**教学设计**

**宣晔霏**

**应用文——倡议书：**

假定你是国际学校学生李华，4月22日“世界地球日”(Earth Day)即将来临，请你代表学生会写一封倡议书，呼吁大家关爱地球。内容包括：

1. 现状说明；
2. 具体措施；
3. 发出倡议。

注意：

1. 词数80左右；

2. 可以适当增加细节，以使行文连贯。

**学情分析：**

本课授课对象为高三学生，已经具备文本分析和解读的能力，同时对于应用文各类框架结构都已经非常熟悉，但倡议书的格式还是容易出错。

**教学过程：**

**Step 1:审题**

明确本文体裁、格式、语言、人称和基本写作要点

**Step 2: 回顾倡议书基本格式和句型**

Para 1： 发出倡议的背景、原因或某一个倡议的表述

*1. In order to…, I sincerely appeal to/call on/urge sb. to do …*

*2. I strongly advocate that sb. (should) do/ advocate sb to do…*

*3. With/For the purpose of…, I’d like to call your attention to the importance of…*

*4. Recently, there exists a problem/ phenomenon that…, which leads to many bad effects. So it’s(high) time that we did…*

*5. It is required that we…*

*6. In my opinion, we had better…*

Para 2： 所倡议的具体内容和要求

*常用句型：We are supposed/required/expected to do…*

*We had better do/ ought to do …*

*It is suggested/advised that …*

*It’s a good choice to do… It is advisable to do…*

*It would be wise if…*

*It’s of great importance/significance to do…*

*Immediate measures should be taken to do…*

Para3：结尾要表示倡议者的决心和希望或建议

*常用句型：1. Let’s join together to fight …*

*2. Let’s take responsibility for…*

*3. Let’s make every effort/ spare no effort to ...*

*4. Only if we take effective steps to deal with this problem now can we…*

*5. Only in this way can we …*

**Step 3: 聚焦本文写作**

Para1：背景： 4月22日“世界地球日”(Earth Day)即将来临/ 地球目前面临的一些问题

倡议：呼吁大家关爱地球

Para 2： 现状说明+具体措施

Para 3： 再次发出倡议

**Step 4: 范文呈现**

Dear fellow students,

 With Earth Day approaching, I firmly advocate everyone to care about the planet we live on.

 Endless human demand for resources accounts for a dramatic rise in carbon emission, bringing the global temperature to an unprecedented level. It’s urgent for us to adopt a low-carbon lifestyle. Not only should we choose public transport instead of private vehicles, but we also need to apply energy-efficient equipment.

 Our Mother Earth is severely “sick”. It’s high time we acted to “heal” the world. With joint efforts, she is bound to regain her vigor!

 Students’Union

**Step 5: 佳作赏析**

