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资格证面试教案—初中英语

What time do you go to school..... 2

Where is your pen pal from? ..... 7



## What time do you go to school

**3a** Read Jane's message to her friend and write down what she does at these times. 阅读简写给朋友的信，写出她在下列时间做的事情。



1. 6:15 : gets up



2. 7:30 : \_\_\_\_\_



3. 8:00 : \_\_\_\_\_

Dear Mona,

Thanks for your letter. Do you want to know about my morning? Well, I usually get up at around six-fifteen. I do my homework at six-thirty, and then I eat breakfast at around seven-thirty. At around eight o'clock, I go to school. School starts at nine o'clock. Please write and tell me about your morning.

Love,  
Jane



**3b** Complete the letter from Tom to his friend, Jiang Min. Look at 2b for information about Tom's morning. 完成汤姆写给朋友蒋民的信。运用活动 2b 中关于汤姆早上活动的信息。

Dear Jiang Min,

Do you want to know about my morning? Well, I usually get up (1) at 5:00 (2).

At (3) I (4), then I (5) at (6).

I (7) at (8). Please write soon.

Best wishes,  
Tom

**4 PAIRWORK** 结对活动

Imagine you are a famous movie star. Fill in the timetable with the things you usually do. Then share the information with your partner. 假设你是一位电影明星。在时间表上填出你通常做的事情。然后给你的同伴讲一讲你的安排。

SATURDAY	SUNDAY
8:00 am run	_____
_____	_____
_____	_____

UNIT 11 • What time do you go to school? 48

**试讲要求:**

- (1) 朗读一遍
- (2) 设计阅读教学活动
- (3) 适当板书

**Class Type:** reading class

**Period:** Section B:3a-4

**Teaching Objectives**

**1. Knowledge objectives**

Grasp the phrases like get up, go to school, eat breakfast, do homework...

Be able to master the sentence pattern Sb. either do/does...or do/does

Enable Ss to understand the meaning of usually, always and sometimes and use these words to describe their daily life.

**2. Ability objectives**

Learn to use the passage to guess the meaning of usually, always and sometimes.

Be able to understand the main idea and some details of the dialogues by skimming, scanning and intensive reading.

**3. Moral objectives**

Enhance Ss' awareness of the importance of learning to do time planning and have a good habit.

**Teaching Key Points**

1. Review some phrases and understand the passage.
2. Be able to master the reading skills of skimming, scanning and intensive reading.

### Teaching Difficult Points

Enhance Ss' awareness of the importance of learning to do time planning and have a good habit.

### Teaching Procedures

#### Step 1 Warming up & leading in

Show Ss a video clip of a human's daily life from getting up to fall asleep.

After watching the video, divide Ss into 4 groups to discuss the following question. Then report the results to the teacher.

T: Do you think this human's day is good or not?

S1: ... S2: ...

#### Step 2 Pre-reading

Show the pictures of Tony and Mary and ask Ss to guess what their daily lives are.

Firstly, teacher introduces some habits of them.

Secondly, ask Ss to guess.

T: Which ones do you think belong to Tony and which one belong to Mary?

S1: S2:

#### Step 3 While-reading

##### Task 1 Skimming

##### 1. True or False

Make a form and list some simple sentences extracted from the passage and Ss should finish it by themselves.

##### 2. Then ask some Ss to write their answers on the blackboard

and the one who gives all right answers gets some bonus.

Questions	True	False
Tony like eats hamburgers.		
When Tony gets home, he watches TV first.		
...		

### Task 2 Scanning

1. Guess the meaning of usually, always and sometimes.
2. Listing

Ask Ss to list Tony and Mary' s habits under their names.

Tony                      Mary

### Task 3 Intensive Reading

1. Help Ss to understand the sentence pattern Sb. either do/does...or do/does and ask Ss to make up new sentences.

2. Ask Ss to draw schedules for Mary and Tony in groups and present it in front of the whole class. Pay attention to different Ss and encourage them to join in the activity.

3. Read out loud the passage together.

### Step 4 Post-reading

Organize a little drama on the topic of "A day of my life" . Phrases and sentence pattern learned should be used in their presentation.

### Step 5 Summary

Ss will summarize the language points learned in this lesson

and teacher makes supplement timely.


T stresses that Ss should arrange their time well in daily life and to be a good time planner.

### Step 6 Homework

Ss are encouraged to make a time schedule of one day by themselves. They are supposed to share the schedule in next class.



## Where is your pen pal from?

	Where is your pen pal from?	He's from Australia.
	Where is John's pen pal from?	He's from Japan.
	Where does he live?	He lives in Paris.

### UNIT 1 • Where's your pen pal from?

#### 试讲要求:

- (1) 朗读一遍
- (2) 设计语法教学活动
- (3) 适当板书

**Topic:** Countries, nationalities, and languages

**Period:** 1a---Grammar Focus

**Teaching Aims:**

**Knowledge Aim:**

Ss can use the words about countries, languages. Talk about countries, nationalities and languages. Ask and tell about where people live

**Ability Aim:**

Where is she from? She is from...

Where does she live? She lives in...

What language does she speak? She speaks...

**Emotional Aim:**

Forster Ss' sense of cultural awareness. To motivate ss' cross-culture communication skills.

**Key points:**

Where is your/John's pen pal from? He/She is from...

**Difficult points:**

Pay attention to the "s" in third person singular.

e.g. Where does he/she live? He/She lives in....

**Teaching Steps:**

**Step 1 Leading-in**

The information of the teacher's own pen pal's information.

"I have a pen pal. His name is Curry Murray. He is from the United States. Do you have a pen pal? Where is your pen pal from? What's your pen pal's name?"

Different students say the information about their own pen pals.

T should choose the different countries. T writes the different countries on the Bb (both Chinese and English)

**Step 2 Learning**

Section A 1a

Learn the new words on the Bb. The new words are:

pen pal; Canada; France; Japan; the United States (the US/the USA/America); Australia; Singapore; the United Kingdom (the U.K./Great Britain/England)

Pay attention to the pronunciation of the new words.

**Step 3 Listening**

1b Listen and circle the countries in 1a they learned



#### Step 4 Competition

Two groups of students to write the new words to see which group does better. First write down the Chinese words with looking at the English meanings, then write down the English words with looking at the Chinese meanings.

(This step is a memory game. It can help the Ss consolidate the new words they learned)

#### Step 5 Pair work

1c Practice the following conversation:

---Do you have a pen pal?      ---Yes, I do.

---Where's your pen pal's from?      ----He/She is from .... (Write it on the Bb)

First T has a conversation with one student as an example then let the Ss practice in pairs. At last let several pairs do it again in class.

#### Step 6 Leading-in

Revise the countries names with looking at the Bb. Then T writes down the city names on the Bb. Let the Ss try to find out which countries the cities are in. The city names are following:

Toronto; Paris; Tokyo; New York; Sydney; Singapore; London;

### Step 7 Learning

2a Learn the city names together with the whole class just like Step 2

2b Listen and circle the cities and countries

2c Listen and complete the chart

Have a similar competition to consolidate the new words in this part.

### Step 8 Pair work

T has a conversation with one student like the following:

---Do you have a pen pal?

---Yes, I do.

---What's your pen pal's name?

---His/Her name is....

---Where is your pen pal from?

---He/She is from...

---Where does he/she live?

---He/She lives in.... (Write it down

on the Bb)

Let the Ss practise after the T's example in pairs then several pairs do it in class.

### Step 9 Exercise

My pen pal is from Australia. (划线提问)

John's pen pal is from Japan. (划线提问)

He lives in Paris. (划线提问)

### Homework:

Read and copy the new words .

Copy the sentences in Grammar Focus

Make up the questions about Jodie in 2c The questions are:

Does Jodie have a pen pal? Where is Jodie's pen pal from? Where does he/she live? What's his/her name?(This one can be chosen by themselves)

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