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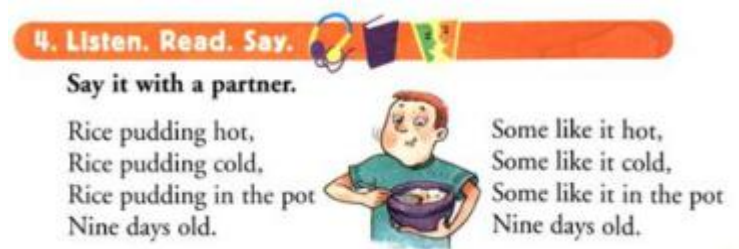
教师资格证英语面试试讲真题解析

对于初次参加国考资格证英语学科的面试的同学来说,对国考资格证的考试模式及真题形式都不太清楚。为此,华图教师就教师资格证真题分学段分课型提供了详尽的试讲稿范例,方便各种考生做参考,具体如下:

第一节小学学段真题示例及解析

第二篇 Chant 的教学

1.内容:



2.基本要求:

- (1) 试讲时间约 10 分钟,用英语授课;
- (2) 归纳总结字母 i 和 o 的读音规则;
- (3) 通过儿歌的韵律训练增强学生的语感;
- (4) 配合教学内容适当板书。

试讲稿

T: Good morning, boys and girls. Before the class, let's enjoy a beautiful picture. Please look at the ppt. Wow, it looks yummy. What's this? Yes, it called rice pudding, follow me, please, rice pudding.

S: Rice pudding.

T: Great! Here is a very interesting chant about it. Do you want to learn it? OK, everybody, please listen to the tape carefully, then you should answer my questions. Are you clear?

S: Yes.

T: OK, let's stop here. Question 1: Is rice pudding hot or cold? Lucy, you, please.

S: Some rice pudding is hot and some is cold.

T: Hot and cold. Right or wrong? Yes. Right. Thanks, Lucy. Question 2: Where is the rice pudding? It is very easy, together.

S: In the pot.

T: Nice work. It is in the pot. Do people like the rice pudding in the pot?

S: Yes, some people like it.

T: When is the rice pudding made?

S: Nine days.

T: Wow, how do you know the answer? Can you repeat the sentence?

S: Nine days old.

T: You are good at listening. Now, Boys and girls, please look at the chant on the ppt. Let's listen to the tape again and read after it.

S:

T: Well, can you find some rules from these red words? I can give you some hints. Please pay attention to the pronunciation of the letter I and O. For example, rice, i, /ai/. clear? I will give you three minutes, you can discuss it with your partner and then finish the chart.

T: Time is up. Who wants to show us your answers? Tom, please.

S: Rice, like and nine pronounce /ai/. Pudding, in and it pronounce /i/.

T: Well done. How about the letter "o"? Lily, please.

S: cold /əʊ/. some /ʌ/. hot pot /ɔ/.

I	Rice like nine	/ai/
	pudding in it	/i/
O	Some	/ʌ/
	Cold	/əʊ/
	hot pot	/ɔ/

T: Well, excellent! boys and girls, look at the chart, you have got the pronunciation of i and o. let's read together. /ai/ :rice, like nine. /i/ :pudding, in, it. /əʊ/ :cold. /ʌ/ : some. /ɔ/ :hot pot

S:

T: Good job. Boys and girls, you have finished a big task! let's have a relax. Everybody, please stand up. let's chant and dance!

S:.....

T: Wow, the chant is so interesting. Do you want to make a chant? Yes, why not have a try? Well, listen to me carefully, the rule is that you should make 4 sentences at least and the pronunciation of words should includes /ai//i//əʊ//əʊ//ʌ/ and /ɔ/. Have you got it? OK, I will divide you into 4 groups and you should make a chant in 5 minutes. Then you should come to the front of the classroom and act it out.

(The teacher is walking around the classroom)

T: Time is over. Any volunteers? Yes, group 1, please.

S:.....

T: Great! Your chant makes me happy. I love your pronunciation. Thank you, go back to your seat. Anyone else? Who wants to have a PK? Yes, Group 3.

S:

T: What do you think of their chant? Yes, they have made 6 sentences and the chant is funny. Let's give them a big hand. Boys and girls, all of you did a very good job. I'm proud of you.

T: Well, time is flying. What have you learned today? Yes, we learn the pronunciation of i and o in an interesting chant. So after the class, you can find more words with i and o and sing the chant for your parents. Clear? Class is over. See you tomorrow.

第三篇读写教学

1.内容: Read and write

Mike:What day is it today?



Mom:It's Wednesday.

Mike:Hmm...,We have Chinese,art and math on Wednesdays.

Mom:Wait!Tomorrow is Thursday.What do you have on Thursdays?

Mike:Oops!We have English,math and science on Thursdays.

Finish the sentences.

- (1) What day is it today?It's_____.
- (2) What day is tomorrow?Tomorrow is_____.
- (3) Mike has English,math and science on_____.

3.基本要求:

- (1) 试讲时间约 10 分钟, 采用英语授课;
- (2) 帮助学生梳理对话中的主要信息, 并加强以读促写的训练;
- (3) 突出教学的重点与难点;
- (4) 配合教学内容适当板书。

试讲稿

T: Hello,boys and girls,how are you today?.

S: I'm fine,and you?

T: I'm fine,too,thankyou.Before our class,I will play a song for you,please listen and then chant following it. OK? let'sgo.Wow, how beautiful the melody is! Do you enjoy it?

S: Yes, I do.

T: Well, everyone,do you know how many days a week?

S: Seven.

T: Right,sevendays,and do you know how to say in English? I see many students shake their heads,but don't worried,after today's lesson,you will know them,ok?

S: Ok..

T: Now,boys and girls,look at the screen,do you know what is it?

S: It's a class schedule.

T: Yes,it's our class schedule.Read it carefully and then try to guess the meaning of the five words above the chart.Now can you tell me what are they?

S1:Five days we stay at school.

T: Good,they are the five days we stay at school.In these days,we should go to school for study. Look at ourclass schedule,boys and girls,which classes do we have?

S1: We have Chinese,art and math.

T: Excellent!Everyone,we can say today is Wednesday,pay attention to the letter“W”.Ok,read this word after me,please.Wednesday↑,Wednesday↓.Who can read and spell it?

S1:Wednesday,w-e-d-n-e-s-d-a-y.

S2: Wednesday,w-e-d-n-e-s-d-a-y.

T: Good job! Look at ourclass schedule again.Tomorrow we have English,math and science,do you like them?

S: Yes.

T: Well,boys and girls,tomorrow is Thursday, pay attention to the letter“T”, Ok,read this word after me,please.Thursday↑,Thursday↓.Who can read and spell it?

S1:Thursday,t-h-u-r-s-d-a-y.

S2:Thursday,t-h-u-r-s-d-a-y.

T: Well done! Now write new words in your notebook. Finished? Ok, now class, let's play a game--flash card game, are you ready?

S: Yes.

T: Ok, look carefully! This one... Well, you are so great! Clap your hands for yourselves. When we talk about the days, we can ask "What day is it today?", and the answer is "It's...", understand?

S: Yes.

T: Ok, boys and girls, what day is it today?

S: It's Wednesday.

T: Great! What do we have on Wednesdays?

S1: We have Chinese, art and math on Wednesdays.

T: Wonderful! And tomorrow is Thursday. What do you have on Thursdays?

S2: We have English, math and science on Thursdays.

T: Very good! Ok, now read the dialogue in pairs and finish the sentences.. Have you finished? Ok, question 1: What day is it today?

S1: It's Wednesday.

T: Question 2: What day is tomorrow?

S2: Tomorrow is Thursday.

T: Question 3: Mike has English, math and science on...

S3: Thursday.

T: All of you did a super job! Who wants to read this dialogue? Now work in groups, each group will make a timetable, and then describe your timetable for us. Are you clear?

S: Yes.

T: Let's start. Ok, stop here, which group wants to show your timetable? Right, group 1, then group 2, group 3, please.

T: Which one do you like best? Group 2! I agree with you. Congratulations group 2! And I believe group 1 and group 3 will be better next time.

T: Ok, boys and girls, what above is our new lesson, who wants to make a summary?

S1: Today, we learned some new words "Wednesday", "Thursdays" and sentence pattern "what day is it today?" "It's..."

S2: We also learn to make a timetable.

T: Your summary are comprehensive. Homework time, after class make a new dialogue with your classmates and then tell your parents what you have learned from this lesson.

Ok, today's class is over, see you!

Blackboard design.

My days of the week

Wednesday What day is it today?

Thursdays It's...

第四篇口语教学

内容:

Paul: Excuse me. **Is there a hotel** in the neighborhood?

Nancy: Yes, there is. Just go straight and turn left. It's down Bridge Street on the right. It's next to a supermarket.

Paul: Thanks you very much.

Nancy: You're welcome.

基本要求:

- (1) 朗读所给对话。
- (2) 配合教学内容适当板书。
- (3) 根据对话内容, 设计口语交际性教学活动。
- (4) 用英文试讲。
- (5) 试讲时间: 10 分钟。

试讲稿

T: Good morning, class! How are you? I'm fine, too. Are you happy today? Yes, I am happy too, because we study in such a beautiful school and live a beautiful city. In our school there are teaching buildings, a library and a lab. Anything else?

S1: There is a playground.

S2: There is a dinning hall.

S3:

T: Quite good. Look! Here is a map of our school. Would you please introduce our school to your new friend while looking at the map. You can say like this: We have a beautiful school. Now I'll introduce it to you. There is a big playground in the middle of our school. Our teaching building is

in front of the playground, and our lab is behind the playground.

T: All right, it's your time to introduce our school in pairs. Time is up. Everybody did a good job.

Boys and girls, please look at the picture. What can you see in the picture?

S4: I can see a street and buildings.

T: That's great. Next one.

S5: I can see traffic lights.

S6: I can a boy and a girl.

T: You are great. Do you know what the boy and the girl are doing?

S7: _____.

S8: _____.

T: Maybe your guess is right. Let's listen carefully and try to find out about it. Now do you know what they are doing? Hands up, please.

S9: The boy is asking the way, and the girl is showing him the way.

T: You are a super boy! Do you agree with him? Yes. I have another two questions.

Q1: Where does the boy want to go?

Q2: Where is the hotel?

T: Now listen again carefully and try to find the answers. Time is up. Have you got it? Hands up if you have got the answers, please.

S10: _____.

S11: _____.

.....

T: Great job. The boy wants to go to a hotel. And the hotel is down Bridge Street on the right and it's next to a supermarket. It's time to follow the tape and try to imitate the pronunciation and intonation. You'll have good pronunciation sooner or later. OK. Let's go.

T: Good job, everybody! Could you act out the conversation in pairs? Yes, of course.

Pair 1: _____.

T: Good pronunciation. But you can do better.

Pair 2: _____.

T: Good performance. I hope you have more practice in your pronunciation.

Pair 3: _____.

T: Good pronunciation and intonation. You have made much progress.

.....

T: Let's enjoy a video and see what the people are doing there. Do you know what they are doing?

S12: They are asking and answering the way.

T: Where does the man want to go?

S13: He wants to go to a hospital.

T: Could you tell me where the hospital is?

S14: Just go straight and turn right at the first traffic lights, then go on. It's down Green Street on the right. It's next to a supermarket.

T: Excellent! You are all super. Let's imitate the video to get more practice. Now suppose you are a stranger in a new place, make a conversation about asking and answering the way with your partners. Five minutes later you'll act it out in front of the class.

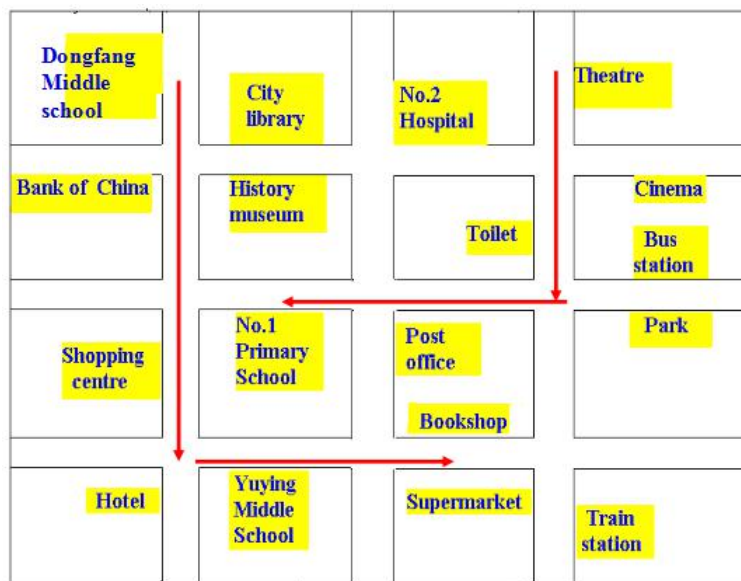
Time is up. It's action time now. Please pay attention to your pronunciation and intonation. Of course you can use your body language to help you express what you want to say. Try to be polite, and smile makes you look more beautiful.

Pair 4: _____.

Pair 5: _____.

Pair 6: _____.

T: All of you did a good job. Your performance is much better now. Here are two tasks for you to complete. You can see a map here. Mary wants to go to the book shop and Lucy wants to No. 1 Primary School. Please do pair work with your partners and help Mary and Lucy find the place they want to go to. OK. Let's begin.



T: Action time now. Let's have a competition. The top three pairs will be given a prize.

S: _____.

T: Just now the top three pairs' performance really surprised all of us. They have completed the tasks and their good pronunciation and intonation sounded like native speakers. Boys and girls, time flies. What have you learnt in today's class?

Homework:

1. Read aloud the conversation.
2. Tell your parents how to get to the nearest hotel and supermarket.

Goodbye, everybody.

第二节初中学段真题示例及解析

第二篇语音教学

1. 题目：语音教学试讲

2. 内容：

John and Jane have got a **dog**.

His name is **Spot**. He likes **socks**.

Jane never **drops** her **socks**, But John always does.

Then **Spot** wants them and John must pick them up.

3.基本要求

(1)朗读所给材料。

(2)配合教学内容适当板书。

(3)针对所给材料中的划线部分，设计操练元音[ɔ]的语音教学活动。

(4)用英文试讲。

(5)试讲时间：10 分钟。

试讲稿

T: Good morning, Boys and girls! Are you happy today? Me too. Today is a sunny day, so our friend Lucy will have a trip. Can you guess where she will go? OK, Lily please!

S1: Lucy will go to a park. Anyone else?

T: Who can guess? Tom, please!

S2: Lucy may go to a farm.

T: Fantastic! You are right. Today Lucy will go to a farm. The farm is John and Jane's. Do you want to go to their farm with her? Yes! OK, let's go! Boy and girls, we are at the farm now. Is it beautiful? Yes, the farm is big and beautiful! What can you see?

S3: A dog.

T: Yes, it's John and Jane's dog. What does the dog look like?

S4: It's very cute, and it has many black spots on its white body.

T: Can you see anybody else?

S5: Yes. I can see a farmer.

T: What's his job?

S6: He is working in the field now, without wearing shoes and socks. I guess he is a farmer.

T: Can you find a shop near the farm?

S7: No, I can't see any shops there.

T: Very good, children. You all did a good job. Now read the short passage after me.

John and Jane have got a dog.

His name is Spot. He likes socks.

Jane never drops her socks, But John always does.

Then Spot wants them and John must pick them up.

Let's read together. Good job. Now I want you to pay attention to the following five words *dog*, *spot*, *job*, *socks*, *shop*, they include the same short vowel [ɔ] . Please read after me [ɔ] [ɔ] [ɔ] .*dog, dog, dog; spot, spot, spot, job, job, job; socks, socks, socks; shop, shop, shop*. Everybody did a good job. Please look at my mouth carefully and imitate, [ɔ] [ɔ] [ɔ] . Try again.

S: _____.

T: Quite good! Let's do it one by one.

S1: _____.

T: Quite good!

S2: _____.

T: Well done!

S3: _____.

T: Pretty good!

.....

T: Now let's do "listen, choose and say". I will read and you choose the different one. Got it? Yes! Are you ready? Let's begin. The first: *spot, sport, spot*; The second: *dog, do, dug*; The third: *sucks, socks, socks*. Have you finished? Fantastic! Who will show your answer? You, please.

S: _____.

T: Good job. Now let's make sentences with the five words above. The little dog has many spots. His job is to sell clothes in the shop. The cute doll wears socks. It's your turn to make sentences.

S: _____.

T: Here are more words for you to make up a short story you like: *on, hot, box, fox, from, mom, sorry, orange, clock, holiday*. Please tell your story to your partners. We will choose the top three among you. Show time now. Lily, please.

S: Once upon a time, a little fox was looking for his mom. He walked and walked, from morning to night. On a very hot day, the little fox met a man on holiday, and he asked the man for help. But the man felt very sorry. He gave the poor fox an orange and said goodbye. A fantastic story. Anybody else?

S: _____.

T: Boys and girls, what have you learnt today? Yes, we learnt the short vowel [ɔ]. And, we learnt

many words with [ɔ] .

Today's homework is to read the words we have learnt today and make up a story for your parents.

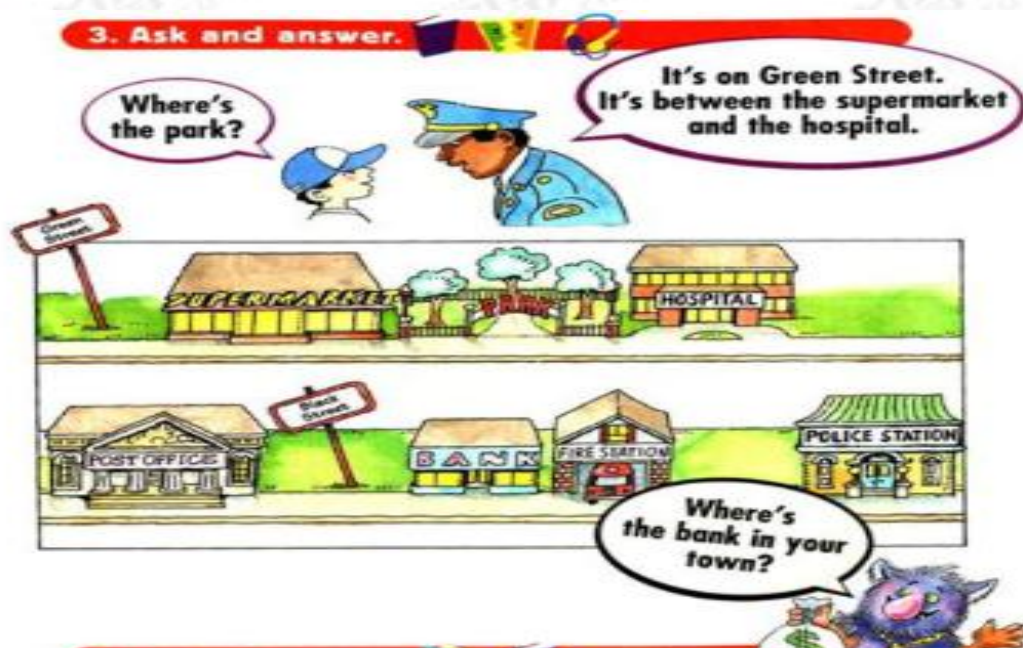
Class is over, see you tomorrow!

第三篇介词的教学

1.题目：介词的教学

2.内容：

Ask and answer.



Cut. Read. Glue.

- (1) The video shop is next to the supermarket.
- (2) The restaurant is next to the hospital.
- (3) The toy shop is between the post office and the bank.
- (4) The school is between the fire station and the police station.

基本要求：

采用英语授课，试讲时间约 10 分钟；

试讲时需示范朗读教学内容，创设语言情景呈现词句；

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。

试讲稿

T: Good morning, boys and girls. What's the weather like today? Yes, it is sunny. So my good friend

Tom went to the downtown. But he lost his way and couldn't find the park. Can you help him?

S:Yes.

T: You are so kind. Look, this is the map of downtown.Wow, there so many buildings on the Green Street. What are they?

S:Video shop,restaurant,school,toy shop and park.

T: Excellent! You are good at observation. We know that Tom wants to go to the park. So, boys and girls, is it on Green Street?

S: Yes.

T:Where is the park? Have you found it ? Lucy, you please.

S: It is here! Its right is hospital and left is supermarket.

T:Well done. Its right is hospital and left is supermarket. So we can say“ The bank is between hospital and supermarket.”between.....and..... Read after me, please.The bank is between hospital and supermarket.

S:The bank is between hospital and supermarket.

T:Great.The next stop Tom wants to go is video shop. Well,boys and girls, where is the video shop?

S: it is near the supermarket.

T:Great. It is next to the supermarket. Follow me,please. next to. It is next to the supermarket.

S:Next to. It is next to the supermarket.

T: Good job.Now,boys and girls, work in pairs. one asks and one answers.

S:.....

T: Any volunteers? OK,you two please.

S:.....

T:Great. I love your pronunciation. Thank you ,sit down please. You solved Tom's big problem. Let's play a game to have a relax. The game called hot potato. Here is a ball. I will pass to you , and you should pass it to the next one. When the music stops,the one who holds the ball should answer my question.clear?

T: Wow, Lucy, you hold the ball,please listen to me carefully.Where is the toy shop?

S:The toy shop is between the post office and the bank.

T:Nice work. Once gain. Stop!who holds the ball? Yes, lily,where is the school?

S:The school is between the fire station and the police station.

T: Great. Boys and girls, if I invite Tom to our school, can you draw a map and introduce the school to him? I will divide you into 4 groups and you should make a introduction in 5 minutes. Then you should come to the front of the classroom and give a report. Clear?

(The teacher is walking around the classroom)

T: Time is over. Any volunteers? Yes, group 1, please.

S:

T: Great! You introduce the library and gym to Tom. I love your pronunciation. Thank you, go back to your seat. Anyone else? Who wants to have a PK? Yes, Group 3.

S:

T: What do you think of their report? Yes, excellent. Let's give them a big hand. Boys and girls, all of you did a very good job. I'm proud of you.

T: Well, time is flying. What have you learned today? Yes, we learn the "between....and...." and "next to". So after the class, you can draw a map of your home and introduce it to your friends. Clear? Class is over. See you tomorrow.

第四篇写作教学

报考科目:初中英语

抽题时间:2017年1月7日 10:13:22

1. 题目: 写作教学试讲

2. 内容:

JM: Mr Jones, tell us about how Hamilton was many years ago. Were there many cars?

Jones: Well, there were some but not like now. There weren't any traffic problems in the past.

JM: And no pollution?

Jones: That's right. There wasn't any pollution. The city was clean and quiet. Now there is a lot of noise — too much noise.

JM: Was there any graffiti around the town?

Jones: No, not at all. Now there is graffiti everywhere, even here in the school sometimes!

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, 设计指导读后感受写作的教学活动。
- (4) 用英文试讲。
- (5) 试讲时间: 10 分钟。

试讲稿

Step 1: Greeting and lead-in

T: Class begins. Good morning, boys and girls. I'm glad to see you again. Now, I'd like to share you some pictures. Please look at the projector.(After seeing the pictures) what can you see from these pictures?

S1: I can see from picture one that there are some many cars on the road, and the traffic is heavy.

T: very good. How about picture 2? Okay, you please.

S2: The haze in Beijing is very serious and people wear face mask when going out.

T: Exactly. Air pollution is most big cities in China is now quite alarming. How about the last one? The girl sitting in the last row, do you want to have a try? Okay, let's give her applause.

S3: There are so many fish died because of the dirty water.

T: Well done! So we can see that the environmental pollution is now a serious social issue not only in China but also in some foreign cities like Hamilton, a city in America.

Let's first look at some pictures of the past and present Hamilton.

Step 2: Pre-writing

Task 1: listen and fill in the table

Now Let's listen to a dialogue between JM and Mr Jones who are talking about Hamilton.

After listening, please try to fill in the table in groups. I will give you 10 minutes.

	Hamilton (Past)	Hamilton (Present)	Reason for the problem	Resolution
Traffic				
Pollution				
graffiti				

T: Okay, Time is up. Who want to share with us your ideas.Okay , Group 1, please.

S: As the development of industrialization and urbanization, people emphasize GDP while ignore the environment. I think our government should enact some policies and take some environmentally friendly techniques.

T: Well done. Can any group make some supplements? How about group 2?

S: We individual also play a vital role in environment protection, we should restrain from doing something immoral like graffiti.

T: Good job. You all have mentioned some very important points.

Task2: watch and know more

Now let's watch a video about environmental protection and know more about environmental pollution.

T: (After watching) Look at the form, let's work together to finish it.

	Effects	Reasons	resolution
Air pollution	Human Health(lung cancer), plant growth, climate (acid rain), etc	Industrial waste, usage of coal, vehicle exhaust, etc	Clean production New energy Policies
Water pollution
Traffic jam
Damage Public

Property			
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Task 3: sample analysis

T: You all did a good job. We all know environmental protection is a serious social issue. As a citizen, we cannot do noting but wait. So I believe you all have suggestion to protect our environment. Now take our responsibility and write a composition to give suggestion for environmental protection, you can also choose one kind of pollution to talk about. Before writing, I will show you an example.

Now look at the PPT. Work in pair to discuss the structure, language and content of the sample and then make a imitative writing.

Sample:

As we all know, the environment around us is getting worse and worse. **(Topic sentence)**

In someplaces we can't see fish swimming in the river or trees on the hills. Some people even have no clean water to drink. So I think we must do something to protect the environment..**(the current situation)** But what can we do? How to protect our environment? The following are my suggestions:**(Conjunction sentences)**

Firstly, we can go to school on foot or by bike. **Secondly**, we can use shopping baskets not plastic bags when we go shopping and we can use both sides of the paper when we write .

In a word ,if everyone pays more attention to our environment , there will be less pollution and our lives will be better.

Step 3: While-writing

T: Now. Let's first make an outline according to the above sample and write our own composition.

I will give you 15 minutes. (Teacher walk among students to give suggestions).

(While walking around) pay attention to the punctuation.

Make a outline first.

Step 4: After-writing

Task 1: Check in peer.

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...

After writing

Check your passage according to the checklist

Is there a topic sentence and an ending?

Is there conjunction words and transition sentence?

Does the composition focus on giving suggestions?

Are there any spelling mistakes?

Are there any grammatical mistakes?

Is your handwriting good?

T: Boys and girls, here we have one passage. We can see his writing is really neat and impressive. 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: Wonderful, you've got sharp eyes. We can see the writer has a nice structure. What about the next one. Is there conjunctions sentences and words? How many measures we can see in the composition. Are they reasonable?

S: Four. Yes, they are reasonable.

Step 5: Summary and homework

T: Wonderful. Today our class is over. And I hope you could try to know more about our environmental protection and collect some useful words and sentences. See you next class.

第三节高中学段真题示例及解析

第一篇听说课教学

1. 题目：听说课教学

2. 内容：

Song Qingling(1893-1981) was one of the top leaders in modern Chinese history. In 1915, she married Dr. Sun Yet-sen, founder of the Republic of China. After her husband died in 1925, she supported the Communist Party even most of her family were members of the Kuomintang. She busied herself with various welfare activities, ranging from leading the Women's Federation to a number of committee involving children.

Elizabeth Fry was a Quaker. She was born in a Quaker family on May 21, 1780. In 1812, she first visit Newgate Prison in London and was very shocked at the conditions there. From then on she began to improve prison conditions in Britain. In 1816, she began her prison school. She helped improve prison situations and gave prisoners work and education. Her work helped the Quakers get the Nobel Peace Prize in 1947.

3. 具体要求：

(1) 朗读所给段落

(2) 配合教学内容适当的板书

(3) 设置新授练习活动

(4) 试讲时间：约 10 分钟

(5) 全英文授课

试讲稿

T: Good afternoon, everyone! How is everything going with you?

S:

T: That's good. Before our lesson, please look at the picture, one couple. who are they?

S: Sun Yet-sen and Song Qingling.

T: Great! Boys and girls, Sun Yet-sen is the founder of the Republic of China. As we all know, behind every successful man, there is always a woman. Song Qingling is the wife of Sun Yet-sen. Today I am going to introduce two wonderful women to you, Song Qingling and Elizabeth

Fry. Now, let's learn Song first. Please read the first paragraph of the short passage, and then I will invite someone to share the new words and phrases with us.

T: Well, Can you, please?

S: Committee means a group of people chosen to do a particular job.

T: You are really smart. Committee means a group of people chosen to do a particular job.

T: what about "welfare"? the boy, please.

S: "welfare" means "someone's health and happiness".

T: Well down!

T: well, guys! Now read the paragraph again, and then try to fill the blanks. OK, can you have a try?

S: welfare activities, Women's Federation, committee involving children.

T: Good job! She busied herself with various welfare activities, ranging from leading the Women's Federation to a number of committee involving children. Now let's move to second paragraph. please listen to the tap, and then I will ask you some questions.

T: OK, so can you be smart enough to find out the time points? That girl.

S: 1780, 1812, 1816, 1847.

T: Good. There are all four time points. What happened at the each time point? Any volunteer? The boy, in 1780?

S: In 1780, Elizabeth was born.

T: Well done. What happened in 1812?

S: In 1812, she first visit Newgate Prison and was very shocked at the conditions there.

(Teacher writes down each student's answer.)

T: Now, group work! There are five groups, and each group make a post for one of the two famous women. Ten minutes for you to discuss. I will invite some students to introduce his group work.

T: ok, time is up. Representatives of each group please come here and share your ideas with us. The other groups can give your opinions after listening.

S:...

T: well down, guys! that's all for today. So what do we learn today?

S: we know the words "committee", "welfare" and the introduction of Song Qingling and

Elizabeth Fry.

T: Great!.

T: Song Qingling and Elizabeth Fry both are wonderful women which we should learn a lot from. You may write a short composition, by using the new words and phrases we have learned today, about introduce the one you admire. I will ask some of you to share with us next time. Goodbye.

S: See you next time.

第三篇语法教学

1. 题目：语法教学

2. 内容：

One of the favorite events is the dog sled race, in which teams of about six husky dogs pull long sleds at great speeds along a snowy track. One person runs behind the sled, shouting to the dogs to encourage them. The sound of the dogs barking, the calls of the drivers and the shouts of the crowd make an exciting Northern experience. The dogs are beautiful strong animals, with long, thick fur and many with blue-eyes.

3. 具体要求：

- (1) 朗读所给段落
- (2) 配合教学内容适当的板书
- (3) 并对当中的语法进行讲解
- (4) 试讲时间：约 10 分钟
- (5) 全英文试讲。

试讲稿

一、Lead in

Good morning, boys and girls. How are you? Fine, I am fine too. At the beginning of the class, I have a question for you. "what kind of sports do you like best, and why?" John? Oh, you like running, because it is a sport that anyone can do. Good! How about Peter? Oh, you like football best, and you think team spirit plays a very important role and it is a good exercise after your study. Wonderful! Today we will learn a new event, Please first look at the picture on the PPT. What is it?

Yes, it is dog sled race.

二、Presentation

Here is the passage, please read it quickly within 2 minutes, and try to summarize the main idea by using a few words. OK, time is up. Volunteers? Yes, you please? Yes, it is a vivid description of an exciting dog sled race. The author shows us a clear scene of dog sled race in just a few words. Now let's see the passage carefully.

The first sentence "One of the favorite events is the dog sled race, in which teams of about six husky dogs pull long sleds at great speeds along a snowy track." Have you ever seen a similar structure before? Can me give me an example? Think about it, 2 minutes later, I will invite some of you to show your sentences. (2 minutes later) Yes, Jenny, please! "Light is the fast thing in the world, the speed of which is 300.000 kilometers per second." Yes, That is a very good example. Now four students in a group, and have a discussion, after 8 minutes, try to analysis the structure of the two sentences. OK, group 2, yes, they are attributive clauses, anything else? Group 4, yes, the "in which" clause and "the speed of which" clause provide added information. If we delete the clause, the main clause is still complete. All of you did a good job. Actually, they are called nonrestrictiveattributive clauses, because the information in the clausesdon't restrict or limit the noun it modifies (race and light). The commas signify that the attributive clause provides added, not essential, information. Clear now? OK, great!

Now I have three sentences on the PPT.

(1) One person runs behind the sled, shouting to the dogs to encourage them.

(2) He sat in the armchair , reading a newspaper.

(3) All night long he lay awake , thinking of the problem.

Group 5, Can you find the similarities of the three sentences? Yes, the two actions (for example "run" and "shout" in the first sentence come from the same subject(one person), and they happen in the same time. Actually, we usually use v-ing form to show the subject's state accompany with the first action. Got it? Great!

三、Practice

Now let's have a practice.

(1)He bought the car for more than \$20,000,_____ his father was angry.(with which/which/that)

(2) She heard a terrible noise, _____ frightened her. (which/that)

(3) The dog entered the room, _____ his master. (following/followed)

You can exchange your answer with your partner, and explain it.

四、Consolidation.

Next I will give you 15 minutes to make a dialogue with your partner. You should use the new sentence structures we learned today.

....

Time is up. Who want to show your dialogue? Group 1, please.

....

Well done, but I believe you can use more new structures in your dialogue next time.

Group 2, please. A very good job.

五、Summary

So what have you learned today? Yes, two grammar points. We should use it more after class. I believe you can write beautiful essays by using the structures we learned today.

六、Homework

Here is the homework. Write a short essay within 120 words to describe a sport event you like best. Remember to use the new structures we learned today. After class, share your essay with us.

第四篇语音-升降调教学

1. 题目：语音-升降调

2. 内容：

SERVANT:	Good morning, sir. Would you please come in? Permit me to lead the way, sir.
OLIVER:	(<i>Henry enters</i>) Thank you, James. That will be all.
RODERICK:	How do you do, Mr ... er ...?
HENRY:	Adams. Henry Adams.
OLIVER:	Come and sit down, Mr Adams.
HENRY:	Thank you.
RODERICK:	You're an American?
HENRY:	That's right, from San Francisco.
RODERICK:	How well do you know London?
HENRY:	Not at all. It's my first trip here.

3. 基本要求：

- (1) 全英授课，要求朗读全文；
- (2) 要求讲英文中的升降调；
- (3) 配合适当板书。

试讲稿

Step 1: Warming up

T: Good morning, boys and girls. Before today's lesson, Please look at the PPT. You can see there are some tongue twisters on the screen. Can you read them correctly? Who want to have a try? Okay, you please

S1:...

T: Thank you for your performance. Do you understand what he just said. Okay, some of you just shake your heads. We noticed that his pronunciation is well, but do you know why you can't understand the tongue twisters well. Think for a while. Okay, I think some of you may have your answers. That's because intonation and rhythm are very important in English, not just the pronunciation. Today, we will learn rising-falling tone in intonation.

Step 2: Presentation

T: Look at the dialogue on the book. Now I will play the tape. Listen to the tape carefully and pay attention to the rising-falling intonation and make some marks like ↑↓.

(After listening) Now who can show us your marks. Okay, the boy on the left side.

S: ...

T: Very good. He said that the rising tone is for questions. Can anyone make some supplements. Okay, you please.

S:...

T: Excellent. She said that we should use falling tone for special questions and rising tone for general question. Do you agree with her. Yes, quite good. Now please listen again, and see whether check it again. (After the second listening) Now I will show you the rules for rising and falling tone.

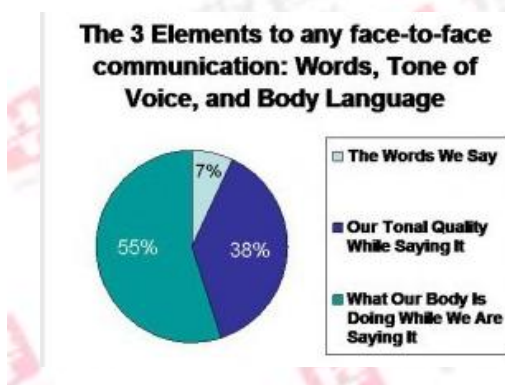
(1) General question---rising tone

(2) Special question---falling tone

(3) Declarative sentence---falling tone

From the above rules, we can see that for declarative sentence, we should use falling tone. Intonation is very important for us to understand the meaning. Changes in intonation can convey different meanings and emotions, which is necessary in our communication. Look at the picture

(below). There is a research showing that our tonal quality accounts for 38% in our face-to-face communication. Therefore, we should put more emphasis on it.



Step 3: Practice

Activity 1:

T: Now please read the conversation loudly and use the correct tone in 3 minutes. While reading. And then Practice this conversation with their partner in five minutes. Okay, let's begin.

Activity 2:

T: Okay, now boys and girls. Can you think of more sentences and read them out with the correct tone. Okay, you please.

S1: Would you help me with my homework?

S2: See you next time.

S3: What are you doing?

Step 4: Production

Now, look at the PPT. Look at the following exercise. Try to use different intonation to convey different emotions. Now I will give you 5 minutes and then ask some students to perform them out.

“Where is Peggy?”的几种语调形式以及它们所表达的不同含义。

- (1) _____ (他感到纳闷, ‘Peggy 在哪?’)
- (2) _____ (他焦急地问道, ‘Peggy 到哪儿去了?’)
- (3) _____ (他不停地说, ‘你到哪去了, Peggy?’)
- (4) _____ (他不停地问, ‘Peggy 到底在哪儿?’)
- (5) _____ (他惊奇地重复道, ‘Peggy 到哪去了? 真怪!’)
- (6) _____ (他很迫切地问道, ‘Peggy 在哪? 快说。’)

T: Okay, time is up. Who wants to have a try. Okay, the group at the back. Let's welcome.

S:.....

T: Excellent. "Where is Peggy?" is a special question. But I noticed that you use a falling tone for the last sentence. That's quite good. Sometimes the rules is changed according to emotions. Intonation is also a reflection of our emotion.

Step 5: Summary & Homework

Toady, we have learned the ring tone and falling tone. Now after class, please watch a movie you like best and write some rising and falling tones sentences on your note book (at least ten). I will invite some of you to share your homework with us in our next class. See you next time.

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