

《高中英语（上外版）》选修第三册 Unit 1 Fighting Stress

课时：第 7 课时

教学内容：Writing A Letter of Advice

课型：writing

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一、教学设计与说明

1. 教学目标

本课为本单元的第 7 课时，核心教学目标旨在帮助学生能够依据建议信的语篇要素有逻辑地表达信息；能根据建议信的对象、目的和内容，选择和使用恰当的语言。在基于主题语境的写作活动中，能够灵活运用本单元前几课时中学到的语言知识提供建议。通过本课时了解到同龄人的烦恼和压力从何而来并了解到化解的技巧。

2. 设计思路

本课为本单元的第 7 课时，是写作课。在写作前，学生先进行头脑风暴。小组讨论如何应对青少年目前面临的四大问题：人际交往问题，外貌焦虑问题，同龄人压力以及学习成绩烦恼。每组针对每个问题写下具体的应对策略并进行课堂分享。教师将学生分享的小建议记录在板书上。从而完成写作在内容上的准备。

接着带领学生阅读一篇建议信，并通过语篇分析的方式，让学生根据提示问题，自己解构英语建议信的框架结构、内容特征以及语言特征。并且引导学生明白利用语篇衔接手段的重要性，从而完成写作在结构上的准备。

教师帮助学生梳理建议信在结构、内容、语言和语气上的特点，形成一个量表。在写作完成后，学生通过对标量表来给同伴的作品进行点评。从而进一步的夯实建议信的写作技巧。

3. 重点难点

解构英语建议信的框架结构、内容特征以及语言特征。

正确评价同伴的作品。

Lesson Plan

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

1. Summarize the format, content feature and tone of an advice letter.

2. complete a writing checklist for advice letter and self-assess their writings according to the checklist.
3. Understand common peer worries and have a good knowledge of specific strategies.

Procedures:

I. Interactive activity 1:

Brainstorming

*T: Show students four issues of their peers with pictures (on page15), including interpersonal relationship, appearance anxiety, peer pressure and poor academic performance. Ask students to work in a group of four, list out the strategies for the issues (at least one of each) .

*Ss: Work in group, write down their suggestion lists and share with the whole class.

*T: Write down the strategies for each issue. Help students group similar solutions (if there are).

Purpose: To activate students' certain knowledge (learned from the unit), insert novel concepts/strategies for dealing with the issues and remove the vocabulary barriers.

Guided questions:

1. Which issue echoes with you?
2. What do you think can be the solutions of the issue?

II. Independent Activity 2: Genre

Analysis

*T: Ask students to read an advice letter and think about the questions.

*Ss: Read and think over the questions by making some notes or underlining specific content according to the question list.

*T: Ask students to share with their desk mates what is the feature of a typical advice letter and how it could be a good one. Then, check out the answers of each question and make a conclusion.

Purpose: To get students prepared for the writing.

Guided questions:

1. What is a typical format of an advice letter?
2. What is the text pattern of the letter? (problem-solution)
3. What is the micro text pattern of the body part? (suggestion-reason)
4. What is the tone of the writer when writing an advice letter? What are the typical expressions?
5. How was the content? Is it abstract or practical? Why?
6. What link words or transitional sentences are used? Do you think they are good ones? Why or why not?
7. Can you provide some more useful expressions?
8. What do you think is a good advice letter? Can you make a criteria of the writing from its format, content and tone?

III. Independent activity 3: Writing and Evaluating

* Ss: Choose one of the issue they've discussed and write an advice letter to the student.

*T: Have some pieces of writing shown to the whole class. Ask other students to grade their works according to the writing criteria. Invite some of the "critics" to share their opinions.

Purpose: To help them improve their sense of self-assessment in writing.

Guided question:

1. Why would you give him/or such a grade? What are the drawbacks and merits?
2. Were it you, how would you revise it?

IV. Assignments:

1. Evaluate desk mate's piece of writing with specific comments.
2. Choose another issue and write an advice letter to the student.