

新目标 *Go for it*

八年级上册

Unit 9

Can you come to my party?

Section B 2a-2e

Reading

UNIT 9

Section A

Can you come to my party?

Language Goals:
 Make, accept and decline invitations;
 Talk about obligations



1a Match the phrases with the pictures [a-e].

- | | | |
|-------------------------------------|---------------------------------|-----------------------------|
| 1. prepare for an exam <u> a </u> | 3. go to the doctor <u> </u> | 5. have the flu <u> </u> |
| 2. help my parents <u> </u> | 4. meet my friend <u> </u> | |

1b Listen and write the names (Tim, Kay, Anna and Wilson) next to the correct students in the picture.

1c You are the students in the picture. Student A, invite three students to your party. Students B, C and D, give answers.

A: Can you come to my party on Saturday afternoon?
 B: Sure, I'd love to.
 C: Sorry, I can't. I have to prepare for an exam.
 D: I'm sorry, too. I must go to the doctor.

UNIT 9

2a Listen and circle can or can't.



1. Jeff (can / can't) go to the party.
2. Mary (can / can't) go to the party.
3. May (can / can't) go to the party.
4. Mei Ling (can / can't) go to the party.
5. Paul (can / can't) go to the party.



2b Listen again. Who can't go to the party? Why? Complete the chart.

Names	Reasons

2c Look at the reasons in the chart in 2b. Write some more. Then, Student A, invite your partner to do something. Student B, say you can't go and why.

<p>1. <u>too much homework</u></p> <p>2. _____</p> <p>3. _____</p> <p>4. _____</p>	<p>A: Hey, Dave. Can you go to the movies on Saturday?</p> <p>B: I'm sorry. I'm not available. I have too much homework this weekend.</p> <p>A: That's too bad. Maybe another time.</p> <p>B: Sure, Joe. Thanks for asking.</p>
--	---

2d Role-play the conversation.

Jeff: Hey, Nick, can you come to my house on Saturday? My cousin Sam from Xi'an is going to be here.

Nick: Oh, Sam! I remember we went bike riding together last fall when he visited you.

Jeff: Yes, that's right.

Nick: I'd love to come, but I'm afraid I can't. I have an exam on Monday so I must prepare for it.

Jeff: That's really too bad! Oh, but Sam isn't leaving until next Wednesday. Can you hang out with us on Monday night?

Nick: Sure! Catch you on Monday!



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

Grammar Focus

Can you come to my party on Saturday?	Sure, I'd love to. Sorry, I must study for a math test.
Can you go to the movies tomorrow night?	Sure. That sounds great. I'm afraid not. I have the flu.
Can he go to the party?	No, he can't. He has to help his parents.
Can she go to the baseball game?	No, she's not available. She must go to the doctor.
Can they go to the movies?	No, they're not free. They might have to meet their friends.

3a Complete the answers with *might* and one of the phrases in the box.

- watch TV
- on the weekend
- my cousin
- visit my grandparents
- practice the violin

1. A: What are you going to do on Saturday?
B: I'm not sure. I might _____
2. A: What are you planning to do after school?
B: I don't know. _____
3. A: When will you finish the science homework?
B: _____
4. A: Who are you going to the movies with?
B: _____
5. A: Are you free to come to my place on Saturday?
B: _____

3b Complete the sentences below. Use the words in brackets to help you.

1. Inviting: _____ (can/play tennis)
Accepting: _____
2. Inviting: _____ (would like to/go to the movies)
Refusing: _____
Reason: _____ (might have to)
3. Inviting: _____ (can/hang out with us tonight)
Refusing: _____
Reason: _____ (must)
4. Inviting: _____ (would like to/come to my birthday party)
Accepting: _____

3c Write down everything you have to do next week. Choose a day and time to have a party. Then invite classmates to your party.

A: Can you come to my party?
B: When is it?
A: Next week, on Thursday night.
B: I'm sorry. I have to study for a math test.

MON.	
TUE.	
WED.	
THUR.	
FRI.	
SAT.	
SUN.	

..... UNIT 9



1a Write the dates for this week on the calendar.

Sunday the ____	Monday the ____	Tuesday the ____	Wednesday the ____	Thursday the ____	Friday the ____	Saturday the ____

1b Write these words below the correct dates on the calendar in 1a.

today tomorrow yesterday the day before yesterday
 the day after tomorrow weekday weekend


1c Ask and answer questions about the days in 1a.

A: What's today?
 B: It's Monday the 14th.

1d Listen. Can Vince play tennis with Andy? Circle Yes or No.

Yes No

Vince's activities	Days
<u> </u> b play soccer	a. today b. tomorrow c. the day after tomorrow
<u> </u> go to the doctor	
<u> </u> study for a test	
<u> </u> have a piano lesson	
<u> </u> look after his sister	



1e Listen again. Match Vince's activities with the days in 1d.

1f Student A is Andy and Student B is Vince. Andy, invite Vince to play tennis.

A: Hi, Vince. Can you play tennis with me?
 B: When?
 A: Today.
 B: Sorry, I can't. I ...

.....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



..... UNIT 9

2c Read the messages again and answer the questions.

1. What kind of party is it?

2. Who is the party for?

3. When is the party?

4. Who did David invite to the party?

5. What can people do at the party?

2d Complete the invitation with words and phrases from the messages on page 69.

We are planning a housewarming _____ at our new house this Saturday. Can you _____? Our house is at 2 London Road. We are serving _____ and _____ from 7:30 p.m. Please _____ your friends and family. A party is more _____ with more people! Please let us _____ by Wednesday _____ you can come to the party. Hope you can make it!



2e Imagine one of your favorite teachers is leaving. Plan a party for him/her. Answer the questions with a partner.

1. Why is he/she one of your favorite teachers?
2. What do you want to say to him/her?
3. When is the best time to have the party?
4. Where can you have the party?
5. What kind of food will there be?
6. What kind of drinks would you like to serve?
7. Who will come to the party?
8. What activities will there be at the party?
9. How can you make the party a surprise for your teacher?

.....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

..... UNIT 9

4 Student A, look at your calendar on the right. Student B, look at yours on page 81. Find a time when you can both go shopping.

A: Can you go shopping with me next week?
 B: Sure, I'd love to. When?
 A: Well, what are you going to do on Monday evening?
 B: I must study for the English test. What about Tuesday evening?

Student A's Calendar	
MONDAY Daytime: school	FRIDAY Daytime: school Evening: Susan's party
TUESDAY Daytime: school Evening: study for math test	SATURDAY Morning: play tennis with Dad Afternoon: do homework
WEDNESDAY Daytime: school	SUNDAY Morning: visit grandparents Evening: go to a concert
THURSDAY Daytime: school Evening: help parents	

Self Check 

1 Fill in the blanks in the conversation.

A: Hi, Peter. _____ you come to my party _____ the weekend?
 B: Sure, _____ love to.
 A: How about _____, Jenny?
 C: I'm afraid I _____. I _____ to look after my little cousin.
 A: _____ you come, Jeff?
 D: I _____ be able to, but I'm not sure. _____ let you know tomorrow.

2 You get these invitations but can't go. Write a refusal and a reason.

1. Invitation: "Can you come to my party on Saturday?"
 Reply: _____
2. Invitation: "Let's go to the movies tomorrow night."
 Reply: _____
3. Invitation: "Let's go to the concert on the weekend."
 Reply: _____
4. Invitation: "Do you want to go shopping with me next week?"
 Reply: _____
5. Invitation: "Can you play soccer with me after school today?"
 Reply: _____

教学设计

(Teaching Design)

一、设计思想 (Teaching philosophy)

依据一：英语学科核心素养

英语学科核心素养是英语课程育人价值的集中体现，它主要包括语言能力、文化意识、思维品质和学习能力。其中，语言能力构成英语课程核心素养的基础要素，文化意识体现英语课程核心素养的价值取向，思维品质体现英语核心素养的心智特征，学习能力构成英语课程核心素养的发展条件，这四个要素相互融合互动、协调、发展。

依据二：《义务教育英语课程标准（2011 年版）》

根据《义务教育英语课程标准（2011 年版）》对初中阶段学习能力五级目标的要求，八年级学生应达到四级目标：学生能在所设日常交际情境中听懂对话和小故事；能用简单的语言描述自己或他人的经历，以及表达简单的观点；能读懂常见文体的小短文和相应水平的英文报刊；能起草和修改简短的叙述、说明、指令、规则等；能尝试使用不同的教育资源，并从口头和书面材料中提取信息、扩展知识、解决简单的问题并描述结果；能在学习和日常交际中注意到中外文化的异同。

依据三：英语教学理念

任何学科都应以学生的全面发展为出发点，一切为了学生，高度尊重学生，全面依靠学生，实现生本教育，即实现学生积极、主动、活泼、健康地发展。英语学科更应以发展“the whole person”为目标，在课堂中以学习目标语言为载体，在培养学生综合语言运用能力和交际能力的同时，注重在学习过程中塑造学生的性格、能力和品质，从而帮助学生树立正确的人生观、价值观、世界观。

二、教材解析 (Teaching material analysis)

(一) 教材整体解析

1. 教材特点

人教版新目标 *Go for it* 是学习和运用英语语言，了解和传播中外优秀文化、工具性和人文性相融合的英语教材，具有基础性、综合性和实践性的特征。突出“以人文本”的教育理念，以发展学生的综合语言运用能力为目标，重视培养学生积极的学习态度和情感，并以发展跨文化意识、促进心智发展、增强爱国主义精神、提高综合人文素养为主要任务，体现时代发展新要求、社会新变化和科学技术新进展。教材内容密切联系初中学生的生活实际和语言学习特点，将趣味性和教育性相结合。在培养学生综合语言运用能力的同时，培养学生的策略，丰富学生的思维方式，发展学生的合作能力和创新能力，提高学生的文化意识及人文素养，从而全面提高学生的综合素质。

2. 教材结构

八年级上册共有 10 个单元。采用“话题、功能、结构、任务”相结合的编写思路。采用“任务链”式活动设计，小步推进，螺旋上升。单元教学结构层次分明、循环递进。

每个单元分为 Section A 和 Section B 两部分，Section A 是该单元基本的教学内容，包括词汇、语法和功能。以听力输入和口语输出为主要教学形式，是体验和感知语言的阶段。Section B 是在 Section A 的基础上对单元话题内容的进一步拓展，尤其是词汇拓展。本部分在进一步听说训练的基础上，重点发展学生的阅读技能和写作能力。Section B 主要是语言的学习、巩固和运用阶段。教材的单元结构体现了“先听说、后读写、再评价”的教学思路。

（二）教材单元解析

本单元的中心话题是“邀请”，主题意义是“人与社会”，主要语言功能项目是学习如何礼貌的发出、接受、拒绝邀请。内容围绕着谈论“发出邀请”“接受邀请”和“拒绝邀请”展开，因此由情态动词引导的一般疑问句是教学重点。通过对本单元的学习，学生能掌握表达邀请的相关句型。以发出邀请为主题，以循序渐进的方式引导学生学会发出邀请，拒绝邀请以及谈论相关的责任和义务。本单元共计七个课时，课时及课型安排如下：

第一课时：Section A 1a-1c 听说课

第二课时：Section A 2a-2d 听说课

第三课时：Grammar Focus-3c 语法课

第四课时：Section B 1a-1f 听说课

第五课时：Section B 2a-2e 阅读课

第六课时：Section B 3a-3b 写作课

第七课时：4-Self Check 复习课

（三）课时教学内容解析

本课时选自八年级上册第九单元 Section B 2a-2e 部分，是本单元第五课时，属于阅读课型。主要围绕“David’s invitation”这个话题为中心而展开。文章为三篇小短文，第一篇为接受邀请的回复，第二篇为拒绝邀请的回复，第三篇就是“David’s invitation”。2a 围绕 the kind of parties 这一话题展开口语训练，2b 和 2c 围绕 David’s invitation 进行阅读思维训练，2d 围绕 housewarming party 展开补全短文训练，最后 2e 部分是围绕 plan a party 进行写作训练。

本单元通过对发出、接受、拒绝邀请的全方位介绍，展示人们在实际生活中如何礼貌的进行邀请和回复，让读者了解中外礼仪文化的差异，培养学生的文化品格，最终形成跨文化交际意识。教师通过向学生展现自己对生活的热爱，使学生了解 party 的真实内涵和意义，引导学生积极向上的生活，让学生爱家人、爱朋友、爱生活、爱自己，到达情感的升华。

三、学情分析（Students’ learning analysis）

八年级的学生已能充分认识英语学习的意义和价值，并已具备基本的英语能力，包括基础听说读写、语音、语法、词汇等，掌握了一定的学习方法及策略。多数学生能完成基础读写任务，获取和整合事实性信息，表达自身观点；能听懂接近自然语速的简单语段，以及完成一些简单的英语交际练习。因此，英语教学应多角度引导学生积极参与课堂，在实践中不断提高学生英语综合素质，培养跨文化交际的能力，为进入更高阶段的学习提供有利的保障。

同时，由于原先的学习方式已不能满足新的英语学习要求，一部分基础薄弱的学生的词汇量和听说技能发展有限，逐渐丧失了对英语学习的兴趣与热情，从而产生了畏难情绪，导致学习困难。这也同八年级学生心理与行为发展的叛逆期存在联系。由此，教学过程中应注意保护学生自尊，优化教学方法和手段等，结合学生的心理特点，有针对性安排课堂内容。分层次布置课后作业，以便班级中

不同层次的学生都能顺利完成，提高英语课堂的学业情绪。此外，培养同学间互帮互助、鼓励引导的学习氛围，争取家长的配合，修正不正确的学习方法和抵触情绪，增强学生的心理韧性，激发进取的动力和学习的信心。

八年级的学生在学习本课时前，已经掌握了 *be going to* 的用法以及对未来的计划和打算的表达方式，因此学生在讲述拒绝邀请的理由时困难不大。本单元的中心话题是“邀请”，学生在生活中已具备了相关的生活经验，如受邀参加过聚会（如生日聚会、新年聚会、乔迁聚会、婚礼等），或自己举办过聚会。本课时旨在培养学生通过思考、讨论、交流和合作来学习和使用英语，完成学习任务，发展综合语言运用能力。

四、教法与学法（Teaching and learning methods）

（一）教法

本课教学方法遵循交际语言教学法（Communicative Language Teaching，简称 CLT），强调以互动作为学习手段和最终目标。学生通过相互之间或与教师之间的互动，学习和练习目标语言，创造具有真正沟通性的语言环境，以提高学生的交际能力，培养学生在实际场景中的沟通能力。

1. 任务型语言教学

任务型语言教学（Task-based Language Teaching，简称 TBLT），是指教师通过引导语言学习者在课堂上完成任务来进行的。这种方法强调“在做中学”（learning by doing），以任务组织教学，要求学生必须使用目标语言完成有意义的任务。教师不以语言是否精准来评价学生的表现，而是重视任务的结果是否确实完成。本节课以“发出邀请”为总任务，设计了发出邀请、回复邀请、拒绝邀请等不同的任务，以任务链的形式帮助学生学习目标语言和句型结构，培养其思维品质。

2. PACE 教学模式

PACE 教学模式（Presentation, Attention, Co-construction, Extension）是一种基于输入、加工、互动和输出理论并兼顾语言形式和意义的教学模式。它注重语言的形式与意义之间的关系，在各种课堂活动中建构起学习目标语言的模式，从而促进在语境中呈现和使用语言形式的教学方法。本节课以圣诞节的邀请为输入，

以 David 为教师准备的惊喜（邀请函）让学生寻找为吸引，以阅读文章及相关阅读任务为建构，以学生合作完成邀请函和回复邀请函并互相发出邀请为输出，达到运用目标句型发出邀请、回复邀请进而分析聚会的真实内涵和意义的教学目标，从而培养学生阅读目标文章，运用目标语的能力。

（二）学法

1. 自主探究式学习

本节课的设计主要以学生为中心，旨在培养学生做课堂主人翁的意识，在老师启发式教学的引导下，充分发挥学生的主观能动性去主动获取知识。

2. 小组合作式学习

通过小组合作学习，学生个体间的学习竞争关系转变为“组内合作”“组际展示”的关系，加强了生生之间的互动。这样不仅提高了学生学习的主动性和对学习的自我控制，提高了学习效率，也促进了学生间良好的人际合作关系，心理品质和社交技能的发展。

五、教学目标（Teaching objectives）

目标内容	素养提升	素养内涵	活动性质		
			学习理解	应用实践	迁移创新
100%的学生能通过阅读邀请函，获取并梳理聚会的种类及明晰邀请函的书写格式。	语言能力 学习能力	感知与注意			
		获取与梳理	√		
		概括与整合			
70%及以上的学生能辨析邀请函种类并回复邀请函（拒绝和接受）及阐释拒绝的原因。	语言能力 学习能力	描述与阐释			
		推理与判断			
		内化与运用		√	
50%及以上的学生能了解口笔头分析和表达中外主要 parties 的真正内涵和意义。	思维品质 文化品格	分析与论证			
		批判与评价			√
		想象与创造			

六、教学重难点 (Important and difficult teaching contents)

(一) 重点

运用 Can you come to my party? 开展问答, 认识了解邀请函的书写格式。

(二) 难点

运用得体的语言回复接受或拒绝邀请, 并能简单陈述拒绝的原因。

七、资源与工具 (Teaching resources and tools)

多媒体、PPT、视频短片、音频、板书卡纸、学案

八、学习评价 (Evaluation and assessment)

在课堂教学中, 力图做到教、学、评一致, 确定明晰的目标, 明确评价角度, 通过以下三种课堂评价方式, 教师可以了解学生完成本课教学目标的程度并根据需要作出及时的反馈或教学调整。

(一) 师生评价

在教学环节中, 通过教师布置阅读任务, 学生完成表格, 引导学生观察思维导图, 评价学生对话的教学活动等, 教师对学生的辨析能力、概括文本信息的能力对学生进行及时评价, 判断学生是否能够通过阅读邀请函获取必要信息, 同时检验梳理关于聚会的种类以及邀请函的书写格式的教学目标是否达成。

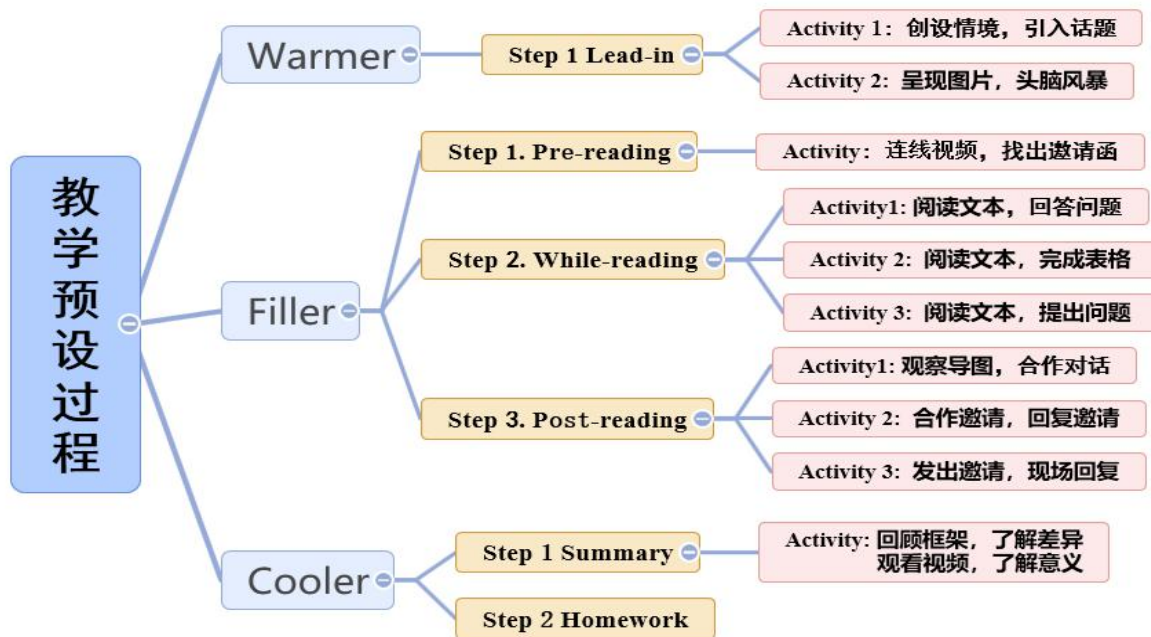
(二) 生生互评

在教学环节中, 通过学生小组内相互讨论和课堂集体问答探讨关于邀请函的相关信息, 合作完成邀请函和回复邀请函等活动, 学生对特定发言学生把握阅读主要信息的分析、判断和评价的能力以及语言、情感、语音语调、逻辑等方面进行评价, 从而检验学生运用目标句型发出、回复邀请的目标是否达成, 并达到检测学生能否掌握邀请函的使用的效果。

(三) 自我评价

在总结环节, 通过比较中西邀请礼节的差异, 观看聚会视频等活动, 学生对自己的课堂表现和技能掌握程度进行自评, 以此为依据, 自觉调整学习状态。

九、教学预设过程 (Predicted teaching procedures)



Part I Warmer

Step 1 Lead-in

Activity 1: 教师和学生热情地打招呼，通过询问日期，复习日期的表达。教师询问 12 月里的 Special Day 引出 Christmas Party。引入本单元 “party” 话题；学生与老师互动，积极思考，回答问题。

Activity 2: 教师呈现四张不同 party 的图片，通过 Christmas party 衍生到其他 party 的种类，进行 brainstorm；学生与教师谈论圣诞节日 party 的活动，以及回答其他种类的 party。

【设计目的】

用复习的方式激活学生的背景知识，调动学生学习的兴趣，创设本课的主情境，引出单元话题。

Part II Filler

Step 1 Pre-reading

Activity: 通过人机对话，David 现场连线视频通话创设情境，进入话题并过渡到文本；学生认真观看教师与 David 现场视频对话，并帮教师找出视频中 David

为教师准备的 surprise（一封邀请函）。

【设计目的】

本活动能够激发孩子们的好奇心和学习兴趣，以真实的情境创设，为下一步的阅读任务打下基础，做好铺垫。

Step 2 While-reading

Activity 1:

1. 创设语境，教师收到了 David 关于 surprise 的邀请函，同时也向同学们发出了邀请。教师布置阅读任务，学生阅读第三段并回答问题。

2. 阅读任务完成后，带领学生核对答案，根据学生完成情况进行解释，读后总结，让学生思考该文段是属于发出邀请、拒绝邀请还是接收邀请；学生积极思考，做出选择。

【设计目的】

通过 David 的神秘邀请函使学生自然进入文本，让学生成为文本内容的参与者，增加学生存在感及参与感，提高学生的学习兴趣和兴趣。通过阅读策略的渗透，使学生学会运用阅读策略进行阅读。在问答任务的设计上，从控制到半控制，从正向回答到逆向提问，鼓励学生进行积极主动的思考，从而达到培养学生逻辑性、批判性和创造性的思维品质的目标。

Activity 2:

1. 教师布置阅读任务：Read the first and second message. Fill in the blanks with the information from the messages. 学生阅读第一、二段文本，完成表格；

2. 引导学生区分拒绝邀请和接收邀请，核对答案，并进行简要评价；学生齐读表格中的句子，复习文本内容。

【设计目的】

通过阅读回复邀请的文本，引导学生辨析、概括文本信息，分析和推断信息的逻辑关系。

Activity 3:

1. 教师布置阅读任务：Read the messages again. Ask other questions. 呈现思维导图，引导学生观察文本的主要信息；学生认真观察思维导图，回顾文本的主要信息；

2. 教师启发学生再次阅读文本，对文本的其他内容进行提问；学生仔细阅读文本，积极思考，提出问题。

【设计目的】

有效提问是培养学生思维能力的重要环节，不同的提问对学生思维品质的培养是不同的。此环节是全开放的逆向提问，把被动学习转向了主动学习，让学生自己来深度挖掘文本，突出了学生的主体地位。不仅培养了学生思维的主动性，也培养了学生的创新性思维，同时学生自主习得语言的能力也得到了发展。

Step 3 Post-reading

Activity 1:

1. 教师布置任务：Make a conversation about preparing the party with your partner according to the mind-map. 教师引导学生观察思维导图，让学生了解筹备 party 的主要内容有些什么；观察思维导图，积极思考。

2. 运用思维导图进行对话，教师先与一位学生进行对话示范，再邀请 3-4 组进行展示，并做评价；学生认真听教师指令，借助思维导图与同伴编对话，认真听示范，与同伴合作编对话。积极展示，认真倾听。

【设计目的】

通过思维导图呈现筹备 party 的主要内容，让学生观察思维导图上的五个问题（what/when/where/who/how），为学生搭好了框架，运用目标语言进行操练，在较真实的语境中用英语做事。同时在 PPT 上呈现对话的形式并留白，将该任务进行了分层，让学生能够自由发挥。

Activity 2:

1. 教师布置小组活动任务：Work in group of six, make your own invitation letters and reply letters about the party. 教师提前将卡片发到各小组，三封有邀请函的卡片及三封回复邀请内容的卡片；学生小组自行分配任务，合作完成邀请函和回复邀请函。

2. 在学生完成邀请函后，现场电话连线 David，回复邀请；学生认真观看教师回复邀请的示范。

【设计目的】

学生以小组合作的模式开展自主学习，互相启发，共同探究，提高了学生的

参与面，增加了学生主动参与课堂的机会，也培养了学生的合作意识。在任务的分配上，教师有意识的将邀请、拒绝邀请及接受邀请分配到每个组，让每一位学生都有任务可做。教师此时的现场连线 and 开始的情境创设首尾呼应，给了学生一个完整的邀请过程示范，为后续的活动输出做好铺垫。

Activity 3: 教师布置任务: Please exchange invitations and invite your classmates to your party now. 教师放背景音乐，引导学生相互之间发出邀请，走到学生中间给予指导；得到邀请函任务的三位同学下座位到别组去口头邀请另外的三位同学，被邀请的同学则要进行现场回复。

【设计目的】

本节阅读课的目的是要达到以读促说，在大量的阅读输入后，此环节就是输出的过程，让学生运用所学知识在创设的真实语境中去运用，培养了学生的语言能力和思维品质，展现了学生的综合语言运用能力，从而达到学习语言的目的。

Part III Cooler

Step 1 Summary

Activity:

1. 教师引导学生回顾邀请函的格式框架，从学生的现场表演邀请及回复中，让学生区分中国和西方的邀请礼节差异；学生复习邀请函的书写格式，了解中外邀请礼节的文化差异；
2. 播放教师自己的 party 视频，让学生观看视频，了解 party 的意义。

【设计目的】

在课堂的生成中渗透中外礼仪文化的差异，培养学生的文化品格，形成跨文化交际意识。教师通过向学生展现自己对生活的热爱，使学生了解 party 的真实内涵和意义，引导学生积极向上的生活，珍惜当下，爱家人、爱朋友、爱生活、爱自己，升华情感。

Step 2 Homework

Choose two of the three to be your homework.

1. Read the invitation which you received in class to your families.
2. Prepare a party with your friends and then make a mind-map.
3. Make an invitation about a party.

【设计目的】

尊重学生的个体差异，设置个性化分层作业，学生可根据自己的实际情况自行选择两项完成。通过向家人朗读邀请函，复习了当天的内容，也有助于培养学生的朗读技能；让学生与同伴合作筹备 party 并完成思维导图，培养学生的小组合作意识；半开放的邀请函写作任务，为下一节写作课做了铺垫。

十、板书设计 (Blackboard design)



Unit 9 Can you come to my party?

Section B Reading

Study Handout 课堂学案

Class _____ Name _____



Task 1. Read the third message. Then ask and answer.

Make an invitation

- What kind of party is it?

- Who did David invite to the party?

- Where do people have the party?

- _____ is the party? (根据回答写出疑问词)
The party is on the next Friday the 28th.
- _____ do people celebrate the party? (根据回答写出疑问词)
They celebrate the party by eating, drinking, and playing games.



Task 2. Read the first and second message. Fill in the blanks with the information from the messages.

	_____ an invitation	_____ an invitation
Reason	Ms. Steen helped her to _____ her English. _____ thinks It's the best way to say _____.	_____ is not available because he is _____ at the _____ of the month to visit his aunt and uncle.
What to do	She can help to buy _____ and _____. She can also help to _____ Ms. Steen to the party.	He'd still be _____ to help out with the party _____, like _____.



Task 3. Read the messages again. Ask other questions about the details of the messages. (根据短文内容提出更多的问题)

Question: _____



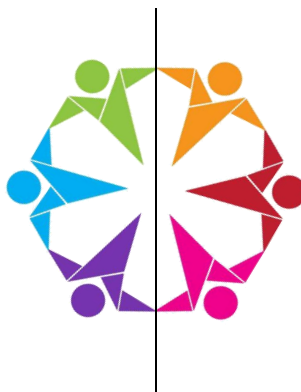
Task 4. Make a conversation about preparing the party with your partner according to the mind-map.

A: Hello, _____. What're you doing?
 B: Hi, _____. I'm planning a party.
 A: What kind of party is it?
 B: It's a _____ party.
 A: Where will you have the party?
 B: We'll have the party _____.
 A: ...



Task 5. Work in group of six. Make your own invitation letters and reply letters about the party.

Three of the group members will get invitation letters.



The other three members will get reply letters.

Homework

Choose two of the three to be your homework.

1. Read the invitation which you received in class to your families.



2. Prepare a party with your friends and then make a mind-map.



3. Make an invitation about a party.

