

《高中英语》（上外版）

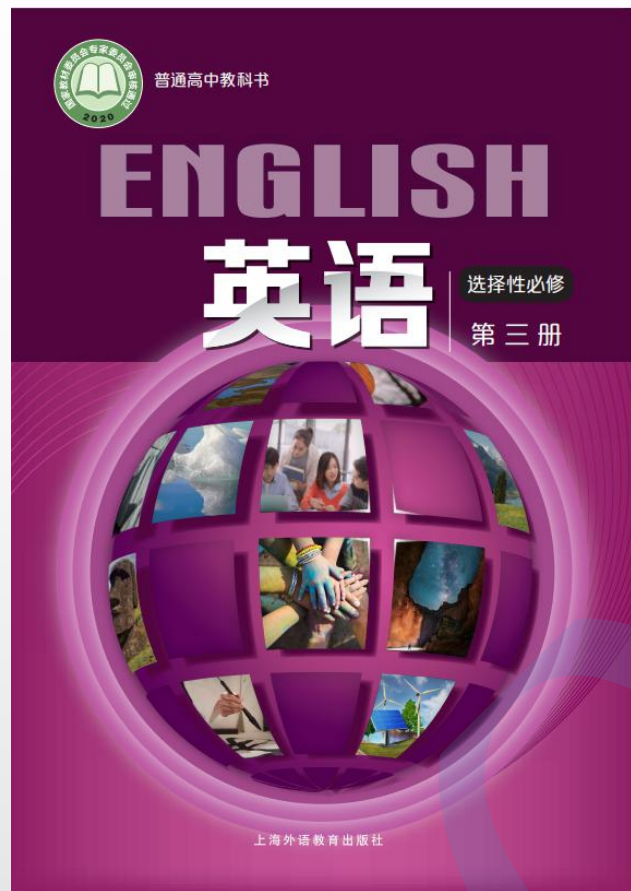
选择性必修第3册第1单元

Fighting Stress

授课教师：何慕

《高中英语》（上外版）

选择性必修第3册第1单元



课时	授课内容
1	Getting Started/ Reading A
1	Reading A/ Vocabulary Focus
1	Reading A/ Grammar in Use
1	Listening, Viewing and Speaking
1	Reading B
1	Critical Thinking
1	Writing
1	Further Exploration/ Self-assessment

学习目标 **Learning Objectives:**

At the end of the lesson, you will be able to ...

1. 能抓住文章主旨大意，把握篇章结构；
grasp the main idea and the structure of the text;
2. 能分析总结文章的关键信息和语言特色；
have a better understanding of the text through analysis of its key ideas and language features;
3. 能探索出使文章更具学术性的方法，并将文章进行学术性改写；
explore methods to make the article more academic and turn the article into a piece of academic writing through revision;
4. 能培养学生的学术写作意识，为后续学习做准备。
cultivate an awareness of academic writing in advance to get prepared for future study.

Introduction

Thesis statement:

teenagers have lots of things going on in their lives that can cause stress (Para. 2)

Body

- Definition of stress: Stress is what you feel when you are worried or uncomfortable about something. (Para. 3)
- Causes of stress: being called on in class, being asked to give a report, family member falling ill, having problems at school (Para. 5,6)
- Ways to cope with stress: consult an adult, lead a balanced life, have enough sleep, eat healthy food, do relaxation exercise. (Para. 7, 8)

Conclusion

Closing statement: If you take care of yourself and get enough sleep and food, and if you exercise and leave time for fun stuff, you'll probably be less stressed out! (Para. 9)

Therefore, the passage is in a general-specific pattern.

Review

KEY IDEAS

- What is stress?
- What causes stress?
- What to do when feeling stressed?

What?

Why?

How?

Text Analysis |

- Second-person
- Language features
- Rhetorical questions
- Descriptive details

familiar

simple, informal

descriptive



Academic Writing

Text Analysis |

- Second-person
- Language features
- Rhetorical questions
- Descriptive details

familiar X

impersonal

simple, informal X

formal

descriptive X

objective

...

Features



Impersonal → Person

A. Use third person:

‘I discovered that ...’ → ‘**People** discovered that ...’

‘We can see that ...’ → ‘**It is obvious/evident that** ...’

B. Make things rather than people the subject of sentences:

‘I interpret the results as ...’ → ‘**The results** indicate ...’

‘I found some studies that ...’ → ‘**Studies** have found that ...’

Objective → Passive Voice |

A. The agent is 'people in general.'

'People consider stress harmful.' → 'Stress **is considered** harmful.'

→ 'It **is considered that** stress ...'

B. The author wants to avoid 'giving orders' to the reader.

'You should keep SELF in mind.' → 'SELF **should be kept** in mind.'

→ 'It **is recommended that** ...
(**SHOULD**) ...'

Formal → Word Choice

get rid of

go on

show

talk about

good

help

make sure

go through

confirm, determine, guarantee

communicate, consult, confer

undergo, experience, suffer

satisfactory, positive, favorable

reduce, relieve, remove

demonstrate, indicate, illustrate

continue, proceed, persist

aid, assist, improve

Formal → Word Choice

Rules for Word choice	Version 1	Version 2
full forms	<p>1. Good or normal stress might show up when you're called on in class.</p> <p>2. Bring up what's been on your mind.</p>	<p>1. Good or normal stress might show up when you <u>are</u> called on in class.</p> <p>2. Bring up what <u>has</u> been on your mind.</p>

Formal → Word Choice

Rules for Word choice	Version 1	Version 2
single verbs	Good or normal stress might <u>show up</u> when you're called on in class.	Good or normal stress might <u>happen</u> when you're called on in class.

Formal → Word Choice

Rules for Word choice	Version 1	Version 2
academic words	<p>1. This <u>worry</u> in your mind can make you physically feel bad.</p> <p>2. These can be <u>signs</u> of good stress.</p>	<p>1. This <u>concern</u> in your mind can make you physically feel bad.</p> <p>2. These can be <u>indicators</u> of good stress.</p>

Methods of academic writing

1. Person

Write in **third-person**.

2. Voice

Use **passive voice** where necessary.

3. Word choice

Choose **written, formal and academic words** over colloquial words.

4. Supporting details

Use **specific and precise data** to well illustrate the points.

Rewrite|

KEY IDEAS

- What is stress?
- What causes stress?
- What to do when feeling stressed?

What?

Why?

How?

Rewrite - Step 1

What is stress?

Stress is what people feel when they are worried or uncomfortable about something. This concern in their mind can make them physically feel uncomfortable.

When people are under stress, they may not desire to sleep or eat, or may sleep or eat excessively. They may also have trouble with attention and memory/memorizing
/concentration
/focusing

Tips

1. Use Word Bank on the worksheet for your reference.

高考词汇表里的学术词汇

新西兰语言学家 Coxhead 在通用词表 (GSL) 等研究基础上, 基于自己建立的学术英语语料库推出了一份含 570 个词族的新“学术词汇表” (Academic Word List, 简称 AWL), 其中大约 3500 个高考英语词汇表中有 277 个学术词汇。学术词表 (AWL) 在 Coxhead 学术语料库覆盖率为 10%, 这些词汇应该是高中英语词汇教学的重点。

高考词汇表中的学术词汇 (277 词)

001	generate	101	devote	201	proceed
002	abandon	102	dimension	202	process
003	abstract	103	discriminate	203	prohibit
004	academy	104	distinct	204	project
005	access	105	distribute	205	promote
006	accommodate	106	diverse	206	psychology
007	accompany	107	document	207	publish
008	accumulate	108	draft	208	purchase
009	accurate	109	dynamic	209	random
010	achieve	110	edit	210	range
011	acknowledge	111	energy	211	react
012	acquire	112	environment	212	recover
013	adapt	113	equip	213	register
014	adequate	114	error	214	regulate
015	adjust	115	evaluate	215	reject
016	administration	116	eventual	216	relax
017	adult	117	evident	217	relevant
018	advocate	118	evolve	218	rely

Tips |

2. Add linking

devices to make the paragraphs coherent and logical.

- in addition
furthermore
equally important
- however
nevertheless
in contrast to
- such as
- due to the fact that
- therefore
consequently
for this reason
- to summarize
in conclusion

Homework

Rewrite the whole passage and polish your revised versions 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?



Thank you!