

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

课时：第 4 课时 课题：Healthy Lifestyle

课型：Listening and Viewing 设计者：华东师范大学第一附属中学 陈慧佳

一、教学设计与说明

1. 教学目标

本课为本单元的第四课时，核心目标为引导学生在基于主题语境的视听说活动中掌握视听前预测策略和与同伴协商的会话策略，了解影响健康生活方式的相关因素以及不同文化的健康生活方式。

2. 设计思路

本课为本单元的第四课时，旨在引导学生利用视听前的预测策略做好听前准备，预测视听主要内容，归纳影响健康指数的相关要素，形成健康指数评分表（health index checklist），并对个人健康进行评估。首先，教师请学生头脑风暴就影响长寿的因素进行听前预测，听中记笔记归纳长寿者的共同特征，从而完成部分健康指数评分表。其次，教师引导学生利用脚本信息推测视听材料内容，在看视频过程中记笔记核对预测，归纳冲绳县人们的特点，从而补充完成健康指数评分表。最后，由人及己，学生利用生成的健康指数评分表对个人健康状况进行评估，在小组内选出最健康成员，并在全班口头分享个人健康秘诀。

由于每位同学的健康指数评分不同，因此作业要求：健康指数评分表评分为 40-50 分的学生完成个人书面健康状况报告分析，字数为 80-100。而健康指数评分表评分为 0-40 分的学生利用评分表（health index checklist）分析自身健康状况，查找问题，给 Amy 发语音微信，讲述个人健康问题。

3. 重点难点

形成健康指数评分表（health index checklist），并利用健康指数评分表分析自身健康状况。

Lesson Plan

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

1. make predictions about the listening and viewing material by brainstorming and using text information;
2. sum up the common characteristics of super-agers including their living environment, eating habits, personalities, eating habits and interpersonal relationships;
3. complete the health index checklist and analyze their own health conditions according to the checklist.

Procedures:

I. Interactive activity 1: Predicting super-agers' secrets to long life

*T: Show students the world map of Blue Zones with several places marked: Hunza, Caucasus Mountains and Okinawa. Ask students to brainstorm what super-agers in these places have in common.

*Ss: Grasp the names of the regions involved and brainstorm the super-agers' secrets to long life within groups.

Purpose: To get familiar with the topic, remove the vocabulary barriers and make predictions about the listening material.

Guided questions:

1. Who are super-agers?
2. What do you think is the secret to a long life?

II. Independent activity 2: Listening for the common characteristics of super-agers

*T: Ask students to listen to the radio program and choose what super-agers have in common.

*Ss: Listen and choose the common characteristics of super-agers.

*T: Ask students to listen again and fill in the blanks on Page 42.

*Ss: Listen to the program again and fill out the blanks. Then put the related factors into the health index checklist.

Purpose: To conclude what super-agers in Hunza and Caucasus Mountains have in common

Guided questions:

1. What do super-agers have in common according to the scientists?
2. Why can people in Hunza and Caucasus live a long life?
3. What factors are we supposed to take into account when designing the health index checklist?

III. Independent activity 3: Predicting secrets to Okinawa's longevity

*T: Introduce the place Okinawa by showing the map again and ask students to match the pictures with the names of some diseases: colon cancer, breast cancer, cardiovascular disease.

*Ss: Match the pictures with the names of some diseases.

*T: Have students predict the information covered in the video based on the text information.

*Ss: Make predictions about the items mentioned in the video by referring to Okinawa's Longevity Profile on Page 43.

Purpose: To get prepared for the viewing activity and make predictions about the viewing material.

Guided questions:

1. Which of the following items might be mentioned in the video?

IV. Independent activity 4: Viewing for the health-related facts about people in Okinawa

*T: Ask students to watch the video and check whether the items they have chosen are mentioned.

*Ss: Watch the video and tell the major points covered in the video.

*T: Ask students to watch the video again and complete the table on Page 43.

*Ss: Watch the video again and fill in the table.

Purpose: To sort out the eating habits and interpersonal relations of the people in Okinawa.

Guided questions:

1. Which points might be covered according to the Okinawa's Longevity Profile?
2. Which items are mentioned in the video?

V. Interactive activity 5: Reporting health conditions according to the health index checklist

*T: Lead students to finish their health index checklist and invite them to grade their own health conditions.
 *Ss: Finish the health index checklist in pairs and score their own health conditions.
 *T: Ask students to decide who is the healthiest member within groups of four and invite them to share about their lifestyle.

Purpose: To help students evaluate their own health conditions according to the health index checklist.

Guided questions:

1. What other factors are closely related to our health?
2. Could you please share with us your lifestyle in terms of the factors in the checklist?

Health Index Checklist		
Factors	Score (1-10)	Description
Living Environment		
Living Habits		
Life Attitude		
Eating Habits		
Interpersonal Relationship		
...		
Total		

Score	Indication
40-50	Congratulations! You live a healthy life both mentally and physically. Please keep it up!
20-40	You probably have some problems either physically or mentally. Try to find out the problems and seek advice.
0-20	You had better keep an eye on your health condition because there must be some problems that need to be dealt with as soon as possible, or they may pose a threat to your normal life.

VI. Assignments:

1. Students who score 40-50 are supposed to finish a written report about their health conditions within 80-100 words.
2. Students who score 0-40 can send Amy a WeChat voice message to talk about their own health problems. The voice message should begin with: Dear Amy,...

SCRELE