *out* in phrasal verbs and use the phrases appropriately.

Procedures:

I. Revision

*Teacher: Ask students questions to recall the key words and phrases learned in the first period; give a brief explanation of each target word or phrase to facilitate students' learning.

*Students: Answer the questions using the target words or expressions.

Purpose: To help students review what they have learned in the first session; to guide them to acquire words and expressions in the reading context through classroom interaction; to help them have a deeper understanding of healthy lifestyle in the text.

Guided questions:

1. What is the text mainly about?
2. What are the healthy life tips recommended in the text?

II. Interactive vocabulary practice

*Teacher: Encourage students to make comments on a student's holiday to-do-list using the newly-learned words and expressions. The teacher can act as the student to foster interaction if possible.

*Students: Use the newly-learned words and expressions properly to complete the

task.

Purpose: To guide students to express their understanding of a healthy lifestyle; to encourage them to practice using target words.

Guided questions:

1. This is a holiday to-do-list from David, a student in our school. Does he live a healthy life? Why or why not?



III. Interactive vocabulary study

*Teacher: Ask students to read the sentences and match each sentence with the proper meaning of *out*.

*Students: Read the sentences and match each sentence with the proper meaning of *out*.

*Teacher: Ask students to come up with more examples. If they have difficulty, share them with more examples. Encourage them to categorize the examples according to the different meanings of *out*.

*Students: List more examples or categorize the examples given according to the different meanings of *out*.

Purpose: To familiarize students with different meanings of out in phrasal verbs.

Guided questions:

1. Could you read the examples and find out what *out* means in each phrasal verb?
2. Could you come up with more examples?
3. Could you categorize the examples given according to the meanings of *out*?

The examples are for reference.

(1) away from the inside

drop out/send out/ go out/keep out/ pull out/ pick out/stand out

(2) so as to be revealed or known

turn out/ try out/make out/ work out/ figure out

(3) to a point where something disappears or is removed

miss out/ wipe out/ rule out/ root out/ wear out/sell out/ give out/rub out/ shut out/cut

out

IV. Independent vocabulary practice

*Teacher: Have students fill in the blanks in Exercise 2 on Page 40 with the appropriate forms of the phrasal verbs given in the box.

*Students: Fill in the blanks with the appropriate forms of the phrasal verbs given.

*Purpose: To help students consolidate what they have learnt about the word partner **out**.*

Guided questions:

1. What is the meaning of each phrasal verb given in the box?
2. Could you fill in the blanks with the appropriate forms of these phrasal verbs?

V. Interactive vocabulary use

*Teacher: Have students work in groups and design a slogan as to a healthy lifestyle using a phrasal verb with **out**. Call on some groups to share with the class and encourage the “audience” to guess the meaning of **out** in each slogan.

*Students: Work in groups and design a slogan as to a healthy lifestyle using a phrasal verb with **out**; guess the meaning of **out** in each slogan.

*Purpose: To help students put the phrasal verbs with **out** to good use; to help them express their understanding of a healthy lifestyle.*

Guided questions:

1. What is the slogan designed by your group?
2. Could you guess the meaning of *out* in this slogan?

VI. Homework

1. Polish the slogan. Make a poster with the slogan and put it up in the classroom. The whole class will vote on the best slogan.
2. Preview *Grammar in use: Ellipsis* on Page 40 and find out at least three examples or sentences with ellipsis.

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