

《高中英语（上外版）》必修第一册 Unit 1

School Life

课时：第 6 课时

课题：A Letter to My Daughter & Critical Thinking

课型：阅读课

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一、教学设计与说明

1. 教学目标

本节课为本单元的第六课时，核心目标为能从语篇 B 中识别关键信息，能够描述初入高中的体验与感受；能根据提示整合单元各语篇中的主要信息，并结合学生自身经历分析和评价单元给新生提出的种种建议。

2. 设计思路

本课涉及语篇类型为书信，语篇内容是一位母亲写给她即将进入高中学习的女儿的一封信，信中传递了母亲对女儿开启崭新的生活的期许和嘱咐，旨在帮助学生尽快适应高中新的生活和学习，培养学生自信自强的文化品质。本课的教学设计思路分为三个层次：基于语篇的理解、深入语篇的理解和超越语篇的理解，引导学生了解信件的主要特征、能够从语篇中获取主要事实与信息、能够理解母亲的写作目的并能够在梳理整合单元信息的基础上，结合自身经历批判性地表达自己的观点。

3. 重点难点

1. 应用语篇分析、语用分析来加深对语篇的理解；
2. 运用思维图去呈现内隐的思维过程；
3. 通过思辨性的思考，以话题相关词汇为支撑，表达自己的观点。

Lesson Plan

By the end of this period, students are able to:

1. figure out the genre, main idea and structure of the text with the help of the reading skill of skimming, discourse analysis.
2. judge the writing purpose, intended readers of the text and think beyond these two angles to gain cultural inspiration such as confidence and independence;
3. review problems and suggestions mentioned in the unit with the help of thinking map and express their own ideas on this topic through critical thinking.

Procedures:

I. Lead-in

*Teacher: Lead students to get familiar with the theme of the text: advice on the first day of senior high school from parents.

*Students: Share advice on the first day of senior high school from parents.

Purpose: to direct students' attention to the text.

Guided questions:

What advice did your parents give you on your first day of senior high school?

II. Literal Comprehension

Activity One: Text Analysis

*Teacher: Get students to identify key information and facts of the text by skimming.

*Students: Skim and identify the genre, characters involved and main idea of the text.

Purpose: *To get familiar with the genre of letters and learn to skim for main idea.*

Guided questions:

(1) Skim the text and answer the following questions:

Who're involved in this text?

What's the genre of this text? What is the format of a letter?

What's the main idea of this text?

(2) What about the key lexis that you have learned? How do you know the meaning of the word / expression?

Activity Two: Guided Discourse Analysis

*Teacher: Guide everyone to figure out the structure of the text and share the lexis relevant to each pair of problem and advice.

*Students: Dig into the whole text and share the related details as well as language from it.

Purpose: *To figure out the discourse pattern of the text and establish topic-related lexical chain.*

Guided questions:

(1) After reading the first paragraph, can you imagine what the author will probably write next? What is the function of the first paragraph? What's the function of 2-5 paragraphs?

(2) Is there any similarity in the structure of paragraph 2, 3, 4 and 5 according to your knowledge of textual patterns?

(3) What problem and advice are presented respectively in paragraph 2, 3, 4 and 5? Underline evidence in the text (words or sentences) to support your answer.

III. Inferential Comprehension

Activity: Pragmatics Analysis

*Teacher: Guide students analyze the pragmatic value of the text through different angles.

*Students: Analyze the text through 2 angles of pragmatics and dig deeper beyond these 2 angles.

Purpose: *To integrate language with meaning as well as to foster students' deep learning skills*

Guided questions:

(1) Why does the author write this text?

=> In order to better adapt to senior high school life, what qualities does the mother wish her daughter to have? How can you tell?

(2) Who is the target reader of this text?

=> What feelings might the target reader have after reading the letter? Why?

IV. Critical Comprehension

*Teacher: Encourage students to think critically on a unit scale and express themselves.

*Students: Review what have learned and express opinions on the very topic - giving suggestions.

Purpose: *To provide a chance for students to think critically on the scale of the unit and express themselves freely.*

Guided question:

(1) What suggestions for senior high school students have you learned from this unit?

Identify the key messages and record them in a proper form of mind map.

(2) What suggestions would you like to give senior high school starters based on your experiences?

Homework

Write a reply letter to the mother from the perspective of the daughter about potential problems in high school life and feasible solutions with the help of :

- ① The format of letter
- ② Textual patterns you have learned
- ③ Lexical chain established in class
- ④ thinking map created in class