**二轮复习 应用文告知信写作教学设计**

**【题型分析】**

应用文写作告知信的写作任务是告知别人某事，主要的选材在于校园生活安排、社会实践等。总体审题难度不大，近些年出现频率升高，更强调告知时语言的得体，内容的完整和表达的精练，对于学生整体语言能力要求高，侧重考察学生如何在有限篇幅内传达清晰明了的讯息。

重点在于使学生明晰：

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| 审题仔细，结构合理 | 理解题目要求，明确写作的目的和对象是成功的第一步。告知信应当遵照英文书信的格式，客观理性告知对方完整的内容。告知信通常分为三部分：开头—表明写作目的；中段—（总起句+过渡词）分列告知要点；结尾—依据情境背景决定。 |
| 精准用词，覆盖要点 | 告知信不必一味追求复杂词汇，重点在于把告 的要点说明白，说完整，不要有所遗漏。平时注重词汇的精准积累，自然表达要点。要避免使用模糊、含糊不清的词汇，而是选择具体、清晰的表达方式。 |
| 丰富句式，语法正确 | 精彩句子是一篇优秀告知信应用文的“支柱”。精彩的句子体现在：（1）句式多样，包括名词性从句、定语从句、倒装句、It句式等复杂长句与短句的交替使用，非谓语动词的适当运用；（2）较少语法错误，要求平时练习与积累时精准记忆，多接触原汁原味阅读素材，拒绝中式英语。 |
| 合理想象，体现素养 | 高考告知信一般为半开放式命题，在内容和理由方面留给考生很大的发挥空间，需要学生根据要求，联系告知内容的要点突出性，展开合理想象，创设恰当内容，逻辑合理。 |

【教学目标】

1. Careful Understanding of the Task:Students should develop the ability to carefully read and understand the task requirements. This includes identifying the purpose and audience of the informing letter, as well as adhering to the format of English letters.

2. Structural Coherence:Students need to comprehend the importance of structuring their informing letters logically. This involves organizing the content into three main parts: introduction, main body with key points, and a conclusion. Each part should serve its purpose effectively to ensure clarity and coherence.

3. Precise Vocabulary Usage and Coverage of Key Points:Students should focus on using precise and appropriate vocabulary to convey their message clearly. Emphasis should be placed on covering all key points thoroughly without omitting important details. Vocabulary acquisition and practice should be ongoing to facilitate accurate expression.

4. Diverse Sentence Structures and Grammar Accuracy: Students should aim to vary their sentence structures, incorporating complex and simple sentences appropriately. They should also strive for grammatical accuracy, minimizing errors in their writing through consistent practice and exposure to authentic English materials.

5. Reasonable Imagination and Reflecting Cultural Literacy:Encouraging students to engage in reasonable imagination is crucial. They should be able to develop relevant and logical content while reflecting cultural literacy. This involves understanding societal norms, values, and appropriate ways of expression within the context of English writing.

【教学步骤】

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| **Step 1**  **寻觅教材溯源**   1. 教材文本阅读学习 2. 教材文本每段分析 3. 教材文本提取启发 | **Individual work**  1. 学生自主阅读教材文本，完成学案部分。  2. 学生经过讨论后 提出教材文本对于写作的启示。 | 链接教材，贴合课标，引导学生重视教材的指引作用。 |
| **Step 2**  **语料输入积累**  语料输入1：句型维度  语料输入2：话题词汇维度 | **Individual work**  学生完成学案，对语料进行中英文翻译。 | 提醒学生注意观察给出句子的语言特征。 |
| **Step 3**  **语境典例分析**   1. 呈现语境典例题目 2. 采取Q-A结构进行课堂提问 | **Individual work**  学生在教师的提问引导下完成学案，设计活动，词块积累，润色语言。 | 培养学生的逻辑思维，即有序呈现信息。丰富的课堂设问旨在培养多维思考，从不同的角度设计活动。 |
| **Step 4**  **话题变式训练**  给出两篇变式题，先引导学生思考写作思路；再以语篇填空的形式引导学生完成。 | **Individual work**  自主思考变式题的写法。 | 例文的呈现让学生进一步了解评分标准（5C），语篇填空考察语料的吸收。 |