

《高中英语（上外版）》选择性必修第三册 Unit 2 Cherishing Friendship

课时：第七课时

教学内容：Moving Forward

课型：写作课 设计者：敬业中学 刘海燕

一、教学设计与说明

1. 教学目标

本课为本单元的第七课时，核心目标是让学生书写格式正确的感谢信，学习正式和非正式感谢信的表达方式，并运用举例说明或因果关系的方法表达自己的感谢之意。

2. 设计思路

本课为本单元的第七课时，旨在使学生能够书写格式正确的感谢信，学习感谢信的常见表达方式，并运用举例说明或因果关系的方式分享被他人帮助的经历，以表达自己的感谢。

I. 以 Culture Link 作为导入部分，简单介绍国际朋友日，并介绍本节课的写作任务为：写一封感谢信。

II. 帮助学生理解感谢信的格式，段落功能和常用的表达方式：

1. 格式（正式和非正式）；
2. 段落功能；
3. 常用的表达方式

III. 写一封正式格式的感谢信，并修改：

1. 写一封正式格式的感谢信；
2. 根据 Checklist 1 自查初稿，并修改；
3. 学习更多可用于表达谢意的表达方式；
4. 根据 Checklist 2 自查修改稿，并修改。

IV. 分享与评价：

1. 分享自己课堂内所修改的感谢信；
2. 评价同学分享的感谢信，并根据 Editing Checklist 提出自己的建议。

V. Assignments

1. 根据同学和老师的建议，再次润色自己写的感谢信；
2. 运用课堂所学，写一封非正式的感谢信。

3. 重点难点

正确选择正式或非正式文体进行感谢信的写作；恰当运用例子进行感谢信主体内容写作。

Lesson Plan

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

1. share their experience of being helped by others;
2. identify the correct structures and expressions of a thank-you letter;
3. write a thank-you letter with the help of using examples.

Procedures:

I. Activity 1: Introduce “International Friendship Day”.

*T: 1. Ask students to read the culture link and get the background information of “International Friendship Day”;

2. Introduce the writing task of this period--- writing a thank-you letter;

*Ss: 1. Read the culture link and get the background information of “International Friendship Day”;

2. Get the writing task of this period--- writing a thank-you letter.

Purpose: To help students know the background of the “International Friendship Day”, figure out the definition of “friend” and get ready to take on the writing task of this period.

Guiding questions:

1. What do you know about “International Friendship Day”?
2. Who would you like to make friends with?

II. Activity 2: Introduce the structure and basic expressions of a thank-you letter.

***T:** 1. Ask students to think about the person to whom they'd like to write a thank-you letter;

2. Introduce two styles (formal and informal) of a thank-you letter;

3. Introduce the components and expressions of a thank-you letter.

***Ss:** 1. Think about the person they'd like to write to;

2. Learn two styles (formal and informal) of a thank-you letter;

3. Learn the components and expressions of a thank-you letter.

Purpose: To guide students to master the structure of a thank-you letter.

Guiding questions:

1. If you'd write a letter of gratitude, who would you like to write to?

2. What kind of content must be included in a thank-you letter?

3. What expressions can be used in a thank-you letter?

III. Activity 3: Write and polish a formal thank-you letter.

***T:** 1. Ask students to write the first draft.

2. Guide students to check the first draft based on the checklist 1 and write the improved version 1;

3. Guide students to check the improved version 1 based on the checklist 2, learn more expressions and write the improved version 2;

***Ss:** 1. Write the first draft;

2. Check the first draft based on the checklist 1 and write the improved version 1;

3. Check the improved version 1 based on the checklist 2, learn more expressions and write the improved version 2.

Purpose: To guide students to write and polish a formal thank-you letter based on different checklists.

Guiding question^s/instructions:

1. What are you going to write about according to the writing task?

2. Check your first draft based on the checklist 1 and write your improved version 1;

3. What else expressions do you know can be used when expressing gratitude?

4. Check your improved version 1 based on the checklist 2 and write your improved version 2.

Activity 4: Share the writing in class and have a peer check according to the editing checklist.

- *T: 1. Invite one or two students to share their improved version 2 in class;
 2. Ask students to comment on their writing(s) with regard to structure and expressions.
- *Ss: 1. Share their writing(s) in class;
 2. Make comments on their writing(s) with regard to structure and expressions.
- Purpose: To help students consolidate what they have learned in this period.**

Guiding questions:

1. Who would like to share your writing in class?
2. What do you think of his/her writing with regard to structure and expressions we learn today?

IV. Assignments:

1. Polish the letter according to the advice given by the classmates and teacher;
2. Write an informal thank-you letter.

Attachments:

Checklist 1

Put “Yes” or “No” or “To be improved” in brackets.

- Do I express my gratitude sincerely at the beginning? ()
- Do I state the reasons why I am grateful clearly? ()
- Do I include anything irrelevant in my letter? ()

Checklist 2

Put “Yes” or “No” or “To be improved” in brackets.

- Does my letter sound formal? ()
- Does my letter have anything that may cause readers’ confusion? ()
- Do I use proper language to express my strong feeling of gratitude? ()

Editing Checklist

- Is the structure correct? ()
- Is the spelling correct? ()
- Is the punctuation correct? ()
- Is the grammar correct? ()
- Is the language appropriate? ()