

高中英语-教师资格证面试试讲真题及参考答案

高中英语 Cultural Diversity of Australia

一、考题回顾

题目来源	1月7日 下午 甘肃省 兰州市 面试考题
试讲题目	<p>1. 题目: Cultural Diversity of Australia</p> <p>2. 内容:</p> <p>The Australian Census of Population and Housing is a rich source of data about Australians and their cultural background. In 2011, the Census revealed that over a quarter of Australia's population was born overseas and a further one fifth had at least one overseas-born parent. Throughout the 100 years since the first National Census in 1911, migrants have made up a large component of the Australian population. Historically, the majority of migration has come from Europe, however, there are increasingly more Australians who were born in Asia and other parts of the world. This pattern of migration is evident in the make up of the richly diverse society which has been recorded in the 2011 Census. This diversity can be seen in the variety of languages, religions, ancestries and birthplaces reported by Australians.</p> <p>3. 基本要求:</p> <p>(1) 朗读全文。</p> <p>(2) 复合词汇词汇教学。</p> <p>(3) 设计板书。</p> <p>(4) 全英教学。</p>
答辩题目	

二、考题解析

【教案】

Teaching aims:

Knowledge aim: students will master the usage of word formation.

Ability aim: students can know more vocabularies after learning the usage of word formation.

Emotional aim: students will become more interested in remembering words.

Key and difficult point:

Students will master the usage of word formation.

Teaching procedure:



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Step 1: Warming-up

Greet the students.

Show some pictures of Australia on PPT, such as Sydney Opera House, Sydney Harbour Bridge, then let students to guess where is this. Then ask students one question: what your impression about Australia?

Step 2: Presentation

Let students read the short article and find out the main topic. Then let students pay attention to these three words: background, overseas, birthplace. Tell students these three words are compound words and then explain the rules of word formation-compounding.

Step 3: Practice

Activity 1: let students to guess some internet new words, such as ant-like, time-travel, tear-inducing

Activity 2: divide students into 4 groups and discuss with each other to find more compound words.

Step4: Production

Activity 1: ask students to make a story by using compound words as much as possible.

Activity 2: show students a short passage which includes compound words and let them to translate it.

Step5: Summary and homework

Invite a student to make a summary then leave them the homework-search online for more information about word formation.

Blackboard design:

Cultural Diversity of Australia	
background	gentleman, loudspeaker adj+n
overseas	right-hand, full-time adv+n
birthplace	classroom, bookshop n+n



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高中英语 语篇教学试讲

一、考题回顾

题目来源	1 月 7 日 上午 河南省 许昌市 面试考题
试讲题目	<p>1. 题目: 语篇教学试讲</p> <p>2. 内容:</p> <p>The history of the city goes back 650 years when the Maoris settled in the area. European settlement began in 1840 when the British arrived. Auckland was the capital of New Zealand for some time. Later, the capital moved to Wellington, because it was more central. Since 1945, the city of Auckland has grown and it now has large modern suburbs. In 1985, the New Zealand government made the whole country a nuclear-free zone and since then Auckland has been a centre for protest against nuclear testing in Asia Pacific.</p> <p>3. 基本要求:</p> <p>(1) 朗读所给段落。</p> <p>(2) 配合教学内容适当板书。</p> <p>(3) 针对所给材料内容, 设计分析篇章的结构。</p> <p>(4) 用英文试讲。</p> <p>(5) 试讲时间: 10 分钟。</p>
答辩题目	

二、考题解析

【教案】

Teaching aims:

Knowledge aim: students will know more about the history of New Zealand.

Ability aim: students can catch some detailed information about the passage.

Emotional aim: students will appreciate different culture and history.

Key and difficult point:

Students will get the history about New Zealand.

Students can express their ideas about the topic.

Teaching procedure:

Step 1: Warming-up



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Greet the students.

Watch a clip about "Dad, where are we going" and try to describe the video.

Step 2: Pre-reading

Show some pictures to introduce New Zealand's background information.

Step 3: While-reading

1st reading: leave the question to you--try to find the key time-points?

2nd reading: now try to find the issues according to responding time-points?

3rd reading: leave the question to them--what is the capital before and now?

Step 4: Post-reading

Activity 1: invite two students to retell the passage according the timeline on the blackboard.

Activity 2: divide them into groups of 3 to talk about which country do they like best?

Step 5: Summary and homework

Invite a student to make a summary then leave them the homework--search online for the development of coffee culture in China.

Blackboard design:

History of New Zealand	
1840:	British settled
1945-:	Auckland has grown into a modern suburb
1985:	nuclear free zone
Capital:	Auckland → Wellington

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高中英语 A great person

一、考题回顾

题目来源	1 月 7 日 上午 山东省 济南市 面试考题
试讲题目	<p>1. 题目: A great person</p> <p>2. 内容:</p> <p>Audrey Hepburn, was a well-known English/Belgian actress. Born in Belgium, Hepburn lived in The Netherlands during her childhood and for the duration of the Second World War. Her war-time experiences inspired her passion for humanitarian work, and although she had worked for UNICEF since the 1950s, during her later life, she dedicated much of her time and energy to the organization. In 1999, she was ranked as the third greatest female star of all time by the American Film Institute. She was famous for a movie <i>Roman Holiday</i> which is a twentieth-century film.</p> <p>3. 基本要求:</p> <p>(1) 讲构词。</p> <p>(2) 全英试讲。</p> <p>(3) 设计板书。</p>
答辩题目	

二、考题解析

【教案】

Teaching aims:

Knowledge aim: students will master the usage of word formation.

Ability aim: students can know more vocabularies after learning the usage of word formation.

Emotional aim: students will become more interested in remembering words.

Key and difficult point:

Students will master the usage of word formation.

Teaching procedure:

Step 1: Warming-up

Greet the students.

Show some famous stars' pictures on PPT, then let students to guess who are they. Then ask students one question: who is your favourite movie star?



Step 2: Presentation

Let students to read the short passage and find out why she was so well-known in the twentieth century. Then let students pay attention to these two words: well-known, twentieth-century, war-time. Tell students these two words are compound adjectives and then explain the rules of word formation-compounding.

Step 3: Practice

Activity 1: let students to guess some internet new words, such as ant-like, time-travel, tear-inducing

Activity 2: divide students into 4 groups and discuss with each other to find more compound words.

Step4: Production

Show students a short passage which includes compound words and let them to translate it.

Step5: Summary and homework

Invite a student to make a summary then leave them the homework-search online for more information about word formation.

Blackboard design:

A Great Person	
Well-known	light-blue adj+adj
Twentieth-century	second-hand numeral+noun
War-time	



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高中英语 形式主语

一、考题回顾

题目来源	1月7日 上午 深圳市 面试考题
试讲题目	<p>1.题目: 讲解 it 形式主语</p> <p>2.内容:</p> <p>April 20th is an ordinary day in 2013, it is in this day that shocking earthquake happened again in Sichuan province, China. The earthquake was terrible. We can't describe the scene what we saw with any words. Thousands of people were injured even died. And thousands of children became such unlucky ones who lost fathers or mothers. They longed to have families to continue their lives. I am sympathetic to their fate! But I believed that we can fight against the fate and change it. It is important that we should pay more attention to the orphan.</p> <p>3.基本要求:</p> <p>(1)全英授课。</p> <p>(2)根据所给文段讲解 it 形式主语。</p> <p>(3)设计相应的教学活动。</p>
答辩题目	

二、考题解析

【教案】

Teaching aims:

Knowledge aim: Students can master the usage of formal subject.

Ability aim: Students can use formal subject to communicate in their daily life.

Emotional aim: Students can enhance their interest in learning English.

Key and difficult point: Students can use formal subject to communicate in their daily life.

Teaching procedure:

Step 1: Warming-up

The teacher plays a documentary video about the earthquake in Wenchuan. Then asks students to talk about the feelings after watching. And lead in the topic.



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Step 2: Presentation

The teacher lets students to read the passage and get the main idea. Then the teacher picks the last sentence out. The teacher will use the sentence as example to explain the structure and usage of formal subject.

Step 3: Practice

After explaining, the teacher will show some normal sentences. Students should transfer them into formal subject structure.

For example: Taking good care of the orphans is very important.

→It is very important to take good care of the orphans.

Step4: Production

The teacher lets students talk with their deskmates. They should come up with some ways to help the orphans. Then invites some students to show their opinions.

Step5: Summary and Homework

The teacher summarizes what they have learnt today. Then after class, students could say something to these orphans and take a video. The teacher will help them sent it to the orphan.

Blackboard design:

Formal subject	
<u>It is important that we should pay more attention to the orphan.</u>	
formal subject	subject
Exercise:	
Taking good care of the orphans is very important.	
→It is very important to take good care of the orphans.	

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高中英语 语法

一、考题回顾

题目来源	1月7日 上午 山东省 济南市 面试考题
试讲题目	<p>1. 题目: Food production</p> <p>2. 内容:</p> <p>According to the report, the world's food production is enough to feed everyone if it is given away very well. But the problem is that the developed countries are eating food that should be given to the poor. Although they are just using their own earning, the fact is that they are coldly watching others starving away.</p> <p>3. 基本要求:</p> <p>(1) 要有板书;</p> <p>(2) 试讲十分钟左右;</p> <p>(3) 条理清晰, 重点突出;</p> <p>(4) 设计语法课。</p>

二、考题解析

【教案】

Teaching Aims

Knowledge aim: Students will know the form and usage of predicative clause.

Ability aim: Students can enhance their ability of understanding the passage which is more professional and difficult.

Emotional aim: After this lesson, students will know the importance of food and they will try to save food.

Teaching Key & Difficult Points

Key point: predicative clause;

Difficult point: How to understand and use this predicative clause.

Teaching procedures

Step 1: Warming up

Show students a short video about some African people who is experiencing starving in their life. And then ask students to have a free talk about "What do you think about this video? If you are one of them, how do you feel?"



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Step 2: Presentation

1. Teacher will read the passage for the first time, and students answer the following two questions:

①What is the problem?

②How about the fact?

2. Invite two students to write down these two sentences on the blackboard. Simplify these two sentences to highlight the predicative clause.

The problem is that the developed countries are eating food that should be given to the poor.

The fact is that they are coldly watching others starving away. ↓

3. Let them observe these two sentences, find the common features between them. Tell students the function and meaning of predicative clause. Invite two students to try to translate these two sentences.

Step 3: Practice

1. Give them several minutes to make their own sentences using predicative clause.

2. Try to fill the blanks in the following parts:

The question is _____ what man will turn up in time.

The problem is _____ is really fir for the job.

The important thing is _____ name should be put on the top of the list.

Step 4: Production

Show them another passage, let them try to underline predicative clause in this passage, then translate the meaning.

Step 5: Summary & Homework

1. Ask students to summarize the usage and function of predicative clause.

2. After class, please preview the appositive clause.

Blackboard design

Food production

The problem is that the developed countries are eating food that should be given to the poor.

The fact is that they are coldly watching others starving away.

Predicative clause

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《语音-升降调》

一、考题

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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:	(Henry enters) 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 are 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。	
答辩题目	
1. 你这节课的重点是什么?	
2. 你能更多的说一说英语中升降调的规则吗?	

二、考题解析

高中英语《语音-升降调》主要教学过程及板书设计

教学过程

Step 1: Warming up

Show some tongue twisters on the screen and ask students to read and practice them. They can make competitions with their desk mates.

Can you can a can as a canner can can a can?

Whether the weather be fine or whether the weather be not. Whether the weather be cold or whether the weather be hot. We'll weather the weather whether we like it or not.

Step 2: Presentation

1. Listen to the tape and later I will invite some students to tell us what he/she has heard from the tape and how many people they can find during the listening.

2. Teacher read the same material as the listening without rising tone and falling tone.



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Students should compare these two listening and talk about the difference between the teacher's reading and the tape.

3. Guide students to find out the rising tone and falling tone in this conversation.

4. Show the new knowledge:

(1) General question---rising tone Would you...? May I...? Are you...?

(2) Special question---falling tone What...? Where...? How...?

(3) Declarative sentence---falling tone I can...? Go ahead please. See you

Step 3: Practice

1. Read the conversation loudly and use the correct tone in 3minutes.

2. Practice this conversation with their partner in five minutes.

Step 4: Production

1. Invite some of them to perform this dialogue in front of the class.

2. Write more sentences in groups in the table. They just have 3 minutes; the group which finishes fast in both quantity and quality can get some small gifts (post card, book marks).

Step 5: Summary & Homework

1. Summarize with students together that we've learnt a pronunciation lesson about rising and falling tones.

2. (1) Listen to the tape and read the rest of the context with correct answer.

(2) Watch a movie which they like best and write some rising and falling tones sentences on their note book (at least ten).

板书设计



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Rising tone & Falling tone	
General question---rising tone	Would you...? May I...? Are you...?
Special question---falling tone	What...? Where...? How...?
Declarative sentence---falling tone	I can...? Go ahead please. See you

答辩题目解析

1.你这节课的重点是什么?

【参考答案】

本节课的重点是英语中升降调的学习。

新课标指出英语课堂要着重培养学生的综合运用能力,而升降调是英语语音学习的基础知识之一。英语语音的升降音对语意的表达起到极其重要的作用,只有恰当地运用才能获得交际的成功,学生在运用英语时才能更加自信的表达自己,所以本节课的重点内容对学生日后真正的英文交流有着关键作用。

2.你能更多的说一说英语中升降调的规则吗?

【参考答案】

在刚才的试讲中涉及到了陈述句、一般疑问句和特殊疑问句的在口语中运用的音调规则。实际上在真实的交际中找到更多的规则,在读选择疑问句和反义疑问句时应前升后降;

感叹句应读降调;当未听清对方的话,要求对方重复一下用升调;陈述疑问句也要用升调;在祈使句中表示命令的用降调,表示请求的用升调等等。

其实学习英语语音是一件很有趣的事情,老师在语音教学中应把知识融入到真实的生活场景中,激发学生的学习兴趣,从而达到新课标要求的培养学生综合运用能力。

《How to bathe a bird?》

一、考题



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1. 题目: How to bathe a bird?
2. 内容: John: Mary, do you know how to bathe a bird? Mary: Well, washing a bird is necessary so that it will keep away from dirty. If you've never heard of washing a bird, don't worry, it's not hard. John: Oh, it's very nice of you. Mary: First, check the weather to ensure that it's sunny and warm; you wouldn't want to wash and get a poor bird all wet in the cold weather! Second, select a bathing container, ensure that the container is just wider than the bird, but deep enough to be half full and still submerge each bird entirely, except for the head. This keeps the bathwater from displacing and spilling over. A narrow container also restrains their flapping, which is important to reduce panic and mess. Then, you can towel-dry it carefully by putting a dry bath towel and pressing without rubbing--simply pat very gently. The bathing should keep a shorter time because bird does not like dampness. John: Thank you, I really learn a lot.
3. 基本要求: (1) 设置学生犯错环节, 并予以纠正; (2) 根据语篇, 设计一个听力教学活动; (3) 全英试讲。
答辩题目
1. 谈谈板书的作用。 2. 新课标中提到学生和教师是合作者, 请谈谈你的看法?

二、考题解析

《How to bathe a bird?》主要教学过程及板书设计

教学过程

Step 1 Lead in

A report: Ask a student on duty to give an oral report while other students listen to him/her carefully, and after that I will ask some questions about her report.

Possible answer: my family, including a pet.

Q: Who is special in her family? (A pet)

Who is going to look after a dog or a cat?

What does she do every day? (I'll feed it, bathe it and walk it every day!)

Step 2 Pre-listening

1. Discussion: Show a question and ask them to discuss with their partner.



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Q: If you have a pet, but it is very dirty, what will you do? And how to do?

(To encourage students to try their best to speak in English)

2. Word study: Before listening, give Ss some new words and expressions that can help them have a good understanding about the listening material.

Step 3 While-listening

First of all, let's look at the pictures. Guess what happened to them or get the Ss to guess the answers to the questions. Then let them listen to the tape. For the first time, let them listen carefully and get the general idea. For the second time, let them answer the questions according to what they hear.

Extensive listening:

At the first listening, students will be required to get the main idea. After that, ask students to talk about it in their own language.

At the second time, students will listen to the dialogue carefully again and fill the following blanks according to what they hear.

Three minutes later, the Ss give different answers.

Step 4 Post-listening

1. Repeat the dialogue. Play the tape for the last time, and ask students to pay more attention to the pronunciation and intonation while imitating.
2. Retell the story. Show some important phrases on the screen and ask the Ss to retell the story in the first person.

Step 5 Summary and homework

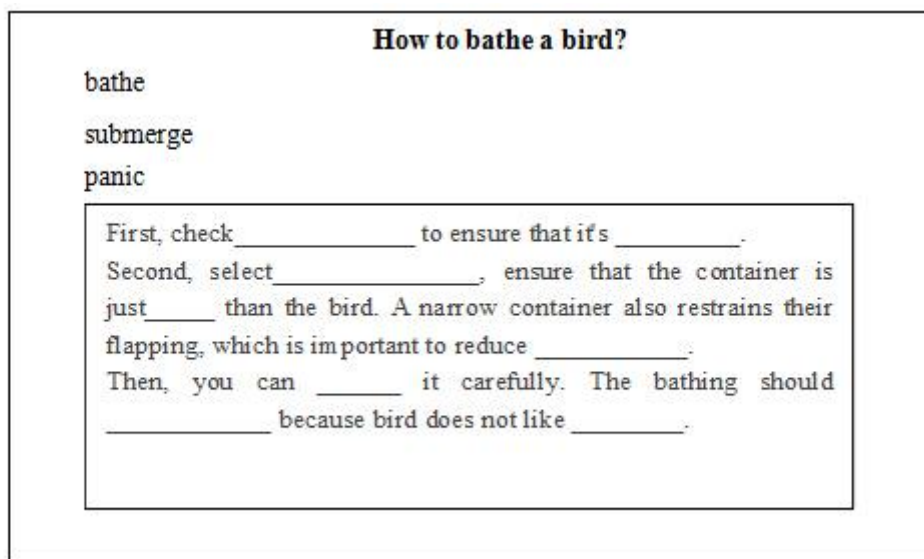
Summary: The students share what they have learnt today, and teacher can emphasize the emotional attitude (we should protect the little animal, love the nature).

Homework: Change the dialogue into a composition.

板书设计



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答辩题目解析

1.谈谈板书的作用。

【参考答案】

恰当合理的板书,不仅有助于教师的“教”,对于传授双基、培养能力、提高教学质量都有着重要作用。

首先,有助于完成教学目标。设计科学的板书能较好地呈现教学内容,有利于教师传授知识和学生掌握知识。

其次,有助于突破教学重难点。设计合理的板书能对教学内容删繁就简,讲重难点和关键点条理清晰地展示出来,使学生一目了然所学内容。

最后,有助于培养学生的审美情趣以及认真严谨的学习态度。

2.新课标中提到学生和教师是合作者,请谈谈你的看法?

【参考答案】

在教学过程中学生和老师的角色定位,直接关系到学生在知识交流互动学习过程中的效率和态度。在新课程改革的背景下,教师被定义为学生学习的合作者,传统意义上的以教师的“教”为主体的课堂教学转变成了“以教师和学生合作”为导向的课堂教学。具体到教学过程中,我会在课堂上努力营造一个民主平等、宽松和谐的学习氛围。课堂上关注每一位学生,鼓励



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学生课堂上发表不同意见, 即使说错了, 对学生思维中合理的因素也加以肯定, 保护学生的自尊心, 激发学生的自信力。鼓励学生课堂上提出问题, 对教师的讲授、学生的发言, 大家随时可以发问。对提问的学生给与表扬鼓励, 这样就形成了课堂上生生、师生的互动交流。学习活动不再是教师填鸭式的教学下学生被动的学习, 而是相互合作, 共同学习, 这更加强调教师与学生平等的地位, 所以说教师是学生学习的合作者。



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