

《高中英语（上外版）》必修第一册 Unit 1 School Life

课时：第 6 课时 课题：Suggestions for School Life

课型：Reading B + Critical Thinking 设计者：华东师范大学第一附属中学 蒋一洋

一、教学设计与说明

1. 教学目标

本课为本单元的第 6 课时，核心目标为帮助学生识别书信的文本特征、认识并理解高中生活可能遇到的困难，以及引导学生辩证地判断和分析他人所给予的高中生活建议，最终形成有助于克服困难的积极态度。

2. 设计思路

首先，教师通过分享个人经历，帮助学生回想自己在高中新生活中遇到过的困难，引出 Reading B。之后，教师带领学生结合教材 Reading B 板块的表格扫读文章，认知并总结书信的类别与写作目的。接着，教师引导学生对文中的关键语句进行精读和语义分析，鼓励学生关注文中出现的心理、情感类词汇和句式，探索作者在字里行间传递复杂情感的方式。最后，教师会引导学生进行更深层次的思考，通过亲身经历理解与评价文中出现的高中生活建议及其包含的价值观，并使用教材 Critical Thinking 板块的思维导图整理本单元中涉及的所有建议，辩证地审视自己对于这些建议的看法。学生会在课后继续填写思维导图，进一步收集有关高中生活的建议，并以此为主题撰写一封写给自己的书信。

3. 重点难点

基于“高中生活”的主题，掌握书信的文本特征与目的，理解写作时使用语言传递情感的不同方式；能辩证地判断与评价文章的主题和信息，理解写作时使用语言传递情感的方式。

Lesson Plan

At the end of the lesson, students will be able to:

1. identify the text features and the purpose of the letter;
2. write a letter of advice with appropriate language and true feelings;
3. form a proper attitude towards high school life through critical thinking.

Procedures:

I. Warm-up

✧ T: Share a personal experience about a difficulty he encountered in high school.

Purpose: To help students refresh their memories of the new high school life; to spark students' interest of how they can overcome these difficulties.

Guided questions/Instructions:

1. What difficulties have you encountered in your high school life?

II. Introduce “Reading B”

✧ T: Ask students to read the title and skim Reading B, then circle the text features that make Reading B a letter.

✧ Ss: Circle the text features that make Reading B a letter.

✧ T: Explain what is a “letter of advice” and what is its purpose.

Purpose: To introduce the format and text features of writing a letter of advice; to familiarize students with what Reading B is mainly about.

Guided questions/Instructions:

1. After reading the first paragraph, what do you think the letter is mainly about?
2. What type of letter is it? (Complaint? Advice? Application? Love?) What is the purpose of the letter?

III. Read the text and complete the table

✧ T: Ask students to read the body paragraphs of Reading B and look for daughter's problem and mother's advice in the letter.

✧ Ss: Read the body paragraphs and underline relevant sentences.

✧ T: Model how to rephrase a sentence from the text and ask students to complete the table, then answer the two questions.

✧ Ss: Fill out the table with their own words and write down the answers

Purpose: To guide students understand and categorize the information in the

text; To help students practice the skill of “rephrasing”

Guided questions/Instructions:

1. Which sentences show daughter’s possible problems?
2. Which part includes mother’s advice?
3. How would you explain mother’s advice in the text with your own words?

IV. Analyze the language of Reading B

- ✧ T: Ask students to skim the text again and notice the words/phrases/sentences the mother uses to express her emotions towards her daughter.
- ✧ Ss: Skim the text and identify the language writer uses to express emotions.
- ✧ T: Analyze specific phrases and sentences from the text and explain how they successfully express mother’s intimacy.

Purpose: To help students identify and understand the language that writer uses to express emotions/feelings; To help students explore what emotions the mother has in the letter, and how the daughter might feel after reading it.

Guided questions/Instructions:

1. How would you describe mother’s emotion towards her daughter in the letter?
2. What does the mother mean when she says “...”?
3. Why would the mother use specific sentence structures such as “I hope ...”?

V. Critical thinking

- ✧ T: Ask students extra questions about their feelings and opinions towards the suggestions in Reading B.

- ✧ Ss: Use their personal experience to think critically about the extra questions.
- ✧ T: Briefly summarize all the school-life suggestions throughout the unit and fill in part of the diagram with students.
- ✧ Ss: Follow teacher's example and fill in the spider diagram till the end of class.

Purpose: To guide students review and think critically about the suggestions they have received throughout the unit; to help students practice categorizing information with a spider diagram.

Guided questions/Instructions:

1. Do you agree to mother's suggestions in the letter? Why or why not?
2. If you were the mother, what other suggestions would you give to your child?
3. Can you match the tips with the part of the unit they belong to?
4. What other suggestions/tips would you like to share?

VI. Homework:

1. Finish the diagram on page 15.
2. Based on the spider diagram, write a letter of advice to yourself regarding your concerns about high school life (60-80 words). Use proper format, language and emotions.