

C. imitation

D. imagery

12. A student finds it difficult to learn the English sounds [θ] and [ð]. If you are the teacher, which of the following strategies can be used? _____.

A. Explaining how to make the sounds.

B. Using tongue twisters.

C. Writing them on the blackboard.

D. Making up sentences.

13. Which of the following strategies belongs to communication strategy? _____.

A. When speaking English, the students can realize the mistakes and correct them.

B. The students often talk about their own feelings about learning with classmates and teachers.

C. The students communicate with others by using gestures and expressions.

D. The students use reference books to get more information.

14. In grammar practice, substitution and _____ drills are most frequently used in mechanical practice.

A. meaning

B. matching

C. correction

D. transformation

15. Students are offered with opportunities to integrate what they learned from the text into their

existing knowledge and communicate with others using the information in the listening text. This

description belongs to _____ stage.

- A. pre-listening
B. while-listening
C. post-listening
D. none of them

16. In the following activities, which one needs most control? _____.

- A. Retelling
B. Finding difference
C. Role play
D. Debate

17. Which of the following statements is NOT a way of presenting new vocabulary? _____.

- A. defining
B. using real objects
C. writing a passage by using new words
D. giving explanations

18. What is the teacher doing in terms of error correction? _____.

T: Does any of you have a pet at home?

S: I have dog at home.

T: Oh, I see you have a dog at home. Is your dog big or small?

- A. Helping self-correction
B. Issuing indirect correction
C. Tolerating correction
D. Peer correction

19. What's the purpose of the teacher's following classroom language?

The teacher says, "Look at this sentence: *I've just broken my computer. Did I break the computer a long time ago, or a short time ago?*" _____.

- A. Eliciting language
B. Dictating.
C. Concept checking
D. Setting up a communication activity

20. What are the most important parts of a lesson plan? _____.

- A. Textbooks and classroom aids.
B. Anticipation of problems and flexibility in dealing with them.
C. Objectives of the lesson and procedures to achieve them.
D. Summary and homework.

请阅读 Passage 1，完成 21~25 小题。

Passage 1

From the very beginning of school we make books and reading a constant source of possible failure and public humiliation. When children are little we make them read aloud, before the teacher and other children, so that we can be sure they “know” all the words they are reading. This means that when they don’t know a word, they are going to make a mistake, right in front of everyone. After having taught fifth-grade classes for four years, I decided to try at all costs to rid them of their fear and dislike of books, and to get them to read oftener and more adventurously.

One day soon after school had started, I said to them, “Now I’m going to say something about reading that you have probably never heard a teacher say before. I would like you to read a lot of books this year, but I want you to read them only for pleasure. I am not going to ask you questions to find out whether you understand the books or not. If you understand enough of a book to enjoy it and want to go on reading it, that’s enough for me. Also I’m not going to ask you what words mean.”

The children sat stunned and silent. Was this a teacher talking? One girl, who had just come to us from a school where she had had a very hard time, looked at me steadily for a long time after I had finished. Then, still looking at me, she said slowly and seriously, “Mr. Holt, do you really mean that?” I said just as seriously, “I mean every word of it.”

During the spring she really astonished me. One day, she was reading at her desk. From a glimpse of the illustrations I thought I knew what the book was. I said to myself, “It can’t be,” and went to take a closer look. Sure enough, she was

reading Moby Dick, in edition with woodcuts. I said, “Don’t you find parts of it rather heavy going?” She answered, “Oh, sure, but I just skip over those parts and go on to the next good part.”

This is exactly what reading should be and in school so seldom is — an exciting, joyous adventure. Find something, dive into it, take the good parts, skip the bad parts, get what you can out of it, go on to something else. How different is our mean-spirited, picky insistence that every child get every last little scrap of “understanding” that can be dug out of a book.

21. According to the passage, children’s fear and dislike of books may result from_____.

- A. reading little and thinking little
- B. reading often and adventurously
- C. being made to read too much
- D. being made to read aloud before others

22. The teacher told his students to read_____.

- A. for enjoyment
- B. for knowledge
- C. for a larger vocabulary
- D. for higher scores in exams

23. Upon hearing the teacher’s talk, the children probably felt that_____.

- A. it sounded stupid
- B. it was not surprising at all
- C. it sounded too good to be true
- D. it was no different from other teachers’ talk

24. Which of the following statements about the girl is TRUE according to the passage?_____.

- A. She skipped over those easy parts while reading.

- B. She had a hard time finishing the required reading tasks.
- C. She learned to appreciate some parts of the difficult books.
- D. She turned out to be a top student after coming to this school.

25. From the teacher's point of view,_____.

- A. children cannot tell good parts from bad parts while reading
- B. children should be left to decide what to read and how to read
- C. reading is never a pleasant and inspiring experience in school
- D. reading involves understanding every little piece of information

请阅读 Passage 2，完成 26~30 小题。

Paper money is used every day but people do not often think of money as just paper. This is because people agree that it has value, and paper money is supported by the government.

People have used paper money for only a few hundred years, but what did people do before printed money was invented? In Medieval England, a stick was the official representation of money. The common system that was used involved counting debt on a piece of wood called a “tally stick”. The tally stick was marked with a knife. Each mark, or tally, indicated an amount of money. The tally stick acted as a contract.

No one really knows who invented the tally stick, but King Henry I of England is credited as the first to use the stick in a widespread fashion. In England, the tally stick was used from 1100- 1826. Marks were made on a tally stick to represent the amount of service or goods that were exchanged. The tally stick was cut in half lengthwise into two parts, and one stick was longer than the other. The person giving services or goods received the longer end of the stick, called the “stock”, and the person paying for the service or goods received the

shorter end. Once the stick was cut, it could not be altered. When put together, the two halves fit perfectly together.

Medieval England was not the only country to use the tally stick system. In 1960, Belgian scientist Jean de Heinzelin de Braucourt discovered an extremely old tally stick made of baboon bone in Africa. At first, he determined the stick to be between about 8,000 to 10,000 years old. This surprised many people because it proved that the tally stick system had been in use for much longer than everyone had previously thought. Further research has shown that this stick is actually much older: now, scientists believe it is 20,000 years old.

The tally stick system may no longer be in use today, but its influence is still apparent. People still make contracts and people still borrow and lend money. People still trust that “things” — whether they are sticks, paper, or coins—ave value. The next time paper money is used, just remember: it is only paper!

26. According to the passage, what makes money valuable? _____.

- A. People who use it.
- B. Gold that people find.
- C. Inventions.
- D. Agreement.

27. Who was responsible for making the tally stick system so popular? _____

- A. Henry I
- B. No one really knows.
- C. Money borrowers.
- D. Jean de Heinzelin de Braucourt.

28. In England, the tally stick was useful for _____.

- A. deciding debt and credit
- B. cutting goods in half
- C. discovering the origins of African tally sticks

D. designing tally sticks made of baboon bone

29. Why were many people surprised about the tally stick in Africa? _____.

A. The material it was made from had never been seen before.

B. It was much older than previously thought.

C. It was cut sideways instead of lengthwise.

D. Money did not exist in Africa then.

30. Which of the following statements is true? _____.

A. English tally sticks have more marks than African ones.

B. Tally sticks are a practical tool in use today.

C. The current representation of money is in the form of paper.

D. Many models for money have been cut short.

二、简答题（本大题共 1 小题，共 20 分）

31. 任务型教学法是新课标所倡导的一种教学方法。请列举说明这种教学方法与传统的英语教学方法有什么不同，并简述英语教学中任务的设计应遵循的原则。

三、教学情境分析题（本大题 1 小题，共 30 分）

32.下面是某初中课堂实录的教学片段。

T: OK! Next, let's read the text and choose the best heading for each paragraph.
Read the passage and choose the best heading for each paragraph.(5 minutes later)

T: Now, who can show us the answer?

S1: B, A, C, F, E.

T: You are clever, but, do you have any other ideas for Paragraph 3?

S1: Oh ... ,sorry. It's D.

T: Excellent! Now we have known the main meaning of each paragraph. This time let's read each paragraph carefully. Then, make a group discussion and try to fill in the form. 10 minutes please.

(10 minutes later.)

T: Time is up. Which group wants to show your form to us? OK, Group 1.

S2:...

T: Well done. Do you agree with them?

S: Yes!

T: OK, very good.

根据上面的信息，从下面三个方面作答：

- (1) 分析该教师的教学目标。（10 分）
- (2) 该教学片段属于教学中的哪个环节？请评析教师在该片段中是如何实现其教学目标的。（10 分）
- (3) 请评析该教师的反馈方式。（10 分）

四、教学设计题（本大题 1 小题，共 40 分）

33. 根据提供的信息和语言素材设计教学方案，用英文作答。

设计任务：请阅读下面学生信息和语言素材，设计 20 分钟的英语阅读教学方案。

该方案没有固定格式，但须包含下列要点：

teaching objectives

teaching contents

key and difficult points

major steps and time allocation

activities and justifications

教学时间：20 分钟

学生概况：某城镇普通中学初中二年级（八年级）学生，班级人数 40 人，多数学生已经达到《义务教育英语课程标准（2011 年版）》三级水平。学生课堂参与积极性一般。

语言素材：

Linda loves her dog Davy. They went to New York City last Saturday. While Linda was buying a newspaper at the train station, the dog got out of his box and ran away. The station was crowded and Linda couldn't see Davy anywhere. When Linda shouted his name, some people looked at her but Davy didn't come. Then she called the police. While she was talking on the telephone, Davy met another dog outside the station. While the police were coming, Linda walked around the station and called Davy's name. She didn't think about looking outside the station. Finally, a little boy said to her, "Did you look outside? I saw a big black dog when I come in." When Linda finally saw Davy, he was jumping and running with another dog. There was a police officer next to them. The police officer said to Linda, "I think my dog found your dog."

2018 年下半年教师资格考试全真模拟

《英语学科知识与教学能力》答案解析

一、单项选择题（本大题共 30 小题，每小题 2 分，共 60 分）

1. A 【图图解析】考查重音知识。根据英语单词的重音规律，一些从名词派生出来的形容词，重音通常后移。故选 A。
2. C 【图图解析】考查语调。在选择疑问句中，语调为先升后降。故本题正确答案为 C 项。
3. A 【图图解析】考查词义辨析。句意：一场大病之后，他终于意识到了健康的重要性。四个选项意思分别为：realized 意识到；meant 意味着；inspired 激发，鼓舞；impress 给人印象。根据句意此处表示意识到。故选 A。
4. C 【图图解析】考查动词短语辨析。句意为“如果玛丽感到在派对上受到冷落，那也是她自己的错——她没有尽力对人友好”。be/feel left out “被忽视/冷落”，符合题意。cut out “剪下”；stand out “突出，显眼”；make out “理解，辨认出”，均不符合题意。故选 C。
5. D 【图图解析】考查独立主格结构，句意为“那位科学家把所有时间都投入了研究，没有时间看电影了”。前半句的逻辑主语是 all her time, 与主句主语 the scientist 不一致，因此为独立主格结构。time 与 devote 之间是被动关系，构成 devote all her time to doing... 结构。
6. C 【图图解析】考查定语从句。该句中先行词 families 在从句中作状语，所以应该用关系副词，that 和 which 是关系代词，可以排除。先行词 families 不表示时间，排除 B。关系副词在定语从句中相当于“介词+which”。这里 where 相当于 in which. 表示地点。
7. B 【图图解析】考查连词及并列句。句意为“马修斯先生一得到消息，就匆忙跑出房子，启动了汽车，一路开到了镇上”。the moment “一……就”，引导时间状语从句，根据句意可知其最符合。hurried out of, started, drove 为三个连续的动作，在最后一个前加 and, 三个动词的形式都应该统一。综上所述可知答案选 B。
8. D 【图图解析】考查情态动词。句意为“托尼，你发烧了，昨晚你本不应该洗冷水澡的”。Shouldn't have done 意为“本不该做某事（但做了）”，故选 D。
9. D 【图图解析】考查语言的特征。移位性是指人类语言可以让使用者在交际时用语言符号代表时间和空间上并不可及的物体、时间或观点。题中提到的世上不存在的幽灵、恐龙、独角兽和已不在世的孔子，都体现了语言的移位性特征。故选 D。

10. D【图图解析】考查句子之间的意义关系。A项是同义关系，B项是不一致关系，C项是蕴涵，它指的是一个命题意义包含在另一个命题意义中，例如，“A：他去了法国”蕴涵“B：他去了欧洲”。D项是预设，其指的是一个命题以另一个命题为前提条件的意义关系。例如，“A：玛丽的自行车需要修理”预设“B：玛丽有一台自行车”。本题题干说的是“我能借你自行车吗”以及“你有一辆自行车”，通过分析，可得知是预设关系，因此正确答案为D。

11. B【图图解析】“将左边的形容词和右边的名词配对”训练的是 collocation “搭配能力”。

12. A【图图解析】考查语音教学。学生对两个英语发音混淆不清的时候，教师可以向学生解释如何正确发音。B项本来学生就不清楚如何发音，用绕口令更容易使他分辨不清。C项把语音写在黑板上容易分散学生在“听”上的注意力。D项造句属于产出训练阶段的练习，也不适合此处情境。故选A。

13. C【图图解析】考查对交际策略的理解，交际策略是学生为了争取更多的交际机会、维持交际以及提高交际效果而采取的行动。此题中，A项“当说英语时，学生能够意识到自己的错误并予以改正”，这属于认知策略。B项“学生经常与老师和同学交流学习体会”，这属于调控策略。C项“学生借助手势和表情进行交流”，这能够使交流更加顺畅，有利于表达自己的想法，同时也更有利于听话人的理解，属于交际策略。D项“学生利用参考书来获得更多的信息”，这属于资源策略。所以此题的正确选项为C。

14. D【图图解析】考查语法练习形式。在机械型语法练习中，常用的两种练习形式是替换练习（substitution drills）和转换练习（transformation drills），这种练习着重帮助学生熟练掌握语法点的结构形式，不涉及意义。所以答案选D。

15. C【图图解析】考查听力教学。句意：学生们有机会把他们从课本中学到的东西融入到他们的学习中。在听力课文中使用现有的信息和与他人交流。题目中叙述的教学内容为听后阶段的活动。

16. A【图图解析】考查教学活动。题干问：下列哪一项活动需要最多的控制。根据教学理论可知，在一般情况下，越是具有交际性的活动，所需要的控制相对就越少。A项“复述”属于控制性练习；B项“找不同”属于半控制性练习；C项“角色扮演”和D项“辩论”属于交际性活动。这四个活动中“复述”的交际性是最少的，此活动需要教师更多的控制，例如用词的准确性、给出相应的线索等。

17. C【图图解析】考查词汇教学。呈现新词汇的方法可以是下定义、实物展示、解释等。四个选项中只有C项不合适。

18. B【图图解析】考查纠错方法。这个例子中，教师并没有直接说出“You are wrong.”，而是间接纠正了学生的语法错误，以保护学生的自尊心和学习英语的积极性。

19. C【图图解析】考查教师课堂用语。这位教师说：“请看这个句子——我刚刚弄坏了我的电脑。我是很长时间以前还是很短时间以前弄坏电脑的？”从这句话可以看出，老师是在检查学生对这句话及语法结构所表达的意义理解，所以该课堂用语的目的是检查学生对概念或意义的理解。A项“引出语言”；B项“听写”；C项“检查概念”；D项“建立交际活动”。故选C。

20. C【图图解析】考查课程计划的设置。一个高效的教学计划是由各个密不可分的小环节

组合成的，但是在诸多环节中，课程的教学目标以及实现这些目标的步骤是一节课的重中之重，只有一节课的任务都围绕着教学目标不偏离，才能很好地在教学过程中实现教学目标，因此本题的正确答案为C项。

21. D【图图解析】考查细节理解题。题目的意思是根据文段孩子们害怕或者是不喜欢读书是因为_____。根据第一段“This means that when they don't know a word, they are going to make a mistake, right in front of everyone”意为，这意味着当他们不知道单词的时候，他们会犯错，而且是在所有的人面前犯错，这会给他们带来一些害怕。故选D。

22. A【图图解析】考查细节理解题。根据第二段作者的话“Now I'm going to say something about reading that you have probably never heard a teacher say before. I would like you to read a lot of books this year, but I want you to read them only for pleasure. I am not going to ask you questions to find out whether you understand the books or not. If you understand enough of a book to enjoy it and want to go on reading it, that's enough for me. Also I'm not going to ask you what words mean.”意为“现在我要说一些关于阅读的事情，你可能从来没有听说过一个老师说。我希望你读很多书，但今年，我想让你读书只为乐趣，我不想问你问题，是否理解文章，如果你足够理解一个你喜欢这本书，想去读它，这对我来说已经足够了，我也不想问你单词的意思。”在这里enjoyment, enjoy和pleasure是同义词。故选A。

23. C【图图解析】考查细节理解题。根据“The children sat stunned and silent. 孩子们震惊和沉默地坐着。”第三段“seriously, 'Mr. Holt, do you really mean that?'"能得出答案。当老师说了这些话之后，孩子们都很震惊耶，很奇怪，所以他会确定问老师是不是真的这样？这表明学生是很不太相信的。答案选项的it sounded too good to be true, 意为听起来太好了以致不相信这是真的。

24. C【图图解析】考查细节理解题。根据第四段最后一句话“She answered, Oh, sure, but I just skip over those parts and go on to the next good part. “她回答说，哦，当然，但我只是跳过这些部分，继续读下一个好的部分。”可以得出答案是这个女孩知道如何欣赏这些文章。故选C。

25. B【图图解析】考查细节理解题。四个选项的意思分别是：A孩子在阅读的时候不能够区别好的部分以及不好的部分；B应该留给小孩子自己去选

择,读什么以及如何读;C 在学校阅读永远不会是一个愉快和启发性的体验;D 阅读需要理解每一部分的信息。其实根据常识可以判断 C 和 D 是错误的,然后再结合全文大意,作者认为孩子不应该是强迫去读,要让他们自己读,选择材料读。故选 B。

26. D【图图解析】细节题。短文第一段第二句指出“*This is because people agree that it has*

value ...”即经过人们一直认同,认为 *paper money* 有价值。故选 D。

27. A【图图解析】细节题。根据短文第三段第一句“*...King Henry I of England is credited as*

the first to use the stick in a widespread fashion”可知答案为 A。

28. A【图图解析】推断题。短文第三段主要讲述 *tally stick* 在英国的具体情况,根据

“*Marks were made on a tally stick to represent the amount of service or goods that were exchanged*”可判断出选项 A 正确。

29. B【图图解析】细节题。短文第四段中间指出“*This surprised many people because it proved that the tally stick system had been in use for much longer than everyone had previously thought.*”即人们很惊讶,因为 *tally stick* 系统的使用时间比人们预想的要长的多。故选 B。

30. C【图图解析】细节题。短文第一段及最后都指出“*Paper money is used every day*”,即

现在的流通货币是纸币。故选项 C 正确。根据最后一段中“*The tally stick system may no longer be in use today*”可知选项 B 错误;选项 A、D 在文中没有提及,可排除,故选 C。

二、简答题(本大题共 1 小题,共 20 分)

31.【答案要点】

(1)传统的英语教学多使用 3P 模式,即教师先呈现新知识,学生操练巩固所学知识,最后学生运用所学知识进行交际表达。而任务型教学法是教师首先提出任务,学生执行完成任务,最后学生展示任务。二者的不同之处主要表现在以下几个方面:

①教学目的不同。传统教学方法注重语言知识的讲授,强调培养学生的读、写技能;而任务型教学法重视学生的情感因素,强调通过任务来实现对语言的认识和感知。它不仅要求培养听、说、读、写等多种语言技能,更强调发展英语的综合运用能力。

②课堂情境不同。传统教学方法通常是没有情境的语言学习,学生难以将所学的知识应用到生活中去。而任务型教学法强调情境的真实性,设置的情境贴近学生的生活,鼓励学生在真实的情境中表达自己的真实情感,从而使各项语言技能在交际中得到综合提高。

③课堂活动不同。传统教学中的各项活动均是练习某个语言项目的，教师先行讲解词汇、语法规则，然后由学生进行机械型的操练，教师的活动在整个过程中较为突出；而任务型教学的重点在于信息沟通，而不是语言形式，教学中常常是由学生先执行任务，任务结束后才由教师进行归纳性的总结，课堂上学生们的活动较为突出。

④评价方式不同。传统型教学方法注重考查学生的记忆力，把语言知识考核的成绩作为衡量学生英语水平的主要依据。为了让学生掌握正规的语言知识和养成良好的语言习惯，对学生的错误是有错必纠，导致学生不能积极地参与课堂的语言交流活动，从而影响了学习的效果。相反，任务型教学法更注重语意的传达，对学生出现的语言错误采取宽容的态度，并寻找合适的机会给予纠正，鼓励学生大胆地运用语言表情达意，让学生在运用语言的过程中体验成功，获得自信。

(2) 任务的设计一般应遵循下列原则：

①任务应有明确的目的；②任务应具有真实意义，即接近现实生活中的各种活动；③任务应涉及信息的接收、处理和传递等过程；④学生应在完成任务的过程中使用英语；⑤学生应通过做事情完成任务；⑥完成任务后一般应有一个具体的成果。

三、教学情景分析题（本大题 1 小题，共 30 分）

32. 【答案要点】

(1) 教学目标：

知识目标：学生能够知道文章的主要内容，以及文章的细节信息。

能力目标：通过泛读和精读两个任务的分层训练，学生的阅读能力有所提升，能掌握寻读的阅读策略。

情感态度目标：通过小组活动，学生能够提高合作意识，体验合作学习的快乐。

(2) 该教学片段属于阅读教学中的新课讲授环节。在本环节中，教师安排了初读感知和精细研读两个部分的阅读训练，层层深入地引导学生积极探索新知，通过具体任务的设置训练了学生的阅读能力，使学生掌握寻读的阅读策略。在教学中运用了小组合作的学习方式，提高了学生的口语表达能力，培养了学生的团队精神和合作意识。

(3) 该教师采用的反馈方式是口头反馈、启发学生自己改错的方式。在外语教学中，教师不应该像监控器一样监控学生的语言输出。教学的最终目的是要促进迁移发生，也就是说，要启发学生学会用自己已经掌握的知识对自己的交际进行监控，自己改正错误。所以，该教师的做法启发了学生的思维，引导学生自己发现问题并改正，从而能更好地提高学生的学习效率，达到语言训练的目的。同时，该教师的反馈具有激励性，学生回答出错是很正常的情况，教师对此给予积极的鼓励会帮助学生树立学习的自信心，培养学习的兴

趣。

四、教学情境分析题（本大题共 1 小题，共 40 分）

33. 【答案要点】

Teaching Contents:

It's a story that Linda found her lost dog with the help of a little boy and the police officer's dog.

Teaching Objectives:

(1) Knowledge objectives

① Students can learn and grasp the important new words and expressions such as train station, crowded, anywhere, police officer; and master the usage of “when” and “while”.

② Students can understand the passage in detail.

(2) Ability objectives

① Students can use some useful new words and expressions correctly, and make sentences using

“when” and “while”.

② Students can use the reading strategies of skimming and scanning to find out the main idea and the specific information of this passage.

(3) Emotional objectives

① Students can develop their spirits of cooperation and teamwork.

② Students can develop their interest of English learning.

Teaching Key Points:

(1) Students can understand the story and improve their reading skills.

Teaching Difficult Point:

Students learn to use reading strategies such as skimming and scanning.

Teaching Procedures:

Step 1 Pre-reading (5 minutes)

(1) Show students a picture of Linda and her dog in the train station and ask students to predict what happened.

(2) Use pictures to show the new words, such as train station, crowded, anywhere, police officer.

(Justification: This part aims to arouse students' interest in reading the passage and reduce the language barrier for them.)

Step 2 While-reading (11 minutes)

(1) Fast reading

① Skimming for the general idea

Ask students to read the passage fast and try to conclude the main idea of the text through key words and topic sentences. What does the passage mainly tell about?

② Scanning for specific information

Ask students to read this passage quickly again and then answer these questions:

- a. Whom did Linda call after her dog ran away?
- b. Where did Linda find her dog at last?

(Justification: This part will practice students' reading skills of skimming and scanning.)

(2) Careful reading

① Ask students to read the passage carefully and judge the following sentences true or false:

- a. Linda doesn't like her dog. ()
- b. There were few people in the train station. ()
- c. Linda didn't find her dog. ()

② Pick up following sentences and ask students to summarize the usage of "while" and "when".

a. while

While Linda was buying a newspaper at the train station, the dog got out of his box and ran away.

While she was talking on the telephone, Davy met another dog outside the station.

While the police were coming, Linda walked around the station and called Davy's name.

b. when

When Linda shouted his name, some people looked at her but Davy didn't come.

I saw a big black dog when I came in.

When Linda finally saw Davy, he was jumping and running with another dog.

Summarize the usage of "when" and "while" together with students and ask some of them to make several sentences using "when" and "while".

(Justification: This part trains students' reading skill of getting the detailed information and makes them have a deeper understanding of the usage "when" and "while".)

Step 3 Post-reading (4 minutes)

Divide students into several groups to talk interesting stories they know about pets around them, and then choose some to share with all the class.

(Justification: This activity can consolidate what is learned in this class and improve students' communicative ability.)