



上海市英语教育教学研究基地  
Shanghai Center for Research in English Language Education

# Unit 1

School Life



When I walk along with two others, from  
at least one I will be able to learn.

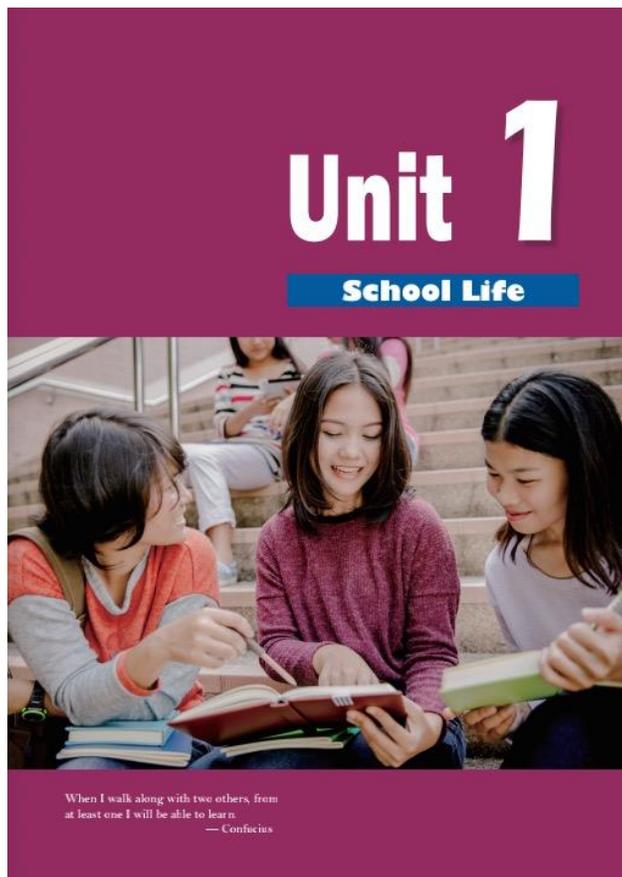
## 《高中英语》（上外版）

### 1AU1 Reading B

主讲人：杨梦婕

# 《高中英语》（上外版）

## 必修第一册第一单元



课时	授课内容
1	Getting Started/ Reading A/ Vocabulary Focus
2	Reading A/ Vocabulary Focus
3	Reading A/ Grammar in Use
4	Listening and Viewing
5	Moving Forward
6	Reading B/ Critical Thinking
7	Cultural Link/ Further Exploration/ Self-assessment



## READING B



# A Letter to My Daughter





# OBJECTIVES

**By the end of this lesson, you will be able to...**

- ✓ figure out the genre, main idea and structure of the text with the help of skimming, discourse analysis and context of situation.

借助略读策略、语篇分析以及情景语境分析来获取语篇类型、语篇的主旨大意以及语篇结构；

- ✓ judge the writing purpose, intended readers of the text and think beyond these two angles to gain cultural inspiration;

判断作者的写作意图以及的语篇的目标读者，并探讨这两个问题背后所传递出的文化内涵；

- ✓ 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.

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。



## GETTING STARTED

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

- Making friends
- Learning new courses
- Taking part in activities
- Making learning plans





# TEXT ANALYSIS



**Who're involved in this text?**

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

**WHO**

**Salutation:**

*Dear [NAME],*

**Theme:**

*I'm writing this letter to ...*

**Main Body:**

... ..

... ..

... ..

... ..

*Sincerely yours,*

**Name**

**Title**

**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.*

**WHAT**



## KEY WORDS & 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.



How do you know the meaning of these words / expressions?



# TEXT ANALYSIS

*Dear Daughter,*

*I know perhaps you will be surprised to read this: I remember well what it was like to be a teenager. As I watch you prepare for your first day of senior high school, there are a few things I want you to know.*



**After reading the first paragraph, can you imagine what the author will probably write next?**

**What is the function of the first paragraph?**

**What is the function of the following paragraphs?**



# TEXT ANALYSIS



You may be putting yourself under pressure to make sure that everything is perfect for that first day, but I want you to know that there's no such thing as perfect. I've said it before, but it bears repeating. There is nothing perfect. There is only good enough, but what is most important is believing you're good enough - just as you are.

Also, remember that you're not in this boat alone. You're not the only one facing a new school, new classmates, new teachers, new expectations and new pressures. At some point, everyone else is - or was - where you are right now. I hope you find comfort in that.

There might be some people who will not always be so friendly to you. You will find such people not only in senior high school, but throughout your adult life. When you are reflecting on a nasty comment someone made on you or an unfriendly glance that came your way, I hope you'll remember that these behaviors always say more about the giver than the receiver and there will never be a shortage of kind people and genuine smiles in your life. Remember that, too, when you are tempted to be nasty to someone else.

As you go forward into this new chapter in your life, I hope you'll realize early that we are most often held back by the limitations we put on ourselves - by the stories we tell ourselves about who and what we are. Whenever you're tempted to say, "I can't ..." or "I'm not..." about something you really want to achieve, I hope you'll change that story - because you can and you are.

**According to your knowledge of textual patterns, is there any *similarity in the structure* of paragraph 2, 3, 4 and 5?**





# TEXT ANALYSIS



## *General-Particular Pattern*

**Read through the text to figure out the four problems and advice accordingly.**

*(Remember to underline evidence in the text to support your answer.)*

**Problem 1**

**Advice:**

**Problem 2**

**Advice:**

**Problem 3**

**Advice:**

**Problem 4**

**Advice:**

*Problem-Solution Pattern*



# TEXT ANALYSIS

## Daughter's Possible Problems

## Mother's Advice

Trying to make everything perfect for the first day at school.

**Believe** you're good enough.

*You may be putting yourself under pressure to make sure that everything is perfect for that first day, but I want you to know that there's no such thing as perfect. I've said it before, but it bears repeating. There is nothing perfect. There is only good enough, but what is most important is believing you're good enough - just as you are.*



# TEXT ANALYSIS

Daughter's Possible Problems	Mother's Advice
Trying to make everything perfect for the first day at school.	<b>Believe</b> you're good enough.
Facing a new school, new teachers and new pressure.	<b>Remember that</b> you're not in this boat alone.

Also, **remember that** you're not in this boat alone. You're not the only one facing a new school, new classmates, new teachers, new expectations and new pressures. At some point, everyone else is - or was - where you are **right now**. I hope you find comfort in that.

There might be some people who will not always be so friendly to you. You will find such people not only in senior high school, but throughout your adult life. When you are reflecting on a nasty comment someone made on you or an unfriendly glance that came your way, I hope you'll remember that these behaviors always say more about the giver than the receiver and there will never be a shortage of kind people and genuine smiles in your life. Remember that, too, when you are tempted to be nasty to someone else.

Meeting someone unfriendly and difficult to deal with.

**Remember that** rude behaviors always say more about the giver than the receiver.



## Daughter's Possible Problems

## Mother's Advice

*As you go forward into this new chapter in your life, I hope you'll realise early that we are most often held back by the limitations we put on ourselves - by the stories we tell ourselves about who and what we are. Whenever you're tempted to say, "I can't ..." or "I'm not..." about something you really want to achieve, I hope you'll change that story - because you can and you are.*

Being held back by limitations we put on ourselves.

Tell yourself "you can and you are".



## Possible Problems.

- make sure that everything is perfect
- face a new school / new classmates / new teachers / new expectations / new pressure
- not be friendly to you
- hold back by limitations we put on ourselves

## Advice

- No such thing as perfect
- believe you're good enough
- not in the boat alone
- find comfort in ...
- say more about the giver than the receiver
- change the story



# PRAGMATIC ANALYSIS

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 ...*

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.*



# PRAGMATIC ANALYSIS

Who is the target reader of this text?

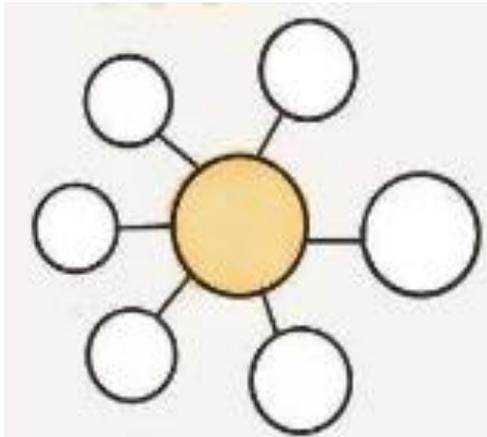
*Her daughter. / Every freshman in senior high school. / ...*

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

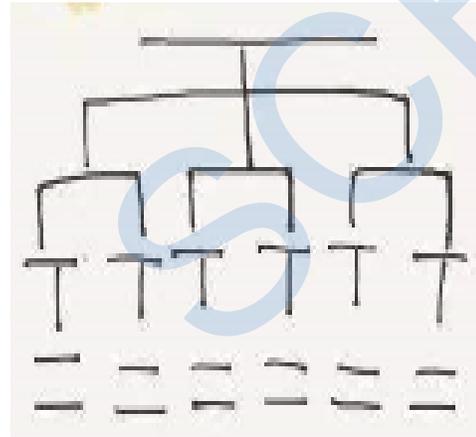


# CRITICAL THINKING

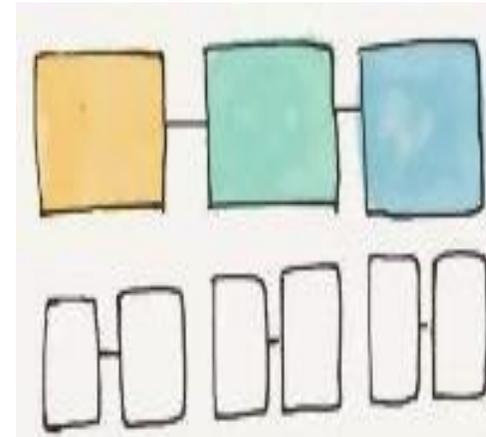
- What *suggestions* for senior high school freshmen have you learned in this unit? Identify the key messages and record them in a proper form of *thinking map*.



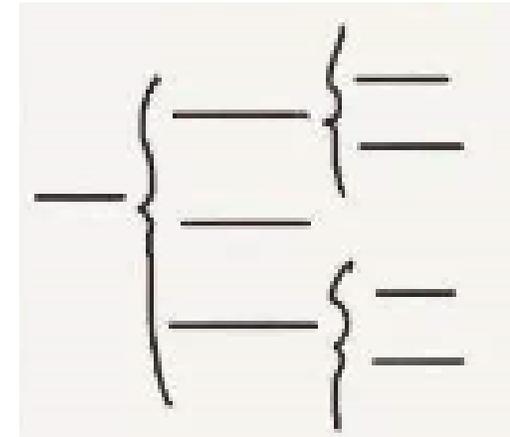
Bubble Map



Tree Map



Flow Map



Brace Map



## Suggestions for senior high school students

### Teacher's Advice

**To be as creative as you can.**

### Senior's Tips

**To join clubs, use a diary and start a regular study routine, and write to-do lists for homework.**

### Father's Advice

**As long as you try, you will be fine in high school. If you don't try, you really fail.**

### Mother's Advice

**To believe that you are good enough and try to change your beliefs about yourselves.**

### Other Suggestions



# CRITICAL THINKING

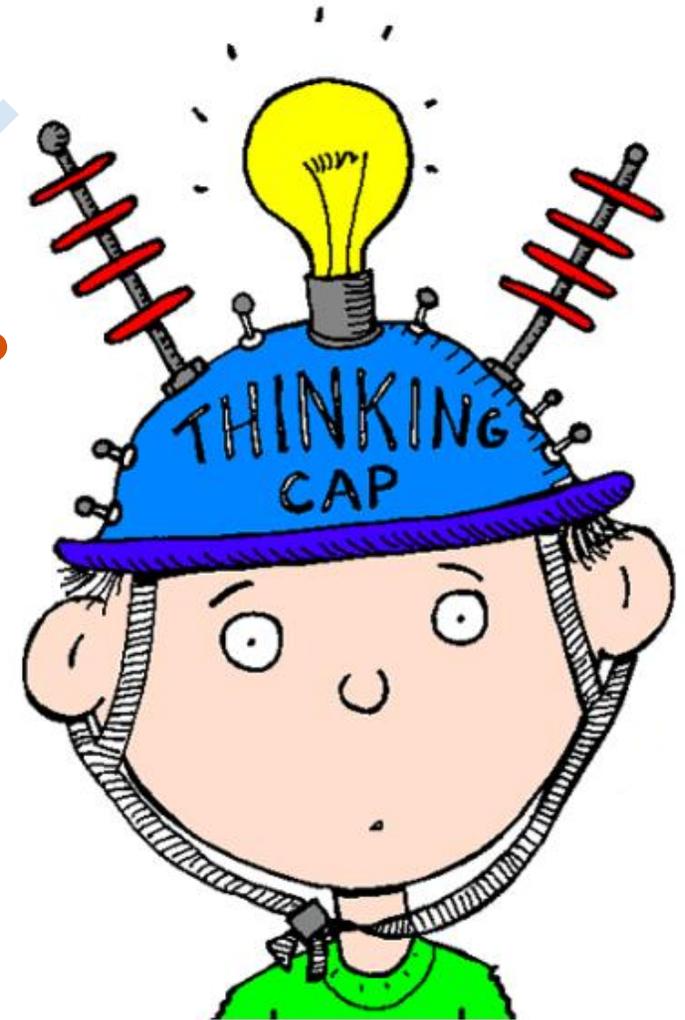


**What other suggestions for school life have you been given before?**

**How do you feel about these suggestions?**

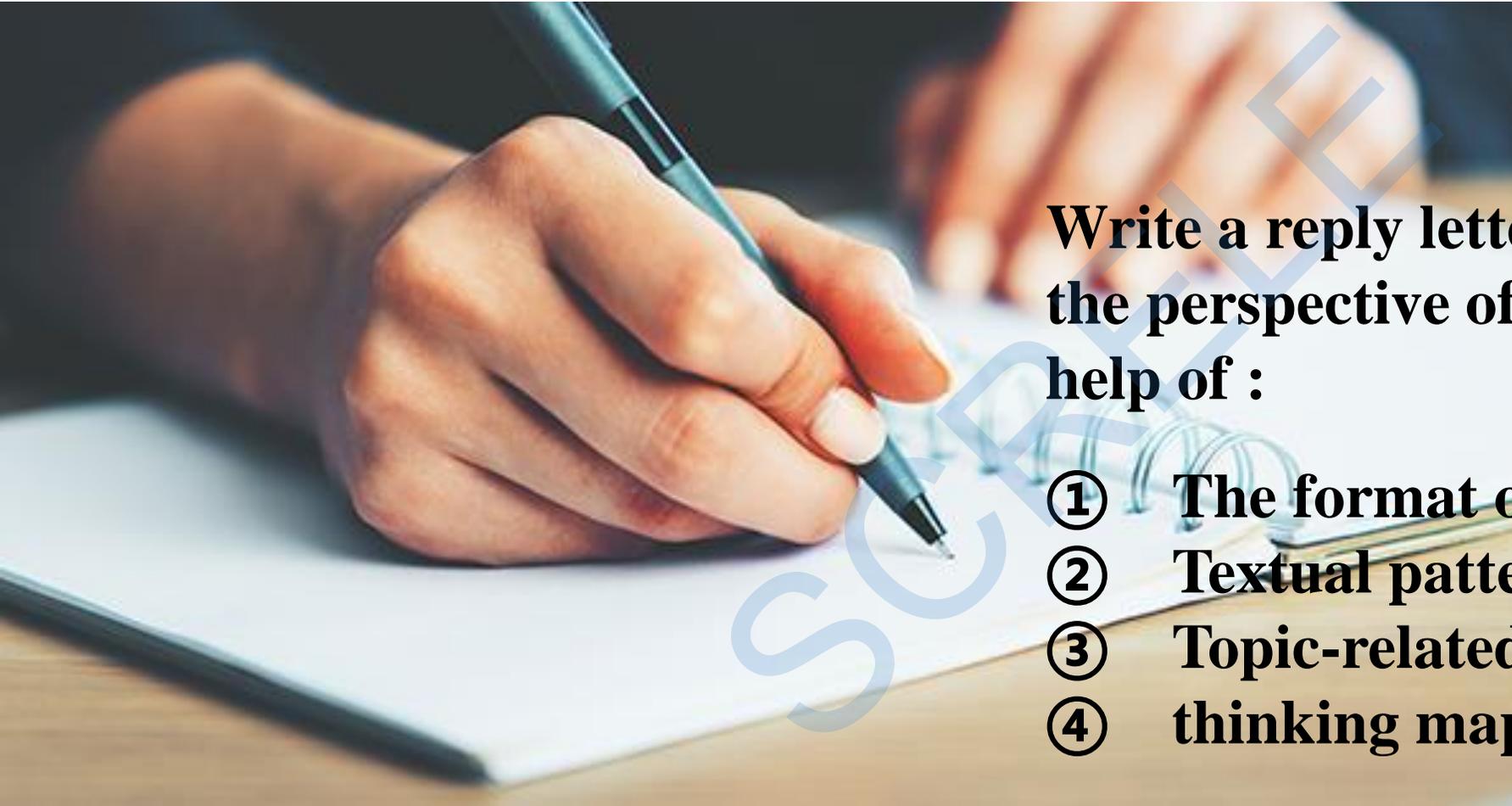
**Are they feasible or not?**

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





# ASSIGNMENT



**Write a reply letter to the mother from the perspective of the daughter with the help of :**

- ① The format of letter**
- ② Textual patterns**
- ③ Topic-related lexis**
- ④ thinking map created in class**



谢谢！



# 鸣 谢

## 教学指导

束定芳 汤青

## 保障单位

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