

《高中英语（上外版）》选择性必修第四册Unit 2 Learning about Trade

and Economy

课时：第7课时

课题：Writing

课型：Writing a summary of a problem-solution essay

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✧教学设计与说明

1. 教学目标

本课为本单元的第7课时，核心目标为引导学生掌握“问题-解决方法”语篇概要写作的策略和技巧。

2. 设计思路

《普通高中英语课程标准》指出，普通高中英语课程是高中阶段全面贯彻党的教育方针、落实立德树人根本任务、发展英语学科核心素养、培养社会主义建设者和接班人的基础文化课程。“实践英语学习活动观，着力提高学生学用能力”，促进核心素养的有效形成。

本课时内容为Writing a summary of a problem-solution essay,即“问题-解决方法”语篇的概要写作。Summary写作是高考的必考项目，考查学生对文章内容的理解能力和概括能力，要求学生掌握A（accuracy）、B（briefness）、C（coherence）等概要写作原则和策略。

本课首先由教师引导学生阅读和分析summary写作的指示，明确概要写作的要求。然后，根据要求对文本“Rational People Think at the Margin”进行概要写作教学。

这是一篇“问题-解决方法”结构的篇目，内容为先提出问题，再设计相关的解决办法。对于这一类文本的概括，我们需仔细阅读文章，了解具体问题和具体解决办法，再进行概括。具体如下：

第一步：教师引导学生阅读每段文字，找出每段的主题句和支撑句，为写概要做好准备。

第二步：教师指导学生仔细阅读文章，通过小组讨论的方式，概括出problem和solution的内容分别是什么。

第三步：小组活动：找出主题句和支撑句中的关键词，并且尽量用自己的语言进行替换。

第四步：在教师的指导下，学生根据A（accuracy）、B（briefness）、C（coherence）原则着笔概括文章内容。

第五步：小组活动：根据checklist对同伴的概要写作进行评价，并且给出建设性修改意见，培养学生过程性评价的能力。

第六步：学生修改润色概要写作，展示分享润色后的作品。

在这节课的设计过程中，我根据《普通高中英语课程标准》的要求，实践英语学习活动观，促进核心素养有效形成。

3. 重点、难点

学生熟练掌握和运用summary写作原则和策略。

Lesson Plan

课时学习目标：

通过本节课的学习，学生能够

1. 掌握“问题-解决方法”结构的篇章概要写作技巧；
2. 根据概要写作策略完成“问题-解决方法”结构的篇章概要写作；
3. 在老师的帮助下，根据评价指标对概要写作作品进行自评和互评并且提出建设性的改进意见。

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

1. master the basic skills of writing a summary of a problem-solution essay;
2. write a summary of a problem-solution essay by referring to related writing strategies;
3. make comments and give suggestions on a summary in terms of A (accuracy) 、 B (briefness) 、 C (coherence) with the help of a checklist.

Procedures:

Lead-in: Read and think : What is summary writing?

“Directions: Read the following passage, summarize the main idea and the main points of the passage in no more than 60 words. Use your own words as far as possible.”

Teacher: Involve students in reading the directions carefully, and ask students to underline the key words and figure out the directions of writing a summary required in the English test.

Students: Read the directions carefully and figure out the requirements of summary writing.

Purpose: To help students get familiar with the requirements in summary writing.

While-task:

Step 1: Read the essay “Rational People Think at the Margin” and find the topic sentence(s) and supporting details of each paragraph.

Teacher: Guide students to read the passage and find the topic sentence and supporting details of each paragraph.

Students: Read the essay and find the topic sentence and supporting details of each paragraph.

Purpose: To prepare for summary writing.

Paragraph 1: Topic sentences: Decisions in life are rarely black and white but usually involves shades of gray. Economists use the term “marginal changes” to describe minor adjustments to an existing plan of action.

Supporting details: (1)At dinner time, the decision you face is not between fasting and eating like a pig, but whether to take that extra spoonful of mashed potatoes.

(2) When exams roll around, your decision is not between blowing them off and studying 24 hours a day, but whether to spend an extra hour reviewing your notes instead of watching TV.

Paragraph 2: Topic sentence: In many situations, people make the best decision by thinking at the margin.

Supporting details: Suppose, for instance, that you ask a friend for advice about how many years to stay in school. If he compares...is worthwhile.

Paragraph 3: Topic sentence: A rational decision-maker takes an action if and only if the marginal

benefit of the action exceeds the marginal cost.
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Step 2: Interactive activity: Read the essay again and discuss with group members to work out the problem and solution in the essay.

Teacher: Guide students to read the essay and discuss with group members to work out the problem and solution in the essay.

Students: Read the essay and discuss with group members to work out the problem and solution in the essay.

Purpose: To help students further understand the essay and prepare for summary writing.

Rational People Think at the Margin	
Problem	We often face the problem of how to make small adjustments to an existing plan.
Solution	People make the best thinking at the margin.
Evaluation	A rational decision-maker takes an action if the marginal benefits of the action exceeds the marginal cost.

Step 3: List key words ,expressions and sentences that can present the author’s view and try to paraphrase them.

Teacher: Guide students to list key words, expressions and sentence that can present the author’s view and try to paraphrase them.

Students: Read the essay and discuss with group members to list key words, expressions and sentence and paraphrase them.

Purpose: To help students accurately get the main idea of the essay and try to put it into words using their own words as much as possible.

key words ,expressions and sentence patterns	Paraphrased versions
minor adjustments	small adjustments
exceed	outweigh
evaluate	assess
Economists use the term “marginal changes” to describe minor adjustments to an existing plan of action.	When small adjustments are needed in an existing plan, we often make “marginal changes”.
People make the best decision by thinking at the margin.	Thinking at the margin helps people make the best decisions.
A rational decision-maker takes an action if and only if the marginal benefits of the action exceeds the marginal cost.	Only when the marginal benefits outweigh the marginal cost will a rational individual take an action.

Step 4: Write a summary of the essay “Rational People Think at the Margin”, using A (accuracy) 、 B (briefness) 、 C (coherence) strategies.

Teacher: Illustrate summary writing strategies A (accuracy) 、 B (briefness) 、 C (coherence) and encourage students to write a summary of the essay “Rational People Think at the Margin”.

Students: Write a summary of the essay “Rational People Think at the Margin”, referring to the strategies A (accuracy) 、 B (briefness) 、 C (coherence) .

Purpose: To practise writing a summary of a problem-solution essay.

Step 5: Interactive activity: make comments and give suggestions on a summary in terms of A (accuracy) 、 B (briefness) 、 C (coherence) with the help of a checklist and the teacher.

Teacher: Provide students with a checklist and guide students to assess a summary according to the checklist and encourage students to think about how to polish the summary referring to the summary writing strategies.

Students: Evaluate a summary and put forward suggestions on improving the summary.

Purpose: To help students master the skills of writing a summary of a problem-solution essay.

Checklist for summary writing of a problem-solution essay
() 1. Is the problem properly stated?
() 2. Is the solution properly presented?
() 3. Is the evaluation clearly stated?
() 4. Are the key words, expressions and sentences in the essay properly paraphrased?
() 5. Is the content of the essay accurately stated?
() 6. Is the content of the essay briefly stated?
() 7. Is the content of the essay coherently stated?

Sample version: Economists use the turn “marginal changes” to describe minor adjustments to an existing plan of action. Thinking at the margin helps people make the best decisions. By comparing the marginal benefits and marginal costs, individuals can make better decisions.

Checklist for summary writing of a problem-solution essay
(N) 1. Is the problem properly stated?
(Y) 2. Is the solution properly presented?
(N) 3. Is the evaluation clearly stated?
(N) 4. Are the key words, expressions and sentences in the essay properly paraphrased?
(N) 5. Is the content of the essay accurately stated?
(Y) 6. Is the content of the essay briefly stated?
(N) 7. Is the content of the essay coherently stated?

Improvement suggestions:

The problem should be clearly stated starting with *We often face a problem of...*

The evaluation should be added.

Key words, expressions and sentences in the essay should be properly paraphrased: *Economists use the turn “marginal changes” to describe minor adjustments to an existing plan of action* can be paraphrased as *When small adjustments are needed in an existing plan, we often make “marginal changes”*.

The summary should be developed coherently: problem-solution-evaluation.

Step 6: Polish the summary and share the improved version with the whole class.

Teacher: Guide the students to polish the summary and share it with classmates.

Student: Polish the summary with the help of the checklist and partners' suggestions.

Purpose: To help students improve summary writing skills.

Improved version: We are often faced with a problem of how to make small adjustments in an existing plan of action. To make the best decisions, we need to think at the margin which involves comparing marginal benefits with marginal costs. Only when the marginal benefits outweigh the

marginal costs will a rational individual take an action.

Homework:

1. Write a summary of a problem-solution essay, using the summary writing strategies.
2. Assess the summary with the help of the checklist and make some improvements.

Most of us—even those at the top—struggle with public-speaking anxiety. When I ask my clients what makes them nervous, invariably they respond with the same answers: “I don’t like being watched”, “I don’t like the eyes on me” or “I don’t like being in the spotlight” .

To understand why, we need to go way back to prehistoric times, when humans regarded eyes watching us as an existential threat. Those eyes were likely predators(肉食动物) and people were terrified of being eaten alive. The bad news is that our brains have transferred the ancient fear of being watched into public speaking. In other words, public-speaking anxiety is in our DNA.

Fortunately, there is a solution: human generosity. The key to disarming our panic button is to turn the focus away from ourselves and toward helping the audience. Studies have shown that an increase in generosity indeed leads to a decrease in amygdala(扁桃腺) activity, which is responsible for our panic feeling in the brain. When we are kind to others, we overcome the sense of being under attack and start to feel less nervous.

Admittedly, this is hard to do. But it's absolutely possible to become a generous speaker. To begin with, when you start preparing for a presentation, the mistake you often make is starting with the topic. Instead, you should start with the audience. Identify the audience's needs, and craft a message that speaks directly to those needs. Also, you are the most nervous right before you speak. This is the moment when your brain is telling you, “Everyone is judging me.” But it is exactly the moment when you should refocus your brain. Over time, your brain will begin to get it, and you will become less nervous.

Possible version: Many people have public-speaking anxiety because they fear being watched.

The reason dates back to prehistoric times when humans regarded eyes watching them as those of the predators that would eat them. To solve the problem, people should be generous to the audience. They should speak directly to the audience’s needs and refocus their brain before speaking.