

# 《高中英语（上外版）》选择性必修第三册

## Unit 4 Protecting the Environment

课时：第 7 课时 教学内容：Writing a proposal letter for the Green Club

课型：Writing 设计者：上海市崇明中学 沈柳

### 一、教学设计与说明

#### 1. 教学目标

本课为本单元的第七课时，核心目标为帮助学生能在识别建议信的构成要素的基础上有逻辑地组织用于书面表达的信息；能利用组织结构图就特定的环保问题设计建议信的语篇结构，运用语篇衔接手段提高表达的连贯性；并能根据建议信的对象、目的和内容，选择使用恰当的语言，并运用 checklist 对同伴的初稿进行评价。

#### 2. 设计思路

首先，是写前活动。通过提问让学生了解 Green Club 的目的，从而激发学生为环保出谋划策的动机，接着通过讲评上一节课的作业，分享交流学生所发现的环保问题，引出本节课的写作任务。为了完成本堂课的写作任务，首先要通过阅读并分析建议信的例文，使学生了解建议信的目的和主要框架结构，然后通过组织结构图，即可视化思维工具就特定的环保问题梳理该类书信写作的内容和相关语言，以读促写，为后面的写作任务做好充分的铺垫。

其次，是写中活动。在梳理完此类书信的结构，补充完相关的语言表达之后，让学生结合实际的环境问题口头提出相应的、可行的解决办法，并利用“问题--解决”模式给全校学生写一封关于环境问题的解决方案的建议信，体现了说在写前，以说促写的教学规律。

最后，是写后活动。要求学生根据所提供的 checklist 对同伴的初稿进行评价，并提出简要的改进措施，以评促写，逐步培养学生过程性评价的能力从而优化写作教学。

#### 3. 重点难点

利用可视化工具梳理建议信写作的结构、内容和相关语言，并运用“问题-解决”模式有逻辑、有条理地进行书面表达。

## Lesson Plan

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

1. have a general idea of the purpose of a proposal letter and its basic structure
2. sort out useful expressions and sentence patterns related to the content and structure
3. write the first draft of a proposal letter for the Green Club by using problem-solving pattern
4. make comments and give suggestions on others' writing in terms of content, structure and vocabulary base on a given checklist.

### Procedures:

#### I. Pre-writing

##### ● Interactive Task 1: Talk about the given picture.

\*T: Show students a picture of the Green Club and ask some questions.

\*Ss: Answer the teacher's questions based on their understanding of the picture.

**\*Purpose: To activate students' background knowledge about the purpose of the Green Club.**

Guided Questions:

- ✓ What do we call this kind of club?
- ✓ What does the Green Club aim at?

##### ● Interactive Task 2: Share homework (the 1st part).

\*T: Ask students to list at least one environmental problem mentioned in their homework.

\*Ss: report the environmental problem to the class.

**\*Purpose: To help students realize the severity of the environmental problems and figure out the proper solutions.**

Guided Questions:

- ✓ What is the environmental problem listed in your homework?
- ✓ Is it serious? How serious is it ?
- ✓ What possible consequences will the problem lead to ?

● **Interactive Task 3: Read and analyze the sample writing.**

\*T: Ask students to read the sample writing and figure out its structure.

\*Ss: Read the sample writing and figure out its structure by answering teacher's questions.

**\*Purpose: To help students get a general idea of the purpose and the structure of a proposal letter**

Guided questions:

- ✓ What do we call this kind of letter?
- ✓ Who is the target reader of the letter?
- ✓ Why do we write such a letter?
- ✓ Can you figure out the structure /basic elements of the letter ?

● **Interactive Task 4: Read paragraph 1 and summarize the useful expressions and sentence patterns**

\*T: Ask students to read paragraph 1 and help them to summarize the useful expressions and sentence patterns.

\*Ss: Read paragraph 1 and complete the table under the guidance of the teacher.

**\*Purpose: To help students learn to express the writing purpose, describe the environmental problems and report the corresponding solutions by using various expressions and sentence patterns**

Guided Questions:

- ✓ Why do you write the proposal letter ?
- ✓ How will you express your writing purpose

● **Interactive Task 5: Read paragraph 2 and summarize the useful expressions and sentence patterns**

\*T: Ask students to read paragraph 2 and help them to summarize the useful expressions and sentence patterns.

\*Ss: Read paragraph 2 and complete the table under the guidance of the teacher.

**\*Purpose: To help students learn to describe the environmental problems and consequences by using various expressions and sentence patterns**

Guided Questions:

- ✓ What is the problem?
- ✓ What damage will it cause?
- ✓ Besides “cause damage to ...”, what other expressions or sentence pattern can we use?
- ✓ How does the writer illustrate its serious consequence?
- ✓ Besides “for example”, what other expressions can we use?

● **Interactive Task 6: Read paragraph 3&4 and summarize the useful expressions and sentence patterns**

\*T: Ask students to read paragraph 3&4 and help them to summarize the useful expressions and sentence patterns.

\*Ss: Read paragraph 3&4 and complete the table under the guidance of the teacher

**\*Purpose: To help students learn to report the corresponding solutions and expected results by using various expressions and sentence patterns**

Guided Questions:

- ✓ What are the solutions mentioned in the letter?
- ✓ What other expressions can we use when giving a proposal?
- ✓ What are the expected results of solution 1 ?
- ✓ What benefits will solution 2 bring to us?
- ✓ Can you think of some other phrases to express its benefits or intended results?

● **Interactive Task 7: Read paragraph 5 and summarize the useful expressions and sentence patterns**

\*T: Ask students to read paragraph 5 and help them to summarize the useful expressions and sentence patterns.

\*Ss: Read paragraph 5 and complete the table under the guidance of the teacher.

**\*Purpose: To help students learn to highlight the writing purpose by using various sentence patterns in the conclusion part.**

Guided Questions:

- ✓ What is the writer's conclusion?
- ✓ What other sentence patterns can we use to serve as a conclusion?
- Useful expressions for reference:

Structure	Language(useful expressions)
Paragraph 1	<ul style="list-style-type: none"> <li>● My purpose in writing this letter is to call on ...</li> <li>● The purpose of my letter is to appeal to ...</li> <li>● I am writing this letter in an effort / a bid to arouse public concern about / with ...</li> </ul>
Paragraph 2	<ul style="list-style-type: none"> <li>● do great damage / harm to ...</li> <li>● pose a threat / danger / problem to ...</li> <li>● The magnitude of the dangerous problem cannot be ignored.</li> <li>● For instance, ...</li> <li>● ... is just a case in point.</li> <li>● Take ... as an example, ...</li> </ul>
Paragraph 3	<ul style="list-style-type: none"> <li>● I propose that we should ...</li> <li>● ... can be a (possible / effective) solution to ...</li> <li>● We can do ... to solve this problem.</li> <li>● We can solve this problem by ...</li> <li>● ... such as ... can effectively solve the problem.</li> </ul>
Paragraph 4	<ul style="list-style-type: none"> <li>● ... can benefit ... and thus contribute to ...</li> <li>● With the improvement of ..., ... can bring huge (economic / financial / ecological / environmental / ...) benefits.</li> <li>● ... will hopefully lead to / result in/contribute to ...</li> <li>● ... can drive people to ...</li> <li>● ... can fuel people's enthusiasm for sth</li> <li>● ...can trigger/arouse/stimulate people's motivation to do sth</li> </ul>

Paragraph 5	<ul style="list-style-type: none"> <li>● I sincerely hope that ...</li> <li>● We will definitely protect our environment from ...</li> <li>● Stop being a(n) onlooker / bystander and let's move to ...</li> </ul>
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## II. While-writing

### ● Interactive Task 8: Share homework (the 2nd part).

- \*T: Ask students to share the solutions and expected results of the environmental problems mentioned in their homework.
- \*Ss: report the solutions and expected results of the environmental problems to the class.
- \*Purpose: To help students get more ideas about how to solve the problem and the expected results so as to enrich the content of the writing.**

Guided Questions:

- ✓ What are the solutions mentioned in your homework?
- ✓ What are the expected results?
- ✓ How will you highlight your proposal?

### ● Interactive Task 9 : Practice writing a proposal letter.

**Directions:** The Green Club in your school is to launch a “Going Green” activity. As a member of the club, you are expected to write a proposal letter to your schoolmates concerning environmental protection.

- \*T: Ask students to finish the writing task on P64.
- \*Ss: Finish the first draft of the proposal letter on P64.
- \*Purpose: To help students apply what has been learned to the writing task.**

## III. Post-writing

### ● Interactive Task 10 : Comment on your peer's 1st draft based on the checklist

- \*T: Guide students to comment on his peer's 1<sup>st</sup> draft based on the checklist.
- \*Ss: comment on their peer's 1<sup>st</sup> draft and give some suggestions for improvement.
- \*Purpose: To help students learn to improve their own draft.**

<b>Checklist</b>	
■ I have clearly stated my purpose.	
■ I have clearly stressed the need to solve the problem by providing illustration(s) of the problem and analyzing its causes and/or effects.	
■ I have clearly stated each solution/proposal and have provided practical details or concrete examples.	
■ I have clearly pointed out the expected result(s) of each solution/proposal to remind readers of the possible benefit(s) of my proposal(s).	
■ I have clearly stated my hope and wish in the end to make an appeal to readers.	

#### **IV. Assignment**

Improve the first draft of your proposal letter, using the checklist as a guide.