湖北省 武汉市华中科技大学同济医学院附属中学 卢琴

教学材料

·········· Can you come to my party? ·························· **UNIT 9** ··········

3a Read the invitation and answer the questions.

Dear Parents,

I would like to invite you to the opening of our new library at No. 9 High School. The opening will be on the morning of Wednesday, January 8th at 9:00. After this, you can enjoy our school concert. Then lunch will be in the school hall at 12:00. I would also like to invite each parent to bring one book as a gift for the new library. Please reply in writing to this invitation by Friday, December 20th.

Larry Smith
Headmaster

1. Who is making the invitation?

_____

2. What is the invitation for?

_____

3. When will the event happen?

_____

4. What will happen after this?

_____

5. Do parents have to bring anything?

_____

6. How should people reply to this invitation, and when?

_____

3b Write an invitation to a party or any other event. Reply to your partner's invitation. If you turn down the invitation, give a good reason.

Include the following information:
- kind of party or event
- when and where it will be
- if guests should bring anything
- if guests should reply to the invitation
- when and how guests should reply

Use the following words and phrases:
would like to
will be
after this
please
reply

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•••••••••Can you come to my party?••••••••••••••••••••••••••••• UNIT 9 ••••••••

2a **Make a list of the kinds of parties people have.**

birthday party, _____

_____

2b **Read the messages quickly. Why did the people write them? Match the reason with each message.**

1. accept an invitation	2. make an invitation	3. turn down an invitation

Message

| New | Reply | Forward | Delete | | Print | | Move to | |

☐ Hi David,

What a great idea! I really like Ms. Steen a lot. She helped me to improve my English so much. I'm sad to see her go, and this party is the best way to say "Thank you and goodbye." I can help to buy some of the food and drinks. I can also help to bring Ms. Steen to the party. I already have a great idea about how to do that. ☺

He Wei

☐ Hi David,

Thanks so much for planning this. I'd love to come to the party, but I'm not available. My family is taking a trip to Wuhan at the end of this month to visit my aunt and uncle. However, I'd still be glad to help out with any of the party preparations, like planning the games. Let me know if you need my help.

Jake

☐ Dear classmates,

As I'm sure you know by now, our favorite teacher, Ms. Steen, is leaving soon to go back to the US. We're very sad that she's leaving because she is a fun teacher. To show how much we're going to miss her, let's have a surprise party for her next Friday the 28th!

Can you come to the party? If so, can you help with any of these things? Please tell me by this Friday.

1) Buy food and drinks.
2) Think of games to play.
3) Prepare things we need for the games (glue, paper, pens, …).
4) Bring Ms. Steen to the party without telling her so that she can be surprised.

I look forward to hearing from you all.

David

教学设计

课文标题：	Make a proper invitation （自拟标题）
单元名称：	Unit 9 Can you come to my party?
教材版本：	人教版
授课年级：	八年级
指导教师	罗之慧、李锐、韩侃光

整体 设计思路	本单元主题为"人与社会"范畴下的"社会服务与人际沟通"主题群。围绕"发出邀请-接受邀请-回绝邀请"等子话题，教材提供了一系列口语与书面语篇。本节课注重在阅读教学中渗透语用知识教学，培养学生语用能力，提高人际交往的有效性和得体性，保持良好的人际关系。通过整合两篇风格迥异的邀请函，依托"内容--语言--语体"的语篇分析框架，以"How to make a proper invitation"为主题意义探究的主线，设计学习理解、应用实践和迁移创新的一系列循序渐进的读写活动，引导学生通过观察、对比分析、领悟和模仿等思维过程，逐步理解语用知识，形成语用意识。
教学目标	1. 能从内容、语言、语体三个维度分析邀请函的语篇框架(学习理解)； 2. 能总结、对比两封邀请函中核心句式的不同语体特征（学习理解）； 3. 能辨别不同邀请函的语体特征，如正式与非正式等（应用实践）； 4. 能根据交际场合、人物关系等，使用准确、得体的语言形式发出邀请（迁移创新）。
教学 重难点	重点：学生学会运用内容、语言、语体的语篇分析框架分析书信类语篇。 难点：学生能理解交际场合、人物关系与语言表达得体性之间的关联，并根据礼貌与合作等语用原则，使用得体的语言形式发出邀请。

<div align="center">教学过程</div>

教学步骤	教学活动	学生活动	设计意图 及资源准备
1.导入 (学习理解)	T presents the picture and introduces the background, then leads in to the topic.	Ss make guesses about the picture and perceive the theme.	创设语境，导入主题，感知语用。
2.问题导读 (学习理解)	T presents the reading text and uses task chains to lead the students to the understanding of the three elements of an invitation: content, language and tone. T carries out the tasks one by one.	Ss first predict and check what key points are included in the invitation. Ss then study the language by answering three "how" questions. After that, Ss make inferences about the tone.	通过系统的、有逻辑、有层次的阅读理解帮助学生获取邀请函的三要素，初步形成结构化知识。

3.对比分析典型句式，辨析不同语体。 (学习理解)	(1).T takes examples of key sentences to instruct on the differences of formal and informal tones.	Ss compare the sentences and share their understandings.	提供典型句式的输入，采用对比分析的方式，深入浅出的比较正式与非正式语体的区别。
	(2).T shows different scenarios for Ss to match with formal or informal tones.	Ss analyze the scenarios and tell the what kind of tone should be used.	提供情境化的任务，在任务中辨析语体的使用，强化语言的得体性认识。
4.归纳梳理内容-语言-语体的语篇分析框架结构。 (学习理解)	T completes the graphic organizer of the three elements of an invitation.	Ss jointly summarize the graphic organizer.	启发学生关注语言的正式语体与非正式语体的运用情况，引导学生意识并理解语言的得体性。
5.尝试运用上述框架，自主阅读新语篇。 (应用实践)	T presents the Ss a new invitation.T guides the Ss to study the invitation through content, language and tone.	Ss use the graphic organizer to study the invitation through 3 aspects: content, language and tone.	学生将结构化知识运用到新语境中，通过分析、概括、评价等思维活动，了解语篇的文体特征，提高语篇分析与语用能力。
6.创设新语境，布置写邀请函关键句式的任务。 (迁移创新)	T sets a new task, asking the students to write the key sentences of the new invitation. T provides the evaluation standard.	Ss write the key sentences and evaluate others' writings. Then analyze if it's proper or not.	考查学生在新语境中得体准确表达的语用能力，并为下节邀请函写作课奠定基础。
板书设计			

How to make a proper invitation

Content	Language	Tone
To whom What When Where When/How to reply From whom	I would like to... I would also like to... Please reply in writing to...	formal Informal

本节课思维导图	
教学反思	1.在阅读教学中适当渗透语用知识的教学，提高学生灵活运用语言得体表达的能力。 2.根据外语学习的规律，在教学中可通过增加阅读输入提升学生的语用体验；开展语篇分析、提炼语用要素帮助学生构建结构化的语用知识；创设真实情境和基于问题解决的写作任务引导学生内化迁移语用知识，形成语用能力。 3.本课涉及两个阅读语篇，由于教学时间有限，未能给予学生充分的思考与表达的时间与空间。