

教学理念阐述

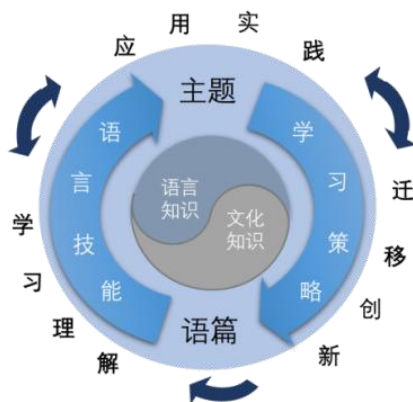
（一）义务教育英语课程标准（2022 年版）

1、核心素养学段特征

学生能具备分析、比较、判断文化差异性和相似性的基本能力，有正确价值观、健康的审美情趣和良好的品格，能进行自主学习、合作学习和探究学习等。在语言能力方面，能运用所学语言表达基本准确、连贯、顺畅；在文化意识方面，能在参与交际活动时，意识到文化差异在语言交流中的表现，能尝试采用多种策略进行沟通和交流；在思维品质方面，能根据获取的信息，发现问题、分析问题并逐步创造性地解决新的问题；在学习能力方面，初步具备自主学习、合作学习、探究学习的能力。

2、教学评一体化

“教—学—评”一体化坚持以评促学、以评促教，将评价贯穿英语课程教与学的全过程。注重发挥学生的主观能动性，引导学生成为评价活动的设计者、参与者和合作者，自觉运用评价结果改进学习。教是为了达成学科育人的目的，基于核心素养目标和内容载体设计的教学目标和教学活动。学是以学生为主体，教师作为指导的一个实践活动，将学科知识和技能转化为自身的学科核心素养的一个过程。评是根据教学目标确定评价内容和评价标准，通过组织和引导学生完成评价目标为导向的多种评价活动，发挥监控教育过程和效果的作用，实现以评促学，以评促教。



义务教育英语课程内容结构示意图（《新课标》，2022）

（二）大观念下的单元整体设计思想

大观念下的单元整体设计思想以人与自我、人与社会、人与自然等三大主题为引

领，以不同类型的语篇为依托，融入语言知识、文化知识、语言技能和学习策略等学习要求，以单元形式呈现。主题内容紧密联系现实生活，体现时代特征，反映社会发展、科技成果等。教师要在整体把握教学内容的前提下进行整体的教学设计，改变知识逐“点”解析、技能逐“项”训练的、散碎的切片式教学思路，从关注知识技能的“点状”“传输”变革为关注学生对知识技能的主动学习，关注教学的关联性、整体性及综合效应。

（三）语用能力

1965 年，语言学家 Chomsky 首先提出“语言能力”是语言使用者对语言系统的基本理解。随后，Chomsky 将其分为语法能力和语用能力：语法能力涉及语言形式的准确性，语用能力是关于语言使用的恰当性和得体性（如按照所学语言的语用规则得体、恰当地表达语用知识）。语用学家何自然（1997）将语用能力理解为得体表达语言和正确理解语言的能力。语用能力强调语言使用的外界语境和交际对象以及英语学习者在特定语境中准确识别和理解交际对象传达的话语含义，辨认其言语行为，在跨文化交际过程中使用恰当的语用策略，遵守符合交际的礼貌原则，从而实现将句子、语篇、话语、话语者意图和交际背景特征相联系进行语言解读和解释。

（四）模仿写作

模仿不仅是母语习得的重要途径，同时也是二语习得过程中一种行之有效的方法。有指导的模仿写作训练可以弥补学生平时写作训练时量的不足。模仿写作由于有范例的制约作用，学习者在写作过程中可以最大限度地控制母语思维习惯的干扰。学生可以随时从范例中找到恰当的表达方式，可以帮助学生直接用英语思维作写，在用英语组织自己思想的过程中提高自己的逻辑思维能力。通过对范例的分析和模仿，学生不仅会很快掌握英语文章的思维模式，还会较为牢固地掌握文中涉及的语言知识，通过模仿写作熟悉了英语文章的结构模式和展开方式在模仿、对比分析中掌握语言规律。

教学背景分析

（一）单元内容分析 (Analysis of the Text Unit)

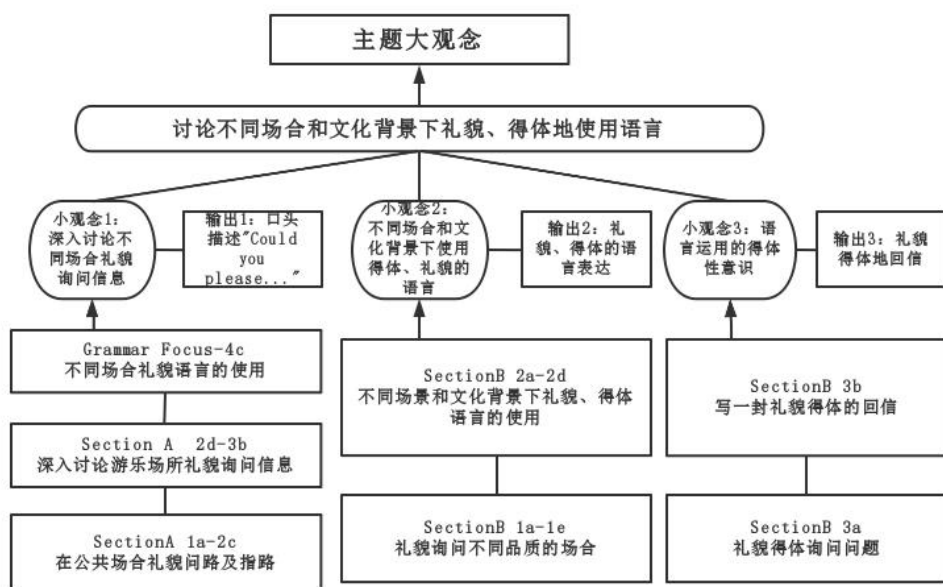
What: 本单元选自人教版《新目标》Go for it! 九年级上册第三单元，题为“Could you please tell me where the restrooms are?”，属于《新课标》“人与社会”主题范畴下关注良好的人际关系与人际交往的子主题群。话题围绕运用得体的礼貌的语言获取信息及提供信息这一话题展开，突出语言运用中不同场合用词用句的礼貌性及得体性。

Why: 本单元基于“人与社会”主题下的“社会服务与人际沟通”子主题，单元主要内容围绕礼貌语言和不同场合得体语言展开，引导学生体会日常交流中语言运用的得体性和礼貌性，从而帮助学生在脑海中确立语言运用的得体性意识，在实际的交际应用中得体地、礼貌地、适切地运用语言的意识。

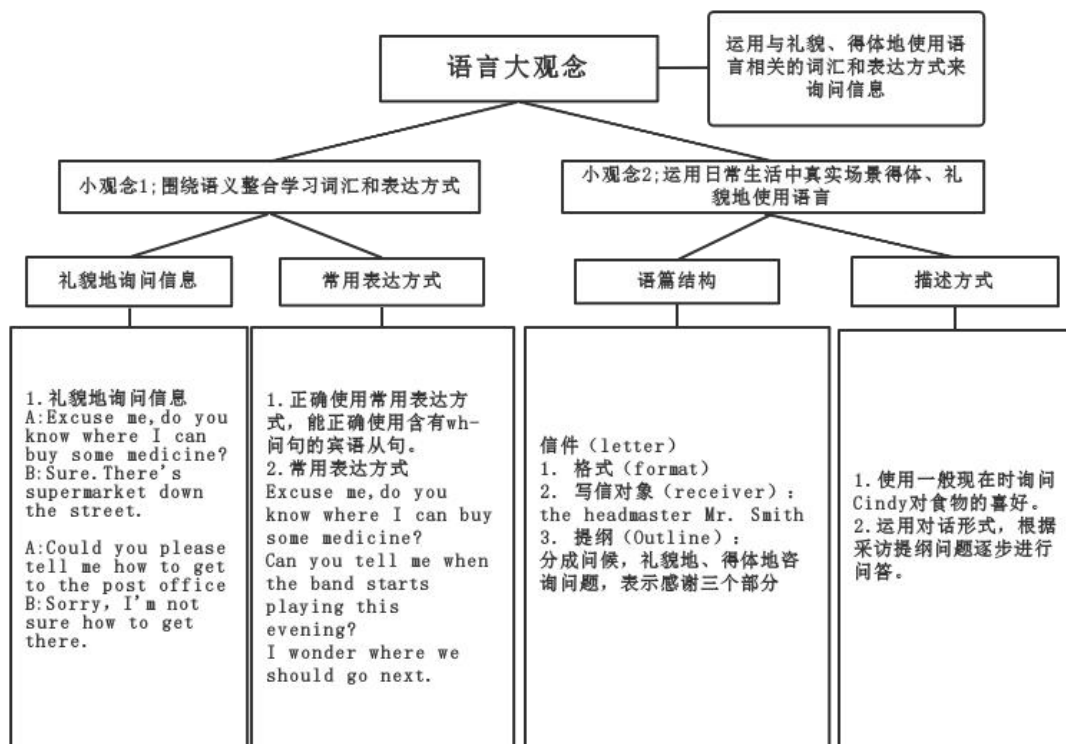
How: 本单元由五组对话和一篇说明文构成，其中五组对话均为学生日常生活对话，涉及购物场所、游乐场等交际场合，用宾语从句礼貌地询问信息，突出单元语言内容的交际性、得体性使用的不同场合和情景。一篇说明文围绕语言礼貌性和场合的得体性展开说明，引导学生思考语言的得体性与使用者的身份、性别、年龄、熟悉及亲密程度等关联性。6个语篇从不同场景层层深入讨论不同场景的礼貌语言，各语篇之间相互关联，从日常问路、咨询信息到更多复杂场合紧紧围绕主题，贴合单元主题。

单元语篇整理

语 篇	语篇类型	语篇主题	语篇内容	主题意义
Section A 1a-1c	对话	人际沟通	在日常生活中使用礼貌语言询问方向和地点	感知礼貌用语及不同的语言情境
Section A 2a-2c	对话	人际沟通	在购物场礼貌询问、提供信息	深入学习礼貌用语的交际功能
Section B 2d	对话	人际沟通	游乐场所关于厕所的语言交际误会	关注语言使用的文化内涵
Section A 3a-3c	长篇对话	人际沟通	游乐场游玩交流对话	如何礼貌得体地运用语言
Section B 1a-1e	对话	人际沟通	询问不同品质特征的地点	进一步介绍礼貌语言结构
Section B 1a-1e	说明文	人际沟通	不同情境和文化背景下的语言使用	礼貌语言和不同场合得体的语言使用



“良好人际沟通与交往”单元主题大、小观念的建构流程图



“良好人际沟通与交往”单元语言大、小观念的建构流程图

（二）学情分析 (Analysis of the Students)

授课对象是九年级学生，本班共有 45 名学生，平均英语水平在全年级属于中等，已经初步意识到语言使用的“形式—意义—使用”的统一，明确学习语法的目的是在语境中运用语法知识理解和表达意义，具有一定语用意识，尝试选择正式或非正式、直接或委婉的语言，进行社会交往，表达情感、态度等，保持良好的人际关系，但同时对于在社会情境中，怎样使用得体的语言和非语言形式进行日常生活交流，如请求和提供帮助等方面有待学习。

本单元学习内容涉及日常生活人际交往话题，话题情境真实且接近学生的生活，要求学生能够在不同场合下，结合不同文化背景礼貌地、得体地使用语言。在口头和书面表达中进行适当的自我修正，用语得当，沟通与交流得体、有效。

（三）单元教学目标 (Teaching Objectives)

单元教学目标		
核 心 素 养	语言能力	1. 能运用所学关于询问信息、指示方向的词语和 wh-问句宾语从句礼貌地问路、咨询信息或寻求帮助，得体指路及提供信息； 2. 能在日常生活情境中，辨别不同的场合和文化背景下正确地使用得体的、礼貌的语言，确立语言运用时的得体性意识。
	思维品质	1. 观察和理解所学语篇中语言和各种文化现象； 2. 索取语篇中有关语言结构性特征，识别关键信息。
	文化意识	了解英语中的礼貌用语。
	学习能力	1. 能在学习过程中初步具备自主学习、合作学习、探究学习的能力，培养良好的学习习惯。 2. 能积极尝试运用不同的英语学习策略提高学习效率。
课程 思政	了解不同文化背景下和场合中人们的语言方式，能培养得体的、礼貌的语用意识。	

（四）本课时教学内容 (Teaching Content of the Lesson)

本课时是九年级全一册第三单元的第五课时——写作课，主要围绕将去英语系国家进行短期游学这个语言背景，理解不同语言情景需要不同的语言形式，区分间接和

直接的发问形式的区别，并以书面形式礼貌地、得体地运用语言进行信息询问后，运用评价表给同伴信件进行合理的评价。

（五）本课时教学目标 (Teaching Objectives of the Lesson)

1. 学生能够区分哪些情况需要使用礼貌的语言，并使用恰当的礼貌语言罗列关于去英语系国家游学需要咨询的问题。
2. 学生能分析回信对象和情景，利用已罗列好的问题得体地、礼貌地完成回信。
3. 学生能根据评价量表，对伙伴的回信进行客观的评价，培养良好沟通交际的语用意识。

（六）本课时教学重点 (Key Points)

学生能够理解回信对象所需要的语用形式和内容，利用已经罗列好的问题，以规范的信件格式，得体的、礼貌的语言在规定时间内完成写作。

（七）本课时教学难点 (Potential Difficulties)

1. 学生能够使用宾语从句正确罗列要咨询的问题。
2. 经过小组交流讨论后，学生能用评价量表客观评价同伴作品。

（八）本课时教法与学法 (Teaching Methods & Learning Strategies)

1. 支架式教学法 (Scaffolding Instruction)

在教学过程中，通过为学生构建充足的支架资源，引导学生丰富知识量、加强语法知识的掌握能力，为学生英语学习任务的开展提供积极个推动作用（王旖旎 2019）。当学生具备充足的支架素材之后，完成作文就会显得游刃有余。

2. 产出导向法 (Production-Oriented Approach)

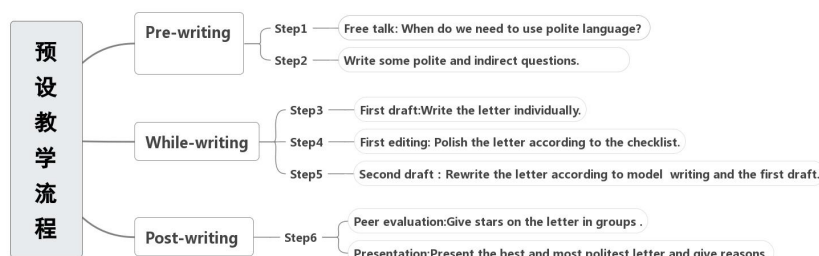
以产出为中心的教学设计，强调学生的实践和产出，注重学生的主动参与和实际运用能力的培养。与传统的以知识传授为主的教学相比，产出导向法更加注重学生的实践操作和产出成果。

（九）本课时资源与工具 (Materials & Tools)

多媒体教学课件、黑板、教具、学案、评价量表卡

教学过程设计

(一) 教学流程图 (Teaching Flow Chart)



(二) 教学过程 (Teaching Procedures)

学习目标	学习活动	学习评价
1. 学生能够区分哪些情况需要使用礼貌的语言, 并使用恰当的礼貌语言罗列关于去英语系国家游学需要咨询的问题。(学习理解 10)	<p>Activity 1: 欣赏关于落水后呼叫的图片, 进行图片对比和自由讨论。</p> <p>Activity 2: 罗列需要使用礼貌性语言的场景。</p>	<p>根据学生的判断, 预测学生语言情境意识的状况。</p> <p>根据学生的表述结果推测学生的语言表达能力和关于该话题的知识背景。</p>
<p>设计意图: 通过有趣的图片引入到关于适宜场合语言得体的重要性, 引发学生思考礼貌语言使用情景, 让学生感悟语用的适切性及培养辩证思维。游学背景的铺垫, 为写作建构情景, 帮助激活学生写作背景。(感知与注意、获取与梳理)。</p>		

2. 学生能分析回信对象和情景，利用已罗列好的问题得体、礼貌地完成回信。

（应用实践 25min）

Activity 3: 使用宾语从句写出咨询游学信息的可能性的、礼貌的、得体的问题。

Pre-writing Write some **polite, indirect** questions.

Topic	Question
The course you will study	Treasure Box
The time of the course	Could you please tell me ...?
Where and what you can eat	I wonder if you can ...
Where you will stay	I'd like to know about ...
What activities you can do	I wonder how long / where / when
Travel to the school	Would you mind if ...
Other	Excuse me, do you know ... Pardon me, can you tell me ...

Activity 4: 利用已经形成的问题列表完成第一稿信件的写作。

While-writing First draft

Useful expressions

I'm happy to receive...
I'll be coming to your school for...
I'd like to know about...
I would like to thank you for...
I'm looking forward to your reply.

Beginning

greet and thank for the invitation

Body

ask for information politely

PEP Grade 8 Unit 8 Can you come to the party?

Ending

thank the person for helping you

Best regards,

Activity 5: 运用评价量表自主完成第一次草稿的修改与润色。

First editing

Polish your writing

Activity 6: 分析模板，模范模板文章的好词好句，进行第二稿写作。

While-writing second draft (modelled writing)

Dear Mr. Smith, Good structure

I am very excited to tell you that I will be attending your school for a short study vacation this summer.

Before I make my decision, I would like to find out more information that I need to know. Firstly, I would greatly appreciate if you could provide me with specific information about ... when it will start. Also, it would be helpful if you could ...

Body: Indirect questions ... g with information about the course prices. I learn from my classmates that we are expected to join some outdoor activities, so I am wondering if I need to bring my outfits and sports shoes.

I would like to say ... and I'm kindly looking forward to your reply.

Best regards,
Li Lei

观察学生是否能借助已有的帮助正确使用宾语从句写出礼貌性和得体的问句。

观察学生能否顺畅完成写作，并关注学生是否能利用评价量表正确客观评价自己的习作并进行适当修改，根据学生需要，给出必要的指导和反馈。

设计意图：引导学生层层递进，通过评价量表和模范习作的使用，不断改进和优化习作，培养学生自主学习能力和评价能力。评价量表的反复使用，体现教、学、评一体化在写作过程中的不断融合。（内化与运用）

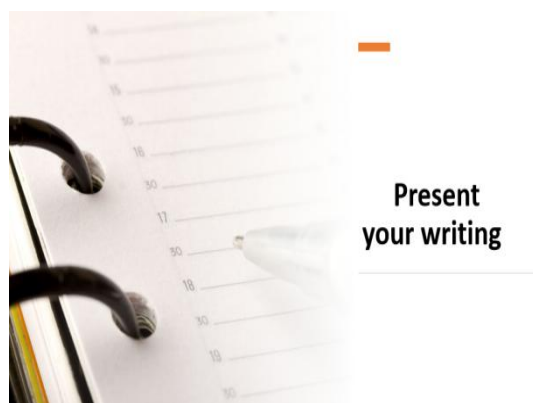
3. 学生能根据评价量表，对伙伴的回信进行客观的评价，培养良好沟通交际的语用意识。

（迁移创新 10 min）

Activity 8: 小组内交换信件，以互评的方式为同伴的习作评价星级，选出最礼貌、得体的回信。

Peer-evaluation checklist		
Structure	1. Is it in a format of an email?	☆☆☆
	2. Is it in good paragraph structure?	☆☆☆
Content	3. Is all information included?	☆☆☆
Language	4. Is the language polite?	☆☆☆☆☆
	5. Are there any spelling and grammar mistakes?	☆☆☆
Handwriting	6. Is the handwriting easy to read?	☆☆☆
Total stars		

Activity 8: 呈现每个小组内最优作品，并给出合理理由。



关注学生使用评价量表的规范性和评价的客观性正确性，并给予及时的指导和评价。

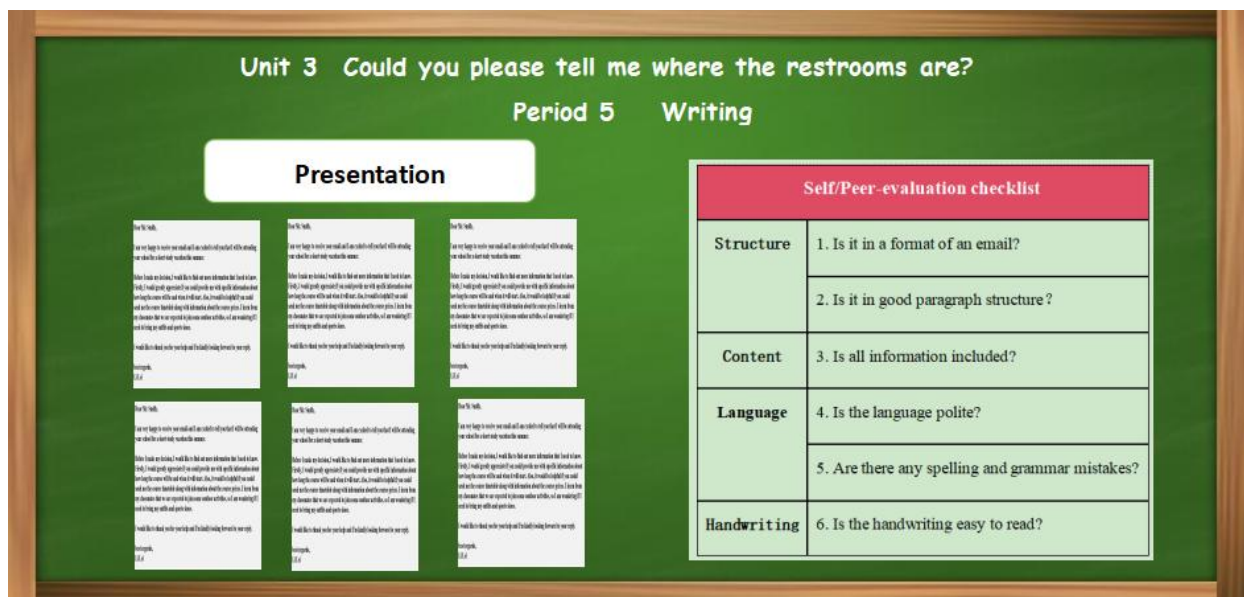
设计意图: 学以致用，引导学生运用所学语言做事情，实现知识的迁移与灵活运用，促进加深和理解，内化评价标准，培养评定和判断的能力。注重学生核心素养的塑造，培养得体恰当的语用意识。（评价与判定）

作业设计 (Homework Design):

必做: 再次优化回信，并发送到邮箱 381566740@qq.com。

选做: 根据回信内容，对 Mr. Smith 做一个采访。

(三) 板书设计展示 (Blackboard Design)



(四) 评价表 (Evaluation Chart)

Peer-evaluation Checklist		
Structure	1. Is it in a format of an email?	☆☆☆
	2. Is it in good paragraph structure?	☆☆☆
Content	3. Is all information included?	☆☆☆
Language	4. Is the language polite?	☆☆☆☆☆
	5. Are there any spelling and grammar mistakes?	☆☆☆
Handwriting	6. Is the handwriting easy to read?	☆☆☆
Total stars		

附 录

(一) 单元教材呈现

UNIT 3

Section A

Language Goals:
Ask for
information
politely;
Follow directions

Could you please tell me where the restrooms are?

1a Where can you do the things below? Match each thing with a place in the picture. Many different answers are possible.



- | | | | |
|-------|--------------------|-------|-------------------------------------|
| b | get some money | _____ | get some information about the town |
| _____ | get some magazines | _____ | buy a newspaper |
| _____ | have dinner | _____ | buy some stamps |
| _____ | get a dictionary | _____ | get a pair of shoes |

1b Listen and complete the conversations in the picture in 1a.

1c Make conversations using the information in 1a. Then talk about your own town/city.

A: Excuse me, could you please tell me how to get to the bookstore?
B: Sure, just go along Main Street until you pass Center Street. The bookstore is on your right, beside the bank.
A: Thanks. Do you know when the bookstore closes today?
B: It closes at 7:00 p.m. today.

UNIT 3

2a

Listen. You will hear some of the directions below. Number the directions in the order you hear them.

- _____ Go to the third floor.
- _____ Turn left.
- 1 Go to the second floor.
- _____ Turn right.
- _____ The supermarket is between the flower store and the bookstore.
- _____ Go past the bookstore.



2b

Listen again. Draw a line in the picture above to show how the boy walks to the supermarket.

2c

Make conversations about the other places in the picture in 2a.

- A: Excuse me, do you know where I can get some postcards?
 B: Sure. Go to the second floor. There's a bookstore between the bank and the supermarket.

2d

Role-play the conversation.

- He Wei: This is Fun Times Park, the biggest amusement park in our city!
 Alice: I'm excited to try the rides!
 He Wei: What should we start with?
 There's Space World, Water World, Animal World ...
 Alice: Before we decide, could you first tell me where the restrooms are?
 He Wei: Pardon? Restroom? You want to rest? But we haven't even started yet!
 Alice: Oh no, I don't mean that. I mean ... you know, a washroom or bathroom.
 He Wei: Hmm ... so you mean ... the toilet?
 Alice: Yes! Sorry, maybe people in China don't often use the word "restroom" when they speak English.
 He Wei: That's right. In China, we normally say "toilet" or "washroom" in English. Anyway, they're over there.
 Alice: OK. I'll be quick!
 He Wei: No problem. You don't need to rush!



3a Read the conversation and answer the questions below.

1. Why did Alice not want to go on the new ride? How did she feel after the ride?
2. What is special about Uncle Bob's restaurant? Should Alice and He Wei get there early for dinner? Why?

Fun Times Park — Always a Fun Time!

[Alice and He Wei are in Space World.]

Alice: I wonder where we should go next.

He Wei: How about that new ride over there?

Alice: Well ... it looks scary.

He Wei: Come on! I promise it'll be exciting! If you're scared, just shout or hold my hand.



[After the ride ...]

Alice: You were right! That was fun! I was scared at first, but shouting did help.

He Wei: See, that wasn't so bad, right? You never know until you try something.

Alice: Yes, I'm so glad I tried it!

He Wei: Do you want to go to Water World now?

Alice: Sure, but I'm getting hungry. Do you know where we can get some good food quickly?

He Wei: Of course! I suggest Water City Restaurant in Water World. It serves delicious food.

Alice: Great! Let's go!

[On their way to Water City Restaurant, Alice and He Wei pass by Uncle Bob's.]

Alice: Look! This restaurant looks interesting. The sign says a rock band plays here every evening.

He Wei: Why don't we come back here for dinner later? Let's ask what time the band starts playing.

[Alice and He Wei walk up to a staff person at the door.]

He Wei: Excuse me, could you tell us when the band starts playing this evening?

Staff: Eight o'clock. The restaurant is always busy at that time, so come a little earlier to get a table.

He Wei: OK. Thank you!

3b Underline the questions or statements in the conversation that ask for information. Rewrite them in a different way.

- e.g. I wonder where we should go next.
Could you tell me where we could go next?

**Grammar
Focus**

Excuse me, do you know where I can buy some medicine?	Sure. There's a supermarket down the street.
Could you please tell me how to get to the post office?	Sorry, I'm not sure how to get there.
Could you tell us when the band starts playing this evening?	It starts at 8:00 p.m.
I wonder where we should go next.	You should try that new ride over there.

4a Rewrite the questions to make them more polite.

- Where can I buy some grapes or other fruit?

- How does this CD player work?

- How do I get to the Central Library?

- Is the Italian restaurant nearby open on Mondays?

4b What should each person ask in the following situations?

- Tim is very hungry.
Could you tell me where I can get something to eat?
Excuse me, can you tell me how I can get to a nearby restaurant?
Pardon me, do you know if there's a restaurant around here?
- Sally needs to mail a letter.

- Helen needs to know when the bike shop closes.

- Ben is wondering if there's a bank in the shopping center.

4c Write four questions that a tourist might ask about your town/city. Then role-play conversations with your partner.

A: Excuse me, could you please tell me where the nearest bank is?
B: Sure. You go east along this street ...

- _____?
- _____?
- _____?
- _____?

Section B

- 1a** What qualities are important for each place? Write the words from the box next to each place below. Write the most important words first.

interesting fascinating
inexpensive quiet
uncrowded big
beautiful convenient
safe clean

Places	Qualities
1. restroom	clean,
2. museum	
3. restaurant	
4. park	
5. subway	
6. mall	

- 1b** Talk about places in your city using the words in 1a.

A: The Fine Arts Museum is really interesting.
B: Yes, and it's beautiful, too.

- 1c** Listen to the conversations and complete the sentences.

Conversation 1

The boy asks about _____, and the clerk tells him to go to Green Land.

Conversation 2

The girl asks about _____, and the clerk tells her to go to the corner of Market and Middle _____.

Conversation 3

The mother asks about _____. The father wants to go to a _____. The girl wants to go to a _____. The boy wants to go to a _____. The older girl wants to go to an _____. The clerk tells them to go to the _____.

- 1d** Listen again. Check your answers in 1c.



- 1e** Role-play the conversations between the clerk and the tourists.

A: Can you tell me where there's a good place to eat?
B: Of course. What kind of food do you like?
A: ...

UNIT 3

2a Where do you need to make polite requests? Think of some possible situations. Discuss them with your partner.

2b Read the article and match each paragraph with its main idea.

- | | |
|-------------|--|
| Paragraph 1 | Use more words to help you sound more polite. |
| Paragraph 2 | It is important to know how to make requests politely. |
| Paragraph 3 | Good English speakers need to know how to speak politely. |
| Paragraph 4 | The choice of language depends on the situation and the relationship between the speakers. |

USING SUITABLE LANGUAGE

In different situations, you need to choose and use suitable language based on cultural knowledge.

Could You Please ...?

When you visit a foreign country, it is important to know how to ask for help politely. For example, "Where are the restrooms?" or "Could you please tell me where the restrooms are?" are similar requests for directions to a place. Both are correct English, but the first one sounds less polite. That is because it is a very direct question. It is not enough to just ask a question correctly. We also need to learn how to be polite by being less direct — or more indirect — when we ask for help.

In English, as in Chinese, we change the way we speak when we talk with different people. The expressions you use might depend on whom you are speaking to or how well you know them. If you say to your teacher, "When is the school trip?", this might sound impolite. But if you say, "Excuse me, Mr. West. Do you know when the school trip is?", this will sound much more polite. However, it is all right to ask direct questions in some situations, like with your classmates.

Usually polite questions are longer and include more language such as "Could you please ...?" or "Can I ask ...?" It sounds more polite to say, "Peter, could you please tell me your e-mail address?" than "Peter, tell me your e-mail address." Sometimes we even need to spend time leading in to a request. For example, with a stranger on the street, we might first say, "Excuse me, I wonder if you can help me" or "I'm sorry to trouble you, but ..." before asking for help.

It might seem more difficult to speak politely than be direct. However, it is important to learn how to use proper language. This will also help you become better at English, or any other language you wish to speak.

Pardon me, could you please tell me where to park my car?



Sure. There's an underground parking lot over there.

Where's the post office?



Sorry. I can't help you.

- 2c** Look at the requests and write two more. Describe a suitable situation for each one. Then make the requests more polite.

Request	Suitable situation	More polite request
1. "How much did you pay for that soccer ball?"	A team player is asking another team player.	"Could you please tell me how much you paid for that soccer ball?"
2. "I want to go to the library. Where is it?"		
3. "Where are the restrooms?"		
4.		
5.		

- 2d** Read the requests below. In the second column, write A if you would say it to someone you know and B if you would say it to a stranger. In the last column, write where you think the people are talking.

Request	Person	Place
1. Will you pass the salt?		
2. Do you know what the answer to number 10 is?		
3. Do you know where I can change some money, please?		
4. Could you tell me what just happened?		
5. Would you mind telling me where the nearest station is?		
6. Excuse me, do you know what time it begins, please?		
7. Let me know when you're ready, OK?		
8. Do you know what time we finish?		
9. Could you possibly tell me the way to the village school?		
10. Would you mind being quiet for a minute?		

- 3a** Imagine you are going on a short study vacation at a school in an English-speaking country. What would you like to know before you go? Write some polite, indirect questions about the following topics.

Topic	Question
The course you will study	
The time of the course	
Where and what you can eat	
Where you will stay	
What activities you can do	
Travel to the school	
Other	

UNIT 3

3b Write a polite letter to the school asking for the information you want to know. Use your notes in 3a.

In your letter, you should:

- introduce yourself
- say when you are coming
- politely ask for information
- thank the person for helping you

Dear Sir or Madam,
I'll be coming to your school soon for a short study vacation. I'd like to know more information about your school.

I would like to thank you for helping me and I look forward to your reply.

Yours faithfully,

Self Check

choice
corner
direct
polite
rush
suggest
plan

1 Fill in the blanks with the words in the box.

- A: Could you tell me where the library is?
B: It's on the _____ of Main and Center Streets.
- A: I wonder why you don't wake up earlier in the morning. You're always in a _____ to get to school on time.
B: Yes, you're right. I need to _____ my time better.
- A: I want to buy some winter clothes. Could you tell me which place would be a good _____ for me to go to?
B: I _____ Jenny's Clothes Store in Century Shopping Mall. It's convenient to get to.
- In many countries, it is often not _____ to ask very _____ questions when you meet someone for the first time.

2 Write questions and answers using the words given.

e.g. buy a magazine / bookstore on third floor

Q: Could you please tell me where I can buy a magazine?

A: There's a bookstore on the third floor.

- get some stamps / post office on Green Street

Q: _____

A: _____

- shopping center opens / 10:00 a.m.

Q: _____

A: _____

- get to the Japanese restaurant / go along Main Street and turn right on Lake Street

Q: _____

A: _____

(四) 学案





Activity 1 Read the letter and answer the following questions.

Dear students,

I am writing this letter to invite you for a short study vacation at Eston House School in Britain. We are excited to welcome you! We understand that you may have some questions before making your decision. Just feel free to send your questions to our email: elt@EstonHouse.org.cn.

I am looking forward to hearing from you soon.

Best wishes,
Mr. Smith

- 
- 
1. Is it a polite letter?
 2. What is it about?
 3. What did Mr. Smith ask us to do?

Activity 2 Write the first draft.

Activity 3 Rewrite the letter.

Peer-evaluation Checklist		
Structure	1. Is it in a format of an email?	☆☆☆
	2. Is it in good paragraph structure?	☆☆☆
Content	3. Is all information included?	☆☆☆
Language	4. Is the language polite?	☆☆☆☆☆
	5. Are there any spelling and grammar mistakes?	☆☆☆
Handwriting	6. Is the handwriting easy to read?	☆☆☆
Total stars:		