

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

课时：第 1 课时 教学内容：Stress - Academic Writing

课型：阅读与改写课（Reading A）设计者：复旦大学附属中学 何慕

一、教学设计与说明

1. 教学目标

本课为本单元的第一课时，核心目标为在理解文章的主旨内容和篇章结构的基础上，对文本特色进行分析，从而引导学生自主探索学术性写作的基本方法，使其能在这些写作微技能的帮助之下，对原文进行学术性的改写。鼓励学生树立学术性思维，了解学术性写作的主要特点以及应用文章改写的基本策略。

2. 设计思路

本课为选择性必修第三册第一单元的第一课时，文章体裁是说明文。课文内容是介绍压力的来源与症状，压力的不同种类以及青少年减压、抗压的方法。该篇文章结构框架非常清晰，段落分明，语言简单，有助于学生对于这一文体结构特征的掌握。基于文本特点，考虑学生学情，本课设计理念在于引导学生对文本有更深层次的认识，了解学术性文本的主要特点，培养学生的学术性写作的意识，以便进一步满足资优生日后的学习需求。

对比以往的阅读语篇，这篇文章的科学性较高，简明扼要地阐明了“是什么，什么原因，如何应对”（“What, why and how”）这样的一种基本逻辑关系，对于学生的学术思维和逻辑思维训练有较大的帮助与提升。但是，此篇文章与学术性文章还有一定距离，可以此作为突破口，培养学生在原来文本内容的基础上，进行总结归纳、要点提炼，并运用写作微技能，替换词汇等方式将原文加以改写，达到学术性写作的基本要求，从而提高学术写作能力。

最后，此文主题与青少年的身心成长息息相关。文章中提到关于“减压、解压”的解决方案具体而有效，贴合青少年这一特殊群体，有助于帮助他们进行自我调节，增强心理建设。可以通过开展课堂活动，激发学生进一步的思考。

3. 重点难点

分析文本特点，在掌握文章主旨大意及篇章结构的基础上，根据学术性写作的要求及所学微技能，从字、词、句、篇的角度将文章进行学术性改写。

Lesson Plan

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

1. grasp the main idea and the structure of the text;
2. have a better understanding of the text through analysis of its key ideas and language features;
3. explore methods to make the article more academic and turn the article into a piece of academic writing through revision;
4. cultivate an awareness of academic writing in advance to get prepared for future study.

Procedures:

I. Independent activity 1: Identifying the organizational pattern and main idea

*T: Get students to catch the structure of the text and find out the main idea.

*Ss: Skim and scan the text and complete the outline on the worksheet.

Purpose: To get familiar with the topic, help students strengthen their understanding of organizational analysis, and help them have a better understanding of the main idea.

Guided questions:

1. What does the passage mainly talk about?
2. In what pattern is the text organized?
3. How many parts does the text contain?
4. What does each part of the text talk about?

II. Independent activity 2: Analyzing key ideas and details

*T: Ask students to focus on the key ideas and dig out the details in the body part of the passage.

*Ss: Read the body part again and answer comprehension questions on Page 6.

*T: Ask students to analyze the text in terms of person, voice, and language features.

*Ss: Pay attention to the above aspects and do a text analysis.

Purpose:

1. To help students grasp the key ideas of the passage.
2. To help students summarize the language features and familiarize them with the characteristics of academic writing.

Guided questions:

1. What is stress? What are the common signs of stress?
2. How many types of stress are mentioned in the passage? Give an example of each type. What are the possible causes of each type?
3. What does “a balanced life” mean and how can we keep our life balanced?
4. Do you think the passage is easy to understand? Which person is used in this passage?
5. Do you find any difficult words in the passage?

III. Interactive activity 3: Exploring methods to make the article more academic

*T: Introduce the main features of academic writing and guide students to explore ways to make the article more academic.

*Ss: Figure out methods to change person and voice of the original text to make it more academic.

*T: Have students replace the informal words in the text with the formal versions.

*Ss: Match the words together and generalize rules of word choice in academic writing through comparison between different versions.

*T: Ask students to judge whether the paragraphs are precise enough and give reasons.

*Ss: Work in pairs and groups to provide reasons why the paragraphs are precise or not.

Purpose:

1. To introduce the characteristics of academic writing.
2. To help students explore methods to make the article more academic.
3. To pave the way for the rewriting task.

Guided questions:

1. Which person should be used to make the article impersonal?
2. Which voice should be used to achieve objectivity?
3. Which versions are more formal in terms of word choice? Why?
4. What kind of supporting details are precise? Why?

IV. Independent activity 4: Rewriting the key ideas of the text

*T: Ask students to rewrite the first section by filling in the blanks.

*Ss: Complete the blanks using appropriate person, voice and words.

*T: Ask students to rewrite the other two sections by making changes to the original text.

*Ss: Rewrite the rest of the text and use *Academic Word List* for reference.

Purpose:

1. To break down the whole rewriting process into steps.
2. To encourage students to use the introduced methods to make the article more academic.

Guided questions:

1. How can you adopt what you have learned in the rewriting task?
2. What type of methods can you use in the rewriting process?

V. Interactive activity 5: Peer-editing

*T: Encourage students to share their versions to the class and ask students to make some comments.

*Ss: Share the rewritten text to the class and evaluate each other's work according to the check list for academic writing.

Purpose:

1. To help students fully understand the standards for academic writing.
2. To enhance both their reasoning and critical thinking skills.

Guided questions:

1. In what aspects did he/she do well?
2. Is there any room for improvement?

Checklist for academic writing	
()	Did he/she write in third person?
()	Did he/she use passive voice where necessary?
()	Did he/she use formal words and expressions?
()	Did he/she use participles, clauses or other complex sentence structures?
()	Did he/she use linking devices when necessary?

VI. Assignments:

1. Finish and polish the rewriting of the whole article.
2. Do self-editing according to the checklist.

Checklist for rewriting	
()	Did I include the main ideas of the article?
()	Did I organize the ideas in a logical order?

()	Did I adopt methods of academic writing?
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