

高中英语 上外版 1AU1

第六课时 学案（教师版）

课题：A Letter to My Daughter & Critical Thinking

课时学习目标：

- 借助略读策略、语篇分析以及情景语境分析获取语篇类型、语篇的主旨大意以及语篇结构；
- 判断作者的写作意图以及语篇的目标读者，并探讨这两个问题背后所传递出的文化内涵；
- 回顾单元内容，用思维图的形式梳理整个单元内所涉及的“问题”和“建议”，并批判性地提出自己的观点。

Activity 1

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

Who're involved in this text?

A mother and her daughter as a senior high school freshman.

What's the genre of this text?

Letter:

What's the main idea of this text?

A mother wrote a letter to her daughter to give advice on problems she may meet with as a freshman in senior high school.

(2) What about the key words and expressions that you have learned?

Key Words and Expressions

- pressure: if there is pressure on a person, someone is trying to persuade or force them to do sth.
- expectation: expectations are strong hopes or beliefs that you will get something you want.
- comfort: comfort are something that helps you to stop worrying.
- receiver: receiver is a person who receives something.
- hold back: to hold back means to prevent someone from doing something.
- limitation: limitation means that sb can only do some things and not others.

(3) How do you know the meaning of the word / expression?

Inferring according to context / word formation / ...

Activity Two

(1) After reading the 1st paragraph, can you imagine what the author will write next?

What is the function of the first paragraph? What's the function of paragraph 2-5?

Yes:

The first paragraph functions as the general statement and paragraph 2-5 functions as details.

(Therefore, the whole passage is organized in "general-particular" pattern.)

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

Yes, paragraph 2-5 all talks about one of the daughter's potential problems and suggestions / solutions to the very problem, which can all fall into "problem-solution" pattern.

(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.

Daughter's possible problems	Mother's advice	Evidence in the text
<u>Trying to make everything perfect for the first day at school.</u>	<u>Believe you're good enough.</u>	<u>"...put yourself under pressure to make sure that everything is perfect..."; "believe you are good enough"</u>
<u>Facing a new school, new teachers and new pressure.</u>	<u>Remember that you're not in this boat alone.</u>	<u>"remember that you're not in this boat alone"; "You're not the only one facing...";</u>
<u>Meeting someone unfriendly and difficult to deal with.</u>	<u>Remember that rude behaviors always say more about the giver than the receiver.</u>	<u>"...some people who will not always be so friendly to you"; "remember that these behaviors always say more about the giver than the receiver."</u>
<u>Being held back by limitations we put on ourselves.</u>	<u>Tell yourself "you can and you are".</u>	<u>"... held back by the limitations we put on ourselves..."; "I hope you'll change that story - because you can and you are."</u>

Activity Three

(1) Why does the author write this text?

To give advice to her daughter on how to better adapt to new life in senior high school. / To ...

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

e.g. Being confident, because it says "believing you are good enough" in the text.

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

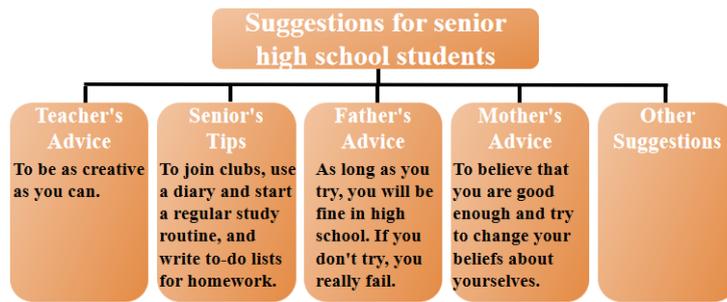
Her daughter. / Every freshman in senior high school. / ...

(4) What feelings might the target reader have after reading the letter? Why?

Answers may vary.

Activity Four

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



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

Answers may vary.

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