**教材分析**

本课是以“Teenage life”为主题语境，以“写一封建议信”为活动主题的读写课。“读”的部分是一封青少年咨询师Susan Luo写给一位因朋友沉迷于电脑游戏和网络而担忧的青少年的建议信。该信件较为正式，包括日期、称呼、正文、结尾和签名五个部分。正文分为两段，第一段说明写信人已经知晓来信人的问题，理解来信人的焦急心情；第二段结合网瘾的害处提出解决问题的建议。该阅读材料呈现了建议信的格式、常见内容构成以及语言特征。“写”的部分为学生提供三位青少年青春期烦恼的情境，学生可以分小组进行活动，自主选择其中一个情境，围绕“问题”与“建议”展开讨论，并根据提供的提纲独立完成初稿。随后利用评价清单进行同伴互评，提出修改意见。最后基于同伴的评价做进一步修改，确定终稿。

**教学目标**

Students will be able to:

1. express teenage problems they encounter and know how to seek for help;
2. have a good command of the organization and language features of a letter of advice;
3. write a letter of advice by using expressions of making suggestions and showing understanding;
4. find some practical solutions to problems in their teenage life.

**教学过程**

**Activity 1: Talking about teenage problems and how to seek for help**

1. As a teenager, what problems do you have in your daily life?
2. Facing these problems, how will you seek for help?

**Purposes:**

1. To activate the vocabulary about teenage problems and introduce the topic;

2. To express their own teenage problems and learn how to seek for help.

**Activity 2: Comprehending and evaluating the contents of the letter**

1. \_\_\_\_\_\_ writes a letter of \_\_\_\_\_\_ to \_\_\_\_\_\_.
2. What is Worried Friend’s problem?
3. What suggestions does Susan Luo give to Worried Friend?
4. Besides suggestions, what else does Susan Luo say in her letter?
5. Why does Susan Luo show her understanding and talk about the negative effects of computer addiction?
6. Do you think Susan Luo’s advice is useful? Why or why not?
7. What other kinds of advice would you give?

**Purposes:**

1. To get the general idea and detailed information of the letter;

2. To analyze the author’s writing purpose and evaluate the author’s advice.

**Activity 3: Analyzing the organization and language features of the letter**

1. Find out the organization of the letter.
2. Mark the parts of the letter that match the following points.

 A. I know what the problem is.

 B. I understand how you feel.

 C. This is my advice and reason.

 D. I think my advice will help.

3. What expressions does Susan Luo use to make suggestions? Circle them in the letter.

4. Can you think of more expressions of making suggestions?

5. What expressions does Susan Luo use to show her understanding? Can you think of other ways to express understanding?

6. Learn more expressions of making suggestions and showing understanding.

**Purposes:**

1. To have a good command of the organization and language features of a letter of advice;

2. To accumulate expressions of making suggestions and showing understanding.

**Activity 4: Writing a letter of advice**

1. Work in groups. Choose one of the three situations on page 19 and discuss his/ her problem. List possible suggestions and reasons.
2. Do individual writing with the outline and writing tips on page 19.
3. Exchange ideas with partners and use the checklist to give feedback on your partner’s draft.
4. Get the draft back and revise it.
5. Recommend one group member to share his/ her letter of advice.
6. Select the “Best Adviser of the Class”.
7. Those who haven’t shared in class put up the letters onto the “Advice Corner” in the classroom.

**Purposes:**

1. To find some practical solutions to problems in their teenage life;

2. To practise how to write a letter of advice with correct organization and proper expressions of making suggestions and showing understanding.

**Activity 5: After-class assignments**

假定你是李华，你的英国朋友Tom将在暑假期间来中国交流学习。他学了两年中文，但仍然担心中文交流时遇到困难，写信向你求助。请你用英语给Tom回信，要点包括：1.宽慰对方；2.提出建议；3.期待收获。词数要求：80词左右。

**Purpose:** To review and consolidate what has been learnt in class.