

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

课时：第 1 课时 课题：Take Care of Your Health

课型：Reading 设计者：华东师大一附中 周馨

一、教学设计与说明

1. 教学目标

本课为本单元的第一课时，旨在能通过阅读课文，帮助学生从语篇中提取并概括关于健康生活方式的主要信息，理解语篇的要义；通过分段阅读课文，帮助学生梳理说明段落要点，把握说明文框架；通过深入阅读课文，引导学生概括不同健康生活方式的特点，掌握关于不同健康生活方式的观点。

2. 设计思路

本课由学生看图回答问题引入，激发学生对话题的兴趣，并展现学生对相关话题的原认知。接着，通过问题引领，要求学生运用扫读技巧通读全文，抓取关键信息。然后，要求学生通过回答老师提问，并完成教材练习 I&II，理解语篇的要义，把握说明文框架。接着，学生通过分段阅读，回答细节提问，并完成教材练习 III，梳理该说明文各段落要点，全面而详细地了解主阅读所推荐的四种健康生活方式。之后，学生通过再一次阅读，完成表格填写，梳理整合这四种健康生活方式的定义和优点，以及相关表述方式。最后，学生通过比较，分析不同健康生活方式的特点，并结合自身做出选择，说明理由，从而提升学生的健康生活方式意识。

回家作业为通过朗读阅读语篇 A，录制一段音频，通过音频阐述文章主旨大意。以及，通过梳理抄写阅读语篇 A 中相关词汇，例如 *make one's own decision about, sth. matter to sb., involve, replace, physically, on a regular basis, keep track of, sign up for, fight off, moody, develop habits* 等，建立健康话题词汇语义网，同时为下一课时做好学前准备。

3. 重点及难点

通过深入阅读，分析不同健康生活方式的特点，并结合自身做出选择，说明理由。

Lesson Plan

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

1. grasp the general idea of the reading passage, acquiring its main information of healthy lifestyle;
2. obtain the key information of the reading and figure out the structure of the reading through reading paragraph by paragraph;
3. analyze characteristics of different healthy lifestyle and make personal choice through deep reading.

Procedures

I. Warm-up

Interactive activity 1: initiating the topic

*Teacher: Ask students to look at the picture and answer the questions.

*Students: Talk freely about their regular exercise and the benefits they get from the exercise.

Purpose: To tune in the topic to arouse students' interest and find out students' initial understanding of the targeted topic.

Guided questions:

1. What are the possible benefits of doing exercise?
2. What is your understanding of a healthy lifestyle? Can you give some examples?

II. Digging in

Interactive activity 2: skimming for the main point of each paragraph

*Teacher: Ask students to read Para1 and find out what to expect in the body of the passage, then ask students to skim Paras 2~5 for the healthy lifestyles introduced in Reading A, and ask students to skim Para 6 to make a conclusion.

*Students: Read the whole passage under the guidance of the teacher step by step to have a general picture of the whole passage and form the outline of Reading A, completing exercise I and exercise II.

Purpose: To help students grasp the main idea and general structure of the text.

Guided questions:

1. How many kinds of healthy lifestyle have been introduced in the body? And what are they?
2. Read the title, and find out ‘what is the purpose of the writing’
3. What advice does the author put forward in Para 6 in order to encourage targeted readers to take change and develop healthy lifestyle?

Interactive activity 3: reading and answering questions for detailed information

*Teacher: Help students have a good understanding of the four kinds of recommended healthy lifestyle by asking and answering questions.

*Students: Answer Teacher’s questions, finishing exercise III, and acquire detailed information, and then follow Teacher’s suit by digging questions for peers to answer.

Purpose: To help students to have a detailed understanding of the benefits of the four recommended healthy lifestyles.

Finish exercises III on page 38

Interactive activity 4: reading and highlighting key information

*Teacher: Ask students to read over the passage, screen for key information and present it in the table.

*Students: Read over the passage and work out the table for key information.

Purpose: To help students collect key information of Reading A.

Guided questions:

What is generally described, as far as *** is concerned?

What are the benefits of ***?

III. Language application

Interactive activity 5: comparing and making personal choice

*Teacher: Ask students compare the four recommended healthy lifestyles with the help of the table above, and make personal choice with reasons.

*Students: Compare the four recommended healthy lifestyles and choose the preferable lifestyle that can make changes in the present lifestyle.

Purpose: Raise students' awareness of adopting a healthier lifestyle by making changes.

Guided questions:

Which of the four recommended healthy lifestyles would you like to try? Why?

IV. Homework:

- 1 Make an audio of the retelling of Reading A and share it in the WeChat group.
- 2 Build up a word bank of health-themed vocabulary, such as make one's own decision about, sth. matter to sb., involve, replace, physically, on a regular basis, keep track of, sign up for, fight off, moody, develop habits.