
资格证面试教案—高中英语

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Disappear

阅读下面英文诗歌，讲解词汇：disappear, unknown, sleepless

Disappear

We're the last of the sleepless ones

We're the last of the sleepless ones

Left behind by those we left behind tonight

Quiet now let our poison take

Were we always just your lost cause mistakes

Wait for me, will you wait for me

Need you on my side

Way for me, make way for me

With arms wide

Alone, left alone

Watch us slowly disappear with time

Unknown, still unknown

Forgotten, lost, and left behind.

试讲要求：

- (1) 阅读全文
- (2) 全英文试讲
- (3) 适当板书设计

Teaching objectives:

1. Knowledge objectives

Ss master the words disappear, unknown and sleepless. They need to know the meaning and the word formation rules of these words.

2. Skill objectives

Ss get the method of learning new words' meaning by dividing words into suffix or prefix in order to understanding a new English poem properly.

3. Emotion objectives

Ss get the study ability to explore the meaning of the new words through study the new words by themselves and basically get the ability to enjoy an

English poem by understanding the English words.

Teaching key and difficult points:

Ss master the knowledge of word formation to guess the meaning of a new English word and use this ability to their reading and listening for a better understanding of the English materials.

Teaching procedures:

Step1 Lead-in

(1)Free talk: Ss talk about the poems they have ever learned. And teacher tell them there is a new poem. Let's enjoy it together!

【Purpose】The activity of free talk can not only create a relaxing English learning atmosphere for Ss to participate, but also stimulate Ss' relevant cognition which can pave way for the following learning.

Step 2 Presentation

(1) Teacher presents the new poem to the students. And separate the class into four groups to let them read the poem one group by one group.

(2) Teacher presents the provoking-mind question, and let them work in pairs to understand the main ideas of the poem and find out the new words they don't know.

(3) Teacher ask the students the new words they don't know and write them down on the blackboard.

(4) Ss work in pairs trying to describe the rules in these words, and guess the meaning of these words.

(5) Teacher guide the students to divide these words, like dis-appear; un-know, sleep-less. And telling the English meaning of these words.

(6) Teacher asks students what's the common characteristics of the

meaning of these words. And ask the student in one of each groups to find the rules.

(7) Teacher tells students that un-,dis-,and -less have the common meaning that is negative.

(8) Teacher tells students how to use these words and make sentences for each word.

(9)Teacher ask each students to find more words like what we have learned today. And read the whole poem again and understand the poem.

【Purpose】 Make students as the main role of the class, and guide the students to find out the words formation rules. It is good for students themselves to learn the new words in the help of the teacher and they could learn the words better in this way.

Step 3 Practice

(1) Match

dis- appear

-less known

un- sleep

(2) Use the following words, disappear, unknow, sleepless, and fill the blanks.

Last night I dreamed a sweet dream. In my dream I made friends with an alien came from an _____planet. We have talked about the lives in our own planet.We had a long and happy talk. Finally, we said goodbye to each other. And she _____ in front of my eyes by UFO. Then I woke up and found it is a sweet dream and felt_____ then.

【Purpose】 Make students to master these words by these two practices.

Step 3 Consolidation

Teacher divide the students into four groups and ask each students in each group to work in pairs to make sentences using the new words. And then teacher asks the students in each group to organize the sentences into one short paragraph and asks one representative of each group to read in public.

【Purpose】 Ss master the words we have learned today and use them to write a short essay not only could review what we have learned today but develop the ability to use the new words in their writing.

Step 4 Summary

Ss summarize the English words with the suffix, -less and prefix, -un, dis-. In addition, let them conclude the function of learning the world formation rules.

【Purpose】 Ss' summarizing the key points can let them have the further understanding the key point of this class. And let them conclude the function of learning the world formation rules, which could trigger English words learning interests of students and improve their English words learning ability.

Step 5 Homework

Ss are encouraged collect more English words with suffix and prefix, and use five new words that they have collected to write a short passage.

【Purpose】 Find out more English word formation rules can trigger students' English learning interests as well as improving their English words learning ability.

Blackboard design

dis-

appear

un-

known

-less

sleep



Darwin Destroyed in one Night

DARWIN DESTROYED IN ONE NIGHT

At 1 am on 25 December 1974 a fierce(猛烈的)cyclone(旋风)hit Darwin, a city in the far north of Australia. Winds of up to 170 kilometers swept through the city, tearing roofs from houses, pulling up trees and turning over cars. Seven hours later, the cyclone moved away from Darwin and all was peaceful again. The damage to Darwin was huge and almost the whole city had to be rebuilt.

试讲要求:

- (1) 朗读一遍
- (2) 设计听力教学
- (3) 适当板书

Teaching objectives:

1. Knowledge objective:

Word: tear, sweep

Topic: The destruction of cyclone.

2. Skill objective:

- a. Students' listening ability could be enhanced.
- b. Students' solving problem ability can be enhanced by working in groups.

3. Emotion objective:

- a. Students should know how to protect themselves and take proper emergency measures in the disaster.
- b. Students are willing to share information with others.

Teaching key points:

Students can get the main idea and specific information of the listening

material.

Teaching difficult points:

Students know how to protect themselves in an emergency situation.

Teaching procedures:

Step 1 Lead-in

Teacher shows students several pictures of meteorological disaster. Students can guess what kind of weather caused the catastrophe.

【Purpose】 : Pictures are vivid and easy to attract students' attention.

Step 2 Pre-listening

(1) Teacher presents one of pictures of meteorological disaster. Students can predict what happened in this area.

(2) Students work in pairs trying to describe the picture in their own word. Choose several pairs to share their imagination with the class.

(3) Teacher presents and explains the key words, tear, sweep, to the students.

【Purpose】 To encourage students to predict the content of the material. Through prediction, the relevant background information in the students' mind could be activated. When students listen to the listening material, they will be more directive.

Step 3 While-listening

(1) listening for the gist.

Listen to the tape for the first time. Teacher presents the question: what's the listening text about?

(2) selective listening

Listen to the tape for the second time. Teacher presents more specific question:

When does the cyclone happened?

What speed of the wind?

(3) Intensive listening

Teacher reads the listening material and shows the passage with several blanks.

【Purpose】 Students listen to the material for three times. Those three steps could help students master the listening skills.

Step 4 post-listening

Discussion.

(1) Teacher divided the class into 6 groups.

(2) Each group discusses what they should do when they meet weather disaster.

(3) every group should recommend a representative to display their conclusion.

【Purpose】 This task aims to improve students' ability of solving problems. Besides, students could also learn how to protect themselves and take proper emergency measures in the disaster.

Step 5 Summary

Students retell the passage with their own words. Teacher emphasizes the importance of knowing the emergency measures.

【Purpose】 Students summarize the key points, which could embody student-centeredness in class.

Step 6 Homework

Students are encouraged to describe the most terrible weather they ever experienced and share it next class.

【Purpose】 Such an assignment could highlight students' enthusiasm to use the language they learned.

Blackboard design

Darwin Destroyed in one Night

Time :

tear

Speed:

Sweep

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