

小学英语-教师资格面试试讲真题及答案解析

小学英语教师资格证面试真题回顾: **boy toy voice noise**

1、题目: boy toy voice noise

2、内容: boy toy voice noise

3、基本要求:

(1) 全英试讲, 要有板书

(2) 设计一堂语音课

(3) 体现师生互动

真题答案解析

【教案】

Teaching Aims:

Knowledge aim: Students know how to pronounce oy and oi then to use it.

Ability aim: Students can pronounce /??/ correctly and use it in other words.

Emotional aim: Students will enhance their confidence of pronouncing by realizing the practical use.

Teaching Key Points:

Students can have correct pronunciation of certain words of the same rule.

Teaching Difficult Points:

Students could be confident in pronouncing words.

Teaching Methods:

Communicative teaching method, inductive teaching method.



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Teaching Aids:

PPT, Blackboard flashcards and so on

Teaching Procedures:

Step 1: Warming up

1. Greetings

2. Play an English song Billy boy, invite the whole students to clap when singing it. Introduce word boy to students.

Step 2: Presentation

1. Draw pictures of boy and toy, then show the words after them.

2. Play a radio of voice and noise, let students know what the difference is between voice and noise, then show the English words.

3. Read the words together, and then let students find the common pronunciation part oy and oi.

Step 3: Practice

1. Play a game: play on the seesaw (high-low voice) then read lips guess the word.

2. Bingo: Divide four students in a group play the bingo game. Give each group a piece of paper with 9 words on it. The first group who can find the three words in a line with oy/oi should be the winner.

Step 4: Production

Read more words: Divide students into different groups then let them have a competition to read words on the flashcards, the fastest group will win the first prize. (Possible words: toy boy voice noise choice coin coy joy play), invite the fastest group play it in front of the class.

Step 5: Summary & Homework

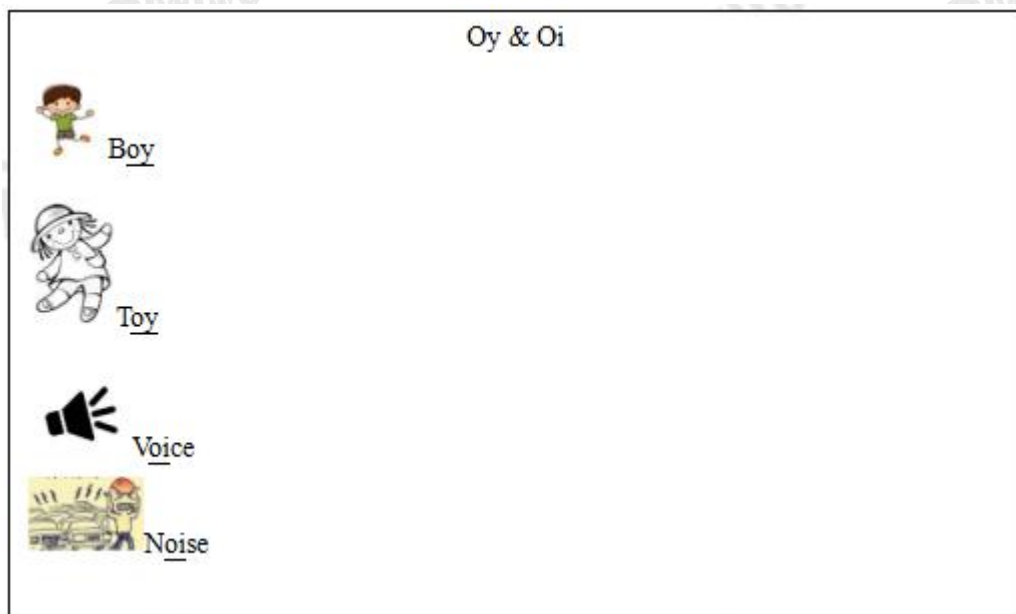
Summary : students look at the blackboard and summarize this class.

Homework: students introduce the words and pronunciation to their friends or parents.



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Blackboard design:



Possible words: choice coin coy joy ploy

小学英语教师资格证面试试讲真题及解析: Kittys morning

小学英语教师资格证面试真题回顾:

1、面试试讲题目: Kitty's morning

2、试讲内容

Kitty gets up at 6: 00 in the morning

Kitty brushes teeth at 6: 30 in the morning

Kitty goes to school at 7: 00 in the morning

Kitty has lunch at 12: 00

3 基本要求:

(1)全英试讲;



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(2)讲解第三人称单数;

(3)试讲时间:10 分钟

真题答案解析

【教案】

Teaching Aims:

Knowledge aim: Students will master the changes of third person singular verbs.

Ability aim: Students can use sentence to describe what other people do in their daily life.

Emotional aim: Students will improve their interest in English and realize they should cherish the time.

Teaching Key Points:

Students know how to describe daily activities at exact time.

Teaching Difficult Points:

Students can apply the structure into daily communication.

Teaching Methods:

Inductive teaching method, TPR teaching method, Communicative teaching method, task-based teaching method.

Teaching Aids:

Pictures, Blackboard and so on.

Teaching Procedures:

Step 1: Warming up

1.Greetings

2.Sing a chant, invite the whole students to do the action when singing together.



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In the morning GO GO GO

Brush your teeth! Brush your teeth! In the morning SHUA SHUA SHUA

Go to school! Go to school! In the morning GO GO GO

Step 2: Presentation

1.Show Students four pictures to review the words get up, brush teeth, have lunch, go to school

2.Say sentences to the Students and let them find out what the changes are.

e.g. I get up at 6:00 in the morning. Kitty gets up at 6:00 in the morning.

e.g. I brush teeth at 6:30 in the morning. Kitty brushes teeth at 6:30 in the morning.

.....

3.Make a conclusion. When we say he/she/other's name, we change the words 'get-gets', 'brush-brushes', 'have-has', 'go-goes'.

Step 3: Practice

Invite one student coming in front, do the action and let other students say the sentence: He/She goes to school.

Step 4: Production

Make a survey: Let students work in their group of four. They'll be given 15 minutes to ask some questions with each other and fill in the survey table about what they do at what time. After that, invite some students to share their survey result by saying 'XX gets up at 6:30', etc.

Step 5: Summary & Homework

Summary: Invite a student to be a small teacher, to make a summary about what we have learned today.

Homework: Let students to think and design 'A Day of Peppa Pig'. They may draw some pictures. Tomorrow two of them will be invited to share their works and say some sentences to introduce a day of Peppa Pig.



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Blackboard design:

| | | | | |
|--------------------------------|---------|-------------------------------------|----------------|------|
| Kitty's morning | | | | |
| I <u>get</u> up at 6:00. | | Kitty <u>gets</u> up at 6:00 | | |
| I <u>brush</u> teeth at 6:30. | | Kitty <u>brushes</u> teeth at 6:30. | | |
| I <u>have</u> lunch at 12:00. | | Kitty <u>has</u> lunch at 12:00 | | |
| I <u>go</u> to school at 7:00. | | Kitty <u>goes</u> to school at 7:00 | | |
| Name | Tom | Linda | Micky | |
| Time | 6:30 | 6:45 | 7:00 | 8:00 |
| What does he/she do | Gets up | Washes face | Goes to school | |

小学英语教师资格证面试试讲真题及解析: **Sour and Sweet**

教师资格证面试真题回顾:

1、题目: 《Sour and Sweet》

2、内容:

—what is it?

—It is an ice cream. It is sweet

—candy ice cream lemon sour. sweet

3、基本要求

(1)全英试讲;

(2)设计一堂单词课;

(3)试讲时间:10 分钟;

【教学过程】

Teaching Aims:

Knowledge aim: Students will master the new words.



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Ability aim: Students can use these new words in a communication in their daily life.

Emotional aim: Students will improve their interest in English by realizing the practical use.

Teaching Key Points:

Students know the new words of some food and their taste.

Teaching Difficult Points:

Students can apply the words into daily communication.

Teaching Methods:

Communicative teaching method, task-based teaching method, TPR teaching method.

Teaching Aids:

Cards, Blackboard and so on.

Teaching Procedures:

Step 1: Warming up

1. Greetings

2. Sing a chant Where is my candy, invite the whole students to clap when singing together.

Step 2: Presentation

1. Use different methods to present new words and sentence

Show students some real candies and lemon to present candy and lemon

Do the action of eating ice-cream and let students guess the word;

2. Draw some pictures and write corresponding words, draw happy face and sad face to show students the feeling when we eat them, and tell them happy face means it is sweet, sad face means sour.

Step 3: Practice



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1. Games: See-saw, Read Lips, hot potato

2. Match the pictures with words

Step 4: Production

Make Dialogue: work with their partner and make a dialogue.

-What is it?

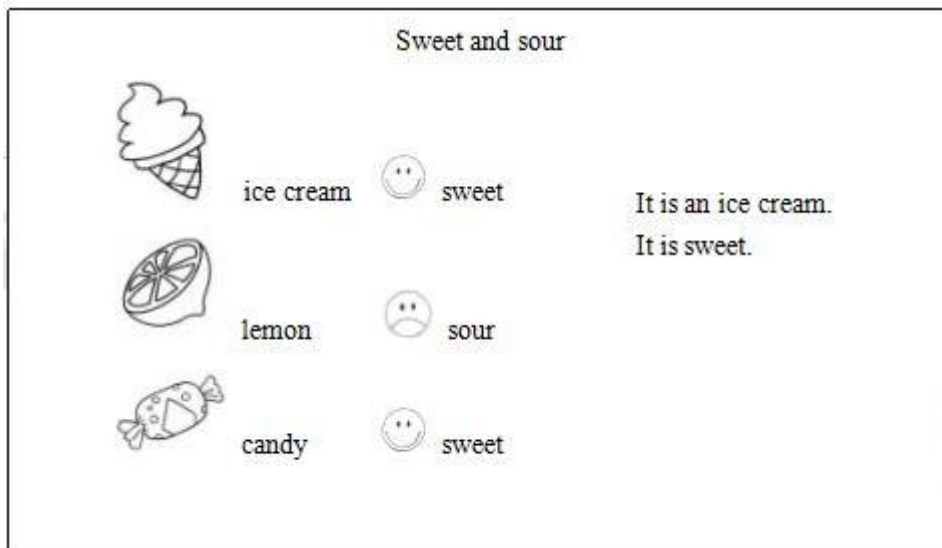
-It's a lemon. It is sour.

Step 5: Summary & Homework

Summary: Invite a student to be a small T to make a summary of what we have learned today.

Homework: Think of more food which is sweet or sour.

Blackboard design:



小学英语教师资格证面试真题及解析: 语音教学 ear

教师资格证面试真题回顾:



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| | |
|------|---|
| 试讲题目 | <p>1. 题目: 语音教学 ear</p> <p>2. 内容: Put your ear, near my ear, put your ear, near my ear, and you will hear, and you will hear, and you will hear, NOTHING!</p> <p>3 基本要求:</p> <p>(1) 朗读律动;</p> <p>(2) 用创设情景游戏操练的方法学单词</p> |
|------|---|

真题解析及参考答案

【教案】

Teaching aims:

Knowledge aim: Students can understand the pronunciation of "ear", and get some simple spelling rules.

Ability aim: Students can read the words with the pronunciation of "ear" correctly by listening and speaking. Ability of listening and speaking will be improved.

Emotional aim: Students can increase their interests in learning English.

Key and difficult point:

Key points: Students can understand the pronunciation of "ear", and how how to read the words contain "ear", such as hear, near and etc.

Difficult points: Students can master the pronunciation of "ear" and read the related words correctly.

Teaching procedure:

Step 1: Warming-up

Greeting the students.

Sing a song: Head shoulder keens and toes.



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Step 2: Presentation

1. Show the chant and ask the students the question: Can you find the same letter combination in these words?
2. Listen to the tape and let students pay attention to the pronunciation of "ear", and then ask the students question: what does "ear" sounds like in these words?
3. Teacher the pronunciation of "ear", and let students pay attention to the teacher's mouth.
4. Game: Play the finger show to practice the new words.

Step 3: Practice

Find more words with "ear" such as tear, dear, clear... and ask students to try to read by themselves and then invite some of them to share with the class. The teacher should act the role of monitor.

Step4: Production

1. Ask students to make up their own sentences by using the words learned today, such as "He hears the bad news, and then his tears falls down. ".
2. Reading competition: let students to read the chant as quickly as possible, and then let students choose the best one.

Step5: Summary and homework

1. Summary: ask students summary what have learned in the class.
2. Homework:
 - (1) read these word after class.
 - (2) Find more words with "ear" and make another chant.



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| | |
|--------------|---------------------------|
| Let' s spell | |
| ear | Put your ear,near my ear, |
| hear | Put your ear,near my ear, |
| tear | and you will hear |
| clear | and you will hear, |
| | and you will hear, |
| | NOTHING! |

小学英语教师资格证面试试讲真题及解析: **My birthday**

教师资格证面试真题回顾:

| | |
|------|---|
| 试讲题目 | <p>1.题目: My birthday</p> <p>2.内容:</p> <p>When is your birthday?</p> <p>March, April, or May?</p> <p>My birthday is in April.</p> <p>When is your birthday?</p> <p>June, July or August?</p> <p>My birthday is in July.</p> <p>3.基本要求:</p> <p>(1)适当朗读教学内容, 关注语音语调。</p> <p>(2)情境游戏操练句型词组。</p> <p>(3)配合适当板书。</p> |
| 答辩题目 | How do you help little kids to learn pronunciation? |

教师资格证面试试讲真题解析及参考答案

【教案】



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Teaching aims:

Knowledge aim: Students will master the sentence pattern and new words such as: My birthday is in..., January, February and so on.

Ability aim: Students will improve their speaking ability through group work

Emotional aim: Students will take part in the class actively and be fond of learning English.

Key and difficult point:

master the meaning of the sentence pattern and new words.

speak freely in class and improve their speaking skill.

Teaching procedure:

Step 1: Warming-up

Greeting the Ss + today is Kelly's birthday, sing the birthday song;

Step 2: Presentation

Use calendar to teach the words about month. Teach the sentence pattern "my birthday is in..." by asking, "When is your birthday?"

Step 3: Practice

Mechanical drilling: Play Bomb game to practice the pronunciation.

Meaningful drilling: categorize 12 month into 4 groups according to the season. Picture to present seasons might be used.

Step 4: Production

Making a conversation asking "when is your birthday?"



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When is your birthday?

January, February, March, April... September, October, November, December

-- When is your birthday? --My birthday is in...

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小学英语-Can I help you?

一、考题回顾

| 题目来源 | 1月6日上午 北京市 面试考题 |
|------|---|
| 试讲题目 | <p>1. 题目: Can I help you?</p> <p>2. 内容:</p> <p>Can I help you?</p> <p>I'd like a toy, please.</p> <p>How about this car?</p> <p>Oh, It's nice. I will take it!</p> <p>3. 基本要求:</p> <p>(1) 要有板书;</p> <p>(2) 让学生朗读对话并掌握句型;</p> <p>(3) 体现师生互动;</p> |

二、考题解析

【教案】

Teaching Aims:

Knowledge aim: Students will master the sentence structure "Can I help you? I'd like...How about this...I will take it".

Ability aim: Students can use these sentence structures to go shopping in their daily life.

Emotional aim: Students will improve their interest in English by realizing the practical use.

Teaching Key Points:

Students know the expressions about shopping and master the sentence structure.

Teaching Difficult Points:

Students can apply the structure into daily communication.

Teaching Methods:

Communicative teaching method, task-based teaching method, situational teaching method.

Teaching Aids:

PPT, Blackboard and so on



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Teaching Procedures:

Step 1: Warming up

1. Greetings
2. Play an English song Hello, invite the whole students to clap when singing together.

Step 2: Presentation

1. Let's say. Show some pictures of toys on PPT and then let students to guess what is it. (such as teddy bear, Barbie doll, Lego...)
2. Listen to the tape for the first time and ask them what are they talking about, then let students to share answers.
3. Listen to the tape for the second time and ask them some more questions.
 - (1) What will the boy buy?
 - (2) What does the woman say before giving help to the boy?
4. Students read the dialogue on PPT loudly.

Step 3: Practice

1. Students think about the toys they want to buy.
2. Make conversations with desk mates according to the sentence structure on the blackboard.

Step 4: Production

Role-play: students work in pairs to make conversation, one student is shop assistant, the other students is customer; teacher will give them 8 minutes to prepare it and 8 minutes later, invite some students to role the conversation in the front.

Step 5: Summary & Homework

Summary: students look at the blackboard and summarize this class.

Homework: students introduce the sentence structure about shopping to their friends or parents.

Blackboard design:

| | |
|----------------------|--------------------------------|
| Can I help you? | |
| Can I help you? | I'd like a ____, please. |
| How about this ____? | Oh, It's ____. I will take it! |



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小学英语 We are a happy family

一、考题回顾

| | |
|------|--|
| 题目来源 | 1 月 7 日 下午 河南省 许昌市 面试考题 |
| 试讲题目 | <p>1. 题目: We have a happy family</p> <p>2. 内容:</p> <p style="text-align: center;">We have a happy family</p> <p>I'm Tom. There are 5 people in my family. They are my father, my mother, my sister, my brother and I. My father is a doctor. My mother is a teacher. We have a happy family.</p> <p>3. 基本要求:</p> <p>(1) 全英授课并设计相应板书。</p> <p>(2) 朗读全文。</p> <p>(3) 设计语篇教学。</p> |
| 答辩题目 | |

二、考题解析

【教案】

Teaching aims:

Knowledge aim: Students can get the main idea of the passage.

Ability aim: Students can use the target language to communicate in their daily life.

Emotional aim: Students can foster interest in learning English.

Key and difficult point: Students can use the target language to communicate in their daily life.

Teaching procedure:

Step 1: Warming-up

The teacher shows some pictures of his own family and introduces his family to class. Then leads in the topic.

Step 2: Pre-reading

The teacher shows some new words to class such as father, mother, sister, brother with pictures.



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Step 3: While-reading

The teacher lets students read the short passage quickly and find the main idea. And then asks some students answer. After that, the teacher will let students read it again and answer the following questions: 1. How many people are there in Tom's family? 2. Who are they? The teacher will check the answer later.

Step4: Post-reading

The teacher asks students to do a survey with their classmates. They should know something about their classmates' family. The teacher will ask some students to share their work later.

Step5: Summary and Homework

The teacher summarizes what they have learnt today. After class, students should draw a family tree of their own family. Next class, they can share it with classmates.

Blackboard design:

| | |
|------------------------|---|
| We have a happy family | |
| father | 1. How many people are there in Tom's family? 2. Who are they? |
| mother | |
| brother | |
| sister | |



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小学英语 Can you be a friend with me?

一、考题回顾

| 题目来源 | 1月7日 上午 北京 面试考题 |
|------|--|
| 试讲题目 | <p>1. 题目: Can you be a friend with me?</p> <p>2. 内容:</p> <p>A, E, I, O, U, Can you be a friend with me?</p> <p>U, A, I, O, E, Can I be a friend with you?</p> <p>A, E, I, O, U, You can be a friend with me.</p> <p>U, A, I, O, E, I can be a friend with you.</p> <p>3. 基本要求:</p> <p>(1) 设计听说课。</p> <p>(2) 创设情境, 用儿童儿歌的韵律来讲授课文。</p> <p>(3) 讲授词语顺序的不同对课文意义的影响和情感表达的不同。</p> <p>(4) 设计游戏进行教学。</p> <p>(5) 全英试讲。</p> |
| 答辩题目 | |

二、考题解析

【教案】

Teaching Aims

Knowledge aim:

Students can understand the listening material and can get the main idea of it.

Ability aim:

Students' listening and speaking abilities will be improved.

Emotional aim:

Enhance the students' strong interest of English.

Teaching key points and difficult points:

Key Point:

Students can know how to make friends.

Difficult Point:

Students can use the expression in their real life.

Teaching Aids: Multimedia, blackboard



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Teaching Procedures:

Step 1 Greeting and lead-in

Greeting with the students. The teacher will sing a song for the students: *You've Got A Friend In Me*. Warm up the atmosphere and lead in the class.

Step 2 Pre-listening

The teacher will ask students two questions: Do you have friends? Please talk about your friends. And invite two students to share with us. Then let them guess what we will listen in this class.

Step 3 While-listening

Extensive listening: Listen to the dialogue and tell what the dialogue is about.

Intensive listening:

Listen carefully and answer questions: If you want to be a friend with someone, how can you ask him or her? If someone ask you whether he or she can be a friend with you, how can you answer him or her? Then invite two students answer these questions. At last, teacher shall tell the students that the word order can influence the meaning of sentences and can express different feelings. These two questions is used to ask for permission and these two statements express the acceptance.

Step 4 Post-listening

Game time. Divide the students into 4 groups and give them 5 minutes to make friends with their classmates. Then ask 2 students to share with us.

Step 5 Summary and Homework

Summary:

Ask students to work in pairs and discuss what we have learned today. Choose the representatives to share.

Homework:

Make friends with their parents and use the news sentence structures.

Blackboard Design:

| |
|------------------------------|
| Can you be a friend with me? |
| Can you be a friend with me? |
| I can be a friend with you. |
| Can I be a friend with you? |
| You can be a friend with me. |

Teaching Reflection:



小学英语 My School

一、考题回顾

| 题目来源 | 1 月 7 日 下午 面试考题 |
|------|--|
| 试讲题目 | <p>1. 题目: My School</p> <p>2. 内容:</p>  <p>3. 基本要求:</p> <p>(1) 朗读对话内容。</p> <p>(2) 讲解重点单词和句型。</p> <p>(3) 试讲时间 10 分钟左右, 全英授课。</p> |
| 答辩题目 | |

二、考题解析

【教案】

Teaching aims:

1. Knowledge aim: students can master words about school building and the sentence pattern: do you have a library?
2. Ability aim: students can use the sentence pattern to talk about their own school.



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3. Emotional aims: students will be more confident to communicate with others in English.

Step 1 warming up

After greeting students, the teacher sing a song "My School" with students to warm up the class. They ask students: do you like our school? And which place do you like best? Students can have a free talk.

Step 2 pre-listening

Show pictures of some school buildings to teach new words, such as classroom, library, computer room, teacher's office. And explain the function of these buildings.

Then tell students that a reporter is visiting our school, and Amy is introducing our school to him. Let's listen to their conversation.

Step 3 while-listening

1. Listen to the tape for the first time, and find out the first place that the reporter visits. After listening, students will find that the first place is the classroom.

2. Then listen again, and answer a question: do you have a library? And where is it? After listening, they will answer: yes, we do. It is on the second floor. Write down the question and answer on the blackboard.

3. The teacher reads the conversation and students can read after the teacher. Pay attention to the sentences on the blackboard.

Step 4 post-listening

Show a map of our teaching building, and ask students: do we have a computer room/ library? They can answer: yes, we do/ no, we don't. Next ask where is it, and guide students to find out the place. Then change the role, and students ask, the teacher answers. Here we can practice the sentence pattern.

Then have a role play. Two students a group. One acts as a visitor, and asks another one about our school. Give them 5 minutes to make a conversation, and invite some groups to perform.

Blackboard design



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| My school | |
|---|--|
| Classroom/ library/ computer room/ teacher's office | |
| ---Do you have a library? | |
| ---Yes, we do./ no, we don't | |
| ---Where is it? | |
| ---It is on the second floor. | |

一、考题

| 1. 题目: A butterfly |
|---|
| 2. 内容: It was a white egg. Then it became a caterpillar. It ate leaves. It lived in the small cocoon about two weeks. Finally, it came out from the cocoon and became a butterfly. There were so many butterflies. |
| 3. 基本要求: |
| (1) 用英语试讲; |
| (2) 教授语法情景化; |
| (3) 学生会描述变化过程。 |
| 答辩题目 |
| 1. 请谈谈什么是语法教学中的归纳法? |
| 2. 请谈谈你这节课的教学重点是什么? |

二、考题解析

《A butterfly》主要教学过程及板书设计

教学过程

Step1 Warming-up and lead-in

After greeting the students, I will play the song "The bear", whose lyrics use the simple past tense, to the students. I will write down a segment of the lyrics on the blackboard and review the past form of some verbs, such as "look-looked", "meet-met" and "say-said", with the whole class.

Step2 Presentation



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I will enjoy the strip pictures of butterfly growth with the whole class to introduce the simple past tense. I will ask students questions while watching the pictures. The questions are: "what was the color of the egg?", "what did a caterpillar eat?" and "how long did the caterpillar live in the small cocoon?" By orders of strip pictures, the growth a butterfly is showed clearly, and time sequences are showed by "the first", "then" and "finally".

As the students answer these questions, answers are written down on the blackboard. I will invite students to work out the rule of the simple past tense. Simple past tense is usually used to talk about a completed action or state that occurred in the past, and to form this tense, one needs to add -ed to the end of a regular verb and remember the past forms of some irregular verbs.

Step3 Practice

1. Conversion task: students are required to converse the following simple present tense into simple past tense to better understand the new structure:

I usually eat an egg for breakfast.

I _____ an egg for breakfast yesterday morning.

People often live in houses.

John _____ in the small village for about two years.

Do you come to your grandma's twice a week?

He _____ to see his grandma last week.

There are three people in my family.

There _____ many butterflies here 5 years ago.

2. Translation task: students are expected to translate the following Chinese into the corresponding English.

我妹妹早餐吃了一个橙子和一片面包。

约翰之前和他妈妈去逛了百货商场。

我上周买了一个新的文具盒。



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Step4 Production

1. Group discussion: divide the whole class into groups of 6 and require them to describe the growth of a tree, at the same time, draw it into strip pictures. Three groups will be asked to have a presentation.

Filling blanks: students try to fill in the blanks below independently:

It _____ a small seed. Then it _____ a sapling after two weeks. Finally it _____ tall and _____ a large tree. There _____ so many big trees.

Step5 Summary and homework

Summary: invite two students to retell the growth of a butterfly with the help of strip pictures.

Homework: ask students to select pictures of their childhood and make a comparison between the present selves and the old selves.

板书设计

| A Butterfly | |
|--------------|--------------------------|
| am/is---was | It was a white egg. |
| are-----were | ↓ then |
| eat-----ate | It became a caterpillar. |
| come---came | ↓ finally |
| | It became a butterfly |

答辩题目解析

1.请谈谈什么是语法教学中的归纳法?

【参考答案】

先让外语学习者接触包含语法规则的真实上下文, 通过学习大量例句, 使学生形成一定程度的感性认识, 进而对材料进行加工, 最后再总结归纳出语法规则。

2.请谈谈你这节课的教学重点是什么?



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【参考答案】

我本堂课的教学重点是一般过去时的用法。通过本堂课的学习, 学生能够使用一般过去时谈论过去某个时间发生的动作, 并能够熟知规则动词和不规则动词的过去式。



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