

# 历年试讲题库

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## 英语

- 配套教案
- 试讲逐字稿
- 配套答辩

华图教师教研院编著

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## 小学英语

### 《I like noodles》-对话课

1. 题目: I like noodles 对话教学

2. 内容:



3. 基本要求:

- (1) 试讲时间约 10 分钟, 采用英语授课;
- (2) 根据教学内容设计导入环节;
- (3) 突出教学重点和难点, 呈现对话教学的主要环节;
- (4) 配合教学过程适当板书。

## 【试题解析—教案】

**Teaching objectives:**

## 1. Knowledge objectives:

Students can read, understand and use the sentences “Do you like...?”; “Yes, I do.” or “No, I don’t.”

## 2. Ability objectives:

Students’ speaking ability will be also improved by some activities.

Through group work, students can learn how to cooperate with others.

## 3. Emotional objectives:

Students’ interests of learning English will be improved.

**Key points:**

Students understand the sentences “Do you like...?”; “Yes, I do.” or “No, I don’t.”

Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching Procedure:****I. Revision/ Lead-in**

Show some pictures of different kinds of food on the screen and ask students the names of the food. Talk more about the food such as their shapes, colors and tastes.

**II. Presentation**

1. Play the tape for students and ask them what the dialogue is about.

2. Students listen to the tape again and answer the following questions:

(1) Does Amy like meat?

(2) What does Lingling like?

(3) What does the boy like?

(4) Who likes milk?

3. The teacher shows students the picture of the dialogue and plays the tape for the third time. Students try to follow the tape with the help of the picture and imitate the pronunciation.

**III. Practice****Activity 1 Ask and Answer**

Show some pictures of different kinds of food on the screen again. Point at some kind of food and ask students “Do you like ...?” guide students to answer with “Yes, I do/ No, I don’t. But I like...”

**Activity 2 Pair Work**

Students work in pairs to ask each other about their food preferences. Then the teacher invited several pairs to show their conversations.

**IV. Consolidation**

The New Year is coming. Four students in a group, talk about what they will do on the New Year’s Eve and what they are going to prepare for the New Year’s Eve dinner and explain why.

### V. Summary

Students summarize what they have learnt in this lesson and the teacher gives supplement if necessary  
Enlarge students' knowledge about food and cultivate their love for traditional Chinese festivals.

### VI. Homework

Students ask their friends about their likes and dislike after class.

### VII. Blackboard Design

#### I like noodles



Does Amy like meat?

What does Lingling like?

What does the boy like?

Who likes milk?

——Do you like ...?

——Yes, I do./ No, I don't. But I like...

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【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T: How are you today?

S1: Fine, thank you.

T: How is weather today?

S2: It's sunny.

T: Now, please look at the PPT. There are some pictures, please tell me "What's this?"

S3: This is an apple.

T: Yes, and the apple is red, round and sweet. Wonderful! Any other students want to have a try?

S4: This is a pear.

T: Yes, and the pear is yellow, and sweet.

**II. Presentation**

Activity 1:

T: Now, I will play the tape and you have to listen to the tape carefully. After listening, please tell me what the dialogue is about. Do you understand?

S: Yes! OK! Let's go!

T: The tape is over. Who can answer my question? You, please!

S: It talks about what they like to eat.

Activity 2:

T: Well done! And now, please listen to the tape again and answer the following questions:

(1) Does Amy like meat?

(2) What does Lingling like?

(3) What does the boy like?

(4) Who likes milk?

Do you understand?

Ss: Yes!

T: OK! Let's go!

T: The tape is over, who can tell me the answer? Lily, please!

S: Amy likes meat.

T: Wonderful! What about the second one? Mike, you, please!

S: Lingling likes meat.

T: Great! What about the third one? Our monitor, please!

S: The boy likes noodles.

T: Great! What about the last one? Tom, please!

S: The baby likes milk.



Activity 3:

T: OK! Now, I will show you the picture of the dialogue and plays the tape for the third time. You should try to follow the tape with the help of the picture and imitate the pronunciation.

S:...

### III. Practice

Activity 1 Ask and Answer

T: Now, please look at the PPT. There are some pictures of different kinds of food on the screen. I will point at some kind of food and ask you "Do you like ...?" Then, you should answer with "Yes, I do/ No, I don't. But I like..." Are you clear?

S: Yes!

T: OK! Let's go!

T: Do you like meat?

S: Yes, I do.

T: Wonderful! Ok, next one! Do you like milk?

S: No, I don't. But I like meat.

Activity 2 Pair Work

T: Next, you have to work in pairs to ask each other about your food preferences. Then I will invite several pairs to show your conversations. Clear?

S: ...

T: Time flies! Who wants to give us a performance? You two, please!

S: ...

T: Wow, your pronunciation is great! Thanks for sharing!

### IV. Consolidation

T: Ok, next, let's do a task! The New Year is coming. Four students should be in a group. You have to talk about what you will do on the New Year's Eve and what you are going to prepare for the New Year's Eve dinner and explain why. Are you clear? Ok, let's go!

T: Time is up! Which group wants to have a try? Wow, Group B you are so brave! It is your show time!

S: I will make dumplings on the New Year's Eve, because it is delicious!

T: Your performance is very careful!

### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned the sentence pattern and some new words.

T: Yes, but we also learned the importance of loving for traditional Chinese festivals.

### VI. Homework

T: Today's homework is to ask your friends about their likes and dislike after class. Class is over, bye!

### VII. Blackboard Design



### I like noodles



Does Amy like meat?

What does Lingling like?

What does the boy like?

Who likes milk?

——Do you like ...?

——Yes, I do./ No, I don't. But I like...



## 【试题解析—答辩】

## 1. 请说一说什么是零冠词以及它的用法。

## 【参考答案】

零冠词,即不用定冠词的情况,其用途比较广泛,不仅用于物质名词、抽象名词和专有名词前,而且经常用在集体名词和名词化的各种词类之前,变化也比较多。常用用法如下:

(1) 国名、人名前通常不用定冠词。

例如: England 英国, Mary 玛丽。

(2) 泛指的可数名词,表示一类人或事物时,可不用定冠词。

例如: They are teachers. 他们是教师。

(3) 抽象名词表示一般概念时,通常不加冠词。

例如: Failure is the mother of success. 失败乃成功之母。

(4) 物质名词表示一般概念时,通常不加冠词。

例如: Man cannot live without water. 离开水人就无法生存。

## 2. What are the teaching key points and difficult points of this lesson?

## 【参考答案】

Key points:

Students understand the sentences "Do you like...?"; "Yes, I do." or "No, I don't."

Students can use these certain expressions to communicate with others.

Difficult points:

Students can use the key sentences flexibly in different situations.

So, in order to overcome the difficult points, I will adopt different activities to attract their attention and try to make them enjoy English learning. By doing this, students are stimulated by the motivation to finish the task and they're applying the knowledge into practice.

## 3. What's the function of blackboard design?

## 【参考答案】

Blackboard design is what is prepared to be written on the blackboard during class. At the same time, writing on the board requires scientificity, integrity and orderliness.

What's more, blackboard writing in class is one of the important means for teachers to organize teaching activities and control teaching process. It is also one of the important carriers of information transmission in classroom teaching and it plays the role of communicating bilateral activities between teaching and learning. Exquisite blackboard writing is a kind of artistic creation in the teaching process of teachers. It can open up students' ideas, cultivate and explore their intelligence, and help students to understand and master knowledge.

So the blackboard design should be reasonable, avoid desultorily. And the text should be concise, clear, logical and neat.

《A brown cow has a crown》-语音课

1. 题目：A brown cow has a crown 语音教学

2. 内容：

Pronunciation

ow	ou	cl	cr
how	our	clock	cry
town	mouth	class	cream
brown	mountain	clean	crow
now	house	close	crop

A brown cow has a crown.

Our loud mouse has a big mouth.

Clean crows cry, clean clothes dry.

3. 基本要求：

- (1) 试讲时间约 10 分钟，采用英语授课；
- (2) 渗透语音学习策略，总结字母组合的读音规则；
- (3) 着重解决辅音连缀的难点，并注重其语音教学趣味性；
- (4) 配合教学内容适当板书。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge Objective:

Students can pronounce the consonant sound “ow”, “ou”, “cl” and “cr” in different words correctly.

2. Ability Objectives:

Students can make use of the spelling approach – phonetics to read different words and make up new words.

3. Emotional Objective:

Students’ interests in learning phonetics can be aroused by working individually, in pairs or in groups.

**Key points:**

Students can know how to pronounce the consonant sound “ow”, “ou”, “cl” and “cr” in different words correctly.

**Difficult points:**

Students can improve their spelling abilities and can spell words according to the pronunciation rules.

Students can form interests in learning phonetics.

**Teaching Procedures:**

**I. Lead-in**

Show students a video about the chant on the book and ask students “What can you see from the video?”

**II. Presentation**

1. Present the color of “brown” and ask students what the color is to teach “brown”.

2. Present the picture of a town and ask “What’s that?” Elicit students to answer “It’s a town.”

3. The teacher leads students to summarize the pronunciation rule of /ow/.

4. Present other words with pictures and questions in the same way and summarize the pronunciation rules.

**III. Practice**

Activity 1: Listen, circle and say

Students read the words in pairs. The teacher plays the tape of this part and elicits students to circle the correct words they heard in the tape.

Activity 2: Phonics song

Let students sing a phonics song with the words on PPT, including brown, cow, crown, our, loud and so on.

**IV. Consolidation**

1. Students read the chant together.

2. Divide students into four groups, representing “ow”, “ou”, “cl” and “cr” respectively. The teacher reads the chant on the book and the groups clap their hands when they hear the letter combination they represent.

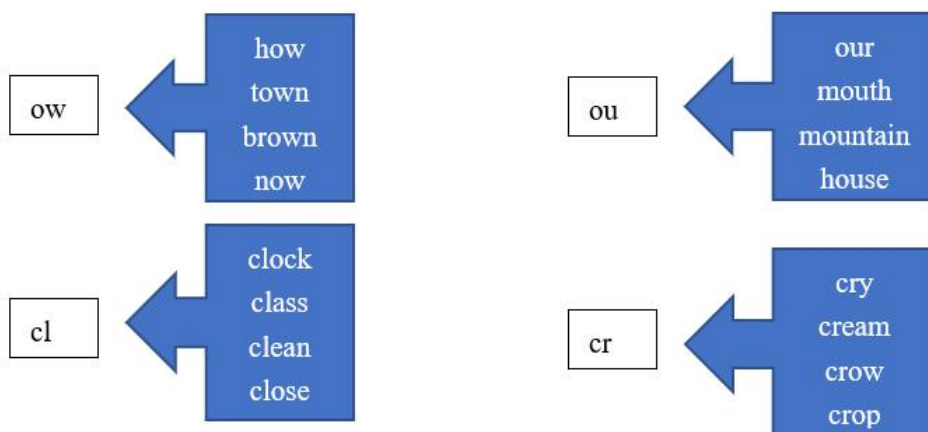
**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary, and reminds them the importance of English pronunciation.

**VI. Homework**

Make a conversation with the words they have learned today.

## VII. Blackboard Design



【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T: How are you today?

S1: Fine, thank you.

T: How is weather today?

S2: It's sunny.

T: Before the class, let's watch a video. After watching, please tell me what can you see from the video?  
Clear? Let's go!

T: Time is up! Who wants to be the volunteers? Mary please!

S: I can see a brown cow.

**II. Presentation**

T: Now let's look at the picture. What's color? Lily, please!

S: It is brown.

T: Good answer! Please follow me!

S: ...

T: Wonderful! Then, please look at the picture, what's that?

S: It's a town.

T: Thanks for your sharing! Please read after me.

S: ...

T: Wonderful!

T: Both the two words contain letter: "ow", and its pronunciation is /aʊ/. So read after me again.

S: ...

T: Please pay attention to my mouth! /aʊ/, /aʊ/, /aʊ/.

S: ...

T: Better!

**III. Practice**

Activity 1: Listen, circle and say

T: Now let's do "listen, circle and say". I will play the tape and you circle the correct one. Got it? Yes! Are you ready?

S: ...

T: Who wants to show your answer? You, please. The second one is brown. Excellent!

Activity 2: Phonics song

T: Then, I will show the words on PPT. You can sing a phonics song according to the words on the PPT. Please pay attention to the pronunciation. Do you understand?

S: Yes!

T: Ok! Let's begin!

S: ...

T: Ok, your pronunciation is great!

#### IV. Consolidation

T: Now, let's do an activity! I will divide you into four groups, representing "ow", "ou", "cl" and "cr" respectively. I will read the chant on the book. And when you hear the letter combination they represent, you should clap your hands. Do you understand? Let's go!

T: All of you have done a good job!

#### V. Summary

T: Who can tell me what we have learned in this class?

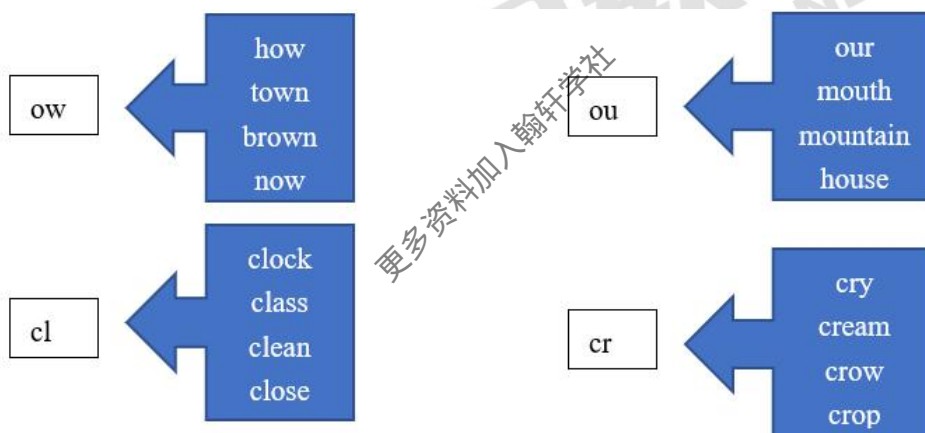
S: We learned the pronunciation of "ow".

T: Yes, what's more we should pay more attention to English pronunciation.

#### VI. Homework

T: Today's homework is to make a conversation with the words we learnt today. Class is over, bye!

#### VII. Blackboard Design





## 【试题解析—答辩】

**1. What are the teaching objectives of this lesson?**

## 【参考答案】

Teaching objectives:

(1) Knowledge Objective:

Students can pronounce the consonant sound “ow”, “ou”, “cl” and “cr” in different words correctly.

(2) Ability Objectives:

Students can make use of the spelling approach – phonetics to read different words and make up new words.

(3) Emotional Objective:

Students’ interests in learning phonetics can be aroused by working individually, in pairs or in groups.

**2. 请说一说什么是定冠词以及它的用法。**

## 【参考答案】

定冠词 the 与指示代词 this, that 同源, 有“那(这)个”的意思, 但意义较弱, 可以和一个名词连用, 来表示某个或某些特定的人或事物。

(1) 特指双方都明白的人或物。

例如: Take the medicine. 把药吃了。

Bring the book here. 把那本书拿过来。

(2) 上文提到过的人或事。

例如: He bought a house. I’ve been to the house. 他买了幢房子, 我去过那幢房子。

(3) 指世上独一无二的事物。

例如: the sun, the sky, the moon, the earth 等。

**3. Tell us some methods you adopt in class.**

## 【参考答案】

Methods that I adopt in class are various, they are mainly TBLT and situational teaching approach.

TBLT is widely used in the teaching field. The essence of this method is learning by doing. Usually, I’ll ask students to finish a task by using what they’ve learnt. For example, I will ask them to make a list of foods they want to buy after they have learnt some words about foods. By doing this, students are stimulated by the motivation to finish the task and they’re applying the knowledge into practice.

Situational teaching approach is very popular. Teachers who use this method usually create or design a certain situation to help the students grasp knowledge and experience feelings. For example, teachers can walk toward the door and close it to teach students the word “close” by doing the action. Besides, this method is also widely used in Chinese teaching, math teaching and the teaching of other courses. As an English teacher, mastering and using these methods is of great importance.

Since TBLT and situational teaching approach are interrelated, one can use these methods according to the teaching content and the students’ condition, sometimes, one may use all of these methods in one class.

### 《Look, Sam. Here's a dog》-对话课

#### 1. 题目: Look, Sam. Here's a dog 对话教学

#### 2. 内容:



#### 3. 基本要求:

- (1) 试讲时间约 10 分钟, 采用英语授课;
- (2) 突出教学重点和难点, 呈现对话教学的主要环节;
- (3) 运用地理位置示意图辅助教学, 配合教学过程适当板书;
- (4) 创设情境, 引导学生在相关情景中谈论各个场所的地理位置。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge objectives:

Students can read, understand and use the sentences “Where is...?”; “Turn left.” or “Go straight on”.

2. Ability objectives:

Students’ speaking ability will be also improved by some activities.

Through group work, students can learn how to cooperate with others.

3. Emotional objectives:

Students will know the importance of asking for ways and helping others.

**Key points:**

Students understand the sentences “Where is...?”; “Turn left.” or “Go straight on”.

Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching Procedures:**

**I. Lead-in**

The teacher shares his/her own experience of getting lost with students and asks students “What will you do if you get lost?”

**II. Presentation**

1. Listen to the tape and get the main idea of the dialogue.

Q1: How many people are there in the dialogue?

Q2: What are they talking about?

2. Listen to the tape again and answer some questions.

Q1: Who is lost?

Q2: Who helped the lost one?

Q3: What is the right way?

**III. Practice**

Activity 1: Listen and imitate

Students listen to the tape together and imitate it, paying attention to the pronunciation and intonation.

Activity 2: Role play

Students read the dialogue in pairs. Then exchange roles.

**IV. Consolidation**

1. Students share their own experience of getting lost with others.

2. The teacher shows students four maps and divides students into four groups. Each group chooses one map and makes a new play according to the way on the map, using the important sentence structures. Ten minutes later, each group shows their play in the front of the class.

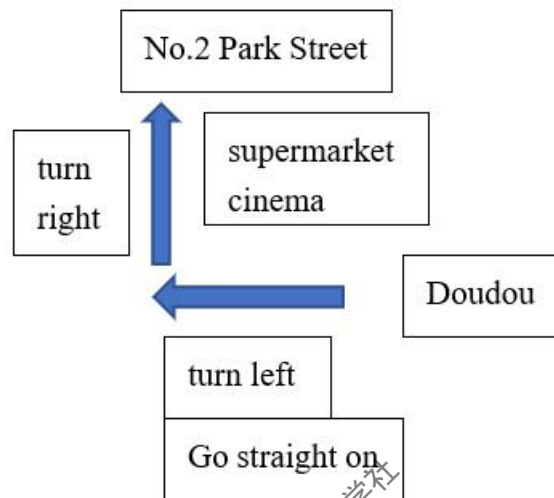
**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary, and reminds them the importance of asking for ways and helping others.

#### VI. Homework

Draw a picture about the way from their home to the school and make a report about the way. Share with classmates next time.

#### VII. Blackboard design



## 【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T: How are you today?

S1: Fine, thank you.

T: How is weather today?

S2: It's sunny.

T: Before the class, I will share you a sad story of me. Last weekend, I got lost! I was afraid at that time. So, do you have any experience about getting lost? And what will you do if you get lost? Lily, you please!

S: I think I will ask the policeman for a help!

**II. Presentation**

T: Now please listen to the tape and get the main idea of the dialogue. What's more, please answer the two questions:

Q1: How many people are there in the dialogue?

Q2: What are they talking about?

T: Time is over! Any volunteers? Mike, you please!

S: The main idea of the story is about that a dog is lost and two students help it to find home under the help of a grandfather.

T: Thanks for your sharing! What about the first question? You please!

S: There are 3 people in the dialogue.

T: Good answer! Do you agree with her?

S: Yes!

T: How about the second question? Do you have any idea?

S: Yes!

T: Ok! Let's check it! What about Lily?

S: They are talking about how to help the dog find home.

T: Nice!

T: Next, listen to the tape again and answer some questions.

Q1: Who is lost?

Q2: Who helped the lost one?

Q3: What is the right way?

T: Do you have any idea? Our monitor, please!

S: The dog is lost.

T: Nice! How about the second question? Do you have any idea? You, please!

S: Two students help the dog.

T: Yes!

T: How about the third question? Do you have any idea?

S: The right way is turn left first. Then go straight on. Next turn right. And it's next to a supermarket. Finally, it's beside the cinema.

T: Super!

### III. Practice

Activity 1: Listen and imitate

T: Now we have known the main idea of the dialogue. Next, please listen to the tape together and imitate it. What's more, please pay attention to the pronunciation and intonation. Clear?

S: Yes.

T: Great, let's go!

T: Wow, your pronunciation is great. I am so proud of you!

Activity 2: Role play

T: Then, two students in a group, one asks and the other one answers to read the dialogue in pairs. Do you understand?

S: Yes!

T: Ok! I will give you several minutes to prepare. Some of you will stand in front of the class and show your dialogue. Ok, let's begin!

T: Ok, time is up. Which group wants to try? Great! You two please. Come here. It's your show time!

S: ...

T: Please switch your roles! You did a good job! Let's clap your hands for them.

### IV. Consolidation

T: Now, let's do an activity! Please work in group and share their own experience of getting lost with others. Do you understand? Let's go!

S: ...

T: Your sharing is great! So next, I will show you four maps on the PPT and divides you into four groups. Each group chooses one map and makes a new play according to the way on the map, using the important sentence structures. Ten minutes later, each group shows their play in the front of the class.

T: Time is over! Group 1 please!

S: ...

T: Fine, thanks for your sharing. OK! Group 2, it's your turn!

S: ...

T: Splendid!

### V. Summary

T: Who can tell me what we have learned in this class?

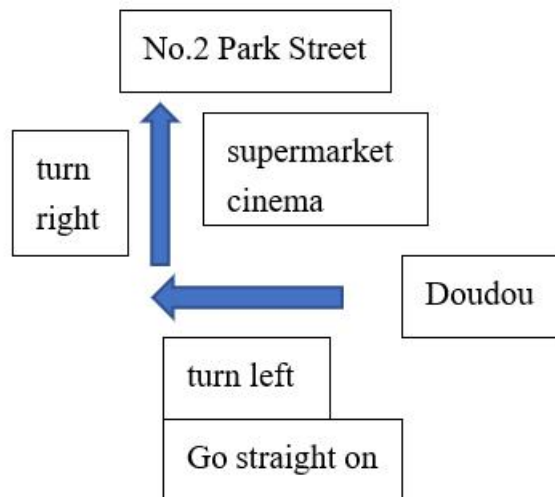
S: We learned some new words.

T: Yes, what's more we should know the importance of asking for ways and helping others.

### VI Homework

T: Today's homework is to draw a picture about the way from your home to the school and make a report about the way. Share with classmates next time. Class is over, bye!

### VII. Blackboard Design





## 【试题解析—答辩】

## 1. 请说一下英语中主动形式表示被动意义的情况。

## 【参考答案】

(1) 表主语的某种属性特征的动词如 wash, clean, cook, iron, cut, sell, read, wear, draw, write等。例如:  
The book sells well. 这本书很畅销。

This knife cuts easily. 这刀子很好用。

(2) blame, let (出租), remain, rent, build等。例如:

I was to blame for the accident. 事故发生了, 我该受指责。

Much work remains. 还有许多活要干。

(3) 在need, require, want, worth (形容词), deserve后的动名词用主动形式。例如:

The door needs repairing. = The door needs to be repaired. 门该修了。

This book is worth reading. 这本书值得一读。

(4) 系动词look, sound, feel, smell, taste, appear, seem, go, prove, turn, stay, become, fall, get, grow, keep+形容词/名词构成系表结构。例如:

The steel feels cool. 钢摸起来很冷。

It has gone bad. 它已经变质了。

## 2. As an English teacher, what would you do to improve your teaching practice?

## 【参考答案】

Personally, the quality of teaching practice can be improved from the following 3 aspects: teaching plan, teaching process and teaching reconsideration.

Firstly, I will make a feasible and effective teaching plan. The plan should abide by the New English Curriculum Standard, adhere to the interrelations of teaching content. When making the plan, I will take the students' different characteristics into consideration and focus on the teaching objectives, important and difficult points of the teaching in my mind to get well prepared for the teaching as well as the methods and the teaching steps I will adopt in my class.

Secondly, I'll conduct my teaching according to the plan. Students are the center of the class and I'll mainly act as a facilitator or a guide. I'll guide the students to think actively and try to bring their initiatives into play. Creating a harmonious and enjoyable atmosphere is very important in the class and there are activities between the teacher and the students to learn English in a relaxing atmosphere. As a teacher, I'll also teach the students how to learn and offer them some learning strategies. Everything I do in this part is to make sure that the students can learn English actively and happily.

Lastly, after teaching, I'll think about the process and see if there are any shining points and drawbacks in it and ask for others' suggestions to solve problems and improve my teaching. I'll try to find teaching methods and ideas that are more illuminating.

To summarize, I will try to improve my teaching practice from the three phases: pre-teaching, while-teaching and post-teaching.

## 3. What are the key points and difficult points of this class?

【参考答案】

Key points:

Students understand the sentences “Where is...?”, “Turn left.” or “Go straight on”.

Students can use these certain expressions to communicate with others.

Difficult points:

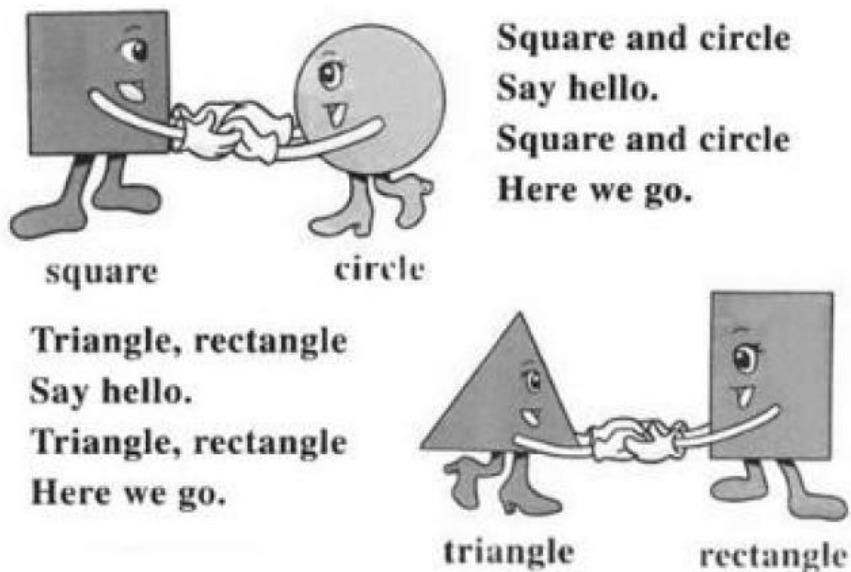
Students can use the key sentences flexibly in different situations.



### 《Shapes》-词汇课

1. 题目: Shapes

2. 内容:



3. 基本要求:

- (1) 试讲时间约 10 分钟, 用英语授课;
- (2) 对读音较难的词汇作重点指导;
- (3) 结合教学内容组织教学游戏;
- (4) 配合教学内容适当板书。

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【试题解析—教案】

**Teaching objectives:**

1. Knowledge Objectives:

Students can recognize, understand, and speak the following key words: square, circle, triangle and rectangle.

2. Ability Objectives:

Students can make dialogues with the key words in real situations.

Students can describe the shapes in different places correctly.

3. Emotional Objective:

Students should pay more attention to the shapes in daily life.

**Key points:**

Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can describe the shapes in different places correctly. What's more, students should pay more attention to the shapes in daily life.

**Teaching Procedures:**

**I. Lead-in**

The teacher draws the four shapes "square, circle, triangle and rectangle" on the blackboard and asks students which shape is their favorite. Students may talk in Chinese.

**II. Presentation**

1. Play the shape song for students and then ask students how many shapes they hear in the song.

2. Play the song again and ask students try to figure out the name of the shapes they hear. The teacher writes the names of the shapes on the blackboard. Explain the characters of the shapes by describing and acting. Then, invite students to read and try to match the words with the drawings.

**III. Practice**

(1) Each student chooses a shape to be their own name. Then, the teacher plays the song. Students join hands and dance with other shapes according to the lyrics of the song. Meanwhile, they can sing together following the tape.

(2) Students draw a cartoon picture using these shapes and then introduce the picture they draw to their partners.

**IV. Consolidation**

Students work in groups to make up a story about these four shapes. Try to imagine what may happen among them. Then, the teacher invites several groups to share their stories.

**V. Summary**

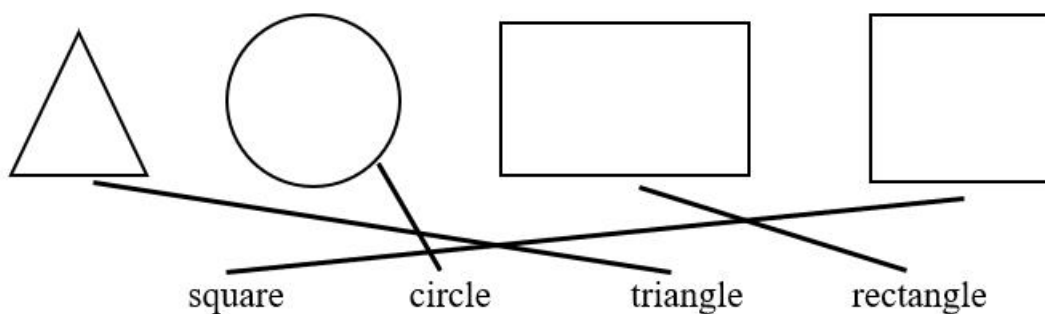
Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary, and reminds them to pay more attention to the shapes in daily life.

**VI. Homework**

Watch carefully what shapes the things around them are. Note them down and share their findings next class.

## VII. Blackboard Design

### Shapes



【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T: How are you today?

S1: Fine, thank you.

T: How is weather today?

S2: It's sunny.

T: Look at the blackboard, there are the four shapes: square, circle, triangle and rectangle. Please tell me which shape is your favorite?

S3: 三角形

S4: 四边形

**II. Presentation**

T: Now, please listen to the shape song. After listening, please tell me how many shapes you hear in the song. Are you clear? Let's go!

T: Wow! Wonderful! So now, let's listen to the song again and try to figure out the name of the shapes you hear.

T: Ok, who wants to have a try? You please!

S1: Square!

T: Right! Let me write it down on the blackboard. This is square, it has 4 lines! Just like a TV. Please read after me!

T: Anyone else? Tom, you please!

S2: Circle!

T: Yes. Let me write it down on the blackboard. This is circle, it is round! Just like an apple. Please read after me!

T: Mary! It is your turn!

S3: Triangle. Look at the blackboard, this is triangle! Just like a flag. Follow me!

T: Great! Let's play a matching game! Please read the new words on the blackboard and try to match the words with the drawings. Are you clear? Go, go, go!

T: Wonderful! You have finished it. Let's check the answer! All of you have done a good job! Let's clap for ourselves!

**III. Practice**

T: Now we have learned so many new words. Now let's play a game! Please choose a shape to be your own name. Then, I'll play the song. You have to join hands and dance with other shapes according to the lyrics of the song. Meanwhile, sing loudly together with the tape. Clear?

S: Yes.

T: Great, let's go!

Song: square and circle, say hello. Square and circle, here we go! Triangle and rectangle, say hello. Triangle, rectangle, and here we go.

T: Nice! Are you happy now!

S: Yes, we are happy! The game is very interesting!

T: Wow, your voice is so loud. Now, let's do another activity! Please draw a cartoon picture using these shapes and then introduce the picture your partners.

T: Thanks everyone did a great job. I love your pictures. You are improving!

#### IV. Consolidation

T: Now, let's make up a story about these four shapes. 4 students in a group and try to imagine what may happen among them. Several minutes later, several groups should share their stories in front of the class.

T: Time flies! Which group wants to have a try? Group 1, please!

S1: Square and circle are good friends. They are dancing together!

S2: Square and triangle are good friends. They are singing together!

S3: Triangle and circle are good friends. They are reading together!

T: Thanks for your sharing. I love your stories. You are full of imagination!

#### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned some new words about shapes.

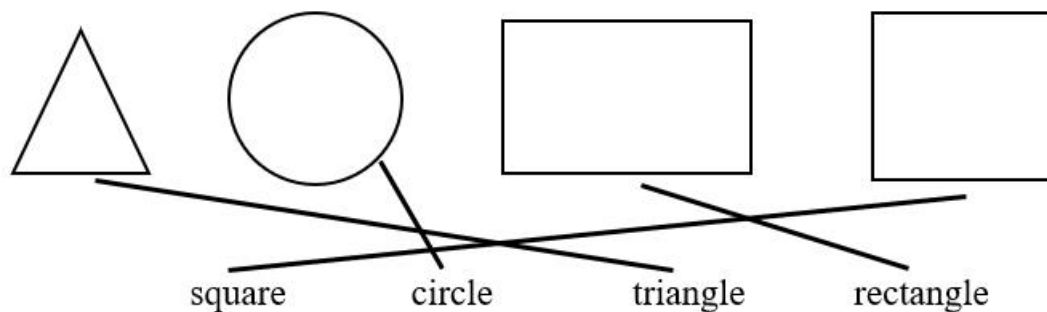
T: Yes, but we also learned how to improve our listening and speaking skills.

#### VI Homework

T: Today's homework is to watch carefully what shapes the things around you. Note them down and share your findings next class. Class is over, bye!

#### VII. Blackboard Design

#### Shapes





## 【试题解析—答辩】

## 1. 什么是直接引语? 什么是间接引语?

## 【参考答案】

引述别人的话有两种方式:一是使用引号引出人家的原话,这叫做直接引语;一是用自己的话把人家的话转述出来,这叫做间接引语。例如:

John said, "I'm going to London with my father." 约翰说:“我要和父亲到伦敦去。”(引号内是直接引语)

John said that he was going to London with his father. 约翰说,他要和他父亲去伦敦。(宾语从句是间接引语)

直接引语在改为间接引语时,人称需要做相应的调整。

顺口溜“一随主,二随宾,第三人称不更新”。

“一随主”是指在直接引语变间接引语时,如果从句中的主语是第一人称或被第一人称所修饰。从句中的人称要按照主句中主语的人称变化,例如:

She said, "My brother wants to go with me." → She said her brother wanted to go with her.

“二随宾”是指直接引语变间接引语时,若从句中的主语及宾语是第二人称或被第二人称所修饰,从句中的人称要跟引号外的主句的宾语一致。如果引号外的主句没有宾语,也可以用第一人称,例如:

He said to Kate. "How is your sister now?" → He asked Kate how her sister was then.

“第三人称不更新”是指直接引语变间接引语时,如果从句中的主语及宾语是第三人称或被第三人称所修饰从句中的人称一般不需要变化。例如:

Mr. Smith said: "Jack is a good worker." → Mr. Smith said Jack was a good worker.

## 2. If you are the head teacher of a class, how do you organize and cultivate classroom collective?

## 【参考答案】

The headmaster is mainly responsible for the organization and cultivation of a class collective, he or she should spend more time on construction of class collective. I will describe my ideas in the following aspects:

Firstly, to propose common objectives, which can not only encourages students but also strengthens class cohesion.

Secondly, to select and train class committee. The headmaster should be good at organizing the whole classmates, cultivating activists and classroom committee, and build up the leading core of classroom collective, to ensure self-education and self-management.

Thirdly, to develop positive public opinion and elite class atmosphere, which can facilitate formation of a large educational power. It can also have effect upon every member of class, and play an important role in class management.

Fourthly, to tighten up the discipline. A good discipline can helps students study better, improve their marks more effectively, and let everyone in the class becomes better and better.

Finally, to organize variety of educational activities, which can increase their knowledge and broad their horizons. Meanwhile, it can develop their talent and abilities of cooperation. In a word, it is essential for the headmaster to guide students to organize some activities.

**3. What are the teaching objectives of this class?****【参考答案】****(1) Knowledge Objectives:**

Students can recognize, understand, and speak the following key words: square, circle, triangle and rectangle.

**(2) Ability Objectives:**

Students can make dialogues with the key words in real situations.

Students can describe the shapes in different places correctly.

**(3) Emotional Objective:**

Students should pay more attention to the shapes in daily life.



### 《What time is it?》-听说课

1. 题目：四年级《What time is it?》片段教学

2. 内容：



3. 基本要求：

- (1) 试讲 10 分钟；
- (2) 需有师生互动环节；
- (3) 适当结合板书；
- (4) 全英授课。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge objectives:

Students can understand the conversation.

Students can read, understand and use the sentences “What time is it?”; “It’s...”

2. Ability objectives:

Students can develop the abilities of speaking and communicating in the real situations through different activities.

Students’ listening ability will be also improved by listening to the tape and finishing some listening tasks.

Through group work, students can learn how to cooperate with others.

3. Emotional objectives:

Students will be interested in learning English through activities and games. And they can speak and be willing to participate in communication actively. What’s more, it enlarges students’ knowledge about the time and cultivates their enthusiasm for daily life and English learning.

**Key points:**

1. Students understand the sentences “What time is it?”; “It’s...”

2. Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching Procedure:**

**I. Lead-in**

1. Greeting.

2. Ask students: How to say the numbers in English from 1-12.

**II. Presentation**

1. Teacher introduces the old friends John and Wu Yifan.

2. Teacher asks students to listen to the tape for the first time, and answer: what they are talking about?

3. Teacher encourages students to answer:

Q1: What time do John and Wu Yifan play basketball?

Q2: What time do they go home?

4. Teacher asks students to listen to the tape again and read follow the tape and pay attention to the pronunciation and intonation.

**III. Practice and Consolidation**

Activity 1

Teacher asks students to look at the activity “Let’s play” on your books and answer: “Who are they?” “What are they talking about?”

Activity 2

Teacher asks students to make a conversation according to their dialogue.

**Activity 3**

Teacher asks students to look at the PPT (there are many clocks) and answer what time is it and what do you do at that time?

**IV. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. Enlarge students' knowledge about the time and cultivate their enthusiasm for daily life and English learning.

**V. Homework**

Students make their own timetable according to their schedule.

**VI. Blackboard Design****What time is it?**

Q1: What time do John and Wu Yi fan play basketball?

Q2: What time do they go home?

Sentences:

1. What time is it? It's...

2. What do you do? It's time to do something.

## 【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you again.

Ss: Nice to see you, too.

T: How are you today?

S1: ...

T: I know you are not satisfied with that short rest and you didn't get enough enjoyment, but you have to know that time is so precious that we have to balance the rest and the learning. Before the class, I will divide you into two groups, From here (手势) you are group A, you are group B. If you answer my question quickly and correctly, I will give you a smile face, one question, one smile face, can you understand?

S2: Yes!

T: Now let's sing a song together. Please sing loudly with me, ready, go!

S3: (Song: what time is it?)

T: We have learned numbers before, do you still remember them?

S: Yes!

T: Look at the PPT, how to say it in English from 1-12, who wants to show me your answer? Ok, I see jack hand up, jack, please.

S: One two three four five six seven eight nine ten eleven twelve.

T: Wow that's great, Group A got a smile face, now let's say it again together.

S: One two three four five six seven eight nine ten eleven twelve.

**II. Presentation**

T: Now look at this picture. Who are they?

S: They are our old friends John and Wu Yi fan.

T: Do you want to know what they are talking about?

S: Yes, we want to know!

T: So, let's listen to the tape for the first time. Ok, the tape is over. So who can tell me what they are talking about? Joey is the first one to hand up, so you please.

S: They are talking about time.

T: That's good! Group B got a smile face.

T: Now open your book and turn to page 14. I have other questions.

Q1: What time do John and Wu Yi fan play basketball?

Q2: What time do they go home? Let's read the text again to find the answers. 3 minutes for you to get that and then I will invite you to show me your answer. You can start now.

T: Ok, stop here. The first question, who can tell me your answer? Monica, you want to have a try, go ahead.

S: They play basketball at 5 o'clock.

T: The answer is right. That is excellent. Group A got a smile face. And the second question what time do they go home? Oh. Gina hands up. Gina please.

S: It's 6 o'clock.

T: Do you guys agree with that? You all agree with that, you are so smart. Group B got a smile face.

T: I guess you have understood this text. And next let's listen to the tape again, please read follow the tape okay? Pay attention to your pronunciation and intonation let's go!

T: Until now you can read the text fluently. Let's read the text by roles, ok? You can work in pairs. One is John and one is Wu Yi fan. 3 minutes for you to practice then I'm going to invite you to read for me. Ready! Start!

T: Time is up. Which group wants to read for me? Jack please.

S: ...

T: Wow you guys read very well, let's clap for them, Group A got a smile face.

### III. Practice and Consolidation

T: In the following part, look at the activity "Let's play" on your books, who are they?

S: They are Zhang Peng and Sarah.

T: What are they talking about? 2 minutes for you to have a look.

S: ...

T: Stop here. Next, let's invite a student to read the dialogue. Mike please.

S: ...

T: That's terrific, thank you. Next let's make a conversation according to their dialogue, can you understand? 5 minutes for you to practice. You can work with you partner again. Then I will ask you to show me your conversation. Let's begin!

S: ...

T: Time is up. Any volunteers! Tony, can you? Okay go ahead!

S: It's 10:10 p.m. in Sydney and it's time to go to bed.

T: That's correct. Group A got a smile face.

T: Let's invite another group to show us, Tommy you want to have a try? Go ahead!

S: It's 12:10 p.m. in London.

T: Yes, and you have slept at that time. That's fantastic! Thank you for sharing. Group A got a smile face.

T: Now look at the PPT, there are many clocks. Tell me what time is it and what do you do at that time? Can you understand? The first one is...Jack please!

S: It's 7:30 a.m. and it's time to go to school.

T: Well done boy. The next one is? Monica, please?

S: It's 12 o'clock a.m. and it's time to have lunch.

T: Good job girl. The last one is? Mary.

S: It's 9 o'clock p.m. and it's time to sleep.

T: Very good.

### IV. Summary

T: Who can tell me what we have learned in this class?

S: We learned two sentences. They are: What time is it? It's time to do something.



T: Yes, but we also learned how to improve our listening and speaking skills.

#### V. Homework

T: Today's homework is to make your timetable according to your schedule. Now let's see who the winner is today. It's Group A. Congratulations. Class is over, bye!

#### VI. Blackboard Design

### What time is it?

Q1: What time do John and Wu Yi fan play basketball?

Q2: What time do they go home?

Sentences:

1. What time is it? It's...

2. What do you do? It's time to do something.



## 【试题解析—答辩】

## 1. 请简述一般过去时的用法。

## 【参考答案】

(1) 在确定的过去时间里所发生的动作或存在的状态, 表示的动作或状态都已成为过去, 现已不复存在。时间状语有: yesterday, last week, an hour ago, the other day, in 1982 等。例如:

Where did you go just now? 刚才你上哪儿去了?

(2) 表示在过去一段时间内, 经常性或习惯性的动作。例如:

When I was a child, I often played football in the street. 我是个孩子的时候, 常在马路上踢足球。

Mrs. Black always carries an umbrella. 布莱克太太老是带着一把伞。(表明这是她的习惯, 现在仍然继续。)

(3) 表示过去连续发生的动作, 一般句中没有表示过去的时间状语, 通过上下文来体现。例如:

The boy opened his eyes for a moment, looked at the captain, and then died. 那男孩眼睛睁开了一会儿, 看了看船长, 然后就去世了。

## 2. How do you overcome the difficult points in class teaching?

## 【参考答案】

In order to complete the teaching objectives in class teaching, the teacher should overcome the difficult points. For this question, I have five methods in total to solve it.

Firstly, setting out from the difficult points, the teacher can set a situation that would occur in real life. The questions designed are also from easy to difficult, and the students can answer the questions step by step.

Secondly, using games to provoke students' interest to study is also a good choice to overcome difficult points. Education is an active process and only by the active experience and practice of the subjects can they achieve the development of cognitive and lingual ability. The teacher should set from the psychological and physical features of students and make full use of students' characteristics to design lively and interesting games.

Thirdly, the reasonable application of multi-media devices can strengthen students' direct feelings on the knowledge. Teaching with the multi-media devices can evoke students' learning enthusiasm and provoke their interests. Therefore, taking advantage of multi-media is by no means a good method to overcome difficult points.

Fourthly, the effective instruction of teacher is also essential for overcoming difficult points. Most of the difficult points are created by limited cognitive level of students; therefore, the guiding role of teacher is very important for the quality of student's learning effect. Hence, before teaching the teacher should make full preparation. Hence, before teaching the teacher should make full preparation so that he can guide the students effectively to overcome difficult points.

The fifth method is to preinstall the mistakes of students according to the difficult points and then design the exercise. The difficult points are always the ones that students tend to make mistakes in their exercise. When preparing lesson, the teacher should preinstall the mistakes that students may make and make full preparation for them.

## 3. What are the key points and difficult points of this class?

## 【参考答案】

Key points:

- (1) Students understand the sentences “What time is it?”; “It’s...”
- (2) Students can use these certain expressions to communicate with others.

Difficult points:

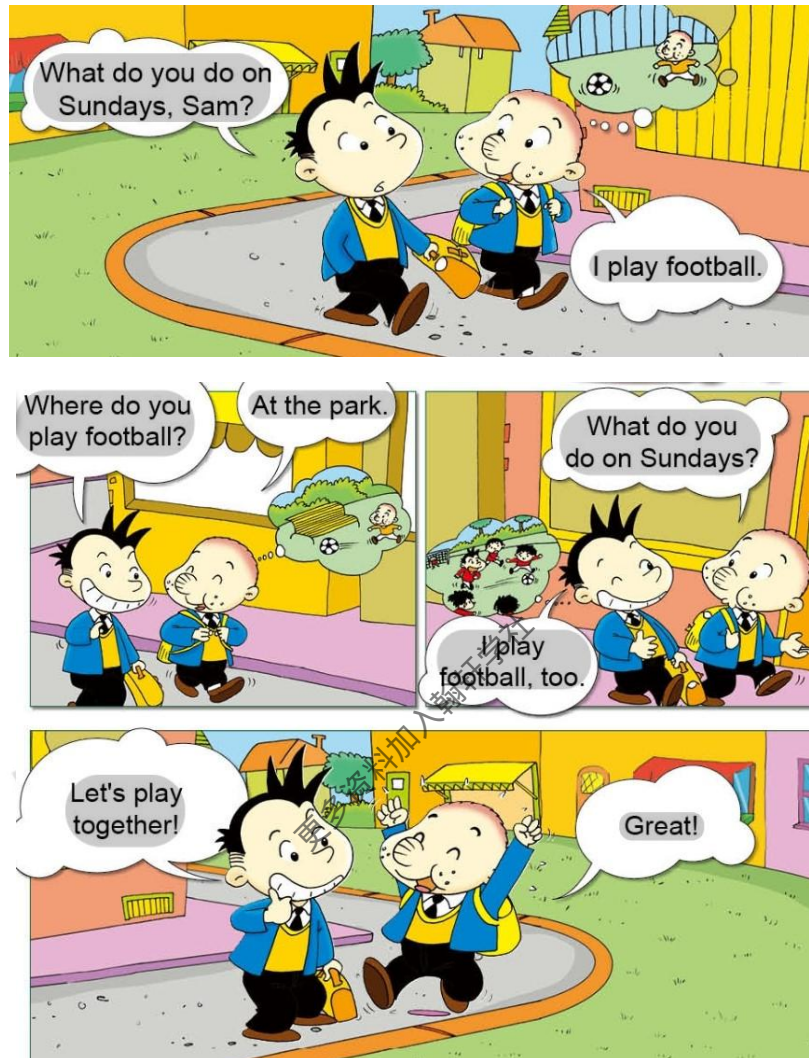
Students can use the key sentences flexibly in different situations.



《What do you do on Sundays?》-对话课

1. 题目: What do you do on Sundays? 对话教学

2. 内容:



3. 基本要求:

- (1) 试讲时间约 10 分钟, 采用英语授课;
- (2) 个体学习活动与集体学习活动穿插进行;
- (3) 注重训练学生的朗读能力和对话表演能力;
- (4) 创设相关情景进行口语表达能力的训练;
- (5) 配合教学内容适当板书。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge objectives

Students can understand the conversation.

2. Ability objectives

Students can develop the abilities of speaking and communicating in the real situations through different activities.

Students' speaking ability will be also improved by listening to the tape and finishing some listening tasks.

Through group work, students can learn how to cooperate with others.

3. Emotional objectives

Students will enrich their Sunday activities and keep a balance between study and play. What's more, it will cultivate their sense of cooperation and competition in the process of learning.

**Key points:**

Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching Procedure:**

**I. Lead-in**

The teacher shows some pictures of activities he/she does on Sundays and asks students what they are. Then talk more about activities they can do on Sundays.

**II. Presentation**

1. Create a situation: We're talking something about Sundays, Sam and Tom are also talking about their Sundays.

2. Students listen to the tape and have a rough understanding of the dialogue.

3. Students listen to the tape again and answer the following questions:

(1) What do Sam and Tom do on Sundays?

(2) Where does Sam play football?

3. The teacher shows students the picture of the dialogue and plays the tape for the third time. Students try to follow the tape with the help of the picture and imitate the pronunciation.

**III. Practice**

Activity 1 Ask and Answer

Show some pictures of different kinds of activities on the screen again. Point at each of them and ask students "What do you do on Sundays?" and guide students to answer with "I play basketball/ sing songs..."

Activity 2 Pair Work

Students work in pairs to ask each other about their Sundays. Then the teacher invites several pairs to show their conversations.

**IV. Consolidation**

Four students work in a group and do a survey about what they do on Sundays. Then the representative of each group needs to give a report about his/her group members' Sundays to the whole class. The teacher and students choose the best one.

#### V. Summary

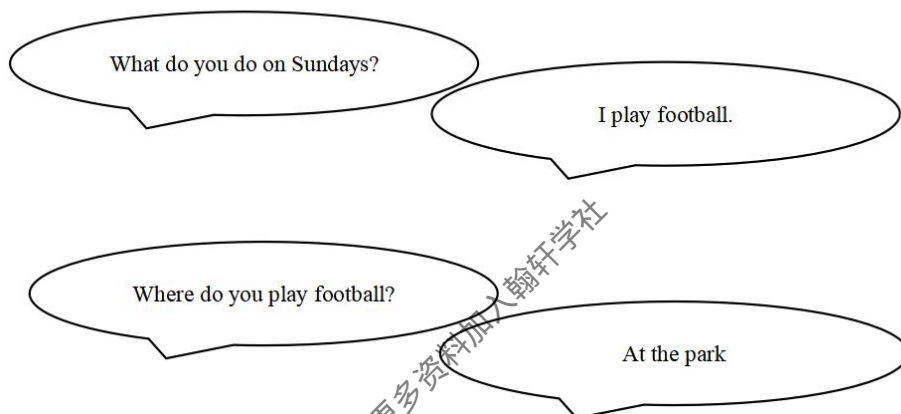
Students summarize what they have learnt in this lesson and the teacher gives supplement if necessary. Remind students to enrich their Sunday activities and keep a balance between study and play.

#### VI. Homework

Students ask their friends about their Sundays and make a list after class.

#### VII. Blackboard Design

**What do you do on Sundays?**



## 【试题解析—试讲稿】

Good morning! Dear judges, I'm No. 1 candidate, applying for the English teacher. Today my topic is "what do you do on Sundays". May I start now? OK!

**I. Warm-up**

T: Boys and girls, how are you today?

S: ... (停顿 1-2 秒)

T: Oh, you are fine. How about your weekend? Oh, that sounds so fantastic. I love your weekend. But I feel you guys have a little tired. How about listening to an English song? Yes, do you remember the song we learned last weekend? The Five Little Monkeys.

S: ... (停顿 1-2 秒)

T: Yes! OK, let's sing it again.

S: ... (停顿 1-2 秒)

T: Are you ready? One, two, three, go!

S & T: (singing)...

T: Wow, so sweet voice! What a beautiful song, right? You look so happy!

T: OK, boys and girls! Look, there are some pictures about my activities on the weekend, so can you guess what did I do through these pictures?

S: ...

T: Yes, I cooked some food. And? OK, I went to the cinema. So how about your weekends?

S: ...

T: Oh, you go fishing, you watched cartoon. Oh, you read book. Wow, that's amazing! So today, let's begin a new lesson: What do you do on Sunday?

**II. Presentation**

T: OK, everyone. Do you still remember our old friends, Sam and Tom. Yes, they are also talking about some activities of their weekends. Do you want to know what did they do?

S: ...

T: Oh, you want to know. Now let's listen to the radio for the first time. In this time, you should listen carefully. Of course, you can share with us how about their mood? Are you clear?

S: ...

T: Okay, let's begin.

S: ...

T: Ding Dong. Time flies. How about their weekends?

S: ...

T: Yes, they are happy, because they have a lot of activities on weekend, right? OK, now I have a question: what do they do on Sundays?

S: ...

T: Oh, you don't know. It doesn't matter. Now let's listen to the tape for the second time, but this time you



can follow with your text books. And you also should listen carefully, because I will have some questions for you. OK? Now let's begin.

S: ...

(老师转身板书句型)

T: Have you finished? OK, now let's look at the first question. What do Sam and Tom do on Sunday? Who can tell me? OK, Coco, you please.

Coco: ...

T: Oh, you said they play football. Good, sit down, please.

T: How about the second question? Where do Sam and Tom do on Sunday? Can you find the answer? Who can have a try? OK, how about you? Yes. Have a try?

T: Oh, you said they play football at the park. Wow, how smart you are. Sit down, please.

(板书)

T: OK, everyone, now listen carefully and read after me. What do Sam and Tom do on Sunday?

S: ...

T: They play football.

S: ...

T: Where do Sam and Tom do on Sunday?

S: ...

T: At the park.

S: ...

T: Wow, so brilliant. So now all of you guys should listen to the tape for the third time, and this time you should imitate after the radio. OK? Let's begin.

S: ...

T: OK, the radio is over. Your pronunciation is so clear.

### III. Practice

T: Now let's do some practice to improve what we have learned. OK? So now please look at the screen, there are some pictures about different activities. I will ask you something. You should answer with me the activities according to the pictures. Understand?

S: ...

T: OK, now let's begin. Let's look at the first picture. What do you do on Sunday?

S: ...

T: Anyone have a try? Yes, you said...? Yes, I watch TV.

S: ...

T: OK, now it's turn to the second picture, what do you do on Sunday?

S: ...

T: Oh, you don't know, right?

S: ...



T: Yes, in this picture, it's called go shopping. Yes, go shopping. Follow me, go shopping, go shopping.

T: OK, great. Now next one. What do you do on Sunday?

S: ...

T: Well done, I read books. Excellent! All of you guys can get an apple.

#### **IV. Consolidation**

T: OK, boys and girls, now please work with your partner and ask your friends about their Sunday's activities.

I will give you 5 minutes. After that, I will invite some groups to come here to present your lesson. Ok?

S: ...

T: OK, now let's begin.

S: ...

T: OK, have you finished? Stop here. Which group wants to be the first? OK, group B, come on.

Group B: ... (表演)

T: OH, yes, wow so wonderful. Go back your sit. Thank you, Group B.

#### **V. Summary**

T: Boys and girls, how time flies. Today we have learned a lot, right? OK, who can be a little teacher to summarize what we have learned? OK, Jack, you please.

Jack: ...

T: Oh, Jack said he learned he can use the sentence structure "what do you do on Sunday" to describe some activities. Great, thank you! All of your guys should enrich your Sunday's activities and keep a balance between life and study.

#### **VI. Homework**

As for today's homework, you should ask your friends about their Sunday activities and then you should make a list after class. Have you got it?

S:...

T: OK, that's all for today's lesson. See you next time! Bye bye.

#### **VII. Blackboard Design**

**What do you do on Sundays?**

What do you do on Sundays?

I play football.

Where do you play football?

At the park

That's all my presentation, thanks for your listening!



## 【试题解析—答辩】

**1. What are the teaching objectives of this lesson?**

## 【参考答案】

## (1) Knowledge objectives

The students can understand the conversation.

## (2) Ability objectives

Students can develop the abilities of speaking and communicating in the real situations through different activities.

Students' speaking ability will be also improved by listening to the tape and finishing some listening tasks.

Through group work, the students can learn how to cooperate with others.

## (3) Emotional objectives

Students will enrich their Sunday activities and keep a balance between study and play. What's more, it will cultivate their sense of cooperation and competition in the process of learning.

**2. 请说一说什么是定冠词以及它的用法。**

## 【参考答案】

定冠词 the 与指示代词 this, that, 其实是同源的, 意思就是“这个, 那个”, 但意义相对来说比较弱, 它可以和一个名词连用, 来表示某个或某些特定的人或事物。

## (1) 特指双方都明白的人或物。

例如: Take the medicine. 把药吃了。

Bring the book here. 把那本书拿过来。

## (2) 上文提到过的人或事。

例如: He bought a house. I've been to the house. 他买了幢房子, 我去过那幢房子。

## (3) 指世界上独一无二的事物。

例如: 太阳 the sun, 天空 the sky, 月亮 the moon 等。

**3. How to become a brilliant English teacher?**

## 【参考答案】

I'm so eager to be an English teacher that is why I am stand here to prove myself. But how to be a brilliant English teacher? Here, I'd like to share my views on this problem with you.

To be a good English teacher, we must think it is important to love our job and love our students. Someone says teaching is the most brilliant career under the sun. We should have the strong sense of the duty. We should love our work and put our hearts into the work. Love your students. They will love you, too. The students can study hard just because of the teacher's love. We should care for each student, especially for those who lag behind in study.

Good habits are important in studying activities. The better the habits, the better the effects. But how to develop good habits is not an easy question. My idea is to tell them to learn by themselves. The major thing is leading the correct way to learn. We should not only give them fish but also teach them how to fish.

In a word, in order to be an excellent English teacher. We should put our hearts and souls into the teaching

career and we should improve the quality of teaching. I'm so eager to be an English teacher. I wish you to give me a chance.



## 《The wheel on the bus》-语音课

## 1. 题目: The wheel on the bus 语音教学

## 2. 内容:

The wheels on the bus go round and round,

Round and round, round and round.

The wheels on the bus go round and round.

All through the town.

The people on the bus go up and down,

Up and down up and down.

The people on the bus go up and down.

## 3. 基本要求:

- (1) 试讲时间约 10 分钟, 用英语授课;
- (2) 根据教学内容进行教学设计, 体现课堂导入、呈现新知、操练方法、拓展应用等环节;
- (3) 讲解此儿歌的韵律, 注意语音语调;
- (4) 综合教学内容进行板书, 板书有利于学生学习。

【试题解析—教案】

**Teaching objective:**

1. Knowledge Objective:

Students can pronounce the sound “-own-” and “-ound-” in different words correctly.

2. Ability Objectives:

Students can make use of the spelling approach – phonetics to read different words and make up new words.

3. Emotional Objective:

Students’ interests in learning phonetics can be aroused by working individually, in pairs or in groups.

**Key points:**

Students can know how to pronounce the sound “-own-” and “-ound-” in different words correctly.

**Difficult points:**

Students can improve their spelling abilities and can spell words according to the pronunciation rules of “-own-” and “-ound-”.

Students can form interests in learning phonetics.

**Teaching Procedure:**

**I. Lead-in**

Show a story of *The Wheels on the Bus Go Round and Round* adapted from a song. The bus will past seven stations. Students find out who get on the bus at each station.

**II. Presentation**

1. The teacher reads students to read the lyrics.

2. Students read the first three lines and find out the rhythm feature with the teacher’s help. The end rhythm is [aʊnd].

3. Students read the last four lines by themselves and try to feel the rhythm feature. Then the teacher stresses [aʊn].

4. Students learn to sing the song following the tape. When they sing, they can clap their hands.

**III. Practice**

1. Students sing the song one by one. Each sings one sentence.

2. Students have a singing competition. The one whose rhythm is the best is the winner.

**IV. Consolidation**

1. Students work in groups of four to act the song out.

2. Students work in groups to make up another song using the rhythm of the above song. Then the teacher and the whole class choose the best one.

**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplement if necessary. In addition, the teacher need remind students of learning to observe things’ features.

**VI. Homework**

1. Students sing the song to their parents.

2. Search for another song whose rhythm is the same.

### VII. Blackboard Design

#### The wheel on the bus

The wheels on the bus go round and <u>round</u> ,	}	[aʊnd]
Round and round, round and <u>round</u> .		
The wheels on the bus go round and <u>round</u> .		
All through the <u>town</u> .	}	[aʊn]
The people on the bus go up and <u>down</u> ,		
Up and down up and <u>down</u> .		
The people on the bus go up and <u>down</u> .		



## 【试题解析—试讲稿】

Good morning! Dear judges, I'm No. 1 candidate, applying for primary school English teacher. Today my topic is "The wheels on the bus". Now I will begin my class.

**I. Warm-up and Lead-in**

T: Good morning! Boys and girls. Welcome to my class, how about your weekend?

S: ... (停顿 1-2 秒)

T: Wow! That sounds fantastic. I love your weekend. But I feel you guys still have a little bit tired. Now let's watch a video to cheer up. Are you ready? OK, now let's go!

S: ...

T: Ding Dong. Stop here. Guys, according to the video, how many stations the buses go through? Can you find it?

S: ...

T: Yes, it is 7 Stations. OK, have you remembered who got on the bus at the first station?

S: ...

T: Well done, pig got on the bus at the first station. How about the second station? Who got on the bus?

S: ...

T: Wow, you have a good memory. The little monkey got on the bus on the second station. OK! All of you can get an apple. So today let's begin a new lesson: The wheels on the bus.

**II. Presentation**

T: OK, everyone, I also have a song want to share with you. Now I will write down the lyrics on the blackboard.

(老师板书)

T: OK, everyone. I also have a song want to share with you! Now I will write down the lyrics on the blackboard. Let's listen to the radio again. OK? Are you ready? Now let's begin.

T: The wheels on the bus go round and round,

Round and round, round and round.

The wheels on the bus go round and round.

All through the town.

The people on the bus go up and down,

Up and down up and down.

The people on the bus go up and down.

T: Wow, so fantastic. OK, now boys and girls let's read the first three lines together. OK?

The wheels on the bus go round and round

Round and round, round and round

T: OK, can you find some similarities according to their pronunciation?

T: Yes, they both have the same pronunciation. We can pronunciation it as "-ound-."

T: OK, now let's look at the last four lines, can you read it by yourself and find out the rhyme features? Of



course you can work with your partners, OK? Let's begin.

T: Ding Dong. Can you find the same part according to the pronunciation? OK, Coco, you are so brave, you please.

S: ...

T: Oh, you said they both have the pronunciation: "-ound." OK, do you agree with her? Yes, I'm so proud of you. You did a good job. Thank you, sit down, please!

T: OK, now everyone, please read after me, OK? Now let's begin.

-ound-, -ound-, round, round.

-own-, -own-, town, town, down, down.

S: ...

T: Wow, you are so wonderful, give a big hand for you.

### III. Practice

T: OK, now boys and girls, now let's sing this song one by one. Each sings one sentence. Clear? OK, now let's begin.

S: ...

T: Ding Dong! Wow it is so sweet voice! Now group A and group B, let's have a singing competition. The one whose rhythm is the best is the winner. Are you ready?

S: ...

T: OK, now Group A, you are the first.

Group A: .... (唱)

T: Wow, that's amazing, big hand for you. Sit down, please. Group B, it's your turn.

Group B: ... (唱)

T: Wow, group B is also great! But have a little bit trouble. It is "-own" not "an-", clear?

S: ...

T: OK, great!

### IV. Consolidation

T: Now, please all of you guys work in groups to make up another song using the rhythm of this song. Then we together choose the best one. Of course you have 10 minutes to prepare. Ok, now let's begin.

S: ...

T: Wow, all of you stop here! Ok, Group B, it's your turn now.

Group B: ...

T: Wow! Exciting! Please go back to your sit. OK, Group A, you can start now.

Group A: ...

T: wow, the new song that you create both are exciting! I'm so proud of you. Group A and Group B, you are both the winners. Congratulation!

### V. Summary

T: Boys and girls, how time flies! Class will over. Now I have a question: what have you learned from this

class? All of you speak together.

S: ...

T: Good, we have learned the pronunciation of “-ound-” and “-own-”. And boys and girls we should learn to observe things’ features in our daily life. Understand?

S: ...

### VI. Homework

T: OK, as for homework, we have two homework for you.

1. You should sing this song to your parents.

2. You need to Search for another song whose rhythm is the same. Are you clear? OK, Great! See you next time. Bye! Bye!

### VII. Blackboard Design

#### The wheel on the bus

The wheels on the bus go round and <u>round</u> ,	}	[aʊnd]
Round and round, round and <u>round</u> .		
The wheels on the bus go round and <u>round</u> .		
All through the <u>town</u> .	}	[aʊn]
The people on the bus go <u>up</u> and <u>down</u> ,		
Up and down up and <u>down</u> .		
The people on the bus go up and <u>down</u> .		

That’s all for my today’s lesson, thanks for your listening.

## 【试题解析—答辩】

**1. What are the key points and difficult points of this class?**

## 【参考答案】

The Key points:

The students can know how to pronounce the sound “-own” and “-ound-” in different words correctly.

The Difficult points:

The students can improve their spelling abilities and can spell the words according to the pronunciation rules of “-own-” and “-ound-”.

The students can form interests in learning phonetics.

**2. 请简单介绍下 it 作形式主语及形式宾语的用法。**

## 【参考答案】

## (1) It 作形式主语

在 that-从句当中作主语的情况: 为了避免句子头重脚轻, 通常可以用 it 来作形式主语。

整个项目注定会失败, 这是显而易见的。

It is quite clear that the whole project is doomed to failure.

## (2) 形式宾语

在 that-从句中接在复合宾语的动词之后, 比如 think, make, consider, 在这种情况下, 可用 it 作形式宾语, 而将 that-从句放于句末。

他应当改进他的发音, 我们认为这是必要的。

We consider it necessary that he should improve his pronunciation.

**3. How to make pupils interested in English?**

## 【参考答案】

It is said that interest is the best teacher, so if students have interest, the teaching will go on smoothly. As for how to make elementary school students who are new to English be interested in English, I think we need to start from two aspects.

On the one hand, starting from the teacher's own characteristics, we should use teachers' care to cultivate pupils' love for English. Teachers' love is the emotional bond that maintains the relationship between teachers and students.

Secondly, starting from the characteristics of elementary school students, cultivate their long-lasting interest in learning English. On the other hand, elementary school students are active, curious, and are easy to accept new things. Therefore, at the beginning of each class, teachers can use TPR teaching method, situational teaching method, listening and speaking method, etc., and should use modern teaching methods such as multimedia and courseware to design some scenes to attract students' attention. For example, when explaining animal vocabulary, the teacher can play a zoo video or dress up the classroom as a farm so that the students are happy to join in. In the stage of knowledge consolidation, teachers can design games in accordance with the categories of nouns, adjectives and verbs, allowing students to play while learning. Let the students end this lesson with a happy mood.

## 《Can I have a drink?》-对话课

1. 题目: Can I have a drink?

2. 内容:

Amy: Mum, can I have a drink, please?↵

Mum: Yes. Here you are.↵

Amy: Can I watch TV, please?↵

Mum: Yes, you can.↵

Amy: Can I have an ice cream, please?↵

Mum: No, you can't. Look! No ice cream.↵

Amy: I can go to the shop for an ice cream!↵

Mum: No, you can't go out! You're ill. But you can have these biscuits!↵

Amy: Thanks, Mum.↵

3. 基本要求:

- (1) 试讲时间约 10 分钟, 采用英语授课;
- (2) 帮助学生梳理对话的主要信息;
- (3) 训练学生的表演能力和口语表达能力;
- (4) 配合教学内容适当板书。

## 【试题解析—教案】

**Teaching objectives:**

## 1. Knowledge objectives:

Students can understand the conversation.

Students can read, understand and use the sentences “Can I...?”, “Yes, you can.” or “No, you can’t.”

## 2. Ability objectives:

Students can develop the abilities of speaking and communicating in the real situations through different activities.

Students’ speaking ability will be also improved by some tasks.

Through group work, students can learn how to cooperate with others.

## 3. Emotional objectives:

Students’ interests of learning English will be improved.

**Key points:**

Students understand the sentences “Can I...?”, “Yes, you can.” or “No, you can’t.”

Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching procedure:****I. Warming up**

Daily greetings and show students some pictures about food and drink. Then, the teacher asks with “What’s this?” and students name them to review the words learnt about food and drinks.

**II. Presentation**

## 1. Students watch the video clip and answer some questions:

What’s the talk about?

How many food and drink in the talk?

Can Amy have an ice cream? And why?

After the video, students answer and then check the questions according to the conversation.

2. The teacher leads students to pay attention to how to ask for permission. Then teaches the sentence pattern “Can I ...?” and the corresponding answer “Yes, you can.” or “No, you can’t.”

**III. Practice**

## Activity 1 Train game

The teacher shows different pictures for reference on the PPT. Students work in two groups and the teacher asks the first one of each group with “Can I ...?” the first one of each group answer with “Yes, you can.” or “No, you can’t.” then asks the next one, in turn, the first group finishes will win the game.

## Activity 2 Read in different roles

Students work in pairs to read the conversation in different roles, one is Amy, the other is Mum. In the process, students are supposed to imitate the pronunciation and the tune. Especially, pay attention to the core

sentence pattern.

#### IV. Consolidation

Task1: the polite guest

The teacher creates a scene that students are invited to visit the cultural creative park, a comprehensive center. The polite ones are more popular here. Students work in groups to discuss what may happen there and create a play in the center. They are supposed to ask for permission for some precious material with what they have learnt. Five minutes later, they will share their performance with the whole class. Others and the teacher choose the polite guests in the process.

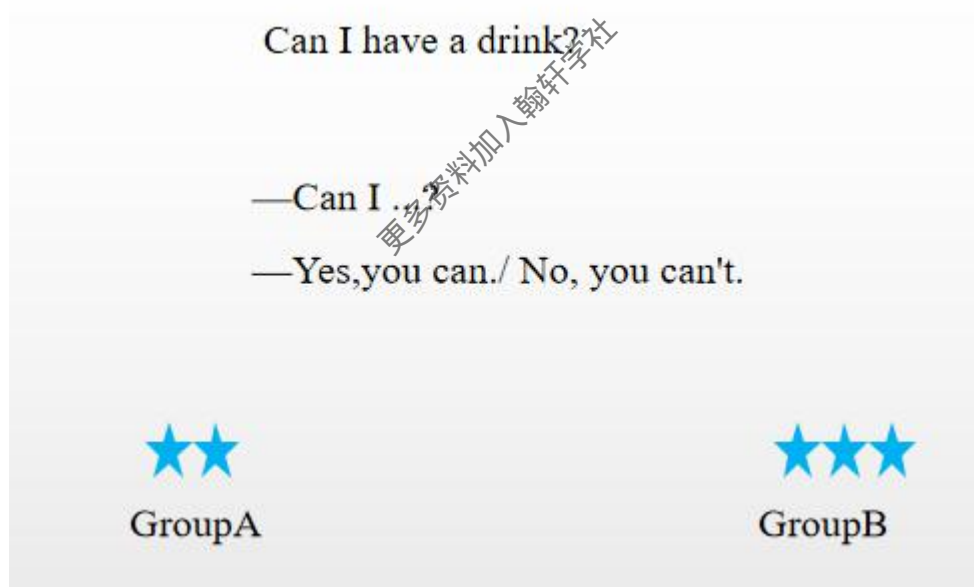
#### V. Summary

Students summarize what they have learnt in the lesson: the sentence pattern about asking for permission and the answers. They can understand the conversation and the teacher makes supplement if necessary. What's more, the teacher reminds students the importance of the politeness in daily life and being a polite person.

#### VI. Homework

Students will try to ask for permission at home with their family members and be the little teacher.

#### VII. Blackboard Design



【试题解析—试讲稿】

**I. Lead-in**

T: Boys and girls, good morning! Nice to see you, again. Welcome back to school.

Ss: Nice to see you, too.

T (talking to student1): How are you today?

S1: Fine, thank you.

T: I am fine, too. How is weather today?

S2: ...

T: Yes! You said it's sunny. Now, please look at the PPT. There are some beautiful pictures here. Please tell me "What's this?"

S: ...

T: Yes! This is an apple. And this is a pear. Oh, yes! There is milk here. Right! Please read after me! Apple, pear, milk. Nice pronunciation!

S: ...

**II. Presentation**

T: Now, let's watch the video clip. Do you like it? Yes! I like it too. Meanwhile, you should answer me 3 questions. Now, listen to me carefully!

Q1: What does the video clip talk about?

Q2: How many food and drink are there in the talk?

Q3: Can Amy have an ice cream? And why?

Are you ready? Yes, let's go!

T: Ok! Time is up! Who has the idea? Lily, please answer the question 1.

S: ...

T: Oh! Nice! Lily said it is a conversation between Mum and Amy about what Amy can do and what Amy can't do. Nice! I love your pronunciation. You are very clever! What about the second question? Mike, please!

S: ...

T: Super boy! Sit down, please! Mike said there are two kinds of food. Tom, what about you? Can you answer the third question?

S: ...

T: Yes! Amy can't have an ice cream, because he is ill. Great! And if you want to ask for permission, you can use the sentence pattern: "Can I ...?" Do you understand? And you can answer the question by using the sentence pattern, just like: "Yes, you can." or "No, you can't." Do you understand?

Ss: Yes!

T: Now, please read after me. "Can I ...?" "Yes, you can." or "No, you can't." Do you understand? Oh! You all said Yes! Now, please look at these sentences please, and pay attention to the pronunciation and intonation. Please read them carefully! Ok! Begin!

S: ...



T: Wow, wonderful! You all did a very good job! Great!

### III. Practice

#### Activity 1 Train game

T: Now, let's play a game-- Train game! And I will divide you into 2 groups. You are Group A and you are Group B. Do you understand? Then some different pictures for reference will be shown on the PPT. When I ask the No. one of each group with "Can I ...?" the first 1 of each group should answer with "Yes, you can." or "No, you can't." Then the No. one of each group should ask the next one of their own group members. Just like one by one. And who finished the game first should be the winner. Are you clear?

S: ...

T: You all said "Yes, I am clear!" Now! One, two, three. Let's go!

S: ...

T: Wow! Group A is faster, congratulations! Group B, please come on! Next time, you will be better.

#### Activity 2 Read in different roles

T: Now, let's do another game! The game is very interesting too. Let's do the role-play! Yes! You all familiar with it right? Please work in pairs: one is Amy, and the other is Mum. In the process, you are supposed to imitate the pronunciation and the tune. Especially, pay attention to the key sentences here. Clear? OK! Let's go!

T: You all have done a good job! Let's clap for ourselves!

### IV. Consolidation

#### Task 1: the polite guest

T: This is very interesting, right? I see all of you want to play games. Now, Ok, next one! The polite guest! Let's do a task! Imagine you are invited to visit the cultural creative center, and it is a comprehensive center. The polite ones are more popular here. You should work in groups to discuss what may happen there. And then create a play in the center. Five minutes later, you should share your performance with the whole class. Are you clear? Ok, let's begin!

T: Time is up! Which group wants to have a try? Wow, Group B you are so brave! I will give you a star! It is your show time! Please begin!

S: ...

T: Amazing! Wonderful! Your performance is very wonderful! In the process, do you think which one is the polite guests? You please!

S: ...

T: Yes! You said Mike is polite. Any other ideas?

S: ...

T: I hear some students said that Lily is polite. And why? Great! Because she use "Can I..." to ask for permission. Nice work!

### V. Summary

T: Who can tell me what we have learned in this class?

S: ...

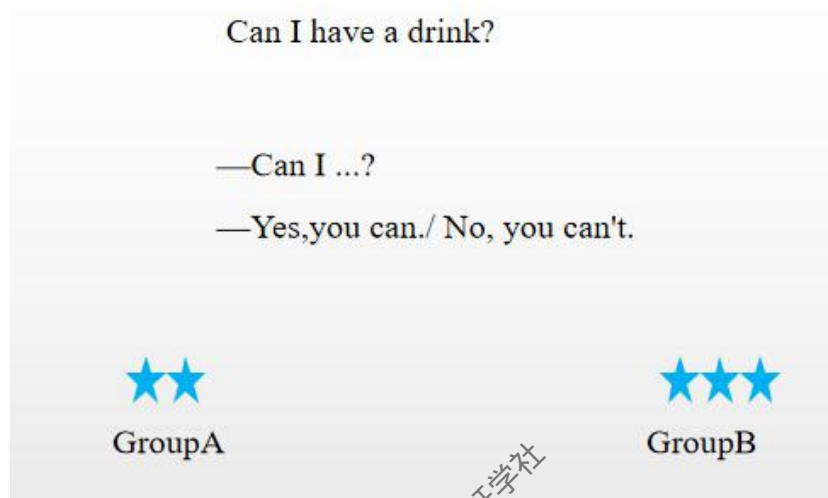


T: Yes, all of you said that we have learned the sentence pattern about asking for permission and the answers. But we also learned the importance of politeness and in daily life we should be a polite person.

#### VI. Homework

T: Today's homework is to try to ask for permission at home with your family members and be the little teacher to say something about today's learning. Class is over, bye!

#### VII. Blackboard Design



## 【试题解析—答辩】

## 1. 什么是特殊疑问句?

## 【参考答案】

特殊疑问句是在英语中以特殊疑问词开头,对句中某一成分提问的句子。也是对句子的某一部分进行提问而构成的疑问句,一般用降调读。常见的疑问词包括疑问代词和疑问副词。

常用的疑问词有(特殊疑问词): what、who、whose、which、when、where、how、why 等。

回答特殊疑问句时,不能用 yes/no,即问什么答什么,尤其是简略回答。

特殊疑问句有两种句型结构,是实用英语学习中需要掌握的。它们一种是“疑问词+一般疑问句”,另一种是“疑问词+陈述句语序”,此时的疑问词在句中用作主语,或是修饰主语。

## 2. What are the teaching objectives of this lesson?

## 【参考答案】

(1) Knowledge objectives:

Students can understand the conversation.

Students can read, understand and use the sentences “Can I...?”, “Yes, you can.” or “No, you can’t.”

(2) Ability objectives:

Students can develop the abilities of speaking and communicating in the real situations through different activities.

Students’ speaking ability will be also improved by some tasks.

Through group work, students can learn how to cooperate with others.

(3) Emotional objectives:

Students’ interests of learning English will be also improved.

## 3. 如何区分可数名词和不可数名词?

## 【参考答案】

可数名词和不可数名词区别:可数名词是可以用来计数的名词,可数名词有单数和复数形式;不可数名词是不可以直接用来计数的名词。不可数名词一般没有复数形式,只有单数形式可数名词和不可数名词区别。

### 《How do you go there?》-听说课

1. 题目：六年级上 How do you go there? 听说课

2. 内容：



3. 基本要求：

- (1) 采用英语授课，试讲时间约 10 分钟；
- (2) 需有师生互动环节；
- (3) 需要设置板书。

## 【试题解析—教案】

**Teaching objectives:**

## 1. Knowledge objectives:

Students can read, understand and use the sentences “How do you go to school?” “I go to school by ...”

## 2. Ability objectives:

Students’ speaking ability will be also improved by some activities.

Through group work, students can learn how to cooperate with others.

## 3. Emotional objectives:

Students’ interests of learning English will be improved.

**Key points:**

Students understand the sentences “How do you go to school?” “I go to school by ...”

Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching Procedure:****I. Lead-in**

1. Greeting.

2. Ask students: How was your summer holiday?

**II. Presentation**

1. Teacher continues talking, leading in the traveling to Guangzhou, and teaches the new sentences structures and phrases.

2. Teacher introduces the traveling experience briefly.

3. Teacher encourages students to guess: How did I go to Guangzhou? Students may answer by train but in Chinese.

4. Teacher shows the train’s photo, phrase card and guides students to read the words and students read them one by one, boys and girls, or group one and group two. The teacher reminds students of the correct pronunciation and the same parts of some words.

5. The other new words will be taught in the same way. The other new words are: by plane, by subway, by ship, on foot and so on.

6. The sentence patterns: “How do you go to school?” “I go to school by ...?” will be shown together with the new phrases.

**III. Practice****Activity 1**

Teacher shows some pictures and all the phrases on PPT. Students read the phrases together.

**Activity 2**

Teacher shows some phrase cards quickly and students must recognize it and speak out as fast as they can.

**Activity 3**

Two students act out the action of taking the transportation. The other students guess the related transportation.

#### IV. Consolidation

Teacher presents photos of different places on PPT, including Beijing, Hainan, Canada, school, Changsha Zoo. And students use the new phrases and sentences structures to make a dialogue in pairs. Students discuss for 2 minutes, and then teacher asks some volunteers to make dialogues.

#### V. Summary

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. Enlarge students' knowledge about the transportation and cultivate their enthusiasm for daily life and English learning.

#### VI. Homework

Students make a survey about "Where do you want to go" and "How do you go there". Then introduce it to the class next time.

#### VII. Blackboard design



【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T: How are you today?

S1: Fine, thank you.

T: How is weather today?

S2: It's sunny.

T: How was your summer holiday? Did you have a happy summer holiday?

S3: Yes, I did.

**II. Presentation**

T: I have a very happy summer holiday, too. I traveled to many beautiful places. Now let me show you some photos. Look at the screen, and guess where I am, OK?

(T shows two photos taken in Guangzhou.)

T: Where am I?

S: Guangzhou!

T: Right! You are so clever! I went to Guangzhou.

T: So how did I go to Guangzhou. Can you guess?

Ss: 火车。

T: Yes. I went to Guangzhou by train. Read after me, by train.

T: If you want to go to Guangzhou, how do you go there?

S4: I go there by train.

T: Great. I go to Guangzhou by train. (Students follow)

T: Is there any ways to go to Guangzhou? Who can tell me?

S5: 坐飞机。

T: Yeah, we can go to Guangzhou by plane.

(T shows the "by plane" card and teaches it.)

T: You know, Guangzhou is a very big city. I often went shopping with my sister by subway.

(T shows the picture of subway, and introduces it.)

T: Subway. Do you know about it?

S6: 地铁。

T: Yeah. It is an underground railway in a city, different from train. Train is built on the ground. It goes very fast.

(T teaches "by subway" with the card as above.)

T: Now we can't go out by subway in Changsha, because it is still under construction. So I usually go out by bus.

(T teaches the phrase "by bus", then presents a world map on ppt.)



T: Look, I have a world map. Please find out the countries you know, OK?

Ss: China/USA/Japan/Canada...

T: OK. Now let's suppose that you have a friend living in the USA, you want to go there to play with him, how do you go to the USA?

S7: By plane.

T: Wonderful! You go there by plane. Any other ways? Can you go to USA by bus? Or by subway?

Ss: 坐船去。

T: Yeah. USA is too far away from China. You see, there is a Pacific Ocean between China and the United States, so we can go to the USA by ship. (Teaches "by ship" as above)

(T presents the school photo.)

T: I usually go to school on foot, (walking to students) but sometimes I go by bike. (Teaches on foot/by bike) How about you? How do you go to school?

Ss: On foot/by bike/by bus...

### III. Practice

(T shows all the phrase and pictures.)

T: Now we have learned so many ways to go somewhere. Please look at the PPT, and read after me. (Read the phrases together)

T: I'll show some phrase cards quickly and you must recognize it and speak out as fast as you can, clear?

S: Yes.

T: Great, let's go! The first one.

S: By train.

T: Nice! The second one.

S: On foot.

T: Wow, Your voice is so loud. Now, I want to invite two students to act out the action of taking the transportation. The other students will guess the related transportation. Who wants to be the volunteer? OK, Amy and Bob, please.

S: ...

T: Thanks everyone did a great job. I love your performance. Go back to your seat, please.

### IV. Consolidation

T: I will present photos of different places on PPT, including Beijing, Hainan, Canada, school, Changsha Zoo), and you should use the new phrases and sentences structures to make a dialogue in pairs. Do you understand?

(Ss discuss for 2minutes, then T ask some volunteers to make dialogues.)

S1: Where do you want to go?

S2: I want to go to Changsha Zoo.

S1: How do you go there?

S2: I go by bus.



...

Let's chant: How do you go to school?

### V. Summary

T: Who can tell me what we have learned in this class?

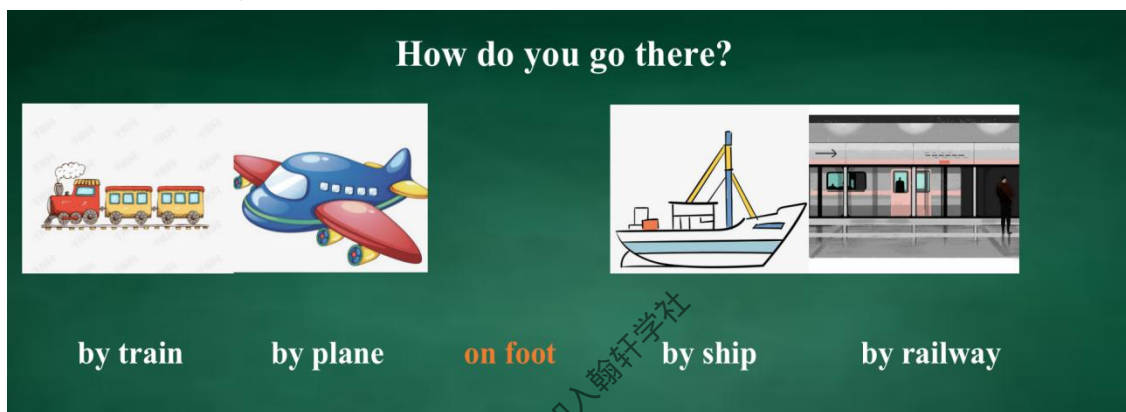
S: We learned some new words and sentences about how to go some places.

T: Yes, but we also learned how to improve our listening and speaking skills.

### VI Homework

T: Today's homework is to make a survey. After class, please ask your classmates in English "Where do you want to go?" and "How do you go there?" Class is over, bye!

### VII. Blackboard Design



## 【试题解析—答辩】

## 1. 请问什么是普通名词。

## 【参考答案】

普通名词是一类人或东西或是一个抽象概念的名词,如: book, sadness 等。普通名词又可分为下面四类:

- (1) 个体名词: 表示某类人或东西中的个体, 如: gun。
- (2) 集体名词: 表示若干个个体组成的集合体, 如: family, furniture。
- (3) 物质名词: 表示无法分为个体的实物, 如: air。
- (4) 抽象名词: 表示动作、状态、品质、感情等抽象概念, 如: work。

## 2. What are the teaching key points and difficult points of this lesson?

## 【参考答案】

Key points:

Students understand the sentences "How do you go to school?" "I go to school by ...?"

Students can use these certain expressions to communicate with others.

Difficult points:

Students can use the key sentences flexibly in different situations.

So, in order to overcome the difficult points, I will adopt different activities to attract their attention and try to make them enjoy English learning. By doing this, students are stimulated by the motivation to finish the task and they're applying the knowledge into practice.

## 3. Say something about the function of TPR teaching method.

## 【参考答案】

TPR is widely used in the teaching field because students at younger ages are curious and active and their attention can only last for about 10 to 20 minutes, so, TPR can attract their attention and try to make them enjoy English learning. This method proves very effective especially for primary school students, they like TPR games very much. For instance, when I teach the students the three verbs: wash my face, water the flowers and brush my teeth, I'll ask them to do the actions and they are very active and their actions are very vivid, more importantly, they know what these verb phrases mean.

## 《Would you like a pie?》-听说课

1. 题目: Would you like a pie? 听说教学

2. 内容:

A: Hi! This is my sister Helen.

B: Nice to meet you, Helen. Would you like a pie?

C: No, thank you.

B: What about a cake?

C: Yes, please.

3. 基本要求:

- (1) 采用英语授课试讲时间约 10 分钟;
- (2) 试讲时需要示范朗读教学内容, 创设语言情景呈现词句;
- (3) 根据教学需要适当替换词组, 并组织教学游戏操练主要句型;
- (4) 配合教学话题进行板书设计, 辅助学生进行听说的训练。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge objectives:

Students can understand the conversation.

Students can read, understand and use the sentences “Would you like ...?” “Yes, please.” or “No, thank you.”

2. Ability objectives:

Students can develop the abilities of speaking and communicating in the real situations through different activities.

Students’ speaking ability will be also improved by some tasks.

Through group work, students can learn how to cooperate with others.

3. Emotional objectives:

Students’ interests of learning English will be improved.

**Key points:**

Students understand the sentences “Would you like ...?” “Yes, please” or “No, thank you”.

Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching procedure:**

**I. Warming up**

Show some pictures of food and students review the names of the food, and then have a talk with students.

**II. Presentation**

1. Lead students to watch a video clip about the dialogue and ask students what the name of A’s sister is and what C wants to have.

2. The teacher creates a scene in the supermarket, then takes some sweets out and invites students with “Would you like a sweet?” Then write down the sentence pattern “Would you like ...?” Then teaches how to answer with “Yes, please.” or “No, thank you.”

3. After learning the first sentence, listen to the tape and lead students to learn “What about ...?”

**III. Practice**

Activity 1: Train game

Students work in two groups and the teacher shows different pictures of food for practice and asks the first students of each group with “Would you like a ...?” The first student answers with “Yes, please” or “No, thank you”, and then asks the next one, which group finishes the fastest will win and get 1 point for their group.

Activity 2: Make a new dialogue

Students read the dialogue, imitating the pronunciation and tunes, then work in a group of three and try to make a new dialogue.

**IV. Consolidation**

Task: create a play

Students work in groups of six to perform a mini play about the service in a restaurant, they are supposed to practice the sentence patterns in this lesson and make a talk about providing service. They can have a discuss in the group and then make a play in the dining process and five minutes later, some of them will be invited to act out in the class. Others and the teacher will be the judges and choose the best group.

#### V. Summary

Students summarize what they have learnt in this lesson: the sentence patterns and the dialogue. The teacher gives supplement if necessary, and reminds them that politeness is necessary in daily life.

#### VI. Homework

Students will have a talk with their family members about food.

#### VII. Blackboard Design



【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T (talking to student1): How are you today?

S1: Fine, thank you.

T: How is weather today?

S2: It's sunny.

T: Now, please look at the PPT. There are some pictures, please tell me "What's this?"

S3: This is an apple.

T: Yes! And the apple is red, round and sweet. Wonderful! Any other students want to have a try?

S4: This is a pear.

T: Yes! And the pear is yellow, and sweet. Any other ideas?

S5: There are also some pie and cake.

T: Great!

**II. Presentation**

Activity 1:

T: Now, I will play a video clip about the dialogue and you have to watch the video carefully. After watching please tell me what the name of A's sister is and what C wants to have. Do you understand?

S: Yes! OK! Let's go!

T: The video is over. Who can answer my question? You, please!

S: The name of A's sister is Helen.

T: Wonderful! What about the second question?

S: C wants to have a cake.

T: Super!

Activity 2:

T: Then, imagining our classroom is the supermarket. We are all in the supermarket. Look here! What is it?

S: Yes, it is some sweet! And would you like a sweet?

(Teacher writes down the sentence pattern "Would you like ...?")

T: You can answer with "Yes, please" or "No, thank you." Do you understand?

S: Yes!

Activity 3:

T: OK! Now, let's listen to the tape, after listening please tell me what you have heard? Are you clear?

S: Yes!

T: OK! Let's go!

T: The tape is over, who can tell me the answer? Lily, please!

S: I have heard: What about a cake?

T: OK! Very good! Please read follow me!

S: ...

### III. Practice

#### Activity 1 Train Game

T: Now, let's play a game-- Train game! And I will show different pictures of food on the PPT. Before the game, I will divide you into 2 groups. When I ask the No. 1 of each group with "Would you like a ...?", the No. 1 of each group should answer with "Yes, please" or "No, thank you" Then the No. 1 of each group asks the next one, in turn, the first group finishes will win the game and get 1 point for their group. Are you clear?

S: Yes, I am clear!

T: Let's go!

T: Wow! Group A is faster, congratulations! Group B, please come on!

#### Activity 2 Make a new dialogue

T: Next, you have to read the dialogue. In the process, please pay attention to imitate the pronunciation, clear?

S: Yes!

T: OK! Let's go!

T: Time flies! Your pronunciation is great! Let's clap for ourselves!

T: So, next, please work in a group of three and try to make a new dialogue. Several minutes later, I will invite some of you to give us a report!

S: ...

T: Which group wants to have a try? Wow, Group B you are so brave!

S: ...

T: Wow, your performance is great! Thanks for sharing!

### IV. Consolidation

Task: create a play

T: Ok, next, let's do a task! You should work in groups of six to perform a mini play about the service in a restaurant, you are supposed to practice the sentence patterns in this lesson and make a talk about providing service. You can have a discuss in the group and then make a play in the dining process and five minutes later, some of you will be invited to act out in the class. Other students and I will be the judges and choose the best group. Do you understand?

S: Yes!

T: Ok, let's go!

T: Time is up! Which group wants to have a try? Wow, Group A! It is your show time!

S: ...

T: Your performance is very careful!

### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned the sentence pattern and some new words.

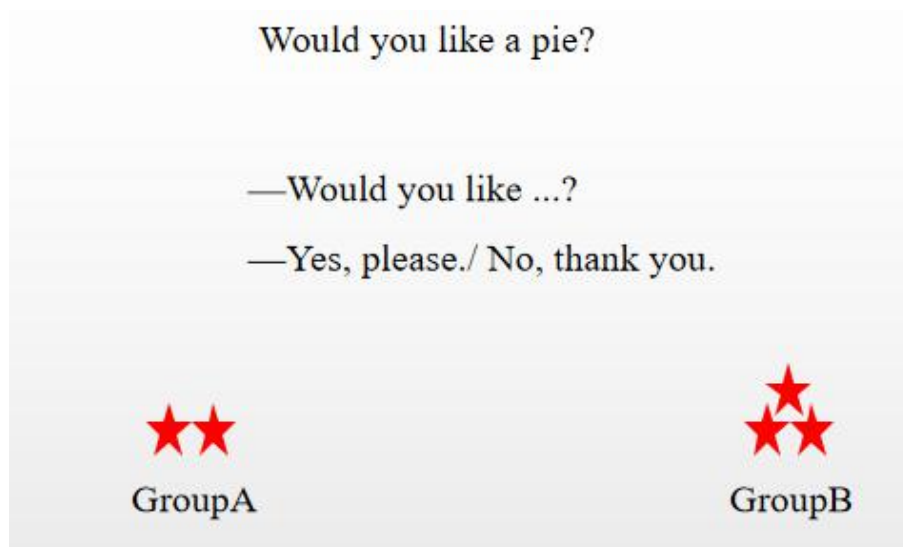


T: Yes, but we also learned that politeness is necessary in daily life.

#### VI. Homework

T: Today's homework is to have a talk with your family members about food. Class is over, bye!

#### VII. Blackboard Design



## 【试题解析一答辩】

## 1. 什么是特殊疑问句?

## 【参考答案】

特殊疑问句是在英语中以特殊疑问词开头, 对句中某一成分提问的句子。也是对句子的某一部分进行提问而构成的疑问句, 一般用降调读。常见的疑问词包括疑问代词和疑问副词。

常用的疑问词有(特殊疑问词): what、who、whose、which、when、where、how、why 等。

回答特殊疑问句时, 不能用 yes/no, 即问什么答什么, 尤其是简略回答。

特殊疑问句有两种句型结构, 是实用英语学习中需要掌握的。它们一种是“疑问词+一般疑问句”, 另一种是“疑问词+陈述句语序”, 此时的疑问词在句中用作主语, 或是修饰主语。

## 2. What are the basic elements of a successful class? Please say something about it.

## 【参考答案】

Different people have different ideas of what a successful class should be like. Based on my own learning and teaching experiences, I think a good class should involve the following essential elements.

Firstly, clear teaching objectives for each class are made in accordance with 3D target, namely knowledge and skill, process and method, emotions and attitudes. And those objectives should be fully fulfilled through class teaching.

Secondly, varied and effective teaching methods and activities are applied to overcome the key and difficult teaching points in each class. For instance, when teaching students English vocabularies, teachers need to come up with various teaching methods and interesting games such as TPR, bomb Game and what is missing to arouse their interest and focus their attention on the target language.

Thirdly, students' active participation in varied class activities, and their close cooperation and interaction with teachers or their classmates are shown. In the process of teaching, teachers should always keep their roles in mind as leading guider and avoid the old practice of repetitive cramming. In a successful class, good teachers come up with inspiring topic-related questions for students so as to involve them in active thinking and discussion, and ultimately naturally lead them to the learning of new knowledge.

At the end of a successful class, students will be left with a positive feeling about themselves and eager to learn more and looking forward to next class. Thus, constant efforts should be made to create more successful classes.

## 3. What are the teaching objectives of this lesson?

## 【参考答案】

Teaching objectives:

(1) Knowledge objectives:

Students can understand the conversation.

Students can read, understand and use the sentences "Would you like ...?" "Yes, please" or "No, thank you".

(2) Ability objectives:

Students can develop the abilities of speaking and communicating in the real situations through different activities.

Students' speaking ability will be also improved by some tasks.

Through group work, students can learn how to cooperate with others.

(3) Emotional objectives:

Students' interests of learning English will be improved.



## 初中英语

### 《Why don't you talk to your parents?》-听力课

1. 题目: Why don't you talk to your parents?

2. 内容:

Dave: You look sad, Kim. What's wrong?

Kim: Well, I found my sister looking through my things yesterday. She took some of my new magazines and CDs.

Dave: Hmm ... that's not very nice. Did she give them back to you?

Kim: Yes, but I'm still angry with her. What should I do?

Dave: Well, I guess you could tell her to say sorry. But why don't you forget about it so that you can be friends again? Although she's wrong, it's not a big deal.

Kim: You're right. Thanks for your advice.

Dave: No problem. Hope things work out.

3. 基本要求:

- (1) 朗读所给语篇;
- (2) 试讲时间 10 分钟, 采用英语授课;
- (3) 设计成听力课;
- (4) 配合教学内容适当板书;

## 【试题解析—教案】

**Teaching objectives:**

## 1. Knowledge objectives:

Students can get the main idea of the conversation between Dave and Kim. Students can listen, read and understand the sentences “What’s wrong? What should I do? Why don’t you do something?”

## 2. Ability objectives:

Students can learn to talk about the problems and advice with the sentences “What’s wrong? What should I do? Why don’t you do something?” They also can improve the listening ability.

## 3. Emotional objectives:

Students can learn to solve the problems rationally when faced with difficulties and can get along with others.

**Key point:**

Students can learn to talk about the problems and advice with the sentences “What’s wrong? What should I do? Why don’t you do something?”

**Difficult point:**

Students can learn to solve the problems rationally when faced with difficulties and can get along with others.

**Teaching Procedures:****I. Lead-in**

## 1. Greeting

2. Teacher plays a video *Kong Rong Yielded the biggest pear* to the students, after watching, teacher asks students questions: What do you think of Kong Rong?

3. Teacher invites students to discuss questions: Do you have brothers or sisters? How do you get along with them?

**II. Pre-listening**

1. Teacher shows a picture about Dave and Kim and asks students problems: Who are they? What can you see from the picture? What are they talking about? Can you guess?

2. You can have a discussion in groups and answer these questions.

**III. While-listening**

1. Teacher asks students to listen to the tape to check the answers. Meanwhile, students answer a question: What’s wrong with Kim?

2. Teacher asks students to listen to the tape once again and answer the questions: Did Kim’s sister give the new magazines and CDs back to Kim? What should Kim do? How does Dave help Kim?

3. Students listen to the tape and pay attention to the pronunciation of key words to improve their speaking ability.

**IV. Post-listening**

1. In this activity, two students are one group, one acts Dave, and the other acts Kim to role play the conversation.

2. In this activity, teacher asks students to make a survey: If you have some problems in daily life like Kim.

After the surveying, students can summarize the problems and then give the advice. Teacher gives students 10 minutes to prepare. After that, teacher will invite some students to share their problems and others give advice.

#### V. Summary

Teacher will invite some students to summarize what they have learnt today, and they can express their opinions. After that, if necessary, teacher will make supplements. Moreover, teacher encourages students learn to solve the problems rationally when faced with difficulties and can get along with others.

#### VI. Homework

After class, students can write down your problems and advice in dairy.

#### VII. Blackboard design

Why don't you talk to your parents?

What's wrong?

What should I do?

Why don't you do...?

## 【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T: Ok, please watch the video: *Kong Rong Yielded the biggest pear*. What do you think of Kong Rong?

S1: He could care for the young.

S2: He is warm-hearted.

S3: He is modesty.

T: You are right! Kong Rong can get along with his brothers. Do you have brothers or sisters? How do you get along with them?

S4: I have a brother; we are the friends.

S5: I have an elder sister. We love each other. We can do many things together.

S6: I have a little brother; I often play games with him.

T: Wow, you also can get along with your family members. That's good.

**II. Pre-listening**

T: Ok, now, please look at the PPT! Who are they?

S7: Our friends Dave and Kim.

T: Yes! What can you see from the picture?

S8: Kim is so angry. He talks something with Dave.

T: What are they talking about? Can you guess? You can have a discussion in groups, 4 minutes.

S9: Maybe Kim asks help for Dave.

T: Yes, very good. Anyone?

S10: Dave encourages Kim.

T: Very good. Who is right? Let's listen to the tape.

**III. While-listening**

T: Now, please listen to the tape to check the answer: What are they talking about?

S11: Kim complained about his sister took some of his new magazines and CDs and he asked help for Dave.

T: So, Lucy is right. More questions: Did Kim's sister give the new magazines and CDs back to Kim? How does Dave help Kim? Let's listen to the tape once again, please carefully. 3 minutes, go.

Ss: Yes.

T: Finished? Who can share the answers?

S12: Kim's sister gave the new magazines and CDs back to Kim.

T: Yes! How does Dave help Kim?

S13: Kim told his sister to say sorry.

T: Yes, anything else?

S13: Dave asked Kim forget about this thing.

T: Ok! Why did Dave give Kim the advice?



S13: They can be friends again.

T: Ok! How do you know the answer?

S13: I heard a sentence "Why don't you forget about it so that you can be friends again?"

T: Yes, good. Anyone?

S14: Because Kim's sister gave the new magazines and CDs back to Kim and this thing is not a big deal, Kim can forgive his sister.

T: Good, they are family, they are friends. In daily, we also could advocate mutual tolerance. Ok?

Ss: Ok.

T: Finally, please listen to the tape and pay attention to the pronunciation of key words to improve your speaking ability.

Ss: Yes.

T: Yeah. Your pronunciation is beautiful. Good!

#### IV. Post-listening

T: Now, let's do some activities. The first activity: two students are one group, one acts Dave, and the other acts Kim to role play the conversation. Clear?

Ss: Yes

T: Now, the second activity: "If you have some problems in daily life like Kim, what should you do?" You can work in groups to make a survey. After the surveying, you can summarize the problems and then give the advice. I give you 10 minutes to prepare. After that, I will invite some students to share their problems and others give advice. Clear?

Ss: Yes.

T: Ok, time is up! Who wants to have a try? Judy's group, you please.

Judy: Parents hope us get the high score, but we can't.

T: It doesn't matter. What should you do?

Judy: Of course, we should study hard. But we can have a discussion with parents and tell them we try our best, you can encourage us.

T: Yes, a good idea. Communication is a good way. Anyone? Tom's group.

Tom: Someone doesn't know how to get along with brothers and sisters.

T: What should you do?

Ss: Maybe we can try to make friends with each other.

T: Yes, respect each other. You are all right. Now, you can vote for the best group.

Ss: Judy's group.

T: Congratulations! In our daily life, we should respect others, right?

Ss: Ok.

#### V. Summary

T: Who can tell me what we have learned in this class?

S15: We learned some how to solve problems and give advice.

S16: we learn how to get along with others.

T: You all learnt a lot. Students can learn to solve the problems rationally when faced with difficulties and can get along with others.

#### VI. Homework

T: After class, you can write down your problems and advice in your dairy. Ok? Class is over, bye!

#### VII. Blackboard design

Why don't you talk to your parents?

What's wrong?

What should I do?

Why don't you do...?

## 【试题解析—答辩】

## 1. 请简述形容词它所修饰的名词之后的情况。

## 【参考答案】

(1) 形容词修饰由 some, any, every, no 等构成的复合不定代词。

There is something wrong with my back. 我的背有点疼。

(2) 以 a-为前缀的表语形容词修饰名词。

The teacher alone knows what happened. 只有老师知道发生了什么事。

(3) 带后缀-able 和-ible 的形容词和 all, every, only 或形容词最高级连用。

I think Tom is the best person available. 我认为汤姆是现有的最好人选。

(4) 形容词词组修饰名词。

Do you know the man clever at painting? 你认识那个擅长画画的人吗?

## 2. How to create a relaxing teaching atmosphere?

## 【参考答案】

Only in a relaxing environment, the knowledge they have learnt can consolidate and rapidly convert to their capacity. In the teaching process, teacher can make full use of time to create a relatively relaxing teaching atmosphere in order to mobilize students' learning situation. This method can make students have a sense of relief when they are studying in the class.

Firstly, teacher should have correct goal and make a goal-oriented according to the requirement of each textbook and each student. Above all, teacher can point out the key words, sentences or grammar by using humorous way and repeating the same knowledge. This will draw students' attention and it also can consolidate the knowledge.

Secondly, teacher can make suspense to lead to students' interest. Senior students are all in a time full of strong curiosity, which can arouse their thirst for knowledge and let them form a positive state in their mind. To set suspense is to take advantage of this curiosity through which students' thinking will be guided to solve the problem that they may meet in the class.

## 3. What is the summary of this lesson?

## 【参考答案】

I will invite some students to summarize what they have learnt today, and they can share their opinions: "We learned some how to solve problems and give advice." "We learn how to get along with others." After that, if necessary, I will make supplements. Moreover, I will encourage students learn to solve the problems rationally when faced with difficulties and can get along with others.

《How do you make a banana milk shake?》-写作课

1. 题目: How do you make a banana milk shake?

2. 内容:

..... How do you make a banana milk shake? ..... **UNIT 8** .....

**3a** Read the recipe below and fill in the blanks with the words in the box.

cook   next   wash   finally   have   enjoy   first   cut

**Yunnan Rice Noodles**

In Yunnan, many people eat rice noodles for breakfast, and even for lunch and dinner. To make this special food, you need to \_\_\_\_\_ rice noodles, chicken soup, chicken, lettuce and eggs. (Of course, you can also have other things like fish and different vegetables.) \_\_\_\_\_, \_\_\_\_\_ the lettuce and cut it up. \_\_\_\_\_ the chicken into pieces. Then, make the chicken soup very hot, over 100°C.

Then, \_\_\_\_\_ the eggs, meat and lettuce in the pot of hot soup, one by one. \_\_\_\_\_, put the rice noodles into the soup. Now, it's time to \_\_\_\_\_ the rice noodles!

**3b** Think of a favorite food in your hometown. Make a list of ingredients.

**3c** Write a recipe for your favorite food. Use 3a and 3b to help you.

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3. 基本要求:

- (1) 教学需有小组合作环节;
- (2) 需设计列提纲这一活动;
- (3) 试讲时间为 10 分钟;
- (4) 全英试讲。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge Objective:

Students can master the basic structure of the article and get more information about Yunnan Rice Noodles.

2. Ability Objectives:

Students can improve their writing and speaking abilities and express their opinions about their favorite food in daily life.

3. Emotional Objectives:

Students can foster the interest and desire of learning English, and fond of taking part in class activities.

Students can get the knowledge that writing skills are not easy to improve.

**Key points:**

Teaching key point: Students can get to know how to write an article to introduce their favorite food.

**Difficult points:**

Teaching difficult point: Students can know that writing skills are not easy to improve.

**Teaching Procedure:**

**I. Lead-in**

1. Greeting.

2. Ask students: Do you know how to make a banana milk shake? Then, tell students we will introduce another delicious food for you.

**II. Pre-writing**

Students should complete 3a and learn how to make Yunnan Rice Noodles.

**III. While-writing**

1. Teacher asks students the outline of writing an article about how to make food.

(①Do a brief introduction about the food ②Write according to the cooking procedures ③Do a summary or evaluate the taste of the food.)

2. Teacher asks students how to make this part more organized.

3. Teacher asks students what kind of sentence patterns are recommended in this part.

4. Teacher asks students their favorite food in their hometown, and to make a list of ingredients.

**IV. Post-writing**

Teacher asks students to work in groups to check composition in peer from the aspects of content, grammar, spelling and so on, according to the checklist.

1. Is there a topic sentence and an ending?

2. Is there conjunction words and transition sentences?

3. Does the composition focus on giving suggestions?

**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. Enlarge students' knowledge that writing skills are not easy to improve.

## VI. Homework

Students have to cook more delicious food for your parents.

## VII. Blackboard design

### How do you make a banana milk shake?

First part: A brief introduction about the food.

Second part: Cooking procedures.

Third part: Evaluate the taste of the food.

【试题解析—试讲稿】

**I. Lead-in**

T: Good morning boys and girls. How are you feeling today?

S: Yes, we are fine!

T: Before class, I want to show you something. Look at this. What's this?

S: A cup of milk shake.

T: Correct, this is a cup of milk shake. Do you know how to make a banana milk shake?

S: Yes, we've learnt how to make it yesterday.

T: Very good. We've learnt how to make it last class. Today I want to introduce another delicious food for you. Please enjoy the video.

T: Now, are you hungry? It looks delicious, right?

S: Yes!

**II. Pre-writing**

T: Please open your book and turn to page 63. Please complete 3a and learn how to make Yunnan Rice Noodles. You will have 6 minutes.

S: ...

T: Who can show your answers? Ok, Abby, please.

S: ...

T: Great, now we know the steps of how to cook Yunnan Rice Noodles after reading the short passage.

**III. While-writing**

T: So can you discuss with your group members about if we want to write an article about how to make food, what is the outline. You will have 5 minutes. Let's start.

S: ...

T: OK, time is up, which group wants to share your idea? Group 2! Please.

S: ...

T: Great, sit down please. This group said first we can do a brief introduction about the food. And then, write according to the cooking procedures. At last, we can do a summary or evaluate the taste of the food. We can write or article from these parts to make our articles more understandable and clearer. Can you tell me the most important part is?

S: The second part - cooking procedures.

T: Absolutely, the second part - cooking procedures - is the most important. But if we want to make this part more organized, what kind of words can we use?

S: First, second, then, next, finally...

T: I heard somebody said "first, second, then, next, finally..." I'm so proud of you! You can use the new knowledge freely. The last question, what kind of sentence patterns do you recommend in this part? Discuss with your group members.

S: ....



T: Group one, please.

S: Imperative sentence.

T: Your group recommends imperative sentence, for example, cut the chicken into pieces. Good idea! Thank you, sit down, please. Any other groups?

S: "Can."

T: Excellent, your group recommends "can", for example, we can cut the chicken into pieces.

T: Boys and girls, now please think of your favorite food in your hometown, and make a list of ingredients. You will have 5 minutes.

S: ...

T: I saw most of you have finished it. I want someone to share with us. Bob, please.

S: Dumplings. It needs flour, fragrant-flowered garlic, and shrimp meat.

T: Bob shares the dumplings because it's his favorite food, and the ingredients are flour, fragrant-flowered garlic, and shrimp meat. Great! Does anyone else want to share?

S: ...

T: Wow, you must be a good cook. Sit down, please. Frank said "He wants to share Beijing Roast Duck because he comes from Beijing. He can write down the complicated procedures" We all look forward it. Now boys and girls, you've gotten everything ready, please start to write your article. You'll have 15 minutes.

#### IV. Post-writing

T: (15 minutes later) Now, boys and girls, work in groups to check composition in peer from the aspects of content, grammar, spelling and so on. Here is a checklist. "1. Is there a topic sentence and an ending? 2. Is there conjunction words and transition sentences? 3. Does the composition focus on giving suggestions?"

T: Boys and girls, here we have one passage. Let's see how it is. Now please look at the screen, try to check it according to the checklist. First of all, is there a topic sentence and ending?

S: Yes, there is.

T: Excellent! We can see the writer has a nice structure. What about the next one, is there conjunctions sentences and words?

S: Yes, there are.

T: Wonderful. We can learn a lot from this article, right. I believe all of you can do a great job like this one.

#### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned how to write an article about how to make food.

T: Yes, but we also learned that writing skills are not easy to improve, which requires all of you to work as hard as you can.

#### VI. Homework

T: Today's homework is to cook more delicious food for your parents. Next time I will invite some of you to share your experience with us. Okay, class is over. See you next time. Bye.

#### VII. Blackboard Design

## How do you make a banana milk shake?

First part: A brief introduction about the food.

Second part: Cooking procedures.

Third part: Evaluate the taste of the food.



## 【试题解析—答辩】

## 1. 请介绍下名词的种类。

## 【参考答案】

## (1) 按词汇意义划分

名词可以分为专有名词和普通名词。

①专有名词是某个(些)人、地方、机构等专有名称,如 Beijing, China 等。

②普通名词是一类人或东西或是一个抽象概念的名词,如: book, sadness 等。普通名词又可分为下面四类:

个体名词:表示某类人或东西中的个体,如: gun。

集体名词:表示若干个个体组成的集合体,如: family, furniture。

物质名词:表示无法分为个体的实物,如: air。

抽象名词:表示动作、状态、品质、感情等抽象概念,如: work。

## (2) 按语法特征划分

名词可以分为可数名词和不可数名词。由于个体名词可以用数字来计算,因此一般是可数名词;而集体名词有的是可数的,有的是不可数的,要根据具体情况而定;物质名词和抽象名词不能用数字来计算,一般属于不可数名词。

## 2. What are the teaching objectives of this class?

## 【参考答案】

## (1) Knowledge Objective:

Students can master the basic structure of the article and get more information about Yunnan Rice Noodles.

## (2) Ability Objectives:

Students can improve their writing and speaking abilities and express their opinions about their favorite food in daily life.

## (3) Emotional Objectives:

Students can foster the interest and desire of learning English, and fond of taking part in class activities.

Students can get the knowledge about that writing skills are not easy to improve.

## 3. What is class culture? And how to create the class culture?

## 【参考答案】

The class culture can be divided into hard culture and soft culture.

Hard culture refers to a kind of dominant culture, which you can touch, you can see, it is a kind of material culture. It includes the quotes and portrait of heroes and famous people, the painting gallery, popular science gallery, slogans and patterns shown in the classroom.

Soft culture is a kind of implicit culture, including concept culture, behavior culture and system culture. The class management system should be strictly carried out to form the system culture. The willingness to help others, and cooperation with each other should be promoted.

As far as I'm concerned, the soft culture should accompany hard culture to create a harmonious and positive class culture.

## 《If you play sports for a living》-语法课

## 1. 题目: If you play sports for a living 语法教学

## 2. 内容:

If you play sports for a living, your job will sometimes be very dangerous. Many professional athletes get injured. And if you become rich, you will have a difficult time knowing who your real friends are. In fact, many famous people complain that they are not happy. They say they were happier before they became rich and famous.

## 3. 基本要求:

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书;
- (3) 针对段落中的划线部分,设计相关的运用性练习活动;
- (4) 用英语试讲;
- (5) 试讲时间:10 分钟。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge Objectives:

Students can understand the structure: “If..., ... will...” and learn to use the structure correctly.

2. Ability Objectives:

Students can use the structure: “If..., ... will...” to talk about the real situation in daily life.

3. Emotional Objective:

Cultivate students to know the importance of obeying different rules in life.

**Key points:**

Students can understand the structure: “If..., ... will...” and know the rules of the first conditional adverbial clauses.

**Difficult points:**

Use the rules of the first conditional adverbial clauses flexibly in life.

**Teaching procedure:**

**I. Warming up**

Play an English song: *If you are happy*. Students enjoy the lyrics and answer the question: If you are happy, what will you do?

**II. Presentation**

1. Students read the paragraph and write down the underlined sentences: If you play sports for a living, your job will sometimes be very dangerous. / If you become rich, you will have a difficult time.

2. Students discuss with group members about the structure of the two sentences, and summarize the structure: “If..., ... will...” Students are encouraged to find the similarities between the sentences.

3. The teacher teaches that the first conditional adverbial clauses use simple present tense while the main sentences normally use simple future tense.

**III. Practice**

1. The teacher presents different sentences with “if”, students try to choose the right tense for each sentence.

2. The teacher shows different pictures for reference and invites students to make some sentences in the form of “If ..., ...will...” Then present the sentences on the screen. For example, if I have wings, I will fly high in the sky. / If he has a lot of money, he will go abroad to travel.

**IV. Consolidation**

Task: Chain game

Students are divided into several groups. They are supposed to make a story in chain game using the sentences with “if”. The first one creates a scene, he may say: “I’m going to a nature park on Sunday.” The next one can say: “If I go to the park, I will go through the cultural part.” Then in turn, students make sentences in this way. The more sentences the group make, the winner will be.

**V. Summary**

Students are encouraged to summarize the rules of the first conditional adverbial clauses and master the main

structure. The teacher makes supplement if necessary and reminds students the importance of obeying different rules in life.

#### VI. Homework

Students will make more sentences after class and share with others next time.

#### VII. Blackboard design

If you play sports for a living

If you play sports for a living, your job will sometimes be very dangerous./

If you become rich, you will have a difficult time.

Structure: If + ...do/does..., S + will do...

【试题解析—试讲稿】

**I. Warming up**

T: Hello boys and girls. How are you doing?

S: Pretty good.

T: Okay, before class, let's sing an English song: *If you are happy*. In the process, please enjoy the lyrics and answer the question: If you are happy, what will you do? Clear?

S: Yes!

T: OK! Let's go!

T: The song is over. Who wants to share your idea? Mike, please!

S: If I am happy, I will smile.

T: Thanks for you sharing. What about you, Lily?

S: If I am happy, I will clap my hands.

T: Super!

**II. Presentation**

T: So now, please read the paragraph and write down the underlined sentences: If you play sports for a living, your job will sometimes be very dangerous. If you become rich, you will have a difficult time. Are you clear?

S: Yes!

T: OK! Let's go!

S: ...

T: Time is up! All of you have written down the sentences. Next, please discuss with group members about the structure of the two sentences. And think about what's in common? Do you understand?

S: Yes!

T: OK! Let's go!

T: Time is up! Who can summarize the structure? How about Group 1?

S: They both have the structure: "If..., ... will..." Students are encouraged to find the similarities between the sentences.

T: Yes, you are clever. What's more, in this structure, the first conditional adverbial clauses use simple present tense while the main sentences normally use simple future tense. Do you understand?

S: Yes!

T: Great!

**III. Practice**

Activity 1

T: Now, please look at the PPT! Here are some sentences with "if", you should try to choose the right tense for each sentences.

(1) If you play sports for a living, your job sometimes is very dangerous.

(2) If you become rich, you will have a difficult time.

S: Sentence No.1 is wrong. The right sentence should be: If you play sports for a living, your job sometimes



will be very dangerous.

T: Great! You are smart! What about the second one?

S: Sentence No.2 is right.

Activity 2

T: Then, there are different pictures for reference on the PPT. Please try to make some sentences in the form of “If ..., ...will...” I will give you several minutes to prepare. Clear?

S: Yes!

T: OK! Let's go!

T: Time flies! Who wants to have a try? Our monitor, please!

S: If I have wings, I will fly high in the sky.

T: Very good! Anyone else?

S: If he has a lot of money, he will go abroad to travel.

T: Good job! You are so smart!

#### IV. Consolidation

Task: Chain Game

T: Now, let's do a task! You are divided into several groups. Each group should make a story in chain game using the sentences with “if”. Just like, the first one creates a scene, he may say: “I'm going to a nature park on Sunday.” The next one can say: “If I go to the park, I will go through the cultural part.” Then in turn, you make sentences in this way. The more sentences the group makes, the winner will be. Clear?

S: Yes! Let's go!

T: Time is up. Which group wants to go first? Wow Group 3, you can be the first one.

S: ...

T: Excellent! Thanks for your presentation. Very good!

#### V. Summary

T: Unfortunately the happy time is always short. We have only five minutes before our class ends. Today we have learned a lot. Who can make a summary? Simon, please!

S: ...

T: Yes, today we learned the rules of the first conditional adverbial clauses and master the main structure. And you all have grasped it well. Applause for yourselves! What's more, we should also know the importance of obeying different rules in life.

#### VI. Homework

T: Today's homework for everyone is to make more sentences after class and share with others next time. Okay, class is over. See you next time. Bye.

#### VII. Blackboard Design

If you play sports for a living

If you play sports for a living, your job will sometimes be very dangerous./

If you become rich, you will have a difficult time.

Structure: If + ...do/does..., S + will do...



【试题解析一答辩】

**1. What are the teaching objectives of this class?**

【参考答案】

(1) Knowledge Objectives:

Students can understand the structure: "If..., ... will..." and learn to use the structure correctly.

(2) Ability Objectives:

Students can use the structure: "If..., ... will..." to talk about the real situation in daily life.

(3) Emotional Objective:

Cultivate students to know the importance of obeying different rules in life.

**2. How to teach grammar in a class?**

【参考答案】

Students learn in different ways depending on how they process information most effectively.

I can use visual learning: the students prefer reading and want to see what they're learning. Auditory learning can be also used in my class: the students prefer to listen to instruction.

I will use the deductive approach of teaching grammar focuses on teaching certain grammar rules and then giving examples of that rule. It can be useful to quickly explain grammar.

This approach can minimize student interaction and involvement.

Clearly state what the rule allows and limits. Give a clear and brief explanation about what the grammar rule allows. Also describe what the rule does not allow. For example, always use "you were" and never use "you was." Then follow up with an example of the rule. Illustrate the grammar rule with an example. You can use a simple sentence to illustrate it once. Then you might choose a more complicated sentence to demonstrate how the rule applies.

**3. 请简述's 类所有格的用法。**

【参考答案】

(1) 共有与分别拥有的所有格形式

在表示两者或两者以上共有的所有关系时只在后者用所有格形式, 例如: Tom and Mike's room 汤姆和迈克共有的房间; 若表示分别拥有时, 则要在每个名词后用所有格形式, 例如: Tom's and Mike's rooms 汤姆的房间和迈克的房间。

(2) 表示店铺、诊所、某人家等。例如:

at the barber's (在理发店); in the doctor's (医生的诊所); at Brown's (在布朗家)。

(3) 's 所有格可表有生命和无生命的名词

's 所有格主要用于人或动物等有生命的名词词尾, 但有时也可用于时间、距离、国家、城市等无生命的名词后。例如:

a few days' time	几天的时间	a week's holiday	一周的假期
ten minutes' ride	乘车十分钟的路程	today's newspaper	今天的报纸

## 《My name is Leo》-听力课

## 1. 题目: My name is Leo 听力教学

## 2. 内容:

My name is Leo. I'm from Australia, and I've been teaching in China for two years. I teach in Harbin, the capital of Heilongjiang Province. This is an interesting city with a very colorful history. There is some European influence in the city, and some of the old buildings in Harbin are in Russian style.

## 3. 基本要求:

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书;
- (3) 针对段落中的内容, 设计听力理解教学活动;
- (4) 用英文试讲;
- (5) 试讲时间: 10 分钟。

## 【试题解析—教案】

**Teaching objectives:**

## 1. Knowledge Objectives:

Students can get the main idea of the passage.

## 2. Ability Objectives:

Students can learn how to find out the detailed information from the text by listening.

Students can improve their listening abilities by finishing some activities and tasks.

Students should master listening strategies such as pre-listening, while-listening and post-listening.

## 3. Emotional Objectives:

Students can be more interested in English listening.

Students should care about their surroundings and experience.

**Key points:**

Students can get the main idea of the passage.

**Difficult points:**

Students can be more interested in English listening and care about their surroundings and experience.

**Teaching procedure:****I. Lead in**

The teacher shows different pictures of cities and invites students to have a free talk about their familiar cities.

**II. Pre-listening**

1. The teacher plays a short video about Harbin and asks students to guess where it is. They can talk about their experience there and their opinions or impressions about the city.

2. Then presents a picture of Leo, inviting students to predict the story about this boy in Harbin.

**III. While-listening**

1. Listen to the tape for the first time and confirm their predictions about the main idea of this paragraph.

2. Listen again and answer some questions: What is Leo? How is the city? What's the old buildings' style?

3. Read the paragraph and check the answers together. Students are encouraged to underline the key words while reading.

**IV. Post-listening**

Task: My favorite city

Students are divided into several groups. They are supposed to share their opinions about their favorite cities and then each group choose one of the most interesting and wonderful city. Then 5 minutes later, the representatives share their favorite city to the whole class, others and the teacher give comments on their expressions and pronunciation.

**V. Summary**

Students are encouraged to summarize what they have learnt this lesson. The teacher makes supplement if necessary and reminds students to care about their surroundings and experience.

**VI. Homework**

Students will share their favorite cities with their family members after class.

### VII. Blackboard Design



【试题解析—试讲稿】

**I. Lead in**

T: Hello boys and girls. How are you?

S: Pretty good.

T: Okay, before class, I will show you some pictures. Please look at the blackboard. What are these pictures about? Who wants to have a try? Lily, please!

S: The pictures may be about cities.

T: Wonderful! So now, let's do a free talk with your partner about your familiar cities. Several minutes later, I will invite some of you to give us a report.

T: Time is over. Who wants to share your idea? Mike, please!

S: My familiar city is Shi jiazhuang. It is called the city pulled by train.

T: Thanks for you sharing. What about you, Lily?

S: My familiar city is Beijing. It is the capital city of China.

T: Super!

**II. Pre-listening**

T: So now, I will play a short video, after watching, please guess where it is. You can talk about your experience, your opinions or impression about the city. Do you understand?

S: Yes!

T: OK! Let's go!

S: ...

T: Time is up! Who wants to share your idea with us? Tom, please!

S: I think the city in the video is Harbin. I have been there before. It's cold there.

T: Yes, you are clever. Anyone else? Linda, you please!

S: I think the city in the video is Harbin too. Although, I have never been there before, I know the scenery is very beautiful when it is snowy.

T: Great! Now, look here! Here is the picture of Leo, can you guess what happened about this boy in Harbin. A few minutes later, I will encourage some of you to give us a report. Clear?

S: Yes!

T: Ok! Time's up! Who wants to share your result? You, please?

S: I think he has been a teacher in Harbin for many years.

T: Reasonable!

**III. While-listening**

**Activity 1**

T: Now, please listen to the tape for the first time and confirm your predictions about the main idea of this passage. Ok?

S: ...

T: Great! You are smart!



## Activity 2

T: Then, listen to the tape carefully again and answer my questions:

1. What is Leo?
2. How is the city?
3. What's the old buildings' style?

Are you clear?

S: Yes!

T: OK! Let's go!

T: Time flies! Who wants to have a try? Our monitor, what about the first question?

S: Leo is from Australia, and he has been teaching in China for two years.

T: Very good! What about the second question?

S: The city is an interesting city with a very colorful history.

T: Good job! You are so smart! What about the last question?

S: Some of the old buildings in Harbin are in Russian style.

T: Excellent!

## Activity 3

T: Now we have learned the text carefully. So now, please read the paragraph and check whether the answers are right or not? During the reading, please underline the key words. Understand?

S: Yes!

T: Wonderful! Let's go!

S: ...

T: Time's up! Who wants to show us your key words? Linda, please!

S: I have underlined "Australia", "teaching in China" and "Russian style".

T: Great!

**IV. Post-listening**

Task: My favorite city

T: Now, let's do a task! You are divided into several groups. Please discuss in the group and share your opinions about your favorite cities. After discussing, please choose one most interesting and wonderful city. Then 5 minutes later, the representatives should share your favorite city to the whole class, others and the teacher will give comments on your expressions and pronunciation. Clear?

S: Yes!

T: Ok! Let's go!

T: Time is up. Which group wants to go first? Wow Group 3, you can be the first one.

S: ...

T: Excellent! Thanks for your presentation and your pronunciation is standard. Very good!

**V. Summary**

T: Unfortunately the happy time is always short. We have only five minutes before our class ends. Today we

have learned a lot. Who can make a summary? Simon, please!

S: ...

T: Yes, today we learned the story of Leo and some information about Harbin. And you all have grasped it well. Applause for yourselves! What's more, we should also care about your surroundings and experience.

#### VI. Homework

T: Today's homework for everyone is to share your favorite cities with your family members. Okay, class is over. See you next time. Bye.

#### VII. Blackboard Design



## 【试题解析—答辩】

**1. Tell us some methods you adopt in class.**

## 【参考答案】

Methods that I adopt in class are various, they are mainly TBLT and situational teaching approach.

I usually adopt in class is TBLT, the essence of this method is learning by doing. Usually, I'll ask students to finish a task by using what they've learnt. For example, I will ask them to make a list of foods they want to buy after they have learnt some words about foods. By doing this, students are stimulated by the motivation to finish the task and they're applying the knowledge into practice.

Situational teaching approach is very popular. Teachers who use this method usually create or design a certain situation to help the students grasp knowledge and experience feelings. For example, teachers can walk toward the door and close it to teach students the word "close" by doing the action. Besides, this method is also widely used in Chinese teaching, math teaching and the teaching of other courses. As an English teacher, mastering and using these methods is of great importance.

Since TBLT and situational teaching are interrelated, one can use these methods according to the teaching content and the students' condition, sometimes, one may use all of these methods in one class.

**2. What are the teaching objectives of this class?**

## 【参考答案】

## (1) Knowledge Objectives:

Students can get the main idea of the passage.

## (2) Ability Objectives:

Students can learn how to find out the detailed information from the text by listening.

Students can improve their listening abilities by finishing some activities and tasks.

Students should master listening strategies such as pre-listening, while-listening and post-listening.

## (3) Emotional Objectives:

Students can be more interested in English listening.

Students should care about their surroundings and experience.

**3. 请介绍下美国独立战争?**

## 【参考答案】

18 世纪中叶, 北美殖民地人民和英国殖民统治者的矛盾和斗争日益尖锐。

1773 年波士顿“倾茶事件”拉开了抗英斗争的序幕。殖民地人民先后召开了两次大陆会议, 共同商讨对付英国的办法, 从而有效地组织人民进行反英斗争。

1774 年 9 月, 第一届大陆会议在费城召开, 呼吁抵制英国货。

1775 年 4 月 19 日, 莱克星顿的枪声标志着独立战争的开始。

1776 年 7 月 4 日, 由托马斯·杰弗逊(Thomas Jefferson)起草, 大陆会议发表了著名的《独立宣言》(*Declaration of Independence*)。7 月 4 日为美国独立日。

1777 年 10 月, 萨拉托加大捷, 扭转了独立战争初期不利的态势。

1781 年, 约克镇战役大捷, 美军赢得决定性的胜利。

1783 年，美英签订《巴黎条约》（*Treaty of Paris*），英国承认美国独立。



## 《We can learn a lot about a place》-阅读课

## 1. 题目: We can learn a lot about a place 阅读教学

## 2. 内容:

We can learn a lot about a place, its history and culture from a postcard and the stamp on it. In 2005, some postcard collectors from different countries started a project. First, they created a website. Then people from all over the world could join and become members. The members send each other postcards. As a result, they make new friends and learn about the cultures and history of different countries.

## 3. 基本要求:

- (1) 朗读所给材料;
- (2) 配合教学内容适当板书;
- (3) 针对所给材料, 设计相应的读前教学活动;
- (4) 试讲时间 10 分钟;
- (5) 用英文试讲。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge Objectives:

Students can get the main idea of the passage.

2. Ability Objectives:

Students can learn how to find out the detailed information from the text.

Students can improve their reading and writing abilities by finishing some activities and tasks.

Students can use reading strategies such as skimming, scanning and intensive reading.

3. Emotional Objectives:

Students can be more interested in English reading.

Arouse students' interest in English culture.

**Key points:**

Students can use some reading strategies like skimming, scanning and intensive reading to get the main idea of the text and find out some detailed information.

**Difficult points:**

Students can improve their reading and writing abilities.

Students can be more interested in English reading.

**Teaching Procedures:**

**I. Lead-in**

Show students some postcards and stamps. Give some hints and ask students about what they know about the pictures.

Questions: Do you know what they are? What do you know about them?

**II. Pre-reading**

1. Show students some key words on the blackboard, like postcard, stamp, website, members, friends, cultures and history.

2. Based on the pictures in the leading in and the key words on the blackboard, let students guess what the main idea of this passage is.

**III. While-reading**

**Activity 1 Skimming**

Ask students to read the passage quickly and confirm their predictions about the passage. The teacher asks students a few questions like “What do you think will be mentioned in this passage?” “What can a postcard do?” to elicit the topic “postcard” of this passage. Then ask students to conclude the main gist of the passage.

**Activity 2 Scanning**

Present students with a chart containing information from the passage and ask students to scan the passage to fill in the chart. Then the teacher asks students three questions:

Q1: Who started the project?

Q2: How do the members make friends with each other?

Q3: What can people know from making friends with each other?

#### Activity 3 Intensive reading

1. Ask students to read the passage carefully for the last time, and they need to finish the stage of the project:



2. Students underline the important phrases on the book, like learn about, make friends, all over the world and so on. Then discuss with partners if they have some difficulties in understanding these phrases.

#### IV. Post-reading

1. Try to retell the short paragraph this time with the guidance of the key words on the blackboard.
2. Group discussion: How can you make friends? How can you learn about the culture of other countries?

#### V. Summary

Students summarize the main language points about postcards and the teacher makes supplements. Develop students' reading skills and arouse their interest in English culture.

#### VI. Homework

Surf the Internet after class for more kinds of stamps and stories behind them and share with the class in the next lesson.

#### VII. Blackboard Design

postcard, stamp, website, members, friends, cultures and history





【试题解析—试讲稿】

**I. Lead-in**

T: Good morning boys and girls. How are you feeling today?

S: Yes, we are fine!

T: Before class, I want to show you something. Look at the PPT, do you know what they are?

S: Some postcards and stamps.

T: Correct! What do you know about them?

S: ...

T: You have no idea? Don't worry! Let's begin our new lesson!

**II. Pre- reading**

T: Look at the blackboard! There are some words: postcard, stamp, website, members, friends, cultures and history. Based on the pictures on the PPT and the key words on the blackboard, can you guess what the main idea of this passage? I will give you several minutes to think about it. Are you clear? Let's go!

T: Time flies! Who wants to share your prediction? You please!

S: May be talk about the postcard.

**III. While-reading**

Activity 1 Skimming

T: Now please read the passage quickly and confirm your predictions about the passage, clear?

S: Yes.

T: Great, let's go!

T: Time is over! Then, what do you think will be mentioned in this passage? And what can a postcard do?

S: ...

T: We have known so much information about the passage, so what's the main idea of the passage? Who wants to have a try?

S: The main idea is that we can learn the history and culture of places from a postcard and the stamp.

T: Great, sit down please.

Activity 2 Scanning

T: There is a chart containing information from the passage in the PPT. So, please scan the passage to fill in the chart. Do you understand?

S: Yes!

T: OK! Let's go!

S: ...

T: OK! All of you have done a good job! So, please answer the following three questions:

Q1: Who started the project?

Q2: How do the members make friends with each other?

Q3: What can people know from making friends with each other?

I will give you several minutes. Then some of you will be invited to answer the questions.

S: ...

T: Time is over! Any volunteers? Mike, please answer the first question!

S: Some postcard collectors from different countries started a project.

T: Yes, wonderful! Thanks for your sharing! What about the second question? You please!

S: First, they created a website. Then people from all over the world could join and become members. The members send each other postcards. As a result, they make new friends and learn about the cultures and history of different countries.

T: Good answer! Do you agree with her?

S: Yes!

T: So, what about the third question?

S: They can learn about the cultures and history of different countries.

T: Super!

Activity 3 Intensive reading

T: This time, please read the passage carefully for the last time and finish the stage of the project with several minutes! Do you understand?

S: Yes!

T: Time is up! Do you want to have a try?

S: Yes! The stage of the project is like this:



T: Wonderful! Next, please underline the important phrases on the book, like learn about, make friends, all over the world and so on. Then discuss with your partners if you have some difficulties in understanding these phrases. Do you understand?

S: Yes!

T: Do you have any difficulties in understanding?

S: No!

#### IV. Post-reading

T: Boys and girls, do you understand the story in the passage? Do you want to retell it to others? OK, now you can retell the passage to your partner. Of course, you can refer to the information on the blackboard. You have some minutes to work on this. After that, every group select one student to retell the passage to the whole class. Clear?

S: Yes!

T: Time flies! Who wants to have a try? OK, this brave boy, please.

S: ...

T: So how is his answer? Do you think it's wonderful or not? Yes, he did a good job. I really appreciate your

pronunciation. Sit down please.

T: Next, let's do a group discussion: How can you make friends? How can you learn about the culture of other countries? Several minutes will be given. Then, I will invite some of you to give us a report of your result!

S: Time flies! Which group wants to give us a report? OK, this group, please.

S: ...

T: Yes, they did a good job. Thanks!

### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned the main language points about postcards.

T: Yes, but we also learned the reading skills and we should be interested in English culture.

### VI. Homework

T: Today's homework is to surf the Internet after class for more kinds of stamps and stories behind them and share with the class in the next lesson. Okay, class is over. See you next time. Bye.

### VII. Blackboard Design

postcard, stamp, website, members, friends, cultures and history



## 【试题解析一答辩】

**1. What are the teaching objectives of this class?**

## 【参考答案】

## (1) Knowledge Objectives:

Students can get the main idea of the passage.

## (2) Ability Objectives:

Students can learn how to find out the detailed information from the text.

Students can improve their reading and writing abilities by finishing some activities and tasks.

Students can use reading strategies such as skimming, scanning and intensive reading.

## (3) Emotional Objectives:

Students can be more interested in English reading.

Arouse students' interest in English culture.

**2. 精读和泛读的区别是什么?**

## 【参考答案】

(1) 两者对学生的注重点不一样。精读课文关注学生基本的素养,注重知识与技能的基础性和均衡性,为学生的一般发展奠定基础。而泛读课供学生开拓、深化,使学生通过有选择地自主阅读,提高阅读能力。所以说,精读是基础,泛读是发展、是提高。

(2) 两者教学重心不一样。精读课文传授方法、教授策略;泛读课文迁移方法,举一反三。就教学而言,精读是主体,泛读只是补充;但是就效果而言,精读是准备,泛读才是应用。

## (3) 具体教学模式的不同。

①精读课:初读课文,整体感知;抓住重点,深入领悟;品读赏读,揣摩写法;积累语言,尝试运用。在这个基本式的基础上,可以有許多变式。对于景美情深的课文(包括诗歌),可以用创设情境,激情导读,反复诵读,穿插评读的思路组织教学。

②泛读课:建议采取几遍读的方法。如,一读,读对读通,口诵心惟;二读,画画批批,粗知大意;三读,交流收获(可以是受到教育启发的,可以是好词佳句的,可以是文章写法的,可以是读书方法的),积累语言。

精读要求将读物中每一处细节完全读懂读透,追求的是深度;而泛读则更加侧重阅读量,也就是广度。

**3. 请简述英语阅读理解主旨大意题的解题技巧?**

## 【参考答案】

(1) 抓住主题句。它们一般位于文章的开头或结尾。同时,也可以贯穿各段中心句进行总结。

(2) 抓住文章逻辑线索,理清发展脉络。作者往往会采取举例、比较、分类、归纳等不同方法来组织文章。

(3) 文章的主题作者往往有意识地反复论述。抓住反复出现的中心词,即高频词,也叫做主题词。

(4) 文章或段落的主题句常常会出现在一些标志性的提示语后。例如:

On the whole, in short, therefore...

I agree with the opinion that...

Given all these points above, I would support the idea that...

For all the reasons mentioned above, I would prefer...

(5) 把握文章的体裁,分清文体,确定思维方向。体会作者的写作意图和所要表达的思想感情,辨清褒贬态度。



# 《What's the matter?》-听力课

1. 题目: What's the matter?

2. 内容:



3. 基本要求:

- (1) 试讲时间约 10 分钟, 采用英语授课;
- (2) 教会学生描述自己的身体不适;
- (3) 配合教学内容适当板书。



## 【试题解析—教案】

**Teaching objectives:**

## 1. Knowledge objectives:

Students can listen, read and recognize the new words like “stomachache”, “sore back” and sentence patterns like “What’s the matter?” “I have...”. Students can know how to express health problems and accidents.

## 2. Ability objectives:

Students can learn to talk about health problems and accidents by using “What’s the matter? I have a...” in real situation. They also have desire to learn English well and have interest and confidence in expressing themselves.

## 3. Emotional objectives:

Students can care about themselves and their family members’ health. They can enhance the awareness of healthy life and living habits.

**Key points:**

Students can grasp the following words “stomachache”, “sore back” and sentences “What’s the matter?” “I have...”. They will also be able to get specific information while listening.

**Difficult point:**

Students can use the following words fluently “stomachache”, “sore back” and sentences properly “What’s the matter?” “I have...” in real situation.

**Teaching Procedures:****I. Lead-in**

## 1. Greeting.

2. Teacher will invite students sing a song *If you are happy*, then asks them questions: If you are not happy, what do you do? If someone is not happy, what do you do? Students discuss these questions and share with others.

**II. Pre-listening**

1. Teacher shows a picture about Da Ming and creates a situation “Da Ming would like to get a physical checkup, but there are many people in the hospital.”

2. Teacher shows the second picture which is from the textbook and asks students to look at the picture and then writes the correct letter a-m for each part of the body.

3. Teacher writes down the words “hand, foot, mouth, neck, stomach.” on the blackboard and students read them one by one.

**III. While-listening**

1. Teacher asks students to watch the picture carefully and guess: How many students are not feeling well? Then, teacher asks students to listen to the tape to check the answer.

2. Teacher asks the question: What’s wrong with them? Students open the book and listen to the tape again, and then answer the questions. Then teacher guides students understand the relevant words with the help of the actions, such as cold, stomachache, sore back, throat. Students read these words in high and low voice.

3. Teacher shows five names on PPT and asks questions: Who has a fever? Who has stomachache? Who has a



bad toothache? Who has a sore back? Students listen to the tape the third time and answer questions with the sentences: I/ She/ He have/ has a.... During the process, students will understand the meaning of key sentence “I/ She/ He have/ has a...”.

4. Teacher will ask students question with the sentence pattern “What’s the matter with ...?” and students answer with the sentences “I/ She/ He have/ has...” to express the health problems.

5. Students listen to the tape and pay attention to the pronunciation of key words to improve their speaking ability.

#### IV. Post-listening

1. In this activity, the students in a line are a group and try to remember things. The first student of the line will say a phrase, the second one must repeat out what he/she says and then tell the phrase of his/her own. The third one must repeat out the first two student’s speaking and then tell his/her own. In this way runs the game. The last one must repeat out all the speaking above.

2. Teacher will create a situation: “If you are sick and want to see a doctor, what would you say?”, students work in pair to have a performance, one acts doctor, the other acts patient. Then teacher gives them 10 minutes to prepare. Teacher will invite some students to share their performance to cultivate their awareness of using these new words and sentence patterns to communicate with others in daily life.

#### V. Summary

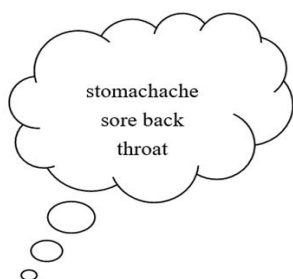
Teacher will invite some students to summarize what they have learnt today, and they can express their opinions. After that, if necessary, teacher will make supplements. Moreover, teacher would inspire students to pay attention to improve their learning methods.

#### VI. Homework

After class, students surf the internet for more information about seeing a doctor and share with the class next time.

#### VII. Blackboard design

##### What’s the matter?



—What’s wrong with ...?  
—I/ She/ He have/ has...?

## 【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome to the English world. How are you today?

S1: Fine, thank you.

S2: Just so so.

T: Ok, now let's sing a song *If you are happy* and do actions, clear?

Ss: Ok.

T: Ok, stand up! let's start! *If you are happy and you know it clap your hands; If you are happy and you know it clap your hands; If you are happy and you know it never be afraid to show it; If you are happy and you know it stomp your feet.* Wow, you all did a good job. Sit down, please.

Ss: Thank you.

T: Now, think about this question: "If you are not happy, what do you do?", you can have a discussion with your partners.

S3: I listen to the music or watch interesting movies.

T: Very good, Any volunteers?

S4: Maybe I will have a short trip.

T: Travelling is a good idea, and if someone is not happy, what do you do?

S5: I will provide constant good humor, help and companionship.

T: Good, everyone will meet many unhappy occasions in daily life, we can help others as much as you can. Ok?

Ss: Ok.

T: So, today we will learn a new lesson what's the matter.

**II. Pre-listening**

T: Now, boys and girls. Please look at PPT, there is a picture. Who is he? Where is he?

Ss: Da Ming, he is in hospital.

T: Right! You are so clever! Look at the second picture, Da Ming would like to get a physical checkup, but there are many people in the hospital. Please write the correct letter a-m for each part of the body. Two minutes. Go!

T: Finished? Can you share your results?

S6: Sure, a-hand, b-foot.

S7: c-mouth, d-neck, e-stomach. 【学生一边说教师一边进行板书】

T: Yes. You are all clever. Read after me, hand, foot, mouth, neck, stomach. Boys, please. Girls, please. Good.

**III. While-listening**

T: So, watch the picture carefully and answer the question: How many people are not feeling well? Can you guess?

S8: Six.

S9: Five.

T: Ok, who is right? Let's listen to the tape.

Ss: Five people.

T: So, what's wrong with them? Please open the book and listen to the tape again, and then answer the questions. Three minutes, go!

T: What's wrong with these people? What's the matter with them?

S10: Fever, stomachache, sore back, throat.

T: Yes, very good. Look at the first people, she has a fever. The second people, he has a stomachache. 【教师一边说一边做动作】. Now please read after me, if I read in high voice, you can read in low voice, if I read in low voice, you should read loudly. Cold, stomachache, sore back, throat.

Ss: Cold, stomachache, sore back, throat.

T: Now, there are five names on PPT, so who has a fever? Who has a stomachache? Who has a bad toothache? Who has a sore back? Please listen to the tape again. You can discuss with groups.

G1: Sarah has a fever. David has a stomachache.

T: Yes, Anyone?

G2: Ben has a bad toothache. Judy has a sore back.

T: Excellent! Now I ask you questions, you answer together. What's the matter with David?

Ss: David has a stomachache.

T: What's the matter with Judy?

Ss: Judy has a sore back.

T: Yes, very good. In our daily life we can use "What's wrong with ...? and I/ She/ He have/ has a..." to express the health problems. Finally, please listen to the tape and pay attention to the pronunciation of key words to improve their speaking ability.

Ss: Yes.

T: Yeah. Your pronunciation is beautiful. Good!

#### IV. Post-listening

T: Now, let's do some activities. The first activity: line students are a group and try to remember things. The first student of the line will say a phrase, the second one must repeat out what he/she says and then tell the phrase of his/her own. The third one must repeat out the first two student's speaking and then tell his/her own. In this way runs the game. The last one must repeat out all the speaking above. Clear? Ok, let's go.

S11: Fever.

S12: Fever, stomachache.

S13: Fever, stomachache, sore back.

S14: Fever, stomachache, sore back, throat.

T: Well down. Do you remember these key words?

Ss: Yes.

T: Now, the second activity: "If you are sick and want to see a doctor, what would you say?", you can work in

pair to have a performance, one acts doctor, the other acts patient. I give you 10 minutes to prepare. After that, I will invite some students to share their performance. Clearly?

Ss: Yes.

T: Ok, time is up! Who wants to have a try? Lily's group, you please.

Lily: Hi, Mr. Green. I have a cold, what should I do?

Tom: Don't worry, you can drink much water and have a good rest.

Lily: Thank you.

T: Wonderful! You two have a good performance. How about Lucy's group.

Lucy: I have a sore back, what should I do?

Rose: Maybe you have a bad life habit and you should do more exercises.

Lucy: Ok.

T: Good job. So, which group is the best one? You can vote for the best group.

Ss: Lily's group gets more tickets.

T: Congratulations! In our daily life, we should eat health food and do more exercises. Ok?

Ss: Ok.

#### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned some new words and sentences about expressing health problems.

T: Yes, but we also learned how to get more specific information while listening. And in daily life, students should improve their awareness of keeping a good life habit.

#### VI Homework

T: Today's homework is to surf the internet for more information about seeing a doctor and share next time. Class is over, bye!

#### VII. Blackboard design

##### What's the matter?



—What's wrong with ...?  
—I/ She/ He have/ has...?

## 【试题解析—答辩】

## 1. 什么是强调句?

## 【参考答案】

强调句是一种修辞,是人们为了表达自己的意愿或情感而使用的一种形式。英语常用的强调结构是“It is (was)+被强调部分(主语、宾语或状语)+who (that)...”。通过各种方式对句子中的某个部分进行强调,从而起到修辞的作用。强调句型 “It is/was+被强调部分+that/who+其他成分”, it 在句中无意义,只起引出被强调部分的作用。

强调人时可用 that/who (强调宾语指人时也可用 whom) 来连接,其他情况一律用 that。

强调主语时, that 或 who 后面的谓语动词的形式仍然取决于原句中的主语; be 的变化只有 is 和 was 两种形式。如果要表示现在时、将来时的其他各种形式时,就用 It is...; 表达过去时的各种形式时,用 It was...。

一般疑问句: Is/ Was it+被强调部分+that/ who+其他部分 (用陈述语序)

特殊疑问句: 特殊疑问词+is/was+it+that+该句的其余部分, that 后只能使用陈述语序。

在“not...until”强调结构中,由 until 所引导的短语或从句作时间状语时,要用固定的强调句型: It+is/was+not until...+that+该句的其余部分, that 所引导的从句中的谓语动词用肯定式。

## 2. How can teachers help the students to improve pronunciation? Please say something about it.

## 【参考答案】

Pronunciation is the essential type of language. Both consistency and accuracy in pronunciation are very important. So students need to know phonetics in order to learn English and Great care should be taken to the distinction between pronunciation and phonetics.

Firstly, teacher should popularize the key methods: phonetic symbols, stress, intonation and rhythm to students to arouse the interests of the students in daily teaching.

Secondly, teacher can use hands and arms to conduct practice, move around the classroom when doing choral practice, make full use of demonstrations and try to use visual aids in class which could provide students more opportunities to improve their pronunciation.

## 3. What are the teaching key and difficult points of this lesson?

## 【参考答案】

Teaching key points:

Students can grasp the following words “stomachache”, “sore back” and sentences “What’s the matter?” “I have...” They will also be able to get specific information while listening.

Teaching difficult points:

Students can use the following words fluently “stomachache”, “sore back” and sentences properly “What’s the matter?” “I have...” in real situation. Students can develop good living habits.

## 《口语教学试讲》-口语课

## 1. 题目: 口语教学试讲

## 2. 内容:

Mr. Jackson: OK, listen up! Before we can enjoy ourselves on the Great Wall, there are a few rules and suggestions, OK?

All: Yes, Mr. Jackson.

Mr. Jackson: First, you must keep to the path. You mustn't walk along the edge because you might fall and hurt yourself. Is that clear?

All: Yes.

Mr. Jackson: And you have to keep together. You mustn't go off on your own, because you might get lost.

All: No, Mr. Jackson.

Daming: Can we have something to eat now? I'm starving!

Mr. Jackson: No, you can't, Daming! I think we should start walking, and then stop at noon for our picnic.

## 3. 基本要求:

- (1) 朗读所给对话;
- (2) 配合教学内容适当板书;
- (3) 针对所给材料的划线部分, 设计表达规则的口语教学活动;
- (4) 用英文试讲;
- (5) 试讲时间 10 分钟。

【试题解析—教案】

**Teaching objectives:**

1. Knowledge objectives:

Students can understand the conversation.

Students can read, understand and use the sentences “You must...”, “You mustn’t ...” and so on.

2. Ability objectives:

Students can develop the abilities of speaking and communicating in the real situations through different activities.

Through group work, students can learn how to cooperate with others.

3. Emotional objectives:

Students will be interested in learning English through activities and games. And they can speak and be willing to participate in communication actively. What’s more, students will know the importance of rules.

**Key points:**

1. Students understand the sentences “You must...”, “You mustn’t ...” and so on.

2. Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching procedures:**

**I. Lead in**

The teacher shows students several pictures about traffic signs on the street. Students say what they mean. For example: “no smoking” means “you can’t smoke here”.

**II. Pre-speaking**

1. Show some pictures about the Great wall and ask students whether they have been there before.

2. Then the teacher invites several students to make a prediction of the dialogue.

**III. While-speaking**

1. Students listen to the tape and summarize the dialogue.

2. Play the tape again and students answer the following questions.

(1) What does Mr. Jackson tell students?

(2) Can students walk along the edge and why? How do you know that?

3. The teacher reminds students to pay attention to the words like “you must”, “mustn’t”, “because”, and explains their meanings and the differences.

**IV. Post-speaking**

Create several situations like going shopping with mom and having lunch in a restaurant, and students work in groups to discuss what they can/can’t or should/shouldn’t do in one of the situations. After that, the teacher chooses several representatives to report their result in front of the class.

**V. Summary**

Students summarize the whole class and the teacher gives supplements if necessary. The teacher reminds

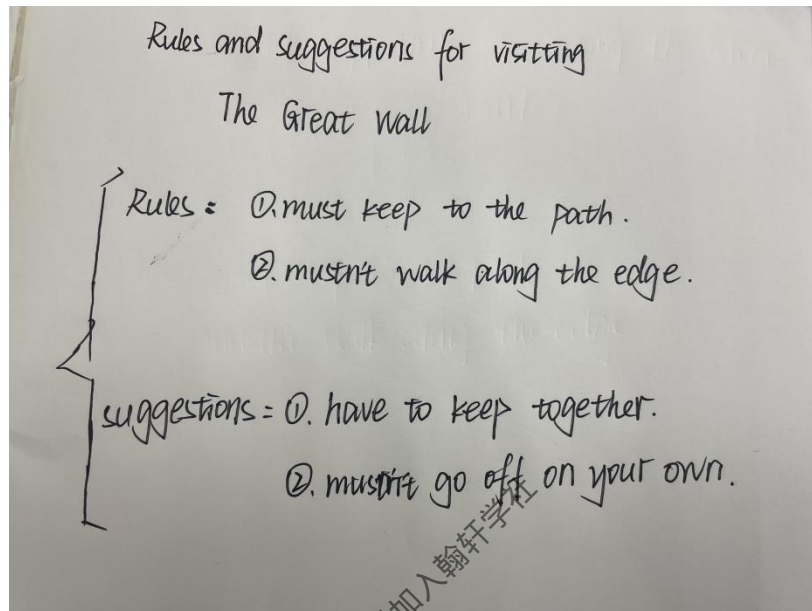


students of the importance of rules and stresses that they should pay attention to in daily life.

#### VI. Homework

1. Finish the exercise on the book.
2. Make a poster about the rules and suggestions according to their group discussion in the class and share with the class next time.

#### VII. Blackboard Design



【试题解析—试讲稿】

Good afternoon! Dear judges, I'm No. 3 candidate, applying for English teacher. Today my topic is "The rules and suggestion for visiting The Great Wall." Now I will begin my class.

**I. Warm-up and Lead-in**

T: Good morning! Boys and girls, welcome to my class. How about your weekends?

S: ...

T: Wow, fantastic. I love your weekend.

T: Ok! Guys, we often see some traffic signs on the street, right? Today, I bring you some pictures of traffic signs. Do you know them? Now let's look at the first picture. What does the mean of this picture?

S: ...

T: Yes, it means "no smoking". Great! How about the second picture?

S: ...

T: Yes, it means "no parking". Wow, excellent. Next one, what does the mean of this one?

S: ...

T: Perfect, it's a dangerous sign. So amazing! All of you guys know these pictures.

**II. Pre-speaking**

T: Dang dang! A new picture for you, where is it?

S: ...

T: Yes, the Great Wall! OK, have you ever been there?

S: ...

T: Some students went to there. Some students didn't. It doesn't matter. I believe as long as you study hard now, we will have a chance to visit there. So today let's begin a new lesson: the rules and suggestion for visiting The Great Wall.

S: ...

**III. While -speaking**

(第一听)

T: OK, boys and girls, now according to the picture and the title, can you make a prediction about our today's learning?

S: ...

T: Wow, so many ideas. Ok, to check our prediction, now let's listen to the tape for the first time. You can check your prediction and also you should understand what is mainly talking about in this passage? OK, let's begin.

S: ...

T: Ding Dong, time is up. Please stop here. So what's mainly talking about? Yes, it mainly talks about "some rules and suggestions for visiting The Great Wall". Yes.

(第二听)

T: Ok, I see some of you still have a little trouble, right? It doesn't matter. Let's listen to the tape again. And

this time you should listen carefully, when you finish the listening, there are some question preparing for you. Clear? Ok, now guys begin.

S: ... (听)

T: Ding Dong, stop here. Please focus on me. Now I will have the first question, listen carefully. What rules does Mr. Jackson tell us? What rules? Any volunteer? OK, James, you please.

James: ...

T: Yes, James, you said you must keep to the path. Great, sit down, please. OK! And any other questions? Any other ideas? Who wants to try? OK, Bob, you please. Oh, you said "You mustn't walk along the edge." Great! So that's the rules that Mr. Jackson tells us, right? OK, now I have another question, what suggestions does Jackson tell us? Can you find it? Who find the idea? OK, Alice, you please. Oh, you said "we have to keep together." Great. OK, anyone who want to make some complement? Ok, the boy in the last line, you please. Oh, you said "You mustn't go off on your own". Great. OK, all of you did a good job. Right? Yes, we have the correct answers, thank you so much.

T: OK, now let's move on the 2nd question, can we walk along the edge and why? Wow... Coco, you are first to put out your hand, you please.

Coco: ...

T: Yes, we can't along the edge because we might fall and hurt ourselves. Good answer! Sit down, please.

(第三听)

T: Now, boys and girls, let's read the dialogue together. You should pay attention to the words like "must", "mustn't", "have to" Got it? Yes.

S: ...

T: Ok, let's begin.

S: ...

T: Wow, so sweet voice, and your pronunciation is so clear. Big hands for you. Please everyone look at me. First one "you must" It means some rules we should follow it. Right? the second one "you mustn't" It means something we can't do it. The third one "have to" It means that is a good suggestion that we can do it. Understand?

S: ...

T: Wow, Great!

#### IV. Post- speaking

T: OK, Guys, from Mr. Jackson, we know some rules and suggestions of when we go to The Great Wall. But if we go to restaurant what kinds of rules and suggestions we should make. Please discuss with your partner, I will give you 5 minutes, after that, I will invite some of you to come here to present your ideas. Ok, now let's begin.

S: ...

T: Wow, have you finished? OK, how about Group B. Yes, don't be shy, just have a try.

Group B: ...

T: Wow, so surprised, you did a good job. All of you guys, big hand for them. OK, please go back your seat. Thank you so much.

**V. Summary**

T: Time flies! Class will over. Guys, what have you learned in this class? All of you speak together.

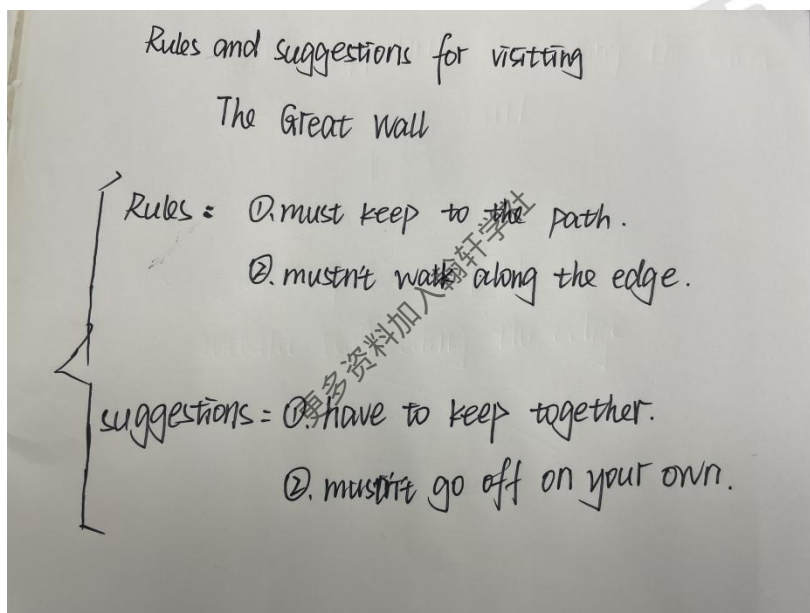
S: ...

T: Wonderful! You know some rules and suggestion, and you learned some new words. Excellent! All of you guys should know we should obey the rules in any situation. Right? We also should know when we meet some bad behavior we need give them some suggestions.

**VI. Homework**

T: OK, today's homework for everyone is to

1. Finish the exercise on the book.
2. Make a poster about the rules and suggestions according to their group discussion in the class and share with us next time. Remember it? OK, Great! That's all for today's lesson. Goodbye, Bye, bye!

**VII. Blackboard Design**

## 【试题解析—答辩】

**1. What are the teaching objectives of this lesson?**

## 【参考答案】

## (1) Knowledge objectives:

The students can understand the conversation.

Also, the students can read, understand and use the sentences “You must...”, “You mustn’t ...” and so on.

## (2) Ability objectives:

The students can develop the abilities of speaking and communicating in real situations through different activities.

Through group work, students can learn how to cooperate with others.

## (3) Emotional objectives:

The students will be interested in learning English through activities and games. And they can speak and be willing to participate in communication actively. What’s more, the students will know the importance of rules in our learning.

**2. 请说一说英语阅读理解中计算推理题目的解题技巧。**

## 【参考答案】

计算推理题虽然不是阅读理解的重点题型，但是能够考查学生的综合素质和解决实际问题的能力。解题过程不仅要求学生具备英语计算的知识和技巧，同时要求学生透彻地理解文意和题意，有时更需要找出原文中所包含的解题的必要条件。

## (1) 常见题型

①简单计算：往往只需一步计算就可以得出答案。

②单一计算单位的复杂计算：只涉及一种计算单位的复杂运算，如对重量、数量、面积、体积等的计算，但计算过程需要多个步骤。

③涉及到多种计算单位的复杂运算：比如计算单位体积的重量或单位面积的价格等，就需要多步骤进行计算。

## (2) 解题指导

①对于简单的计算，因计算本身并不难，所以往往考查的是对题意或文意的确切理解。如果理解有误，计算必定失误。

②对于只涉及一种计算单位的复杂计算，主要需要细心，不能遗漏必要的条件和步骤。

③对于涉及多种计算单位的复杂计算，除了细心不能忽略必要条件之外，我们还要注意各个计算公式的运用和单位间的正确转换。

**3. Talk about your understanding of Communicative Approach.**

## 【参考答案】

The purpose of the communicative approach is to enable students to have communicative skills so that they can communicate with others in English. It focuses on communicative learning. It is precisely because the communicative approach focuses on teacher-student interaction, classroom activities are very important. Such classroom activities include discussions and information. In this way, students can increase their self-confidence,

increase their interest in learning, and improve their ability to communicate with others



## 《语法教学试讲》-语法课

## 1. 题目: 语法教学试讲

## 2. 内容:

The forty thieves killed Ali Baba's brother. This made Ali Baba very angry. The next day, the thieves wanted to know how the brother got inside the cave. The leader bought some big jars and put a thief inside each one. The leader took the jars to Ali Baba's house. Ali Baba's wife saw the men in the jars. "Who are those men in the jars? Are they your friends?" asked his wife. "Sh, quiet!" said Ali to his wife. Ali Baba was clever. He killed the thieves and their leader. His family was now safe and they were rich, too.

## 3. 基本要求:

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书;
- (3) 针对所给材料的划线部分, 设计讲解该语法项目的教学活动;
- (4) 用英文试讲;
- (5) 试讲时间 10 分钟。



## 【试题解析—教案】

**Teaching objectives:**

## 1. Knowledge Objectives:

Students can recognize and understand the grammar.

## 2. Ability Objectives:

Students can put the grammar in actual use to talk flexibly.

Through kinds of activities, students' language abilities will be improved.

## 3. Emotional Objective:

Students will know the importance of grammar learning and stresses that they should deal with the problem calmly.

**Key points:**

Students can recognize and understand the grammar.

**Difficult points:**

Students' interests of learning English should be improved.

**Teaching procedures:****I. Lead in**

1. Greeting.

2. Show students a video about a fable in *1001 Night*. Students express what they can get from the fable.

**II. Presentation**

1. Students read the text about *Ali Baba and forty thieves* and the teacher invites one student to summarize the short story.

2. The teacher reminds students to pay attention to the second sentence in the passage and guide them to analyze components of the sentence.

3. The teacher explains the concept and usage of the object clause, and introduces other connective adverbs that can be used in the object clause, like why, when and where.

**III. Practice****Activity 1 Fill in the blank**

1. Tom wants to know \_\_\_\_\_ he can get the present.

2. Jenny is excited for the following holiday even though she doesn't know \_\_\_\_\_ they will spend the summer holiday.

**Activity 2 Arrange words into sentences**

1. is; why; I; know; angry; don't; she

\_\_\_\_\_

2. my; found; how; can't; my; mom; house; I; imagine; new

\_\_\_\_\_

**IV. Consolidation**

The teacher shows several pictures on the screen and students work in groups. Students can make up a story

according to the pictures, using object clauses as much as possible. Ten minutes later, the group representatives can show their stories in front of the class.

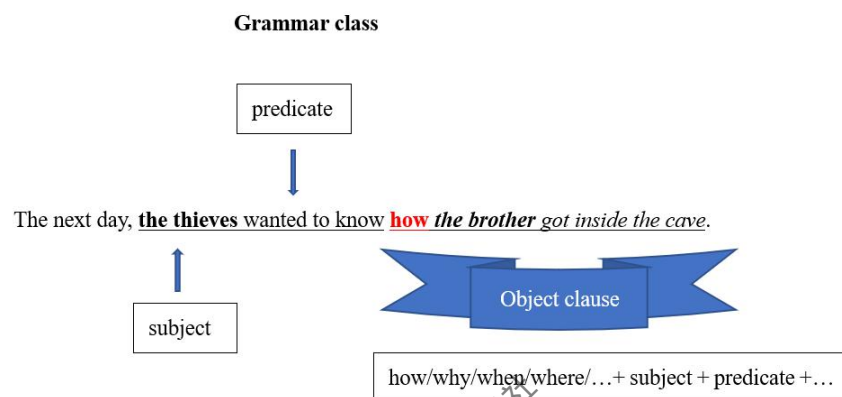
## V. Summary

Students make a summary of this lesson and the teacher gives supplements if necessary. The teacher reminds students of the importance of grammar learning and stresses that they should deal with the problem calmly.

## VI. Homework

Search for more fables and introduce one fable in their own words and try to use the object clauses.

## VII. Blackboard Design



【试题解析—试讲稿】

Good morning! Dear judges, I'm number 1 candidate. It's my great honor to stand here share my lesson. Today my topic is "the rules and suggestion for visiting The Great Wall". May I start now? Thank you!

**I. Lead-in**

T: Good morning! Boys and girls, welcome to my class. How about your weekend?

S: ...

T: Nice! Good! Wow that sounds fantastic! I love your weekend. Before our class, there is a video that I want to share with you. Now let's appreciate it.

S: ... (看视频)

T: OK! The video is over! The story is so interesting, right? Do you know the name of the story?

S: ...

T: Yes, the name is *1001 night*. And what can you get from it?

S: ...

T: Wow, you so great. The character is a good man. He is a hero. And it's a fantastic story. But what's his name? Can you get?

S: ...

T: Yes, his name is Alibaba. Do you want to know more information?

T: Yes! You want to know, right? I want to know too. So today, let's begin a new lesson: the rules and suggestion for visiting The Great Wall!

**II. Presentation**

T: Ok! Everyone! Now, please open your book and read the story -- AliBaba and forty thieves from 1001 night. Let's read it together. Go!

T: Ding dong! Now we finish the reading. Who want to have a try to share with us what is the main idea of this story? Anyone wants to have a try? Ok, Alice, you please.

Alice: ...

T: Yes, the story tells us Ali Baba and his wife fighting the forty thieves through their intelligence.

T: Wow! Wonderful! You are so clever. Now let's look at the third sentence. Now, I will write the sentence on the blackboard.

(写板书: The next day, the thieves wanted to know how the brother got inside the cave.)

T: OK! Everyone! Please look at the sentence. I will pick a lucky one to analyze the structure, who can have a try? Oh, Mike, you please.

Mike: ...

T: Mike said the thieves is subject. And the section of "wanted to know" is predicate. But for the section of "how the brother got inside the cave" he can't understand. Who can help him?

S: ...

T: You don't know right. Please pay attention in this short part, it also organized by ...

S: ...

T: Yes, organized by the word -how, subject, predicate, object and adverbial. Good job! Please pay attention! How does the location of this short sentence? Or we can say: where is it in the whole sentence? Can you find it? OK! Bob, please!

Bob: ...

T: Yes, it is putted after the verb "know". Now, can you guess what the function of "how" is in this short sentence? Or we can say, can the word "how" can be deleted?

S: ...

T: Yes, we can't delete it. So, this kind of short sentence that is organized by how, subject, predicate, object and it is putted after the verb. We can call it "object clause".

(写板书)

T: Ok! Boys and girls! Please notice, in other sentence we can change the word "how" by any other words? Yes! We can change the word by where, why, when...But, pay attention! We can choose these words but we should choose them according to the different function of the adverbial.

(写板书)

If we need a adverbial of time, we can choose the word "when" as a introduce word.

If we need a adverbial of cause, we can choose the word "when" as a introduce word.

If we need a adverbial of place, we can choose the word "where" as a introduce word.

Ok! Great! Everyone did a good job! You are so smart!

### III. Practice

T: Now, let's do some practice to improve what you have learnt. Look at our textbook. There are two questions. You can finish it and I will give you 3 minutes to prepare it. Now, let's begin!

S: ...

T: Ding dong! Time is up. For the first sentence, who can tell me the answer?

1. Tom wants to know \_\_\_\_\_ he can get the present.

2. Jenny is excited for the following holiday even though she doesn't know \_\_\_\_\_ they will spend the summer holiday.

T: Ok! Leo, please! Ok! You said Tom wants to know when he can get the present. Any other ideas? Alice, you, please.

Alice: ...

T: You said in this sentence, we can not only use the word "where", we can also use "when". That is Tom wants to know when he can get the present. Yes, so wonderful girl. Sit down, please.

T: Now it turns to the second activity. Can you tell me your answer? Ok! Alice you please! What's your order?

S: ...

T: Oh, your answer is "I don't know why she is angry." Wow right answer! Thank you! Sit down, please.

### IV. Consolidation

T: I feel all of guys have a little bit tired. Now let's appreciate some beautiful pictures on the screen. It is very

nice, right? Please, use the object clause we learned today to describe pictures. Of course, you can write it down on your paper. I will give you ten minutes. And then I will invite some of you to come here presenting your ideas. Okay, let's begin!

S: ...

T: How time flies! Anyone who wants to have a try? En ... Group B, please. Good, big hands for them together.

### V. Summary

T: Time flies. What have you learned today, guys?

S: ...

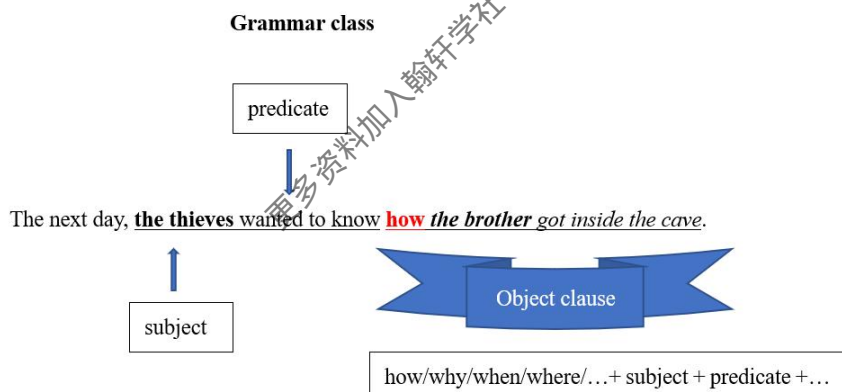
T: Yes, we know how to recognize the object clause and how to use it. But boys and girls, it is very important for us to learn English. You should pay more attention.

### VI. Homework

T: As for homework, you should search for more fables and introduce one fable in your own words and try to use the object clauses to introduce it for us. Are you clear? OK! Bye, bye! See you next time.

That's all my presentation. Thank you for your listening! May I clear the blackboard?

### VII. Blackboard design



## 【试题解析一答辩】

## 1.请简述下一般现在时的用法。

## 【参考答案】

(1) 客观真理, 客观存在, 科学事实, 格言或警句。例如:

The earth moves around the sun. 地球绕太阳转动。

Shanghai lies in the east of China. 上海位于中国东部。

(2) 经常性或习惯性的动作, 常与表示频度的时间状语连用。时间状语: every..., sometimes, at..., on Sundays.

I leave home for school at 7 every morning. 每天早上我七点离开家。

(3) 现在时刻的状态、能力、性格、个性。例如:

I don't want so much. 我不要那么多。

Ann writes good English but does not speak well. 安英语写得不错, 说得不行。

(4) 用于图片说明、电影说明、戏剧内容及场景解说等。

Jack passes the ball to John and John catches it. He jumps and casts it into the basket. (比赛解说) 杰克把球传给约翰, 约翰接过球, 跳起来把球投进篮里。

## 2. What are the teaching key points and difficult points of this lesson?

## 【参考答案】

Key points:

Students can recognize and understand the grammar.

Difficult points:

Students' interests of learning English should be improved.

## 3. How to correct students' error? Please say something about it.

## 【参考答案】

I will correct students' error according to the reasons why they are error, mainly containing the following methods:

(1) Direct error correction. When students make mistakes in language training or language practice, the teacher interrupts the students, immediately denies the students' answer, and then directly gives the correct answer. Such as: "You should say.../ No, you shouldn't say that".

(2) Indirect error correction. The first is positive encouragement, and then repeat the students' words, and then indirectly show the students the correct answers from the dialogue. It not only protects students' self-esteem, but also achieves good error correction effect.

(3) Self correction. Some oral mistakes are just language mistakes. When hearing students' errors, teachers should extend the waiting time as much as possible and let students correct themselves.

(4) Collective error correction. When students can't correct their own mistakes, in order to attract the attention of the whole class and avoid making similar mistakes, the whole class can participate in and correct their mistakes collectively.

## 《阅读教学试讲》-阅读课

## 1. 题目: 阅读教学试讲

## 2. 内容:

In North America, most students go to school on the school bus. Some students also walk or ride bikes to school. In other parts of the world, things are different. In Japan, most students take trains to school, although others also walk or ride their bikes. In China, it depends on where you are. In big cities, students usually ride bikes to school or take buses. And in places where there are rivers and lakes, like Hongshanhu and Kaishandao, students usually go to school by boat. That must be a lot more fun than taking a bus.

## 3. 基本要求。

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书;
- (3) 针对该段落的内容,设计相应的阅读理解教学活动;
- (4) 试讲时间 10 分钟;
- (5) 用英文试讲。



【试题解析—教案】

**Teaching objectives**

1. Knowledge Objectives:

Students can get the main idea of the passage.

2. Ability Objectives:

Students can improve their reading abilities by finishing some activities and tasks.

Students can use reading strategies such as skimming, scanning and intensive reading during reading.

3. Emotional Objectives:

Students can be more interested in English reading.

Students can cherish their valuable opportunities to receive education and their convenient life.

**Key points:**

Students can use some reading strategies like skimming, scanning and intensive reading to get the main idea of the text and find out some detailed information.

**Difficult points:**

Students can cherish their valuable opportunities to receive education and their convenient life.

**Teaching procedures:**

**I. Lead in**

1. Greeting.

2. Free talk with students to review some words about transportation.

**II. Pre-reading**

1. Present students some pictures about transportation. Ask students how they come to school every day.

2. Invite several students to make predictions about the reading material associating what they have talked about.

**III. While-reading**

1. Skimming

Students read the passage quickly and try to summarize what the passage is about to check their prediction.

2. Scanning

Students read again and complete the following tasks:

True or false

a. In America, students can go to school by boat. (F)

b. In China, most students go to school by train. (F)

3. Intensive reading

Students read for the third time and underline some key words while reading. Then invite students to fill in the blanks.

Country	Ways to go to school	
North America	most—school bus	some—walk or ride bikes
Japan	most—train	others—walk or ride bikes
China	in big cities—ride bikes or take buses	in places where there are rivers and lakes—boat

#### IV. Post-reading

1. The teacher encourages students to retell the passage according to the mind-map in the last part.
2. Students watch a video about students' way to go to school in China's remote and poor places and students express their feelings among their groups of four.

#### V. Summary

The teacher guides students to make a summary about this lesson and reminds them of their valuable opportunities to receive education and their convenient life.

#### VI. Homework

1. Search for more words about means of transportation.
2. Think about what can be done for students in poor mountain villages.

#### VII. Blackboard Design

	Ways to go to school	
	most	some
North America		
Japan		
China		

【试题解析—试讲稿】

Good morning! Dear judges, I'm number 1 candidate. It's my great honor to stand here share my lesson. Today my topic is "Ways to go to school". Now, I will begin my class!

**I. Warm-up and lead-in**

T: Good morning! Boys and girls, welcome to my class. How about your weekends?

S: ...

T: Wow, fantastic! I love your weekend.

T: Firstly, guys, please share with us how do you get to school?

S: ...

T: Oh, you get to school by bus. You get to school by train. And you get to school by bike. Good. How about you, Lisa?

Lisa: ...

T: You go to school on foot. Ok! Good girl!

**II. Pre-reading**

T: Now please look at the screen. There are some pictures of transportation. Let's watch the first picture. What's this?

S: ...

T: Yes, it's a car. Next one, what's this?

S: ...

T: Perfect answer. It's a train. Good children! Today, let's begin a new lesson: ways to go to school.

(写板书)

T: OK! Everyone! According to these pictures and the title, can you make a prediction? What is the main idea of the passage?

S: ...

T: Yes, you think today maybe it is some transportation. Right? Ok, great!

**III. While-reading**

Skimming

T: Now please open your book, let's read the first paragraph and check out whether your prediction is right or wrong. Of course, you should know what is mainly talking about. Now, let's go!

T: Ding dong, we have already finished the first reading. So what is the main idea of the passage?

S: ...

T: Yes, it mainly talking about the students' ways to go to school in different countries. Good job!

Scanning

T: Now, do you want to know more? Ok! Please read the passage for the second time. This time you should judge that the sentences on your book are right or wrong? Now! Let's begin!

S: ...

T: Stop here. Are you Ok? Now let's look at the first sentence. "In America, students can go to school by

boat.” Is right or not?

S: ...

T: Yes, It's false. Because students cannot go to school by boat. How about the second sentence “In China, most students go to school by train.” Nancy, you please.

Nancy: ...

T: You did a good job! Most students go to school by buses or ride bikes. Great!

Intensive reading

T: In order to know more detailed information. Please all of your guys read the paragraph for the third time. And this time, you should read it carefully. Because when you finish the reading, there is a chart for you. And you should fill in it. Are you clear? Ok! I will give you 5 minutes. Go!

S: ... (学生读, 教师转身板书画表格)

T: Ok! Have you finished? Let's stop here. Please look at the blackboard. According to your reading, in north America, how do students go to school? En... Mike, you please.

Mike: ...

T: You said most of students go to school by the bus. Yes, very good! Ok! For some students in north America, how do they get to school? Some students go to school on foot or ride bikes. Great!

T: Ok, how about Japan? I will choose a lucky one to answer this question. Any volunteer?

S: ...

T: Oh, Alice, you please.

Alice: ...

T: You said “in Japan, the most of students go to school by train. Good answer! Well some of the students in Japan, how do they go to school?

S: ...

T: Yes! They walk or ride bikes. Good! Now, how about the China?

S: ...

T: Yes! We know, the students in big cities in China, they go to school that is...?

S: ...

T: Wow, brilliant! Yes, students in big cities they go to school by riding bikes or taking buses. (转身板书) Well! How about the other students in China? Can you find the answer? Wow! You have got the answer. All of your guys together.

S: ...

T: Yes! Perfect answer. Yes, because some places in China, there are rivers and lakes. So the students go to school by boat. Yes! Great!

#### IV. Post-reading

T: Now guys, we have already finished the reading. And we get different ways in different countries. Who can retell the story again? Oh Yoyo, you are great!

Yoyo: ...

T: Good girl! So wonderful, sit down, please. Ok! Guys, I feel all of your guys have a little bit tired. Let's appreciate a video for relaxing. Are you exciting? Ok! Great! Let's begin!

S: ...

T: Ding dong. Stop here. Guys, what are the feelings about this video? You can make a group discussing. And I will give you 3 minutes. Let's begin!

S: ...

T: Have you finished? Ok! Who can tell me your opinion? Mary, you please.

Mary: ...

T: Yes, In China, there still have some poor place so that the students in this place get a convenient to go to school. So we should cherish our today's life. You are very good! Sit down please!

### V. Summary

T: Boys and girls! The happy time is always short. Who can tell me, what did you learn in this class?

S: ...

T: Wonderful! You know some new words of different transportation, and you know how the students in foreign country get to school. All of you guys also should know we should choose a reasonable way to go to school.

### VI. Homework

T: Ok! Today's homework!

1. Search for more words about means of transportation.
  2. Think about what can be done for students in poor mountain villages. Understand?
- T: See you next time! Boys and girls! Bye-bye.

### VII. Blackboard Design

	Ways to go to school	
	most	some
North America		
Japan		
China		

## 【试题解析—答辩】

**1. What are the teaching objectives of this lesson?**

## 【参考答案】

(1) Knowledge Objectives:

Students can get the main idea of the passage.

(2) Ability Objectives:

Students can improve their reading abilities by finishing some activities and tasks.

Students can use reading strategies such as skimming, scanning and intensive reading during reading.

(3) Emotional Objectives:

Students can be more interested in English reading.

Students can cherish their valuable opportunities to receive education and their convenient life.

**2. 请简述阅读理解中概括归纳题的解题技巧。**

## 【参考答案】

在词义与句义理解的基础上, 结合上下文总结归纳某一段或几段的大意, 对于把握文章主旨, 分析全文结构都是至关重要的。此类题型考查了读者对段落或文章某一版块的理解概括能力。

解题指导

(1) 通过审题, 缩小范围, 锁定相关段落。

(2) 利用词义及句意理解技巧, 透彻把握段落关键词的含义。

(3) 抓住文章中连词(如表转折、因果、递进、承接、让步等关系的词语)、序数词(如 first, second)等提示性词句, 辨清段落之间的逻辑关系。

**3. What are the basic requirements of designing teaching activities? Please say something about it.**

## 【参考答案】

Teachers play a very important role in students' language learning and practical activities. Teachers should pay attention to the relationship between learning knowledge and developing ability, the relationship between language practice and language use, and the relationship between teaching and examination. When designing teaching activities, the following requirements shall be reflected:

(1) The activity should have a clear communication purpose, real communication significance and specific operation requirements, and provide students with the opportunity to display their learning achievements, so that students can develop language and thinking ability in individual and cooperative practical activities, and feel success in the display activities.

(2) The content and form of activities should be close to the students' life reality and conform to the students' cognitive level and life experience; As close as possible to the actual situation of language use in real life.

(3) Activities should include the process of learning language knowledge and developing language skills. Activities should help students learn to do things in English.

(4) Activities are not limited to the classroom, but also extend beyond the classroom. Activities should be conducive to the development and connection of English and other disciplines, so as to promote the comprehensive development of students' cognitive ability, thinking ability, aesthetic taste, imagination and creativity.



《Birthday food Around the World?》-阅读课

1. 题目: Birthday food Around the World? 阅读课

2. 内容:


### Birthday Food Around the World

What would people like to eat on their birthday? The answer would be different in different countries.

In many countries, people have birthday cakes with candles. The number of candles is the person's age. The birthday person must make a wish and blow out the candles. If he or she blows out all the candles in one go, the wish will come true. In the UK, people sometimes put a candy in a birthday cake. The child with the candy is lucky.

In China, it is getting popular to have cake on your birthday. But many people still eat very long noodles for their birthday. They never cut up the noodles because the long noodles are a symbol of long life. In some places, Chinese people also eat eggs on their birthday. They are a symbol of life and good luck.

All of these birthday foods may be different, but the ideas are the same. They bring good luck to the birthday person.



3. 基本要求:

- (1) 采用英语授课, 试讲时间约 10 分钟;
- (2) 设计相应的阅读教学活动;
- (3) 配合教学内容适当板书。



【试题解析—教案】

**Teaching objectives:**

1. Knowledge objectives:

Students can have a better understanding of the main idea of the passage.

2. Ability objectives:

Students can improve their abilities of skimming, scanning and careful reading with the guidance of teacher.

Students can talk about birthday food and know the culture of birthday food in different countries.

3. Emotional objectives:

Students' intercultural awareness can be improved.

**Key points:**

Students can have a better understanding of the main idea of the passage.

**Difficult points:**

Students can improve their reading abilities.

**Teaching Procedure:**

**I. Lead-in**

1. Greeting.

2. Ask students to see a video clip about the birthday party.

**II. Pre-reading**

1. Teacher asks students: What do you do or eat on your birthday?

2. Teacher leads students to look at the title and picture on the book and predict the idea of this passage.

**III. While-reading**

Activity 1 Skimming

Students read the passage quickly and check the prediction about the main idea of this passage.

Activity 2 Scanning

Teacher asks students to fill in the table below:

Country	Food	Special meaning
UK		
China		

Activity 3 Careful reading

Teacher asks some questions and students answer the questions.

1. Why do people never cut up birthday noodles in China?

2. Why do people eat special foods on their birthday?

**IV. Post-reading**

Teacher creates a situation that students can be the planner of birthday party and design a birthday party for their group members.

**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. Encourage students enjoy the intercultural difference.

**VI. Homework**

Students make a survey about their friends' birthday party and introduce it to the class next time.

**VII. Blackboard design****Birthday Food Around the World**

Country	Food	Special meaning
UK		
China		

【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. I'm very glad to see you again!

Ss: Glad to see you again, too.

T (talking to student1): How are you today?

S1: Fantastic, thank you.

T: How are you today?

S2: I'm very well, what about you?

T: Wow, I'm fine too, thank you for your asking! I believe you all had a wonderful time last weekend, let's see the video clip about the birthday party together!

**II. Pre-reading**

T: I see you are all very happy now. What do you do or eat on your birthday?

S1: Singing.

T: Wow! Amazing!

S2: Dancing.

T: It must be very interesting time!

S2: Eat delicious food, birthday cake.

T: Nice!

T: Please look at the screen, here are a picture and a tittle about the passage. Can you guess what the passage is mainly talking about?

Ss: Maybe about birthday and many kinds of birthday around the world!

T: Nice try!

**III. While-reading**

T: Now please open your book and read the passage quickly to conclude the main idea of this passage!

T: Are you OK?

Ss: Yes!

T: Who can share your idea with us? I see all of you raise your hands! You raise your hand first, you please!

S: The passage is mainly talking about birthday around the world, especially in UK and China.

T: Great! Now please read the passage again and fill in the table on the screen.

Country	Food	Special meaning
UK		
China		

T: Are you ready? Let's go!

T: I see all of you have finished the table. Who wants to share your answer with us? Please raise your hand and fill in the table on the blackboard. You are so confident, you please!

T: Nice! I love your handwriting. Please go back to your seat.

T: Boys and girls, why do people never cut up birthday noodles in China?

S1: Because the long noodles are a symbol of long life.

T: Correct!

T: Why do people eat special foods on their birthday?

S2: Because they bring good luck to the birthday person.

#### IV. Post-reading

T: Birthday is so meaningful! You have a chance to be a planner to design a birthday party for your group members. You can discuss with your group members. Five minutes later, you can choose a representative to present your result. Let's go!

T: Time's up! Who wants to share? Group 2, please!

Ss: I will prepare some delicious food, like cake and noodles, and some interesting games!

T: What a wonderful party! When you hold it, don't forget to tell me to enjoy together!

T: Next group? OK, group 1!

Ss: ...

T: Well done!

#### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned birthday party around the world.

T: Yes, but we know that intercultural difference and we can enjoy it.

#### VI Homework

T: Today's homework is to make a survey. After class, please ask your friends about their birthday party and share it with us next class. Class is over, bye!

#### VII. Blackboard Design

##### Birthday Food Around the World

Country	Food	Special meaning
UK		
China		

## 【试题解析—答辩】

## 1. 什么是定语从句?

## 【参考答案】

定语从句 (Attributive Clause) 在句中作定语, 修饰一个名词或代词。被修饰的名词、词组或代词即先行词。定语从句通常出现在先行词之后, 由关系词 (关系代词或关系副词) 引出。含有定语从句的复合句要遵循“先行词+关系词+从句”的结构。

常见的关系词分类有两种: 关系代词和关系副词。关系代词包括 who, whom, whose, that, which, as。主要作主宾表定等成分。关系副词包括 when, where, why。主要作状语成分。

定语从句分为限制性定语从句和非限制性定语从句两大类, 其特征不一样。1. 限制性定语从句: 对先行词起修饰限定作用。He has three daughters who work in this factory. (也许不止三个女儿) 他有三个女儿在这家工厂上班。2. 非限制性定语从句: 对先行词起补充说明作用, 先行词与定语从句之间往往用逗号隔开, 不能用 that 引导, 引导词不能省略。He has three daughters, who work in this factory. (他只有三个女儿) 他有三个女儿, 她们在同一家工厂上班。

## 2. What are the basic methods of creating a situation? Please say something about it.

## 【参考答案】

Creating a situation is a very popular and efficient method in teaching. Here are some methods about it.

## (1) Physical demonstration situation

Take the object as the center, create the necessary background and form a whole to demonstrate a specific situation. Physical object is the most common intuitive teaching. It can give students intuitive stimulation.

## (2) Life presentation situation

Combined with the contents of daily life in the teaching materials, the teaching scene is created to be closer to the reality of students' life. In English teaching, we can use the classroom, playground, post office, shop, cinema and other typical life scenes, guide students to apply their knowledge to real life.

## (3) Picture presentation situation

Pictures are the main means of displaying images. Reproducing the text situation with pictures is actually the visualization of the text content. The illustrations, wall charts, self-made teaching pictures, clip art and simple strokes in the text are simpler and easier.

## (4) Language description situation inside and outside class

When describing, try to use the common words that the students have learned, so as to make the students enter the situation.

## (5) Role-play situation creation

Performance is the most commonly used teaching method when we use new English textbooks. Use role play to create situations, guide students into roles and perform roles.

## 3. What are the teaching objectives of this lesson?

## 【参考答案】

Teaching objectives:

## (1) Knowledge objectives:

Students can have a better understanding of the main idea of the passage.

(2) Ability objectives:

Students can improve their abilities of skimming, scanning and careful reading with the guidance of teacher;

Students can talk about birthday food and know the culture of birthday food in different countries.

(3) Emotional objectives:

Students' intercultural awareness can be improved.





## 高中英语

### 《Festivals around the world》-阅读课

1. 题目: Festivals around the world

2. 内容:

**Festivals around the world**

Festivals and celebrations of all kinds have been held everywhere since ancient times. Most ancient festivals would celebrate the end of cold weather, planting in spring and harvest in autumn. Sometimes celebrations would be held after hunters had caught animals. At that time people would starve if food was difficult to find, especially during the cold winter months. Today's festivals have many origins, some religious, some seasonal, and some for special people or events.

**Festivals of the Dead**

Some festivals are held to honor the dead or to satisfy the ancestors, who might return either to help or to do harm. For the Japanese festival Obon, people should go to clean graves and light incense in memory of their ancestors. They also light lamps and play music because they think that this will lead the ancestors back to earth. In Mexico, people celebrate the Day of the Dead in early November. On this important feast day, people eat food in the shape of skulls and cakes with "bones" on them. They offer food, flowers and gifts to the dead. The Western holiday Halloween also had its origin in old beliefs about the return of the spirits of dead people. It is now a children's festival, when they can dress up and go to their neighbors' homes to ask for sweets. If the neighbors do not give any sweets, the children might play a trick on them.

**Festivals to Honor People**

Festivals can also be held to honor famous people. The Dragon Boat Festival in China honors the famous ancient poet, Qu Yuan. In the USA, Columbus Day is in memory of the arrival of Christopher Columbus in the New World. India has a national festival on October 2 to honor Mohandas Gandhi, the leader who helped gain India's independence from Britain.

**Harvest Festivals**

Harvest and Thanksgiving festivals can be very happy events. People are grateful because their food is gathered for the winter and the agricultural work is over. In European countries, people will usually decorate churches and town halls with flowers and fruit, and will get together to have meals. Some people might win awards for their farm produce, like the biggest watermelon or the most handsome rooster. China and Japan have mid-autumn festivals, when people admire the moon and in China, enjoy mooncakes.

**Spring Festivals**

The most energetic and important festivals are the ones that look forward to the end of winter and to the coming of spring. At the Spring Festival in China, people eat dumplings, fish and meat and may give children lucky money in red paper. There are dragon dances and carnivals, and families celebrate the Lunar New Year together. Some Western countries have very exciting carnivals, which take place forty days before Easter, usually in February. These carnivals might include parades, dancing in the streets day and night, loud music and colorful clothing of all kinds. Easter is an important religious and social festival for Christians around the world. It celebrates the return of Jesus from the dead and the coming of spring and new life. Japan's Cherry Blossom Festival happens a little later. The country, covered with cherry tree flowers, looks as though it is covered with pink snow.

3. 基本要求:

- (1) 试讲时间约 10 分钟, 用英语授课;
- (2) 根据教学内容进行教学设计, 体现课堂导入, 呈现读前, 读中, 读后等环节;
- (3) 综合教学内容进行板书, 板书有利于学生学习。



【试题解析—教案】

**Teaching objectives:**

1. Students can get the main idea of the passage.
2. Students can improve their reading and writing abilities by finishing some activities and tasks.
3. Students can know that each country has their own festivals. We have to pay more attention to our traditional festivals.

**Key points:**

Students can use some reading strategies like skimming, scanning and intensive reading to get the main idea of the text and find out some detailed information.

**Difficult points:**

Students can improve their reading abilities.

Students can know that each country has their own festivals. We have to pay more attention to our traditional festivals.

**Teaching Procedure:**

**I. Lead-in**

1. Greeting.
2. Play the song: *Jingle Bell* and ask students: are you familiar with this song? When can we hear it?

**II. Pre-reading**

Teacher shows pictures on the PPT and asks students: can you tell me what festivals are they? And how do you know about these festivals. They can talk about them freely.

**III. While-reading**

Skimming:

Teacher asks students to find out what the passage is mainly about.

Scanning

Teacher asks students to read the passage again and do a Matching Exercise. And then correct them if students make some mistakes.

Careful reading

1. Teacher asks students to read the passage carefully again and to guess the meaning of the word “starve” through the context.
2. Teacher asks students to think about the meaning of this sentence: “Some festivals are held to honor the dead.” And try to make a sentence using this pattern.
3. Teacher asks students to think about the meaning of the phrase “in memory of”.
4. Teacher asks students to think about the question before class: “Can you tell me why the Mid-autumn festival happy events?”

**IV. Post-reading**

Task: Do a game

Teacher asks students work in group and six in a group. Supposed one of their foreign friends Thomas wants

to celebrate the oncoming Dragon Boat Festival together with them. What would happen among them and Thomas? Try to create a short play in such a situation. Five minutes later. Each group shall show their results.

#### V. Summary

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. Enlarge students to know that each country has their own festivals. We have to pay more attention to our traditional festivals.

#### VI. Homework

Students have to search more information about festivals at home and abroad, and share with us next class.

#### VII. Blackboard design

**Festivals around the world**  
Main idea: different festivals at home and abroad  
Useful expressions:  
starve  
Some festivals are held to honor the dead  
in memory of

【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, everyone, how are you today! Thank you, I am great. Hope you all have a good day.

T: Let's start. At first, we will enjoy a song.

T: OK, the song is over. This is a happy song, am I right? So, are you familiar with this song? When can we hear it?

S: Yes, we can hear it on Christmas Day. The name of this song is *Jingle Bell*.

T: Wonderful! As we all know, Christmas is a very important festival in many foreign countries. We always compared it with our Spring Festival. Right? But, we celebrate them in different ways. Then, do you know their origin? How many festivals do you know around the world? This lesson we will learn more about it!

**II. Pre-reading**

T: OK, look at these pictures please. Are they beautiful?

S: Yes, they are beautiful. Can you tell me what festivals are they? And how do you know about these festivals. Two minutes. You can talk about them freely.

S: ...

T: Time is up. So, who wants to tell me your answer?

S: ...

T: Wow, so many students want to answer my questions, you are so active. Who should I choose? Let me see. How about Diana?

S: ...

T: Thank you and sit down please. Exactly right. The first one is Spring Festival, the second one is Dragon Boat Festival, the third one is Christmas Day and the last one is Thanksgiving Day.

**III. While Reading**

T: Turn to page 1. You are supposed to skim the passage and try to find out what's the passage mainly about? You may have two minutes.

S: ...

T: Have you finished?

S: Yes!

T: Nice. Who wants to be the first one? Oh, David, brave boy!

S: The article mainly talks about different festivals at home and abroad, people have different ways to celebrate their own festival.

T: Very logical answer, sit down please.

T: Look at the PPT. Here is a Matching Exercise. Would you please finish it by scanning the passage?

T: Ok! Let's do it!

T: Hey, guys, let's just stop here! Have you found the answers? Tracy, can you do it?

T: Yeah, excellent work. Sit down please. Any other opinions?

T: Oh, Ann, what's your answer? Well done. Sit down please. Do you agree with her? Yes, all right. Tracy, don't feel sad! Everybody makes mistakes. I am still proud of you.

T: Now, let's look at the article together. Can you guess the meaning of "starve" through the context? Abby? You said it means hunger. Nicely done! Starve means suffer from great hunger indeed. We always use this phrase starve to death.

T: Let's move on. Please pay attention to this expression, "some festivals are held to honor the dead", can you understand the meaning of this sentence? Yes, it's easy to understand. How can we use it? You please.

S: We can use it to describe the purposes of a festival.

T: Wow, amazing! Sit down please. Try to make a sentence using this pattern.

S: ...

T: I noticed all of you have worked hard on it. Who wants to have a try? Alice, brave girl.

S: The Dragon Boat Festival is held to honor a famous poet.

T: Great, sit down please. Who can tell me the meaning of "in memory of"?

S: ...

T: A little bit difficult. Just have a try. Oh, Dean, my brave boy.

S: In memory of sb. Means in order to remember sb.

T: Excellent work, you got the right answer. So much for expressions and patterns. I know that you have done a lot of preparation.

T: Before class. And we have talked about festivals a lot. So can you tell me why the Mid-autumn festival happy events? Who wants to have a try? Wow, so many students want to answer my question, who should I choose? How about hot potatoes?

S: Ok!

T: Ready, go.

T: Gaby, how lucky you are! Give us your reasons, please.

S: We always have family reunion on that day. Family members eat moon cakes together, and I like moon-cakes so much. Besides, people celebrate their harvest as well.

T: So, the Mid-autumn festival must be a happy event. Amazing! A very logical, acceptable and comprehensive answer. Thank you very much, sit down please. So, are we clear about the whole passage? Great.

#### IV. Post-reading

T: Next part, let's do a game! Six in a group. Supposed one of your foreign friends Thomas wants to celebrate our oncoming Dragon Boat Festival together with you. What would happen among you and Thomas? Try to create a short play in such a situation. Five minutes later. Each group shall show your results.

S: ...

T: Time's over. Show time! How about group 1.

S: ...

T: Go back to your seat. Do you like their performance? Yes, so funny. Many ridiculous things happened among them.

**V. Summary**

T: Now, boy in the last row, would you please tell us what we have learnt today?

S: ...

T: Exactly. We learn some language points and know more about festivals all over the world. So, we know that each country has their own festivals. We have to pay more attention to our traditional festivals. Right?

S: Yes!

T: How time flies! The bell is ringing. Did you enjoy your English travel? Glad you are happy. I am happy, too. You all have done a great job in today's lesson!

**VI. Homework**

T: So, after class, review this article and prepare for next class. And search more information about festivals at home and abroad. Next class, share your information and review. OK? Great! So much for today, see you next time.

**VII. Blackboard Design**

**Festivals around the world**

Main idea: different festivals at home and abroad

Useful expressions:

starve

Some festivals are held to honor the dead

in memory of

## 【试题解析—答辩】

**1. What are the key points and difficult points of this class?**

## 【参考答案】

Key points:

Students can use some reading strategies like skimming, scanning and intensive reading to get the main idea of the text and find out some detailed information.

Difficult points:

Students can improve their reading abilities.

Students can know that each country has their own festivals. We have to pay more attention to our traditional festivals.

**2. 概述一下高中英语阅读课的基本教学过程。**

## 【参考答案】

阅读课的基本教学过程大致分为：导入、读前、读中、读后、小结、作业。

导入是课堂教学的前奏。在进行语篇教学试讲时，教师可以设置和所学语篇相似的语境，提出问题，激发学生通过阅读解决问题的兴趣。

阅读前（pre-reading）是语篇教学的准备阶段。这个阶段主要是听力先行，通过听来初步感知和理解语篇。教师可以在听后提问学生在录音中提到的内容。

阅读中（while-reading）这一阶段是英语语篇教学的主要阶段，教师应注重语篇的整体性，为学生创设多维度的语言运用环境。因此，在这一阶段，教师应采取略读、扫读、精读三种不同的阅读方式层层递进，让学生由浅入深地通过简答、填表格、小组讨论等方式逐步了解课文的精髓，把握整体运用语言的能力。

阅读的最后一个环节：阅读后（post-reading）。在这一环节，老师可以设计一些活动如讨论、模仿对话等来进行巩固操练。

在小结这一阶段，教师需要先让学生自己总结本课的收获，然后教师进行适当的补充，并在最后提出一些与本课有关的生活学习方面的建议。

最后的布置作业，教师需要布置一些写作类型的任务，如写一篇与课文内容相关的小短文谈谈自己的看法，如课文是故事类，则可以自己为这个故事编写续写。这样读写结合可以全方位地培养学生的书面表达能力。

**3. 请说一下英语常见的时态。**

## 【参考答案】

英语动词有 16 种时态，但是常见的有：一般现在时、一般过去时、一般将来时、过去将来时、现在进行时、过去进行时、将来进行时、现在完成进行时、现在完成时、过去完成时、将来完成时等。

## 《Fight for slaves》-阅读课

## 1. 题目: Fight for slaves

## 2. 内容:

William Wilberforce was a great man. He is known to have spent eighteen years fighting for slaves. To free slaves was his ambition. He was a very kind man who did not like to see people going hungry or in pain. He wanted to do some good in the world. The cause which attracted him most was the abolition of the slave trade.

## 3. 基本要求:

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书;
- (3) 针对划线部分的衔接手段, 设计相应的语篇教学活动;
- (4) 用英文试讲;
- (5) 试讲时间 10 分钟。



【试题解析—教案】

**Teaching objectives**

1. Students can get the main idea of the passage.
2. Students can learn how to find out the detailed information from the text.
3. Students can improve their reading and writing abilities by finishing some activities and tasks.
4. Students can master some reading strategies such as skimming, scanning and intensive reading.
5. Students should pay more attention to the usage of personal references in their daily life.

**Key points:**

Students can use some reading strategies like skimming, scanning and intensive reading to get the main idea of the text and find out some detailed information.

**Difficult points:**

Students can improve their reading and writing abilities.

Students can pay more attention to the usage of personal references in their daily life.

**Teaching Procedure:**

**I. Lead-in**

Play a short video about the living condition of the slaves in the Middle Ages. Ask students to express their feelings after watching the video.

**II. Presentation**

1. Show students the short passage about William Wilberforce's effort in fighting for slaves. Students read and answer the following questions.

- (1) How many years did William Wilberforce spend to fight for slaves?
- (2) What kind of person is he?
- (3) What attracted him most?

2. Students read the short passage again. The teacher underlines the pronouns in the passage and asks students to figure out what these pronouns represent in pairs.

3. Students discuss in pairs about the function of these pronouns.

4. The teacher introduces the usage and function of personal reference in cohesion according to students' conclusion.

**III. Practice**

Present students another short piece of passage. Students work in pairs to change some nouns in the passage into proper pronouns.

**IV. Consolidation**

Students work in groups to talk about the advantages of using personal references in discourse and try to list some interesting sentences misusing personal references which cause misunderstandings.

**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. Remind students to pay more attention to the usage of personal references in their daily life.

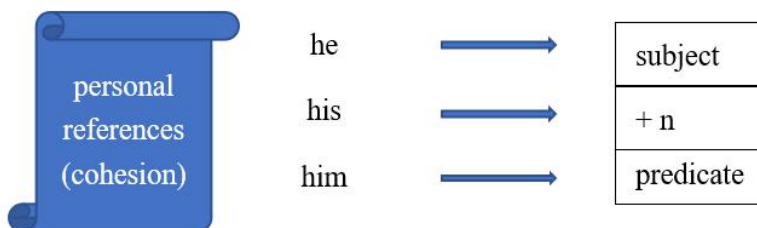
## VI. Homework

Students write a short passage to keep record of one of their travel experiences and try to use some proper personal references.

## VII. Blackboard Design

### Fight for slaves

William Wilberforce



【试题解析—试讲稿】

Good morning, dear judges! I'm No. 1 candidate applying for senior high school English teacher. And today my topic is Fight for slaves. Now I will begin my class.

**I. Lead-in**

T: Class begins! Hello, boys and girls! How are you today?

S: ...

T: Wow, I am fine too. So before the class I will play a short video about the living condition of slaves in the Middle Ages. OK now let's watch the video together.

S: ...

T: OK, what's yours feeling after watching the video? Any volunteers? Ok, Jack.

S: ...

T: En! You said Slavery was cruel. And the Middle Ages were very dark. OK, Tom, what do you think?

S: ...

T: Yeah, exactly. Slavery should be eliminated. And today we will learn a new lesson about William Wilberforce---fight for slaves.

**II. Presentation**

T: Ok, now boys and girls, please read the passage carefully, and you should answer the following questions after your reading. Of course you can discuss with your classmates. I will give you five minutes. Are you ready? OK, now let's start!

S: ...

T: Have you finished? OK, now let's check your answer. Look at the first question: how many years did William Wilberforce spend to fight for slaves? Yes, this is an easy question. Right? Now let's say it together.

S: ...

T: Wow, Brilliant! From the second sentence we can know the answer is eighteen years. Great, OK, the next question: what kind of person is William Wilberforce? Who knows the answer? OK, you, please.

S: ...

T: You think he is a kind man. And Why?

S: ...

T: OH, because he didn't like to see people going hungry or in pain, and he wanted to do some good in the world. OK, do you agree with him?

S: ...

T: Yes, He is right. Wonderful. The last question: what attracted him most? Who has found the answer? OK, Bill, you please.

S: ...

T: Perfect! Thank you! Sit down, please! The cause which attracted him most was the abortion of the slave trade. You all did a good job! OK, as you can see, there are many pronouns in the passage. Right? "He, him and his". Yes, great. OK, now, you should read the passage again and try to figure out what these pronouns represent in

pairs. OK? Five minutes for you! Now let's begin.

S: ...

T: Ding Dong, Stop here! Cindy, can you tell me the answer?

S: ...

T: Yes! Very good! These pronouns all represent William Wilberforce. Great, OK, now I have another question for you. What is the function of these pronouns? Yes, you said they all personal references. Good. And what's the function of personal references? Yes, cohesion, good.

S: ...

T: Ok, you sum it up so well.

S: ...

T: Now let's look another question. What about the function of "he"? Yes, "he" acts as the subject in the sentence. Great. Ok, how about "his"? Yeah, "his" needs to be followed by nouns. Great. And how about "him"? Yes, "him" acts as the object of "attracted" in the sentence. And it should follow the predicate. Great. Ok, everyone, you summed it up very well.

### III. Practice

T: Now there is a task for you. I will present another short piece of passage. And you should work in pairs to change some nouns in the passage into the proper pronouns. Are you ready? OK, now let's go.

S: ...

T: Have you finished? OK, the first one: Mike is my classmate. \_\_\_\_ is good at English. Ok, You. please.

S: ...

T: Oh, you said "he". Do you agree with him? Yes, great, sit down please.

S: ...

T: OK, the second one: They want a football. Give \_\_\_\_\_ the green one, please. What is the answer?

T: Wow, excellent! "Them". I'm sure you've got a handle on the pronouns. Clap for yourselves.

### IV. Consolidation

T: Ok, class, now four groups as before. You need to talk about the advantages of using the personal references in discourse. Ok, Go!

S: ...

T: Who wants to share your idea with us? OK, Mike, you please.

S: ...

T: Oh, thank you! You said when we write, we often use pronouns to avoid repetition. This can make our articles link up more smoothly. Yes. We should learn to use pronouns in our articles. Thank you, you should try to list some interesting sentences misusing personal references which cause misunderstanding.

S: ...

T: Ok, you, please! Your sentence is very funny. Although the sentences are interesting, we should use the personal pronouns correctly. Are you clear?

### V. Summary

T: OK, boys and girls, so much for this class. Look at our blackboard, would you like to summarize what we have learned today?

S: ...

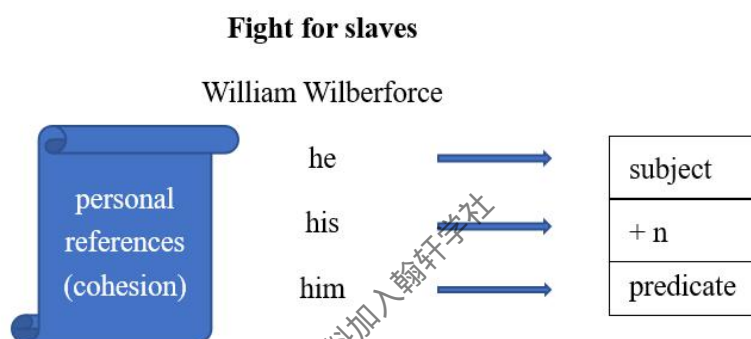
T: Yes! Today we learned the personal references. We should pay more attention to the usage of personal references in your daily life.

S: ...

### VI. Homework

T: OK, after class, please write a short passage to keep record of your travel experiences and try to use some proper personal references. Yes, I'd like to invite some students to make a presentation next class. OK, so much for today's class! Good bye, boys and girls.

### VII. Blackboard Design



## 【试题解析—答辩】

## 1. 请简述 if 非真实条件句的倒装规则?

## 【参考答案】

虚拟条件句的从句部分如果含有 were, should, or had 的时候, 可以省略 if, 再把这些词移到从句的句首进行倒装。例如:

If they were here now, they could help us.= Were they here now, they could help us. 他们现在在的话, 就会帮助我们了。

If you had come earlier, you would have met him.= Had you come earlier, you would have met him. 你来得早一点, 就碰到他了。

Were it to rain, the crops would be saved.= Should it rain, the crops would be saved. 假如下雨, 庄稼就有救了。

## 2. What are the key points and difficult points of this class?

## 【参考答案】

Key points:

The students can use some reading strategies like skimming, scanning and intensive reading to get the main idea of the text and find out some detailed information.

Difficult points:

The students can improve their reading and writing abilities.

Students can pay more attention to the usage of personal references in their daily life.

## 3. How do you highlight key points in class teaching?

## 【参考答案】

In order to complete the teaching objectives in class teaching, the teacher should highlight key points. For the issue of highlighting the key points, there are three methods.

Firstly, I will use total physical response method to let students to do certain actions to strengthen their memory of certain key points. Additionally, I will also use the task-based language teaching method to inspire students to do certain task to highlight the key points.

Secondly, a tactful blackboard design is also useful to highlight key points. Generally speaking, the things wrote on blackboard are important. To design blackboard writing in accordance with key points can make the students clear about what is important in this class. Guiding students to take notes in accordance with the blackboard design or using the blackboard design to summarize what we have learnt in this class can strengthen students' memory of the key points.

The third method to highlight key points is practicing. Doing exercise is the major method to strengthen students' understanding of knowledge points. But the questions chosen are also kernel to the effect. Therefore, we should let students to do certain exercise with definite purpose, which can overcome the key points effectively.

## 《听力教学试讲》-听力课

## 1. 题目: 听力教学试讲

## 2. 内容:

When I grow up, I'm going to do what I want to do. I'm going to move somewhere interesting. Paris sounds like a city that I could enjoy. There are lots of art exhibitions there. I want to be an artist. So how am I going to do it? First, I'm going to find a part-time job for a year or two and save some money. Then I'm going to be a student at an art school in Paris. And I'm going to study French at the same time. Next, I'm going to hold art exhibitions because I want to travel all over the world. One day, I'm going to retire somewhere quiet and beautiful.

## 3. 基本要求:

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书;
- (3) 针对所给材料的内容, 设计理解细节的听力教学活动;
- (4) 试讲时间约 10 分钟;
- (5) 用英文试讲。





【试题解析—教案】

**Teaching objectives:**

1. All students could understand the main idea of the passage properly.
2. Most students could get the main information about the teaching material by pre-listening, while-listening and post-listening.
3. Through the learning of this class, students should work hard for their future and keep a positive attitude towards future life.

**Key points:**

1. Cultivate students' listening skills of pre-listening, while-listening and post-listening.
2. Grasp the detailed information of the listening material and be able to summarize the main idea.

**Difficult points:**

Teaching difficult points are to help students to know that they should work hard for their future and keep a positive attitude towards future life. What's more, it is also difficult to improve students' ability of putting the new phrases and sentence pattern into actual use.

**Teaching Procedure:**

**I. Lead-in**

Free talk with students about their future plans, including career and life.

**II. Pre-listening**

Present students some pictures about Paris. Ask students what they think about this city and whether they want to go there in the future. Invite several students to make predictions about the listening material.

**III. While-listening**

1. Play the listening material for students. Students try to summarize what the passage is about.
2. Students listen again and take some notes while listening. Then, invite students to answer the following questions.

(1) What does the author want to be?

(2) How is he/she going to achieve his/her goal?

(3) Where is he/she going after retirement?

3. Play the tape again and ask students to make an outline for the author's steps to achieve the goal.

**IV. Post-listening**

1. Students work in groups to talk about their future plans.
2. Students write a short passage named "My future plan" and the teacher invites several students to make a speech in front of the class.

**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. Encourage students to work hard for their future and keep a positive attitude towards future life.

**VI. Homework**

Students polish their passage and improve their speech after class. Invite some students to show in front of the

class.

## VII. Blackboard Design

### Future plan

**What: artist**

**How: part-time job, study French,**

**Where: quiet and beautiful**



【试题解析—试讲稿】

**I. Lead-in**

T: Class begins! Boys and girls! How are you feeling today?

S: ...

T: Wow, not bad. I am glad to hear that. Before today's class, I have something to show you. Look, who is he?

S: ...

T: Yes, he is Yang Liwei. He is an astronaut. When I was young, my dream career was astronaut. I do think it is a meaningful work. That is my future plan. So how about you? Your career and your life? You can have a talk with your classmates. I'll give you three minutes. Ok, now you can begin.

S: ...

T: Who wants to share your plan with us?

S: ...

T: Ok, Lily, wow, you want to be a teacher in the future. Great. It sounds like a great idea. Any others?

S: ...

T: Ok, John, you want to be a doctor. Great! Sit down, please. Ok, I see all of you have your own future plans. So today we will talk about one's future plan.

**II. Pre-listening**

T: Ok, boys and girls, look at the pictures on the screen. Do you know which city it is?

S: ...

T: Yes, it's Paris. Ok, how do you think of this city?

S: ...

T: It is a city with a long history. And there are many beautiful buildings here. Do you want to go there in the future?

S: ...

T: Oh, I hear many students say yes. I want to go there too. OK, now, I have another question for you. Can you predict the passage according to the picture? OK, Bob, please.

S: ...

T: You think it will talk about the history of Paris. Oh, that is a good guessing.

**III. While-listening**

T: Now let's listen to the tape to check whether your guessing is right or wrong. Please listen to the tape and you should summarize what the passage is about. OK, now let's begin. OK, what is the passage about? Who wants to have a try? Ok, you, please.

S: ...

T: It is about author's future plans. Great, OK, you got the right answer. You did a good job. Then there is a much harder task for you. Please listen to the tape again. And this time you should listen carefully and you will answer the questions on the blackboard. Of course, you can discuss with your partners. Of course, it is a good idea

to write down some information that you heard. Are you ready? OK, now let's start!

S: ...

T: Ok, have you finished? The first question: what does the author want to be? Yes, it is a very easy question. OK, now let's say it together.

S: ...

T: Wonderful! The author wants to be an artist. Great. OK, the next question: how is he going to achieve his goal? Who knows the answer?

S: ...

T: Yes, he is going to find a part-time job to save some money. OK, and any others? Yes, he is going to be a student in an art school in Paris. Well done! But your answer is not complete. Who can help her? Great! Alice, you are a brave girl!

S: ...

T: Oh, yes, he is going to study French at the same time. Brilliant. OK, thank you so much! Let's move to the last question: where is he going after retirement? Any volunteers?

S: ...

T: OK, perfect! He is going to somewhere quiet and beautiful. OK, everyone, you really listen to the tape very carefully. You have finished the questions on the blackboard. Excellent! Now the last challenge. Listen to the tape for the last time. And you should try to make an outline for the author's steps to achieve the goal. I will give you five minutes. OK, now let's start.

S: ...

T: OK, who wants to share your outline with us? OK, Jill, you please.

S: ...

T: Wow, your mind map is so clear. It is very easy for us to get information from it. Thank you, Jill, go back to your seat. You all did a good job. And I want to thumb up for you guys. Yes, great.

#### IV. Post-listening

T: Next, I want you guys to do an interview. Four groups as before. Each group has a little journalist. You should interview the other members about their future plans. The journalist should make a record. After that, you should write a short passage named "my future plan" and I will invite some of you to make a speech in front of the class. Got it? OK, you can begin now.

S: ...

T: Ding Dong. Time is up. If any group wants to perform in the front of the class, come on! Yes, group 1. Come here.

S: ...

T: Wow, David is going to have a farm in the future. It sounds very interesting. And I like your voice. So nice.

#### V. Summary

T: OK, so much for this class. Everyone did a good job today. Congratulations to yourselves! What we have

learned today? Yes, we learned about future plans. And Guys, you should work hard for your future and keep a positive attitude towards the future life.

#### **VI. Homework**

After class, remember to review the new knowledge we have learned today. In the meantime, you should polish your passage and improve your speech. Next class I will invite some students to show in front of the class. OK, class is over. See you next time. Bye bye.

#### **VII. Blackboard Design**

##### **Future plan**

**What: artist**

**How: part-time job, study French,**

**Where: quiet and beautiful**

That's all for my presentation, thanks for your listening.

## 【试题解析—答辩】

**1. Do you think the board design is important for teaching?**

## 【参考答案】

Thanks for your question. Well, good blackboard design and writing are important part of the teaching. It is a great tool to deliver knowledge to students. First, it is helpful for the completion of the teaching objectives. Scientific blackboard design can present the teaching content well. It is helpful for teacher to impart knowledge as well as for students to master the knowledge. Secondly, it helps to summarize the teaching key points and difficult points and provide students enough time to observe and think. Finally, it helps to improve students' English writing skills. Students are tended to imitate their teachers and they have strong ability to do so. If the teacher is capable of writing, the students will be influenced to develop good writing habits. That's all for my answer.

**2. What are the teaching objectives of this class?**

## 【参考答案】

## (1) Knowledge Objectives:

All students could understand the main idea of the passage properly.

## (2) Ability Objective:

The most students could get the main information about the teaching material by pre-listening, while-listening and post-listening.

## (3) Emotional Objectives:

Through the learning of this class, students should work hard for their future and keep a positive attitude towards future life. That's all for my answer. Thanks for your listening.

**3. How do you overcome the difficult points in class teaching?**

## 【参考答案】

In order to complete the teaching objectives in class teaching, the teacher should overcome the difficult points. For this question, I have five methods in total to solve it.

Firstly, setting out from the difficult points, the teacher can set a situation that would occur in real life. The questions designed are also from easy to difficult, and the students can answer the questions step by step.

Secondly, using games to provoke students' interest to study is also a good choice to overcome difficult points. Education is an active process and only by the active experience and practice of the subjects can they achieve the development of cognitive and lingual ability. The teacher should set from the psychological and physical features of students and make full use of students' characteristics to design lively and interesting games.

Thirdly, the reasonable application of multi-media devices can strengthen students' direct feelings on the knowledge. Teaching with the multi-media devices can evoke students' learning enthusiasm and provoke their interests. Therefore, taking advantage of multi-media is by no means a good method to overcome difficult points.

Fourthly, the effective instruction of teacher is also essential for overcoming difficult points. Most of the difficult points are created by limited cognitive level of students; therefore, the guiding role of teacher is very important for the quality of student's learning effect. Hence, before teaching the teacher should make full preparation. Hence, before teaching the teacher should make full preparation so that he can guide the students

effectively to overcome difficult points.

The fifth method is to preinstall the mistakes of students according to the difficult points and then design the exercise. The difficult points are always the ones that students tend to make mistakes in their exercise. When preparing lesson, the teacher should preinstall the mistakes that students may make and make full preparation for them.





### 《写作教学》-写作课

#### 1. 题目: 写作教学

#### 2. 内容:

Mozi was another teacher who was very influential. Born in 476 BC, he came from a family which was very poor. He became famous for his unusual clothes and behavior. Mozi founded the philosophy called Mohism. In some ways, his beliefs were similar to those of Confucius. For example, he considered that government was most important. As a result, he spent many years trying to find a state where people would follow his teachings. Mozi believed that all men were equal. His idea of love was different from the Confucian idea of kindness. Mozi taught that we should love all human beings and look after those who are weaker than ourselves. He hated the idea of war. Mozi died in 390 BC.

#### 3. 基本要求:

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书;
- (3) 针对该语篇的内容, 设计记叙文写作教学活动;
- (4) 用英文试讲;
- (5) 试讲时间 10 分钟。

## 【试题解析—教案】

**Teaching objectives:**

1. Students can master the basic structure of a narration of introducing someone and get more information about Mozi.
2. Students can improve their writing abilities and express their opinions about someone.
3. Students can foster the interest and desire of writing in English.

**Key point:**

Teaching key point: Students can get to know how to write a narration of introducing someone.

**Difficult points:**

Teaching difficult point: Students should foster the interest and desire of writing in English.

**Teaching Procedure:****I. Lead-in**

1. Show a picture of Confucius, and ask students to free talk about the information they know about Confucius.
2. Students think about what other great teachers they know. Then the teacher leads in today's topic, Mozi.

**II. Pre-writing**

1. The teacher reads the passage about Mozi, let students have a rough knowledge about the main idea.
2. Students read the passage themselves. Find out what aspects are referred to in the passage.
3. The teacher guides the students to conclude the essentials of a narration of introducing someone, including name, birthday, family conditions, experiences and achievements etc.

**III. While-writing**

1. Four students a group and each group chooses a person. Students share the basic information they know about the person.
2. Students make an outline for the narration introducing the person.
3. Students write a passage to introduce the person, according to the model one about Mozi. The teacher will give some proper instructions.

**IV. Post-writing**

1. Students first check their passages by themselves.
2. Students exchange their passages among the group members and make modifications. They need to pay attention especially to the following aspects: logic, grammar, word using, punctuation, spelling and so on.
3. Each group chooses the best one and shows it in front of the whole class.
4. The teacher finally concludes some common problems existing in the writing.

**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplement if necessary. In addition, the teacher will stress how to write a narration to introduce someone.

**VI. Homework**

1. Students search for more information about the person they have written and modify their passages one

more time.

2. Choose another person and write another passage to introduce him/her.

### VII. Blackboard Design

#### Writing: To introduce a person

Contents

Name: \_\_\_\_\_

Birthday: \_\_\_\_\_

Family conditions: \_\_\_\_\_

Personal experiences: \_\_\_\_\_

Achievements: \_\_\_\_\_

.....



【试题解析—试讲稿】

Good morning, dear judges! I'm No. 1 candidate applying for senior school English teacher. Today my topic is Mozi was another teacher. Now I will begin my class.

**I. Lead-in**

T: Good morning, boys and girls, how are you feeling today?

S: ...

T: Wow, I'm fine too, thank you. Before the class, I will show you a picture. Let's watch it together.

S: ...

T: OK, Look! Do you know who he is?

S: ...

T: Yes, he is Confucius. What do you know about him? You can have a talk with your classmates about the information that you know. I will give you three minutes. OK, begin!

S: ...

T: Have you finished? Who can share with us? Ok, Tom, you please.

S: ...

T: Oh, yes. Confucius founded the philosophy called Confucianism. Great! And he is a man full of wisdom. He is a great teacher. OK, there were many other teachers like him in our ancient China. What other great teachers do you know?

S: ...

T: Oh! Yes, I hear Xunzi, Zhuangzi, and Mozi. So today we will talk about Mozi. We will learn how to introduce a person.

**II. Pre-writing**

T: OK, boys and girls, now please open your book. Here is a passage for you. You should try to get the main idea of this passage. Understand? Ok, now, please.

S: ...

T: Have you got the answer? OK, Lily, you please.

S: ...

T: Great! It is short narration of introducing Mozi. Now, there is another question for you. You should read the passage and you need to try to find out what aspects are referred to in the passage. Are you clear? OK, you can start now.

S: ...

T: Have you finished? Ok, any volunteers?

S: ...

T: OK! John, you please. Oh, you said the article includes the name. Great! Anything else? Yes, his birthday, great! And other information? Wow, family, yes, family conditions, great. Anything else? Wow, brilliant. And his experiences. Ok, but your answer is not complete. You are missing one point. Ok, who can help her? OK. Lisa, you please. A brave boy!

S: ...

T: En, yes, she said she forgot Mozi's achievements. Yes, great. Ok, now everyone. Your answer is right. Thank you. When we want to write a narration of introducing someone, our article needs to include these aspects. Right? So these will make your essay more clear and complete. Right?

### III. While-writing

T: OK, now let's make our own article. Four students in a group. Each group chooses a person. You should share the basic information that you know about the person. Then, you need make an outline for the narration introducing the person. Are you clear? OK.

S: ...

T: Now, who wants to share your outline with us? OK, Good, group four, you please.

S: ...

T: Oh, you said you choose LiBai. OK, he is a wonderful poet. Right? Yes. He wrote many famous poems. Great! OK, next, you should write a passage according to the outline. I will give you ten minutes. You can refer to the structure of the model essay. Understand? OK, Begin!

### IV. Post-writing

T: Boys and girls, have you finished? Ok, now please check your passage by yourselves.

S: ...

T: Then please exchange your article with your group members and you should make modification. You need pay attention especially to the following aspects: the logic, the grammar, the word using, the punctuation, and spelling and so on. Now three minutes for you. Start!

S: ...

T: Wow, You are really very careful! Now please modify your own writings. Then, each group chooses the best one and shares it in front of the whole class. Understand?

S: ...

T: OK, now which one do you think is the best one? Oh, you said Nancy's article. OK, Nancy, please come here. Wow, there is a really attractive article! We can learn Einstein clearly from your article. OK, let's clap for her!

T: OK, There are some common problems existing in your writing. The vocabulary you use is very simple. Your sentences are also very short. OK, to solve this problem, you can accumulate more advanced vocabulary and use more clauses. Only in this way can you write better.

### V. Summary

T: Now, who can help to summarize what we have learned today? OK, Cathy, you please.

S: ...

T: Wow, Bravo. Today we have learned to write a narration to introduce someone. We can introduce someone from the following aspects: the name, the birthday, family condition, experiences and achievements. Yes, great.

### VI. Homework

After class, you can search more information about the person you have written and modify your passage one more time. Ok? Then, you should choose another person and write another passage to introduce him/her. Are you clear?

S: ....

T: Yes, Well done. OK, my class, see you next time. Bye bye.

## VII. Blackboard Design

### Writing: To introduce a person

Contents

Name: \_\_\_\_\_

Birthday: \_\_\_\_\_

Family conditions: \_\_\_\_\_

Personal experiences: \_\_\_\_\_

Achievements: \_\_\_\_\_

.....

That's all for my presentation, thank you.

## 【试题解析—答辩】

**1. What are the teaching objectives of this class?**

## 【参考答案】

(1) The students can master the basic structure of a narration of introducing someone and get more information about Mozi.

(2) Students can improve their writing abilities and express their opinions about someone.

(3) Students can foster the interest and desire of writing in English.

**2.请简述美国内战的情况。**

## 【参考答案】

1861年—1865年发生的美国南北战争,也称为美国内战。独立之后,美国南北双方在奴隶制(slavery system)存废问题上分歧比较严重。北方主张废除奴隶制,这违背了依靠奴隶维持运营的南方大种植园主的利益。1861年,南北双方爆发内战。

战争开始时,南方势力占优势。但后来林肯(Abraham Lincoln)于1862年颁布了《宅地法》,1863年发表了《解放黑人奴隶宣言》(*The Emancipation Proclamation*),为最终废除奴隶制度预先铺了路。那么同年年底,林肯发表的《葛底斯堡演说》(*Gettysburg Address*)成为了美国历史上最著名的演说之一,其中被广为称颂的语段是“... and that government of the people, by the people, and for the people shall not perish from the earth.”

1865年南北战争终于以北方的胜利而宣告结束。南北战争废除了黑奴制,为美国资本主义发展扫清了障碍。

**3. As an English teacher, what would you do to improve your teaching practice?**

## 【参考答案】

Personally, the quality of teaching practice can be improved from the following 3 aspects: teaching plan, teaching process and teaching reconsideration.

Firstly, I will make a feasible and effective teaching plan. The plan should abide by the New English Curriculum Standard, adhere to the interrelations of teaching content. When making the plan, I will take the students' different characteristics into consideration and focus on the teaching objectives, important and difficult points of the teaching in my mind to get well prepared for the teaching as well as the methods and the teaching steps I will adopt in my class.

Secondly, I'll conduct my teaching according to the plan. Students are the center of the class and I'll mainly act as a facilitator or a guide. I'll guide the students to think actively and try to bring their initiatives into play. Creating a harmonious and enjoyable atmosphere is very important in the class and there are activities between the teacher and the students to learn English in a relaxing atmosphere. As a teacher, I'll also teach the students how to learn and offer them some learning strategies. Everything I do in this part is to make sure that the students can learn English actively and happily.

Lastly, after teaching, I'll think about the process and see if there are any shining points and drawbacks in it and ask for others' suggestions to solve problems and improve my teaching. I'll try to find teaching methods and ideas that are more illuminating.



To summarize, I will try to improve my teaching practice from the three phases: pre-teaching, while-teaching and post-teaching.



### 《Peru》-阅读课

#### 1. 题目: Peru

#### 2. 内容:

Peru is a country on the Pacific coast of South America. It has three main geographical areas: a narrow coastal belt; the Andes Mountains running parallel to the coast; and high, flat plains in the southeast. In the high plains area is Lake Titicaca, the highest lake in the world, on which boats can travel. Peru has abundant plants from desert grasses to vast areas of jungle.

#### 3. 基本要求:

- (1) 朗读所给语篇;
- (2) 设计阅读前的教学活动;
- (3) 全英文试讲, 时间为 10 分钟。



【试题解析—教案】

**Teaching objectives:**

1. Students can have a better understanding of the main idea of the passage.
2. Students can improve their abilities of skimming, scanning and careful reading with the guidance of teacher.
3. Students can talk about the locations of different places.
4. Students' global view can be improved and the love for nature can be cultivated.

**Key points:**

Students can have a better understanding of the main idea of the passage.

**Difficult points:**

Students can improve their reading abilities.

**Teaching Procedure:**

**I. Lead-in**

1. Greeting.
2. Ask students to see a video clip about *Human and Nature*.

**II. Pre-reading**

1. Teacher asks students: Where did you travel? Have you ever been abroad? Where do you want to travel abroad?
2. Teacher leads students to brainstorm about what to write about the geographic survey of a place.

**III. While-reading**

Activity 1 Skimming

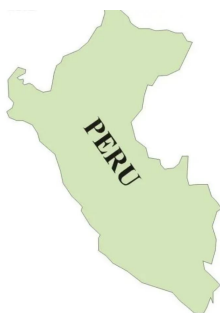
Students read the passage quickly and conclude the main idea of this passage.

Activity 2 Scanning

1. Teacher asks students to answer the questions:

- (1)Where is Peru?
- (2)How many geographical areas there? What are they?
- (3)What are the characteristics about Peru?

2. Complete the map below to write down the information about Peru at the corresponding place:



Activity 3 Careful reading

Teacher asks students compare restrictive clauses and non-restrictive clauses and use non-restrictive clauses

to make sentences.

#### IV. Post-reading

Teacher creates a situation that students can be the tour guide to introduce their favorite place abroad.

#### V. Summary

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. Encourage students enlarge the international overview.

#### VI. Homework

Students make a writing competition about “My favorite place aboard” and show it to the class next time.

#### VII. Blackboard design

### Peru

(1)Where is Peru?

(2)How many geographical areas there?

What are they?

(3)What are the characteristics about Peru?



## 【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. I'm so happy to see you again!

Ss: Happy to see you again, too.

T (talking to student1): How are you today?

S1: Not bad, thank you.

T: How are you today?

S2: I'm extremely well today, what about you?

T: Wow, I'm exactly the same, thank you for your asking! I believe you all like enjoying nature. Let's see the video clip about Human and Nature! Let's begin!

T: Do you like it?

Ss: Yes!

**II. Pre-reading**

T: There are many amazing places in the world. Where did you travel?

S1: Xi'an!

S2: Luoyang!

S3: Beijing!

T: Wow! You have been to so many places! Have you ever been abroad?

S4: The United States! Venice!

T: Wonderful! Venice is also my favorite place! Where do you want to travel abroad?

S5: Panama! I want to go there again to spend my Spring Festival holiday!

T: You are so care about the international affairs! Nice! I believe you can spend your Spring Festival holiday in Panama.

T: Boys and girls, now let's do a brainstorming about what should we write about the geographic survey of a place.

Ss: Location! Weather! Plants!

T: Nice try!

**III. While-reading**

T: Now please open your book and read the passage quickly to conclude the main idea of this passage!

T: Are you OK?

Ss: Yes!

T: Who can share your idea with us? I see all of you raise your hands! You raise your hand first, you please!

S: The passage is mainly talking about the geographic survey about Peru.

T: Great! Now please read the passage again and answer these questions:

1. Where is Peru?

2. How many geographical areas there? What are they?

3. What are the characteristics about Peru?

T: You've all find the answers! Question 1? Yes, you please!

S: Peru is a country on the Pacific coast of South America.

T: Correct! Question 2? You raise your hand so high, please!

S: There are three main geographical areas: a narrow coastal belt; the Andes Mountains running parallel to the coast; and high, flat plains in the southeast.

T: Well done! You are so quick-minded! Question 3?

S: Peru has abundant plants from desert grasses to vast areas of jungle.

T: Nice! But pay attention to the other characteristics: In the high plains area is Lake Titicaca, the highest lake in the world, on which boats can travel.

T: Now please complete the map on the screen and write down the information about Peru at the corresponding place:



T: Are you ready? Let's go!

T: I see all of you have finished the task. Who wants to share your answer with us? Please raise your hand and show your answers in the front of the classroom. You are so confident, you please!

T: Nice! I love your handwriting. Please go back to your seat.

T: In the passage, there is a sentence: In the high plains area is Lake Titicaca, the highest lake in the world, on which boats can travel. Do you know the function of the clause part "on which boats can travel"?

Ss: It's the non-restrictive clause!

T: Good job! It is only a supplement to the main clause, pay attention to the comma in front of the clause. You can make a sentence by using the structure.

#### IV. Post-reading

T: The world is colorful! You have a chance to be a tour guide to introduce their favorite place abroad. Talk about it with your group members, and choose one as your representative! Five minutes later, you can choose a representative to present your result. Let's go!

T: Time's up! Who wants to share? Group 2, please!

Ss: The place our group chose is Panama. I will introduce the geographic survey about it. ...

T: Thank you for giving us such a wonderful travel! Let's claps for them!

#### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned the geographic survey of Peru.

T: Yes, and we know that global beauty and we can enjoy it.

#### VI Homework

T: Today's homework is to make a writing competition about "My favorite place aboard" and show it to the class next time. Class is over, bye!

#### VII. Blackboard Design

### Peru

- (1)Where is Peru?
- (2)How many geographical areas there?  
What are they?
- (3)What are the characteristics about Peru?





## 【试题解析—答辩】

## 1. 什么是名词?

## 【参考答案】

名词是指代人、物、事、时、地、情感、概念等实体或抽象事物的词。名词可以独立成句,在短语或句子中通常可以用代词来替代。根据不同的标准,名词可以有不同的分类。

(一)按词汇意义划分,名词可以分为专有名词和普通名词。专有名词是某个(些)人、地方、机构等专有名称,如 Beijing, China 等。普通名词是一类人或东西或是一个抽象概念的名词,如: book, sadness 等。普通名词又可分为下面四类:(1)个体名词:表示某类人或东西中的个体,如: gun。(2)集体名词:表示若干个个体组成的集合体,如: family, furniture。(3)物质名词:表示无法分为个体的实物,如: air。(4)抽象名词:表示动作、状态、品质、感情等抽象概念,如: work。

## (二)按语法特征划分

名词可以分为可数名词和不可数名词。由于个体名词可以用数字来计算,因此一般是可数名词;而集体名词有的是可数的,有的是不可数的,要根据具体情况而定;物质名词和抽象名词是不能用数字来计算,一般属于不可数名词。

## 2. What are the teaching methods? Please say something about it.

## 【参考答案】

In the procedure of English teaching, methods are import. Here are some teaching methods.

(1) Task-based Language Teaching Approach. Teachers conduct language teaching by guiding language learners to complete tasks in the classroom.

(2) Direct method. The language view of direct method: language is a skill or habit, and the formation of habit depends on a lot of repeated practice and imitation.

(3) Audiolingual Method. It is a foreign language teaching method focusing on sentence pattern practice and cultivating children's listening and speaking ability. The language view of listening and speaking: language is spoken language, which is spoken words, not written words; Language is a set of habits. It focuses on listening and speaking in teaching activities, pays attention to listening and speaking, focuses on the training of language listening and speaking ability, and gives consideration to reading and writing.

(4) The Audiovisual Method. It is also called situational method. Audiovisual method emphasizes that organs such as ears, eyes and brain perceive and understand foreign language materials as a whole. Specific and real situations and listening and speaking activities often form a whole to form a complete structure.

(5) Communicative Approach. It pays attention to the actual needs of students and the cultivation of communicative competence is conducive to students' proper use of the target language in a certain social environment.

As a teacher, we should take advantage of these methods to make the class more efficient and interesting.

## 3. What are the principles of leading in a class?

## 【参考答案】

The step of leading in plays important role in the class. The principles of using it well are as follows:

(1) Create an English atmosphere with English sounds, images, pictures and words;

- (2) The methods and methods shall be novel, changeable and fascinating to avoid rigidity and monotony;
- (3) Quickly restrain other activities irrelevant or harmful to English teaching;
- (4) Try not to use mother tongue;
- (5) The content and form of review should be highly targeted and take care of most students;
- (6) Focus on stimulating students' thirst for knowledge and don't correct too much;
- (7) Keep strong communication;
- (8) Design appropriate time;
- (9) Determine the content and form of import according to the new language materials, so that it can naturally transition to the presentation stage.



## 《Writing》-写作课

### 1. 题目: Writing

### 2. 内容:

Write a letter to someone you knew well but haven't seen for a long time. Follow the stages.

#### Stage 1

Decide who you are writing to. An old school friend? Someone you met on holiday? An old teacher? A relative? Think about these things:

- What is the person's name?
- Where and when did you meet him/her?
- What kind of person was he/she?
- What were his/her interests then?

#### Stage 2

Make notes about your life.

- What are you doing now?
- What were your interests then?
- How have your interests changed?

### 3. 基本要求:

- (1) 设计一堂写作课;
- (2) 授课时间 10 分钟;
- (3) 全英文授课。

## 【试题解析—教案】

**Teaching objectives:**

1. Students can collect and prepare the useful materials to write a letter to someone they knew well but haven't seen for a long time. Students can write down the paragraphs according to the given questions.
2. Students can use appropriate conjunctions to express the order and logic relation to make their composition logical. Students can modify the compositions with the writing criteria and teacher's guidance.
3. Students can realize the importance of friendship and learn to care about their friends.

**Key point:**

Students can write a letter to someone they knew well but haven't seen for a long time.

**Difficult point:**

Students can modify the compositions with the writing criteria and teacher's guidance to improve their writing ability.

**Teaching Procedures:****I. Lead-in**

1. Greeting.
2. Teacher shows a picture about her best friends and invites students to guess who she is.
3. Teacher invites students to share their best friends and asks question: How do you become best friend?

**II. Pre-writing**

1. Teacher leads to today's topic "write to someone you knew well but haven't seen for a long time" and asks students a question: who do you want to write to? Students have 2 minutes to think about it. Then share the answer.
2. Teacher shows some questions on PPT: What is the person's name? Where and when did you meet him/her? What kind of person was he/ she? What were his or her interests then?
3. Teacher divides students in groups of 4 and invites students to introduce the person to their partners with these questions.
4. Teacher asks students to think about what they want to write to this person and provides some clues for students to have a discussion: something about your life. What are you doing now? What were your interests then? How have your interests changed?

**III. While-writing**

1. Teacher shows the form of the letter on PPT and asks students to pay more attention about the letter form.
2. Teacher asks students to make an outline about the letter: Give regards- something about your life- send wishes, and then writes the detail information, finally put sentences together to form a passage with the help of appropriate conjunctions.
3. Teacher reminds students to use the correct tense, person and punctuation.

**IV. Post- writing**

1. Teacher shows writing criteria on the screen:

Are there any spelling mistakes? Are there any grammatical mistakes? Is your handwriting good?

2. Self-modification: students check the composition by themselves and make it more perfect.
3. Peer editing: students exchange with partners for correction and evaluation according to writing criteria.
- 4 Exhibition: teacher invites students to vote for the good handwriting composition and high-quality composition, and then gives these students a gift.

#### V. Summary

Teacher will invite some students to summarize what they have learnt today, and they can express their opinions. After that, if necessary, teacher will make supplements. Moreover, teacher would encourage students to create more opportunities to communicate with their friends and cherish the friendship.

#### VI. Homework

After class, students can polish their writing and send the letter to the person.

#### VII. Blackboard design

## Writing

Who do you want to write to?

Write a letter to  
someone you knew  
well but haven't  
seen for a long time

What do you want to write?

【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T: Ok, please look at PPT, there is a picture, who is she?

S1: A beautiful girl. Maybe she is your sister.

S2: Your friend.

T: You are right, she is my best friend. Esther. So, who is your best friend? How do you become best friend?

S3: My best friend is Yolanda, and she helps me my English.

T: Wow, Yolanda is warm-hearted. Anyone?

S4: Jason, we all like swimming.

T: Good, you two have the same interest.

**II. Pre-writing**

T: Ok, today's topic is: write to someone you knew well but haven't seen for a long time. who do you want to write to?

S5: My brother. He studies in London.

S6: My aunt. She always buys beautiful clothes for me.

T: Ok, now please think about these things: What is the person's name? Where and when did you meet him/her? What kind of person was he/ she? What were his or her interests then? You can have a discussion in groups, 4 minutes.

T: Have you finished? Who wants to have a try?

S7: I want to write to my best friend, Jones. He is my middle school classmate. He is a cool boy. We all like hiking.

T: Yes, very good. Anyone?

S8: I want to write to my best friend, Lisa. She is my pen pal. We met in English speech competition. We all like English.

T: Very good. What do you want to write? Something about your life? What are you doing now?

S5: Recently, I want to have a trip to London. I will write to him to tell him the good news. I will have a good time with my brother.

T: It's good news for him. Anyone?

S6: I want to tell my aunt my recent life and send wishes for her.

T: Maybe your aunt is very happy. You also can think about: What were your interests then? How have your interests changed?

S8: Nowadays, I like reading and practice my writing English. So, I want to write a letter to my pen pal to invite her to read books together.

T: Reading is a good habit. You also can recommend the book to our classmates.

S8: Ok.

T: Anyone else? You also can write other things.

S7: I want to make a prologize for Jones, I misunderstand him.

T: Good boy. So, everyone has a person to write to.

### III. While-writing

T: Now, please look at PPT. There is the form of the letter. Who can tell the parts of a letter?

S9: Salutation, body, ending.

T: Very good. Now please make an outline about the letter, ten minutes. Go.

Ss: Ok.

T: Who wants to share the outline?

S10: Give regards - something about my life - send wishes.

T: Good, anyone?

S11: Give regards - our same interests - send wishes.

T: Ok, you all have known how to write the letter, I will give you 15 minutes to write detailed information about the article. During the writing, please pay more attention the tense, person and punctuation. Clear?

Ss: Ok.

### IV. Post-writing

T: Now, there are writing criteria on the screen: Are there any spelling mistakes? Are there any grammatical mistakes? Is your handwriting good? You can check the composition by yourself and make you article more perfect. Ok?

S12: Yes, maybe there are many spelling mistakes.

T: Read it carefully. Three minutes. Go.

T: Have you finished?

Ss: Sure, we are so careless.

T: It doesn't matter. Now exchange your article with partners for correction and evaluation according to writing criteria. Five minutes, you can have a discussion.

Ss: Sure.

T: Time is up. You can vote for the good handwriting composition and high-quality composition. Come on!

Ss: Mike's handwriting is so beautiful.

S13: Judy's story is interesting. There are many advanced vocabularies sentences. His composition is the No.1.

T: Congratulation! Mike and Judy. I will give them a gift. So, during the writing, pay more attention the conjunctions to express the order and logic relation, which makes the composition logical. Ok?

Ss: Ok.

### V. Summary

T: Who can tell me what we have learned in this class?

S: We learned some writing skills, such as make an outline.

S: We learn how to collect the useful materials to write a letter.



S: I can write a letter to my friends to share my life.

T: You all learnt a lot. Mobile phone is convenient for us, we can send message anytime and anywhere, but people spend less time having heart-to-heart talks with their parents and friends. So, in daily life, we can have more face to face communication with others.

#### VI. Homework

T: After class, you can polish your writing and send the letter to the person. Ok? Class is over, bye!

#### VII. Blackboard design

### Writing

Who do you want to write to?

Write a letter to  
someone you knew  
well but haven't  
seen for a long time

What do you want to write?



## 【试题解析—答辩】

## 1. 请简述同位语从句和定语从句的区别？

## 【参考答案】

(1) 从语法角度上看，引导同位语从句的 **that** 是连词，只起连接作用，在从句中并不作任何句子成分；而引导定语从句的 **that** 是关系代词，除了起连接作用外，还在从句中作句子成分。

(2) 从语义角度上看，同位语从句与前面的名词（如 **news**）是同位关系，表示这个“消息”的内容是“我中彩票”；而定语从句与它前面的名词是所属关系，表示“……的”，“他告诉我的消息”，起修饰作用。

(3) 同位语从句的连词 **that** 一般不能省略；而定语从句中的关系代词 **that** 当其在从句中作宾语时，常常可以省略。

The news (that) he told me just now is true. 他刚才告诉我的消息是真的。（定语从句）

The news that I won the lottery is true. 我中彩票的消息是真的。（同位语从句）

## 2. How to make questioning more effective in English?

## 【参考答案】

Questions can be used to check for understanding, stimulating curiosity and critical thinking in English class. Effective questions can transform a classroom to an active student-centered classroom. So, the strategies applied in the classroom are important. Therefore, it is necessary to elaborate and select questioning strategies. Questions can become effective teaching strategies when employed thoughtfully and less than effective when poorly employed.

Firstly, Questions should be closely linked to the learning objectives in the lesson and staged so that the level of challenge increases as the lesson proceeds, meanwhile, there should be a balance between closed and open, lower-order and higher-order questions.

Secondly, wait time is important to allow students to think through their answers, students should be provided opportunities to ask their own questions and seek their own answers.

Finally, a secure and relaxed atmosphere of trust is needed and students' opinions and ideas are valued.

## 3. What is the leading-in of this lesson?

## 【参考答案】

I apply the free talk activity to lead in my class. I will use my friend's picture to attract students' interests and then introduce my friend to my students, which can stimulate my students to recall their best friend. Next, I will invite my students to introduce their friend and ask them how they become friend to lead in this class.

## 《Susan: What are you reading》-口语课

## 1. 题目: Susan: What are you reading 口语教学

## 2. 内容:

Susan: What are you reading?

Robbie: An article in the newspaper about aliens. It's very interesting.

Susan: Aliens? You don't believe in aliens, do you?

Robbie: Well, I didn't before I read this article. But there's some interesting evidence. There are probably aliens living here on earth.

Susan: Oh, come on! I can't believe you said that!

Robbie: Yes, it's quite possible.

Susan: I don't believe a word of it! It's a crazy idea!

Robbie: Well, you never know. Strange things have happened.

Susan: You must be joking! There aren't any aliens here — it simply isn't possible.

Robbie: Well, I'm not so sure.

Susan: You can't be serious!

Robbie: Well, the writer is absolutely sure it's true.

## 3. 基本要求:

- (1) 朗读所给对话;
- (2) 配合教学内容适当板书;
- (3) 针对所给材料的内容, 设计通过语调表达态度的口语教学活动;
- (4) 试讲时间: 10 分钟;
- (5) 用英文试讲。

## 【试题解析—教案】

**Teaching objectives:**

1. Students can understand the conversation.
2. Students can develop the abilities of speaking and communicating in the real situations through different activities.
3. Students' listening ability will be also improved by listening to the tape and finishing some listening tasks.
4. Through group work, students can learn how to cooperate with others.
5. It will cultivate students to pay attention to their intonation in daily communication.

**Key points:**

1. Students understand the conversation.
2. Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching Procedures:****I. Lead-in**

Show some reports about UFO and aliens. Ask students if they believe that there are aliens in the world.

**II. Presentation**

1. Listen to the tape and answer the following questions.
  - (1) How many people are there in the dialogue?
  - (2) What are they talking about?
2. Listen to the tape again and decide whether the following sentences are correct or not.
  - (1) Robbie didn't believe in aliens before he read this article. ( )
  - (2) Susan does believe in aliens. ( )
  - (3) Robbie is sure that there are some aliens here. ( )

**III. Practice**

1. Students listen to the tape together and imitate it, paying attention to the attitudes through the intonation.
2. Students read the dialogue in pairs. Then exchange roles. Then the teacher invites some groups to act the dialogue out in the front, choosing the best one by using an intonation.

**IV. Consolidation**

Students work in groups to discuss whether they believe in aliens and why. During their conversation, they should pay attention to their intonation, through which others can know their attitudes towards the thing. Ten minutes later, the teacher invites several groups to share.

**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary, and reminds them of paying attention to their intonation in daily communication.

**VI. Homework**

Surf for more information about aliens and share it next time.

## VII. Blackboard design

### Speaking

People	Important sentences	Attitude
Susan	I don't believe a word of it! It's a crazy idea! There aren't any aliens here — it simply isn't possible.	don't believe
Robbie	Yes, it's quite possible. Well, you never know. Strange things have happened.	believe



【试题解析—试讲稿】

**I. Lead in**

T: Hello guys. How are you doing?

S: Good!

T: Okay, I'm glad to see all of you in a bright mood. Before the class, please look at the PPT. Here are some reports. Please read the reports carefully and tell me what the reports are about? Lily, please!

S: The reports are about UFO and aliens.

T: Wonderful! And do you believe that there are aliens in the world? Bob, what's your answer?

S: I think there are aliens in the world.

T: Good! What about you Mary?

S: I don't think there are aliens in the world.

T: Reasonable!

**II. Presentation**

T: First let's listen to the tape and answer the following questions.

(1) How many people are there in the dialogue?

(2) What are they talking about?

I will give you several minutes, and after that, you need to give me the answers of the questions. Do you understand?

S: Yes!

T: Okay. Let's begin.

S: ...

T: Time is up. It's a short passage and not difficult to understand. So any volunteer can answer the questions? Good, Carl please.

S: There are two people in the passage. They are Susan and Robbie.

T: Yes, your answer is great! And who can tell me the answer of the second question? Lily please.

S: They are talking about whether there are aliens or not.

T: You got the right answer. So next, please listen to the tape again. After listening please tell me whether the following sentences are correct or not.

(1) Robbie didn't believe in aliens before he read this article. ( )

(2) Susan does believe in aliens. ( )

(3) Robbie is sure that there are some aliens here. ( )

Are you clear?

S: Yes!

T: Wonderful! Let's go!

S: ...

T: The tape is over, do you have any idea? Okay! Danny please.

S: T; F; F.

T: Good. Do you agree with his answer?

S: Yes!

T: Great! All of you have understood the passage. And next, who can tell me why the sentences No. 2 and 3 are false? And how to correct them? Our monitor, please?

S: Susan does believe in aliens. Because she said: I don't believe a word of it! It's a crazy idea!

T: Yes very good! Anna, how to correct the third sentence?

S: Robbie isn't sure that there are some aliens here. Because he said I'm not so sure.

T: Good. So clever!

### III. Practice

T: Now boys and girls, please listen to the tape together and imitate it. During listening, please pay attention to the attitudes through the intonation. Clear?

S: Yes!

T: OK! Let's go!

S: ...

T: Next, please read the dialogue in pairs. Then exchange roles. After that, I will invite some groups to act the dialogue out in the front, and we will choose the best one by using an intonation. Ok?

S: Yes!

T: OK! Let's go!

T: Okay time is up. Are you done? William and Tom, can you share your performance with us?

S: ...

T: So the first sentence should be filled with "was" because of the previous year. Good, how about the second one?

S: ...

T: Correct. It is splendid!

### IV. Consolidation

T: Guys, I have a simple mission for you. Please work in groups to discuss whether you believe in aliens and why. During the conversation, you should pay attention to your intonation. In this way, others can know your attitudes towards the thing. Ten minutes later, I will invite several groups to share. Do you understand?

S: Yes!

T: Great! Let's go!

T: Okay time is up. Which group wants to go first? Wow group 3, you guys are so brave. Okay you can be the first group.

S: ...

T: Excellent, thanks for your presentation about the topic. We can know your attitude from the intonation. Very good.

### V. Summary

T: Unfortunately the happy time is always short. We have only five minutes before our class ends. Today we



have learned a lot. Who can make a summary? Nicky please

S: ...

T: Yes, today we learned the main idea of the passage. And you all have grasped it well. What's more, you should pay attention to your intonation in daily communication. Clear?

#### VI. Homework

T: I'm glad to share this wonderful experience with you. Today's assignment for everyone is to surf for more information about aliens and share it next time. Okay, class is over. See you next time. Bye.

#### VII. Blackboard Design

##### Speaking

People	Important sentences	Attitude
Susan	I don't believe a word of it! It's a crazy idea! There aren't any aliens here — it simply isn't possible.	don't believe
Robbie	Yes, it's quite possible. Well, you never know. Strange things have happened.	believe

## 【试题解析—答辩】

**1. What are the teaching objectives of this class?**

## 【参考答案】

- (1) Students can understand the conversation.
- (2) Students can develop the abilities of speaking and communicating in the real situations through different activities.
- (3) Students' listening ability will be also improved by listening to the tape and finishing some listening tasks.
- (4) Through group work, students can learn how to cooperate with others.
- (5) It will cultivate students to pay attention to their intonation in daily communication.

**2. 在高中英语课程教学中, 怎样取得良好的教学效果?**

## 【参考答案】

(1) 严格按照教育部普通高中课程计划和《普通高中英语课程标准(实验)》安排英语教学, 各地区、各学校可根据实际情况, 灵活安排必修课和选修课的教学顺序。

(2) 处理好教与学的关系。英语教学是师生相互交往、共同发展的互动过程。教学中应充分发挥学生的主动性, 逐步推进教学手段、教学方法和教学形式的多样化与现代化。学生要进一步了解和掌握学习英语的方法, 在探究英语问题的过程中善于独立思考和交流合作, 切实提高发现问题、分析问题和解决问题的能力。

(3) 教学过程中要及时对学生学习进行客观有效的评价, 不断激励学生的学习, 及时获取反馈信息, 更好地改进教学。

**3. 请简述阅读理解中推理判断题的解题过程或技巧。**

## 【参考答案】

推理判断题是通过文章提供的多处已知信息得出未知结论, 或由文章中某一细节或某一描述方式推导出答案的题型。要求学生综合考虑上下文, 通过文章表面文字信息推测文章隐含意思。

解题过程或技巧:

- (1) 抓住关键词句, 利用词义和句意理解技巧来弄清其内在含义。
- (2) 利用表示因果、转折、递进、并列等关系的连词, 准确把握句与句之间的关系。联系各项信息, 综合推断结论。
- (3) 辨清总一分、总一分一总、倒证等文章结构关系。
- (4) 特别注意一般信息与最终结论之间的区别, 避免以偏概全。
- (5) 排除文中已出现、无需再度推测的事实, 以及与文意明显不符的选项。

## 《California》-口语课

## 1. 题目: California 口语教学

## 2. 内容:

California is the third largest state in the USA but has the largest population. It also has the distinction of being the most multicultural state in the USA, having attracted people from all over the world. The customs and languages of the immigrants live on in their new home. This diversity of culture is not surprising when you know the history of California.

## 3. 基本要求:

- (1) 试讲 10 分钟;
- (2) 根据所给材料设计一堂口语课;
- (3) 讲解词汇 multicultural, immigrants;
- (4) 适当结合板书。



【试题解析—教案】

**Teaching objectives:**

1. Students can understand the passage.
2. Students can develop the abilities of speaking and communicating in the real situations through different activities.
3. Through group work, students can learn how to cooperate with others.
4. Students should know that speaking skills are not easy to get, which requires all of the students to work as hard as they can.

**Key points:**

1. Students can understand the passage.
2. Students can use these certain expressions to communicate with others.

**Difficult points:**

Students can use the key sentences flexibly in different situations.

**Teaching Procedure:**

**I. Lead-in**

1. Greeting.
2. Show students a map on the screen and ask students: Who can tell us which country this map refers to? Do you know the state this city lies in?

**II. Pre-listening**

Teacher shows students the map of California and asks students to guess what aspects of California will be introduced from today's tape?

**III. While-listening**

- (1) Ask students to listen to the tape for the first time and get the main idea of this text. Then, check whether Carol's guess is right or not.
- (2) Teacher asks students to listen to the tape carefully again and answer questions related to this article:  
What is the status of California geographically and demographically?  
Why is California so distinctive?
- (3) Teacher asks students to listen to the tape carefully again to describe California using their own words according to what they have heard.

**IV. Post-listening**

Work in groups and pick one province or city in our country. And then introduce this province or city in the way California is described in the tape. Each one has three minutes to prepare. What's more, every students need to present in their group.

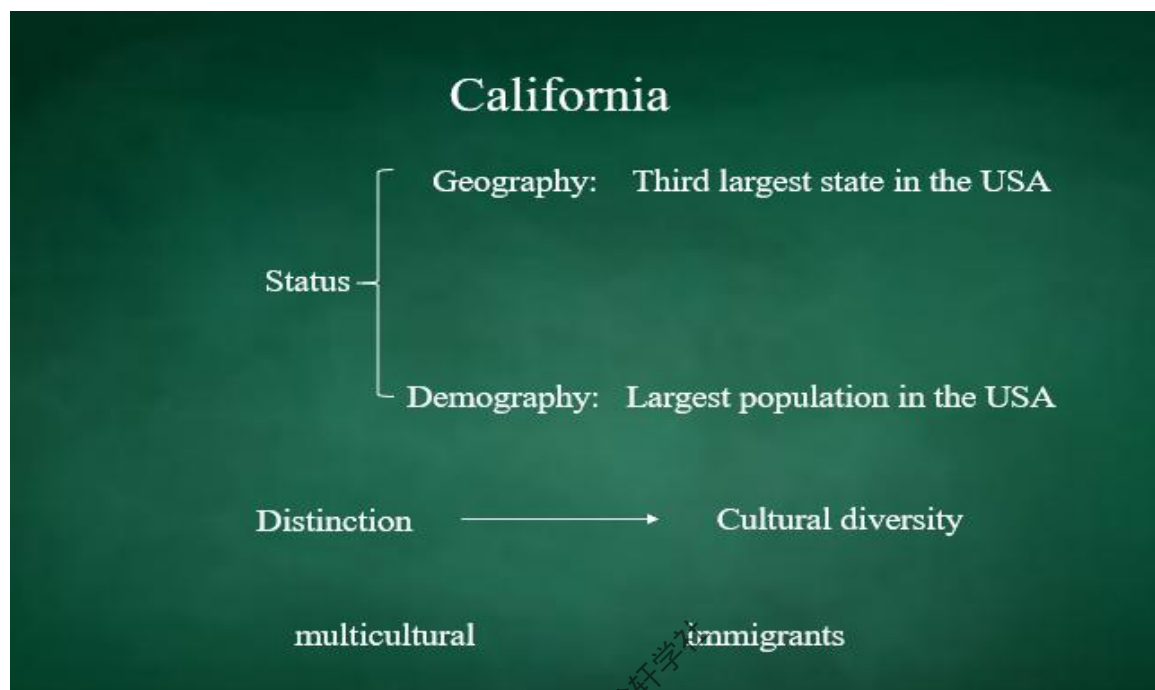
**V. Summary**

Students summarize what they have learnt in this lesson and the teacher gives supplements if necessary. What's more, students should know that speaking skills are not easy to get, which requires all of the students to work as hard as they can.

## VI. Homework

Students have to find more information about California and make an outline and share it next time.

## VII. Blackboard design



【试题解析—试讲稿】

**I. Lead in**

T: Good morning boys and girls. Welcome back to our English class. How are you feeling today?

S: ...

T: All of you are excited and ready for this lesson, right? I see your confident smiles. Wonderful! Now let's all look at this map on the screen. It looks very familiar. Who can tell us which country this map refers to? Okay Linda please.

S: ...

T: Correct, this is the map of the USA, short for the USA. We have learned so many things about America, including its culture, politics and even some famous cities like New York and Los Angeles. About Los Angeles, I have a simple question for you. Do you know the state this city lies in? Johnny your answer please!

S: ...

T: Very good. California is the state.

**II. Pre-listening**

T: I have another map for you, which is the map of California apparently. In today's tape, we will learn some basic facts about this famous state. So what aspects of California will be introduced from? Anyone wants to have a guess? Alright, Carol please.

S: I think we will learn more about its culture, people and something else...

T: Okay, is her guess right? Now let's find out together.

**III. While-listening**

T: Guys, listen to the tape for the first time. After that, you need to get the main idea of this text and confirm if Carol's guess is right. Understand?

S: Yes!

T: Good. Let's start.

S: ...

T: Okay, the tape is over. Who can tell me whether Carol's guess is right or not?

S: Her guess is right.

T: Wonderful! She has got the right answer, congratulations. Who wants to share his or her perception on the main idea of this text? Ben you please.

S: This text is a simple introduction of California.

T: Yes, this text is a simple introduction of California, which contains the basic information of this state and the development from many aspects. Now listen to the tape again, but this time, please listen carefully. I have questions related to this article prepared for you. After listening, get ready with your words and answer my questions. Pay attention to some important information. Begin now.

T: Okay the second round is done. My first question: What is the status of California geographically and demographically? Wendy please.

S: California is the third largest state in the USA and it has the largest population.

T: You are right. It's not that hard, right? Question two: Why is California so distinctive? This one might be a little difficult. Who can try? Great Sandy you please.

S: It is the most multicultural state in America. For it has attracted people around the world to come and settle down. With the forward process of history, the cultural diversity has become more and more important in its development.

T: Excellent. You have reached a very specific conclusion Sandy. Applause for her, boys and girls.

T: Now you have listened to the tape twice and you will listen to it for one more time. This time please describe California using your own words according to what you have heard. This is the last chance and please remember the key words. Now let's start.

S: ...

T: Okay I need a volunteer to introduce California for us. Who is brave enough to complete this task? Okay Helen. Have a try.

S: ...

T: Bravo. A round of applause for Helen please. As you can see, I have three words from the text presented on the blackboard. If a country has diverse cultures, we describe it as multicultural. We learned that California has attracted people all around the world. The native Americans would call these people immigrants.

#### IV. Post-listening

T: From listening to speaking, this is a process that needs endless practice. This tape shows us how to introduce a state from different aspects. I believe you all want to be able to get a level like this, so next work in groups. Your group task is for every group member to pick one province or city in our country and introduce this province or city in the way California is described in the tape. Each one has three minutes to prepare and you all need to present in your group. Remember, don't be shy. Open your mouth and speak. You can start now. You have ten minutes to finish it.

T: Okay time is up. Now every group, send out your group representative and make the introduction of the place you picked.

S: ...

T: Good, you all did a good job.

#### V. Summary

T: Today we have learned a lot. Who can summarize for us? Jenny please.

S: ...

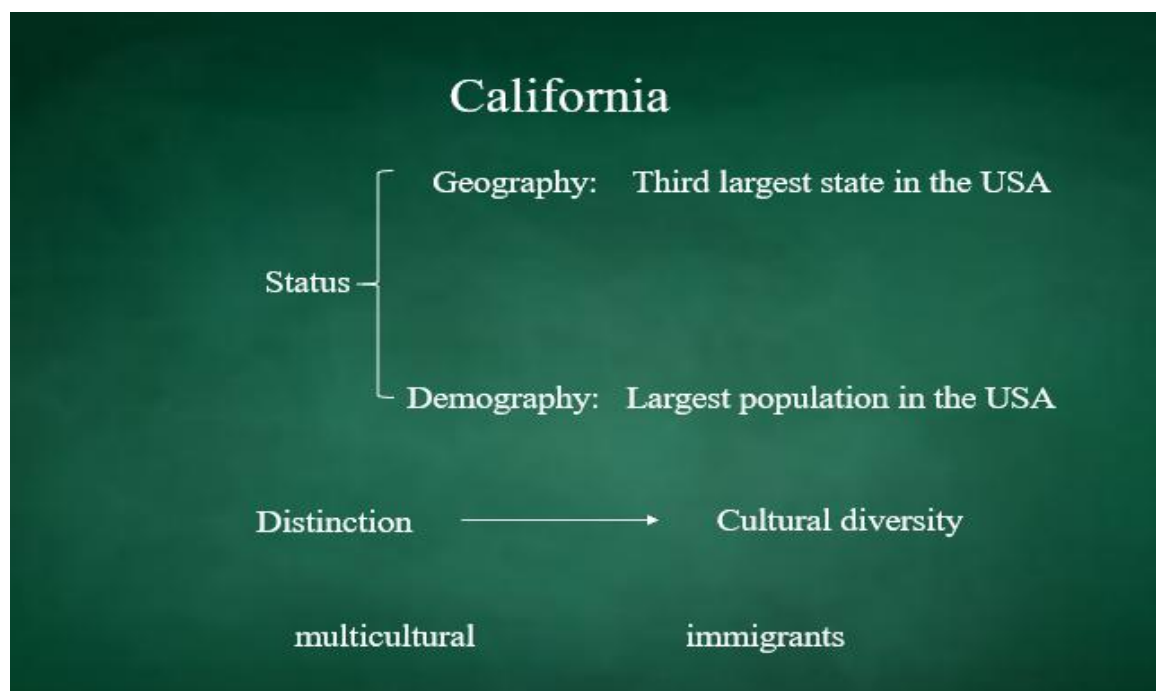
T: Yes, today we learned some knowledge about California through the tape and we all tried to describe this state and other places from countries. Speaking skills are not easy to get, which requires all of you to work as hard as you can.

#### VI. Homework

T: I'm glad to share this wonderful experience with you. Today's assignment is to find more information about California and make an outline. Next time I will invite some of you to talk more about the California you know. Okay, class is over. See you next time. Bye.



## VII. Blackboard Design



## 【试题解析—答辩】

**1. What are the teaching objectives of this class?**

## 【参考答案】

- (1) Students can understand the passage.
- (2) Students can develop the abilities of speaking and communicating in the real situations through different activities.
- (3) Through group work, students can learn how to cooperate with others.
- (4) Students should know that speaking skills are not easy to get, which requires all of the students to work as hard as they can.

**2. 请简述现在进行时的基本用法。**

## 【参考答案】

(1) 现在(指说话人说话时)正在进行的动作或存在的状态。例如:

We are waiting for you. 我们正在等你。

Listen! She is singing an English song. 听, 她正在唱英语歌。

(2) 现阶段正在进行的动作或发生的事情, 虽然说话时动作未必正在进行。例如:

Mr. Green is writing another novel. 他在写另一部小说。(说话时并未在写, 只处于写作的状态。)

We are making model planes these days. 这些天我们在做飞机模型。(此时此刻不一定在做)

(3) 表示渐变, 这样的动词有: get, grow, become, turn, run, go, begin 等。例如:

The leaves are turning red. 叶子在变红。

It's getting warmer and warmer. 天越来越热了。

**3. If you are the head teacher of a class, how do you organize and cultivate classroom collective?**

## 【参考答案】

The headmaster is mainly responsible for the organization and cultivation of a class collective, he or she should spend more time on construction of class collective. I will describe my ideas in the following aspects:

Firstly, to propose common objectives, which can not only encourages students but also strengthens class cohesion.

Secondly, to select and train class committee. The headmaster should be good at organizing the whole classmates, cultivating activists and classroom committee, and building up the leading core of classroom collective, to ensure self-education and self-management.

Thirdly, to develop positive public opinion and elite class atmosphere, which can facilitate formation of a large educational power. It can also have effect upon every member of class, and play an important role in class management.

Fourthly, to tighten up the discipline. A good discipline can helps students study better, improve their marks more effectively, and let everyone in the class becomes better and better.

Finally, to organize variety of educational activities, which can increase their knowledge and broad their horizon. Meanwhile, it can develop their talent and abilities of cooperation. In a word, it is essential for the headmaster to guide students to organize some activities.

## 《When Zhou Kai's mother saw》-听力课

## 1. 题目: When Zhou Kai's mother saw 听力教学

## 2. 内容:

When Zhou Kai's mother saw him heading towards the front door without a jacket on, she eyed him anxiously.

"Zhou Kai, where are you going?" she asked.

"To the park. I'm going to play football," said Zhou Kai.

"But it's raining! You'll catch a bad cold," said his mother.

"No, I won't. I'll be fine," said Zhou Kai, as he opened the door.

"Zhou Kai, you'll get ill. You know you will. You can at least go and get your jacket."

"OK, OK." Zhou Kai went and did as he was told.

## 3. 基本要求:

- (1) 朗读所给段落;
- (2) 配合教学内容适当板书;
- (3) 根据所给材料中的对话, 设计概括主旨大意的听力教学活动;
- (4) 试讲时间: 10 分钟;
- (5) 用英文试讲。

【试题解析—教案】

**Teaching objectives:**

1. Students can get the main idea of the passage by listening.
2. Students can learn how to find out the detailed information from the text.
3. Students can improve their listening abilities by finishing some activities and tasks.
4. Students can solve their contradictions with their parents positively.

**Key points:**

Students can use some reading strategies like pre-listening, while-listening and post-listening to get the main idea of the text and find out some detailed information.

**Difficult points:**

Students can solve their contradictions with their parents positively.

**Teaching Procedures:**

**I. Lead-in**

Have a free talk with students. Ask students what they can do when it is raining. Invite several students to present their answers.

**II. Pre-listening**

Present students a picture in which a boy is talking with his mother, with a football in his hand. Tell students that the boy's name is Zhou Kai. Ask students to guess what the boy is going to do when it is raining, thus to make predictions about the listening material.

**III. While-listening**

(1) Play the conversation between Zhou Kai and his mother for students. After listening, ask students the following questions.

What are they talking about?

What was Zhou Kai going to do when it was raining?

Did his mother agree?

(2) Play the conversation for students again for more detailed information. Ask students to listen carefully and figure out whether the following sentences are true or false.

Zhou Kai was going to the stadium to play football. ( )

Zhou Kai didn't believe that he would catch a cold. ( )

Mum asked Zhou Kai to take a jacket with him. ( )

Zhou Kai finally went out without a jacket. ( )

(3) Show students the listening material and ask students to act out the conversation with their partner vividly.

**IV. Post-listening**

Students work in groups to discuss what they will do if their ideas are different with their parents'. They can work together and try to figure out some better ways to deal with different situations and problems. Then, the teacher invites several groups to share their ideas.

**V. Summary**

Students summarize what they have learned in this lesson and the teacher makes supplements timely. Encourage students to solve their contradictions with their parents positively.

#### VI. Homework

Choose a film related to family education and watch it. Then, share their feelings about the film next class.

#### VII. Blackboard Design

##### Listening

##### T/F?

Zhou Kai was going to the stadium to play football. ( )

Zhou Kai didn't believe that he would catch a cold. ( )

Mum asked Zhou Kai to take a jacket with him. ( )

Zhou Kai finally went out without a jacket. ( )

How to deal with the contradictions between you and your parents?



【试题解析—试讲稿】

**I. Lead in**

T: Hello guys. How are you doing?

S: Good!

T: Okay, I'm glad to see all of you in a bright mood. Before the class, I have a question: what can you do when it is raining? As before, I will give you several minutes. After thinking, I will invite several of you to present your answers. Clear?

S: Yes!

T: OK! Let's go!

S: ...

T: OK! Time's up! Who wants to be the volunteer? Tom, you please!

S: When it is raining, I'd like to read books.

T: Great! And what about you, Mary?

S: When it is raining, I usually sleep.

T: Wow, it must be very comfortable.

**II. Pre-listening**

T: First let's look at the PPT. Please tell me what it is? Bob, please!

S: It is a picture.

T: What's in the picture? Lily, please!

S: There is a boy and his mother in the picture. And the boy is talking with his mother with a football in his hand.

T: Wonderful! You are clever. And let's me tell you the boy's name is Zhou Kai. Would you tell have a guess what the boy is going to do when it is raining? Eric, please!

S: I think when it is raining, he is playing with the football.

T: Okay. This is your prediction. So now let's check whether you are right or not.

**III. While-listening**

T: Now, I will play the conversation between Zhou Kai and his mother for you. Please listen to the radio carefully. After listening, please answer the following questions.

What are they talking about?

What was Zhou Kai going to do when it was raining?

Did his mother agree?

Clear?

S: Yes!

T: OK! Let's go!

S: ...

T: Ok! Time's up! Who wants to answer the first question? Our monitor, please!

S: They are talking about whether Zhou Kai can go playing football or not.

T: Correct. It is splendid! What about the second question?

S: Zhou Kai was going to play football when it was raining.

T: Wonderful! Ok, the last chance, who wants to answer the last question? Jerry, please!

S: Yes, his mother agreed.

T: Good! Next, please listen to the conversation again and find more detailed information. And then, please figure out whether the following sentences are true or false.

Zhou Kai was going to the stadium to play football. ( )

Zhou Kai didn't believe that he would catch a cold. ( )

Mum asked Zhou Kai to take a jacket with him. ( )

Zhou Kai finally went out without a jacket. ( )

Several minutes for you. Clear?

S: OK!

T: Great! Let's go!

T: Time's up! Who wants to tell us your idea? Eric, please!

S: F; T; T; F.

T: Do you agree with him? Ok! You all agree with him. Wonderful! And how to correct them?

S: He wants go to the park to play football. And Zhou Kai finally went out with a jacket.

T: Wonderful!

T: Finally! Let's listen to the material again and act out the conversation with your partner vividly. I will give you several minutes and then some of you will be invited to the front to give us a report. Clear?

S: OK!

T: Wonderful! Let's go!

S: ....

T: Group2, would you show us your performance?

S: ...

T: Interesting!

#### IV. Post-listening

T: Guys, I have a simple mission for you. Please work in groups to discuss what you will do if your ideas are different with your parents'. You can work together and try to figure out some better ways to deal with different situations and problems. Then, I will invite several groups to share your ideas. Do you understand?

S: Yes!

T: Great! Let's go!

T: Okay time is up. Which group wants to go first? Wow group 3, you guys are so brave. Okay you can be the first group.

S: ...

T: Excellent, thanks for your presentation about it.

#### V. Summary



T: Unfortunately the happy time is always short. We have only five minutes before our class ends. Today we have learned a lot. Who can make a summary? Nicky, please

S: ...

T: Yes, today we learned the main idea of the passage. And you all have grasped it well. What's more, you should solve your contradictions with their parents positively. Clear?

#### VI. Homework

T: I'm glad to share this wonderful experience with you. Today's assignment for everyone is to choose a film related to family education and watch it. Then, share your feelings about the film next class. Okay, class is over. See you next time. Bye.

#### VII. Blackboard Design

##### Listening

##### T/F?

Zhou Kai was going to the stadium to play football. ( )

Zhou Kai didn't believe that he would catch a cold. ( )

Mum asked Zhou Kai to take a jacket with him. ( )

Zhou Kai finally went out without a jacket. ( )

How to deal with the contradictions between you and your parents?



## 【试题解析—答辩】

**1. What are the teaching objectives of this class?**

## 【参考答案】

- (1) Students can get the main idea of the passage by listening.
- (2) Students can learn how to find out the detailed information from the text.
- (3) Students can improve their listening abilities by finishing some activities and tasks.
- (4) Students can solve their contradictions with their parents positively.

**2. 请简述一般过去时的基本用法?**

## 【参考答案】

(1) 在确定的过去时间里所发生的动作或存在的状态,表示的动作或状态都已成为过去,现已不复存在。时间状语有: yesterday, last week, an hour ago, the other day, in 1982 等。例如:

Where did you go just now? 刚才你上哪儿去了?

(2) 表示在过去一段时间内,经常性或习惯性的动作。例如:

When I was a child, I often played football in the street. 我是个孩子的时候,常在马路上踢足球。

Whenever the Browns went during their visit, they were given a warm welcome. 那时,布朗一家无论什么时候去,都受到热烈欢迎。

(3) 表示过去连续发生的动作,一般句中沒有表示过去的时间状语,通过上下文来体现。例如:

The boy opened his eyes for a moment, looked at the captain, and then died. 那男孩眼睛睁开了一会儿,看了看船长,然后就去世了。

**3. What's the function of blackboard design?**

## 【参考答案】

Blackboard design is what is prepared to be written on the blackboard during class. At the same time, writing on the board requires scientificity, integrity and orderliness.

What's more, blackboard writing in class is one of the important means for teachers to organize teaching activities and control teaching process. It is also one of the important carriers of information transmission in classroom teaching and it plays the role of communicating bilateral activities between teaching and learning. Exquisite blackboard writing is a kind of artistic creation in the teaching process of teachers. It can open up students' ideas, cultivate and explore their intelligence, and help students to understand and master knowledge.

So the blackboard design should be reasonable, avoid desultorily. And the text should be concise, clear, logical and neat.

## 《写作教学试讲》-写作课

## 1. 题目: 写作教学试讲

## 2. 内容:

What is an advertisement?

An advertisement is a message or announcement that informs or influences people. It can use words, on the pictures, music or film to communicate its message. Adverts are not only made and paid for by business, but also by individuals, organizations and associations that wish to inform or educate the public.



## 3. 基本要求:

- (1) 朗读所给语篇;
- (2) 配合教学内容适当板书;
- (3) 根据所给材料的内容, 设计广告写作教学活动;
- (4) 用英文试讲;
- (5) 试讲时间 10 分钟。

## 【试题解析—教案】

**Teaching objectives:**

1. Students can know about the meaning of advertisement and grasp the form of advertisement. Students can collect and prepare the useful materials to write an advertisement.
2. Students can master more genre. Students can improve their writing ability with the help of modifying the advertisement.
3. Students can cultivate the awareness of cherishing the water resource and love earth.

**Key point:**

Students can learn to collect and prepare the useful materials to write an advertisement to call for saving water.

**Difficult point:**

Students can cultivate the awareness of cherishing the water resource and love earth.

**Teaching Procedures:****I. Lead-in**

1. Greeting.
2. Teacher shows two videos about *Beautiful China* and *desert*, and asks students question: What can you see? Which video do you like best? Why?
3. Teacher asks question: How can we make the desert become the oasis?

**II. Pre-writing**

1. Teacher guides students to realize that only water can make the desert become the oasis. Water is important to life. We should save water.
2. Teacher asks students a question: How can we save water? How can we encourage others to save water? Students have 2 minutes to think about it. Then share their answers.
3. Teacher shows an advertisement on PPT and asks question: what is it? Then explain the meaning of the advertisement? Then asks students read it.
4. Teacher divides students in groups of 4 and invites students to discuss the form of an advertisement.
5. Teacher asks students to think about the elements of an advertisement: the title, photographs, short text, the contact information, the layout.

**III. While-writing**

1. Teacher shows the different types of the advertisement on PPT and asks students to design a saving water advertisement.
2. Teacher asks students to make an outline about the advertisement: The title- the body part- the contact way, and design different style of advertisement.
3. Teacher reminds students to use shorter refined words and gives students 15 minutes to finish the advertisement.

**IV. Post-writing**

1. Teacher shows writing criteria on the screen:

Are there any spelling mistakes? Are there any pictures in the advertisement? Is the advertisement attractive?

2. Self-modification: students check the advertisement by themselves and make it more perfect.

3. Peer editing: students exchange with partners for correction and evaluation according to writing criteria.

4 Exhibition: teacher invites students to vote for the attractive advertisements and share them in We Chat cloze.

#### V. Summary

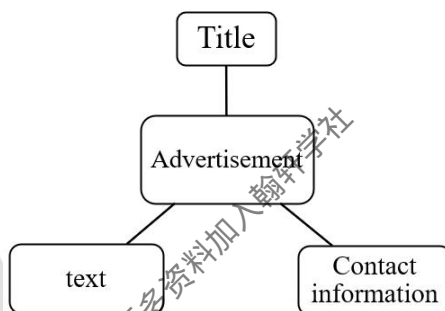
Teacher will invite some students to summarize what they have learnt today, and they can share the learnt knowledge. After that, if necessary, teacher will make supplements. Moreover, teacher would encourage students to save water and protect environment in daily.

#### VI. Homework

After class, students can make more advertisements to call for others protect environment.

#### VII. Blackboard design

### Writing



【试题解析—试讲稿】

**I. Lead-in**

T: Good morning, boys and girls. Welcome back to school. Nice to see you, again.

Ss: Nice to see you, too.

T: Ok, please watch the videos: *Beautiful China* and *desert*. What can you see?

S1: Beautiful mountains and lake.

S2: Many trees and flowers.

T: OK, please watch this video: *desert*. What can you see?

S3: Sunset, desert.

S4: Camel.

T: You are right, which video do you like best? Why?

S5: The first one, it is full of vigor.

S6: I like the desert; I am amazed its beauty.

T: Good, you two are different. The beautiful China shows the beauty of our environment, right? The desert is also beautiful, but there is no life. How can we make the desert become the oasis?

Ss: It needs water.

T: You are right. No water, no life. What should we do?

Ss: Saving water.

**II. Pre-writing**

T: So, how can we save water?

S7: Recycle water.

S8: Change the habits of using water.

S9: Using water-saving equipment.

T: Wow, good ideas. How can we encourage others to save water? You can have a discussion in groups, 3 minutes.

T: Have you finished? Who wants to have a try?

S10: Make a speech.

S11: Organize the saving-water team.

S12: Hand out water-saving brochure.

T: Yes, very good. Maybe the brochure is difficult for us, we can make an advertisement to encourage others to save water. Right?

Ss: Yes.

T: Very good. Please look at PPT. What is it? There is an advertisement.

S13: Poster.

S14: Advertisement.

T: Yes, it is an advertisement. An advertisement is a message or announcement that informs or influences people. It can use words, on the pictures, music or film to communicate its message. Adverts are not only made

and paid for by business, but also by individuals, organizations and associations that wish to inform or educate the public. Clear?

Ss: Yes.

T: Ok, please read it! Begin.

Ss: An advertisement is a message or announcement that informs or influences people. It can use words, or the pictures, music or film to communicate its message. Adverts are not only made and paid for by business, but also by individuals, organizations and associations that wish to inform or educate the public.

T: You have known the meaning of the advertisement. Please discuss the form and the elements of an advertisement in groups of 4.

S15: The title, photographs.

S16: Short text, the contact information.

S17: We also design different types of the layout.

T: Yes, very good. Now let's start design the advertisement.

### III. While-writing

T: Now, please look at PPT, there are different types of the advertisement. You can make an attractive one. First, you should make an outline.

S18: The title - the body part - the contact way.

S19: We also can design different style of advertisement.

T: Very good. Please use shorter refined words and gives students 15 minutes to finish the advertisement. Go.

Ss: Ok.

### IV. Post-writing

T: Now, there are writing criteria on the screen: Are there any spelling mistakes? Are there any pictures in the advertisement? Is the advertisement attractive? You can check the advertisement by yourself. Ok?

S20: Yes, maybe there are many long sentences.

T: You can simply the sentences. Three minutes. Go.

T: Have you finished?

Ss: Yes.

T: It doesn't matter. Now exchange your advertisement with partners for correction and evaluation according to writing criteria. Five minutes, you can have a discussion.

Ss: Sure.

T: Time is up. You can vote for the attractive advertisement, come on.

Ss: Jack's advertisement is attractive; the picture is amazing.

T: Congratulation! Jack. I will give him a gift. So, the picture is important in advertisement, right?

Ss: Yes.

### V. Summary

T: Who can tell me what we have learned in this class?

S21: We learned how to design the advertisement.



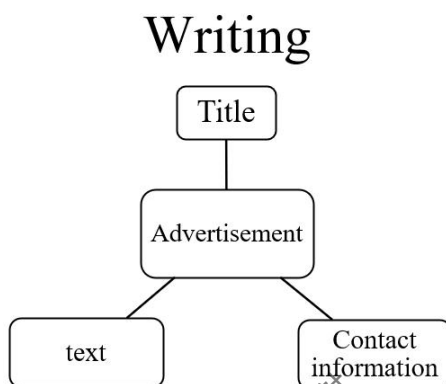
S22: Advertisement can use words, on the pictures, music or film to communicate its message.

T: You all learnt a lot. Advertisements are not only made and paid for by business, but also by individuals, organizations and associations that wish to inform or educate the public. So, in daily life, we can see different types of advertisements, we can call for people do something with the help of advertisement.

#### VI. Homework

T: After class, you can make more advertisements to call for others protect environment. Ok? Class is over, bye!

#### VII. Blackboard design



## 【试题解析—答辩】

## 1. 请简述什么情况下不定式符号 to 可以省略?

## 【参考答案】

(1) 在一般的助动词或情态动词(如: do, will, shall, would, should, can, may, must 等)后面, 不定式 to 要求被省略, 但在 ought, have 和 be 后的不定式符号 to 不能省略。

(2) 感觉动词和使役动词后作宾补的不定式。

(3) 在 why 引起的省略式疑问句中, 不定式一般省略 to。

(4) 有时为了避免重复前面的动词, 可以把一个不定式省略掉, 单留一个 to。

(5) 当两个或更多作用相同的不定式并列使用时, 我们常常只在第一个不定式前加 to, 在后面的不定式前不加 to。

(6) 在某些固定搭配后, 如 had better, had best, would rather, would rather...than, would sooner 等结构后面的不定式要省略 to。

## 2. How to cultivate students' interest in English learning?

## 【参考答案】

As we all know, Interest is the best teacher of learning and it is also the best intrinsic motivation factor to inspire students' learning. Therefore, in the new curriculum reform, to promote innovative ways and put new teaching theory into practice is imperative to change the simple acceptance-teaching methods. Thus, teachers should fully reflect the student-centered teaching theory, to incarnate students' importance. Besides, teacher should fully mobilize the enthusiasm of senior students to learn in order to guide them to learn English and finally enhance their listening, speaking, reading and writing ability. The following effective ways also can cultivate students' Interest in English learning

The teacher also can apply task-based language learning in English teaching, which is an advantage to the students because it is more learner-centered. It allows for more meaningful communication. As the tasks are likely to be familiar to the students. Students are more likely to be engaged, which may further motivate them in their language learning.

Teacher should make a full preparation before class and think about what he will teach. The center of a lesson plan is students, so teachers are required to be familiar with the students and understand them.

Teacher can make the class atmosphere active by their funny expressions. They can use gestures, eye contact, facial expressions and emotion triggered to motivate students' interest.

## 3. What is the emotional objective of this lesson? How to achieve it?

## 【参考答案】

The emotional objective is students can cultivate the awareness of cherishing the water resource and love earth. I show two videos about beautiful China and desert and ask students to make a comparison to elicit the topic, meanwhile, students also can realize the importance of water. Besides, according to finishing the saving water advertisement, students can research more information about wasting water which can encourage them to save water and protect environment.