

ABC

# 湖北省第六届初中英语优质课展评

## 一等奖案例集

主编：詹华唯 金 莺  
执教：沈 璐 胡智全  
蔡 芳 陈 艳  
郑方红 陈显平  
程道芹 徐 浩  
点评：刘作焕 舒白梅  
金 莺 詹华唯

湖北省第六届初中英语优质课展评集实用性、研究性和学习性于一体。本次展评的教学内容与现行湖北省初中所使用的新课标教材同步，所有参加展评的教师备课时间长，他们用一个月的时间研究教材、设计教案，并得到广泛的同伴支持，推出的课肯定是研究后的精品，是广大英语教师学习、研究的优秀案例。本次展评教学内容覆盖七、八两个年级六个单元，涉及各种课型，是观摩、学习、研究的极好蓝本。

ISBN 978-7-5403-1174-2



9 787540 311742 >

# 湖北省第六届初中英语优质课展评一等奖案例集

主 编:扈华唯 金 莺

执 教:沈 璆 胡智全 蔡 芳 陈 艳

郑方红 陈显平 程道芹 徐 浩

点 评:刘作焕 舒白梅 金 莺 扈华唯

湖北长江出版集团

崇文书局

(鄂)新登字 07 号

湖北省第六届初中英语优质课展评一等奖案例集

主 编：扈华唯 金 莺

责任编辑：强高锋

出版发行：湖北长江出版集团

崇文书局

(430070 武汉市雄楚大街 268 号 B 座 027-87679710)

印 刷：武汉众兴联合印务有限责任公司

开 本：880 mm × 1230 mm 1/32

印 张：2.75

版 次：2007 年 6 月第 1 版

印 次：2007 年 6 月第 1 次印刷

字 数：55 千字

印 数：0001 - 1000 册

定 价：15.00 元

ISBN 978-7-5403-1174-2

## 前 言

优质课竞赛或展评既是促进教师研究教学、促使教师课堂教学风格走向成熟的有效手段,也是同学科教师间交流教育教学理念,切磋课堂教学方法的极好平台。

在优质课展评期间,总会出现一些好课。湖北省第六届初中英语优质课展评活动于2006年11月在美丽的宜昌市举行。在优质课展评活动中,各地推选参加展评的课都有出色的表现,每一节课都有可圈可点之处,因为这些课不仅是参赛教师自己对英语教学的感悟,而且是他们所在地方优秀英语教师集体经过近一个月时间反复打磨出来的精品课。在展评的21节课中,我们在一等奖中选取了8节课,编辑在一起出版发行,其目的是想让本次展评活动最大限度地发挥其研究、学习、交流的作用,继续给参加观摩的和没有参加观摩的英语教师提供学习和研究的蓝本。为了使观看本套优质课案例集的教师受益更大,引起更多的思考,我们对每节课都做了一个简要的点评。特别值得一提的是,我们邀请到了中南民族大学刘作焕教授和华中师范大学舒白梅教授参与评课。在此,我们代表受益于两位教授教诲的英语教师,向两位教授表示衷心的感谢。

本案例集收集的8节课,我们没有做任何美化性地剪辑,保留了其课堂教学的原本面貌,它们可能不够美观,但绝对真实。

教学是门艺术,是一门追求完美但很难完美的艺术。我们选取的这几节课有许多值得我们学习、借鉴的地方,但也不是没有改进的余地。除了专家们提出的建议外,也希望观看课的教师在新课程理念的指导下,按照“有趣、有序、有效”的要求,品评这几节课,研究教学艺术,提高我们教师自己的教学效率,为学生的终身学习奠定基础,为学生研究终身发展奠定基础。

编者

2007年1月

## 目 录

沈璆老师的课堂实录 .....	( 1 )
舒白梅教授点评 .....	( 15 )
胡智全老师的课堂实录 .....	( 16 )
扈华唯教研员点评 .....	( 28 )
蔡芳老师的课堂实录 .....	( 31 )
舒白梅教授点评 .....	( 40 )
陈艳老师的课堂实录 .....	( 42 )
金莺教研员点评 .....	( 47 )
郑方红老师的课堂实录 .....	( 50 )
刘作焕教授点评 .....	( 58 )
陈显平老师的课堂实录 .....	( 60 )
刘作焕教授点评 .....	( 66 )
程道芹老师的课堂实录 .....	( 68 )
金莺教研员点评 .....	( 73 )
徐浩老师的课堂实录 .....	( 75 )
扈华唯教研员点评 .....	( 82 )

## 沈璆老师的课堂实录

### Unit 7 How much are these pants?

授课教师：宜昌外国语学校 沈璆

使用教材：英语(新目标)Go for it!

授课内容：1a-1c of Section A, Unit 7, Book 7A

授课时间：2006 年 11 月 7 日上午

授课地点：湖北省宜昌市伍家岗实验小学

教学条件：多媒体、录音机、黑板

#### I. Warm-up

(Lead the students to do a "That's me" game. Teacher gives the students some statements. If they're true for them, they should stand up and say "That's me". )

**T:** Good morning, boys and girls. Do you like English?  
OK. Please stand up and say "That's me".

**T:** I like English. If you like English, please say, "That's me".

**Ss:** That's me.

(Repeat twice. )

**T:** I'm a girl.

**Girls:** That's me.

**T:** I'm a boy.

**Boys:** That's me.

T: I'm a good student.

Ss: That's me.

T: I'm twelve.

Ss: That's me.

T: I like apples.

Ss: That's me.

T: I have a pen.

Ss: That's me.

T: I like blue.

Ss: That's me.

T: Oh, good. I have a blue book.

Ss: That's me.

(Then talk about colors with the students.)

T: What color do you like?

Ss: I like red / pink / white, etc.

## II. Present New Words

### 1. Learn new words and patterns.

(Show slides of clothes.)

T: Look at the picture. What color is it?

Ss: It's blue.

T: Yes, it's a blue T-shirt.

(Let the students read the new word "T-shirt" after the teacher.)

T: What's that in English?

Ss: It's a T-shirt.



**T:** Yes, it's a T-shirt. It's a T-Shirt.

**Ss:** (*Read after the teacher.*) It's a T-shirt.

**T:** (*Show another picture.*) Is this a T-shirt?

**Ss:** No, it's a ...(*sweater*).

(*The teacher goes to the boy who can say it in English and ask him the same question again.*)

**S:** It's a sweater.

**T:** Sweater.

**Ss:** Sweater.

...

**T:** Boys, what's that?

**Boys:** It's a sweater.

**T:** Girls, what's that?

**Girls:** It's a sweater.

(*Do the same with "skirt".*)

**T:** (*Show a picture of shorts.*) And what are they?

**Ss:** It's / They're shorts / shoes.

**S:** They're shoes.

**T:** They're shoes?

**Ss:** Shorts.

**T:** Yes, they're shorts. Shorts.

**Ss:** Shorts.

(*Redo it several times.*)

**T:** Are they shorts?

**Ss:** Yes, they are.

(*Do the same with "pants / shoes / socks".*)

**T:** All these clothes are for sale. You can buy them.

(*Teach the new word "sale".* )

## 2. Practice.

**T:** What's that?

**Ss:** It's a T-shirt.

**T:** What're they?

**Ss:** They're shorts.

**T:** Please ask and answer like this. Work in pairs, please. OK? What's that? What are they?

(*The students work in pairs. Then the teacher checks how well they have done.* )

## III. Match the Words with the Things in 1a

**T:** Open your books, please. Page 41. Activity 1a. Match the words with the things in the picture. Are you clear?

**Ss:** Yes.

**T:** OK, do it in your book.

(*Then check the answers with the students.* )

## IV. Play a Guessing Game

**T:** Look, I have a bag. I put some clothes in it. What are they? Ask me "Is it a ...?" or "Are they ...?"

(*Get the students to guess.* )

**Ss:** Is it a T-skirt?

**T:** No, it isn't.

**Ss:** Is it a sweater?

**T:** Is it a sweater? Do you think so? (*The teacher opens*

*the bag.* ) Look, you're a clever girl. Yes, it's a sweater. It's a red sweater. Is it beautiful?

Ss: Yes.

T: Look, there is another bag in it. (*Take out the bag.* ) What's in the bag, can you guess?

S: They're shoes.

T: Are they shoes? No, they aren't.

S1: Socks.

T: Are they socks? No, they aren't.

S2: Are they pants?

T: No, they aren't.

S3: Is it a skirt?

T: No, it isn't.

S4: Is it a hat?

T: No, it isn't.

S5: Are they shorts?

T: No, they aren't.

S6: Are they socks?

T: No, they aren't.

S7: Is it a bag?

T: No, it isn't.

S8: Is it a T-Shirt?

T: Yes, you're right. It's a T-shirt. Look at my T-shirt. Look, there is another bag in it. What's in this bag, can you guess?

(*In this way, let the students guess other things of pants /*

shoes / socks. )

## V. Present Sentence Patterns and Practice

**T:** Do you like the socks? They ' re very cute. How much are the socks, do you know?

**S:** It ' s two dollars.

**T:** They are two dollars. (*Help the student to say "they are ..."*)

**T:** How much? (*Let the class read after her and write "How much" on the blackboard.* )

**Ss:** How much?

**T:** How much are the socks?

**Ss:** How much are the socks?

(*Redo this.* )

**T:** They are two dollars.

**Ss:** They are two dollars.

(*Redo this.* )

**T:** Dollar.

**Ss:** Dollar.

**T:** Two dollars.

**Ss:** Two dollars.

**T:** Class, How much are the socks?

**Ss:** They are two dollars.

**T:** Class, ask me.

**Ss:** How much are the socks?

**T:** They are two dollars. How much are the shoes? Can

you guess? ... Are they ...?

S1: Are they five dollars?

T: No, they aren't. Up, up.

S2: Are they ten dollars?

T: No, they aren't. Down, down.

S3: Are they eight dollars?

T: Down, down.

S4: Are they seven dollars?

T: Down.

S5: Are they six dollars?

T: Yes. Look. (*Show the price tag to the class and thumb up for the students.*)

Ss: They are six dollars.

T: How much is the sweater? Can you guess? Is it ...?

S1: Is it nine dollars?

T: Up!

S2: Is it ten dollars?

T: Up! It's a very nice sweater.

S3: Is it eleven dollars?

T: Up!

S4: Is it fifty dollars?

T: Is it fifty or fifteen dollars?

S5: Fifteen.

T: Fifteen dollars. Up!

S6: Is it twenty dollars?

T: Up! Up!

S7: Is it twenty-five dollars?

T: Up! Up!

S8: Is it thirty dollars?

T: Up! Up! But you're close.

S9: Is it thirty-one dollars?

T: Up! You're too close.

S10: Is it one hundred dollars?

T: Oh, down, down. You're too far.

S11: Is it eighty dollars?

T: Down, down. Thirty-one is very close.

S12: Is it thirty-six dollars?

T: Down. Down.

S13: Is it thirty-three dollars?

T: You're very close, too.

S14: Is it thirty-five dollars?

T: Down. Thirty-one and thirty-three are very close.

S15: Thirty-two dollars.

T: Yes, that's it. How much is the sweater?

Ss: It's thirty-two dollars.

T: Read after me. How much is the sweater?

Ss: How much is the sweater?

T: It's thirty-two dollars.

Ss: It's thirty-two dollars.

(Reread them three times.)

## VI. Guess the Prices of Their Own Things

(Let Students work in groups and guess the prices of their

*own things. )*

**T:** How much are your socks? Let me guess. Are socks one dollar?

**Boy:** No, it isn't.

**T:** No, they aren't.

**Boy:** No, they aren't.

**T:** Are your socks ten dollars?

**Boy:** No, they aren't. Up.

**T:** Up! Can you guess, class? Are they ...?

**S:** Are the socks twelve dollars?

**T:** Are your socks twelve dollars?

**Boy:** Yes, they are.

**T:** Oh, you're clever. You're cleverer than me.

*(Ask the students to play the game in groups of four.*

*Then do it with the whole class. )*

**T:** Now let's play the game together. Who'd like to come to the front? Bring one of your things here, please. The girl, please.

**Girl:** How much is my watch?

**S1:** Is it thirty dollars?

**G:** No, it isn't.

**T:** Up or down?

**G:** Up.

**S2:** Is it twenty-four dollars?

**G:** No, it isn't. Up.

**S3:** It's one hundred dollars.

G: No, it isn't. Down!

S4: Is it fifty dollars?

G: No, it isn't. Down!

S5: Is it forty-eight dollars?

G: Yes, it is.

T: Ah, you're very clever. It's forty-eight dollars.

## VII. Find out "is" or "are"

(Play a "chair" game. There is an "is" chair and an "are" chair. When I say, "the pencils", the students try to rush to the "are" chair and sit in it. The one who is the quickest asks the question "How much are the pencils?" I show the class numbers and get them to answer "They're five dollars." )

T: OK. Let's play a game. Look at the two chairs. This is an "is" chair. (Mark it with an "is".) This is an "are" chair. (Mark it with an "are".) Do we say "How much is the shoes?" or "How much are the shoes?"

Ss: How much are the shoes?

T: Good. When I show you shoes, you must run very quickly to the "are" chair and sit in it. Then you can ask the class "How much are the shoes?" And the class will answer you. Clear?

Ss: Yes.

T: OK. Now, boys and girls, who'd like to play this game?

(Get the students to come to the front and divide them into



*Boys' Group and Girls' Group. Two students play the game at a time. The students who fail go back to the seats and those who succeed stay. See which group has the most students left. )*

**T:** Boys stand here, please. You're Boys' Group. Girls stand there, please. You're Girls' Group. Let's PK. Each time two students. Are you ready?

**Ss:** Yes.

**T:** Ping-pong balls.

*(The student who gets the "are" chair first gets the chance to ask the question and stayed. )*

**T:** I think you both are winners. You can ask the question together.

**Ss:** How much are they?

*(I show the class the number "eight". )*

**Ss:** They're eight dollars.

*(Then continue the game with "a pen / pencils / DVD / a ruler". )*

**T:** *(Count the boys and girls left. )* Today, boys win.

### **VIII. Listen and Circle**

*(Ask the students to open their books and do 1b. )*

**T:** Look at the picture, please. How much is the bag?

**S:** It's four dollars.

**T:** How much are the pants?

**S:** They are five dollars.

**T:** Great. Listen to a conversation. You circle the things