

《高中英语（上外版）》选择性必修第三册 Unit 1 Fighting Stress

课时：第 5 课时 教学内容：Anxiety and Teens

课型：阅读与改写（Hedging in Rewriting Reading B） 设计者：复旦附中 沈闻士

一、教学设计与说明

1. 教学目标

本课为本单元的第五课时，核心目标为引导学生了解学术写作中婉转表达的作用以及常见的四种婉转改写方法，同时了解青少年焦虑的判定与解决途径。

2. 设计思路

本课为本单元的第五课时，旨在让学生了解婉转表达的定义以及其在学术写作中的作用，同时引导学生通过改写原文来掌握五种常见的婉转改写方法。首先，教师请学生对比包含婉转表达与不包含婉转表达的两个文本，让学生体会其语言色彩的差异，并给出婉转表达的定义。其次，教师引导学生识别出找到造成差异的婉转表达，并总结出五种常见的婉转改写方法。最后，让学生把上述婉转改写方法，应用到课文原文第二部分的改写之上，形成一篇包含更多婉转表达的更符合学术写作特色的文本。

作业要求：把原文第三部分运用婉转改写方法加以改写。

3. 重点难点

根据文本对比，识别并总结出五种婉转改写方法，并加以灵活运用。

Lesson Plan

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

1. Realize the role played by hedging in academic writing;
2. Identify different hedges in the given text and understand 5 common approaches of hedging;
3. Use the 5 common approaches of hedging in rewriting Text B part II.

Procedures:

I. Activity 1: Compare the text with and without hedging

*T: Show students two different texts, one with hedging and the other without.

*Ss: Tell the difference in terms of persuasion between different texts

Purpose: To feel the power of hedging in academic writing and introduce its definition.

Guided questions:

1. Which of the above statement are you more likely to agree on? Why?
2. Do you know what the definition of hedging is?

II. Activity 2: Identify and categorize common hedges in a given text

*T: Ask students to discuss in groups to find out the hedges in the given text.

*Ss: Underline hedges in the given text.

*T: Guide students to discuss in groups to categorize hedges into several types.

*Ss: Categorize and report their findings

Purpose: To understand the 5 common approaches of hedging

Guided questions:

What are the hedges in the sentence that make it more convincing? Could you find something in common about the hedges and divide them into different groups?

III. Activity 3: Identify hedges in Text B part II and rewrite it by adding hedges

- *T: Guide Students to find hedges in Text B part II.
- *Ss: Find hedges in the given text based on the findings of activity 2.
- *T: Have students find possible locations for hedges and rewrite the given text.
- *Ss: Find locations for hedges and rewrite the given text based on findings of activities 2.

Purpose: To apply the 4 common approaches of hedging in rewriting.

Guided questions:

What are the hedges used by the author in the given text? Where can we add hedges in the given text? Which of the four common approaches best fit our need in rewriting?

IV. Assignments:

1. Students need to rewrite Text B part III by adding hedges where necessary.