

## 初中英语教师资格证面试必考题在这里, 不看后悔!

初中英语教师资格证面试考题: Lin Fei's daily life

1. 题目: Lin Fei's daily life
2. 内容:

Lin Fei's home is about 10 kilometers from school. He gets up at 6:00 everyday, shower and have quick breakfast. He leaves for school at around 6:30. He rides his bicycle to bus station. It takes out 10 minutes. Then the early bus takes him to school. The bus ride takes about 25 minutes.

3. 基本要求:

- (1) 英文授课;
- (2) 朗读一遍;
- (3) 设计一堂听力课

### 【参考答案】

### 【教案】

Teaching Aims:

Knowledge aim: Students will be able to describe their daily life and acquire some knowledge about listening strategies.

Ability aim: Students can obtain the main idea quickly from the listening material and develop the ability of grasping detail information.

Emotional aim: Students can foster the interest and desire of learning English, and be fond of taking part in kinds of practical activities.

Teaching Key Points:

Students can get the main idea and useful information from the listening material.

Teaching Difficult Points:



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Students can apply these skills in their listening and apply these expression in their daily communication.

Teaching Methods:

Communicative teaching method, task-based teaching method, audio-lingual teaching method.

Teaching Aids:

PPT, Blackboard, recorder and so on

Teaching Procedures:

Step 1: Warming up

1. Greetings

2. Sing an English song It' my life, invite the whole students to clap when singing together and lead to the topic.

Step 2: Pre-listening

1. Free talk: Give students three minutes to talk about their own daily life and invite them to share it.

2. Prediction: Let students work in pairs and ask them to predict Lin Fei's daily life.

Step 3: While-listening

1. Listen to the tape for the first time and ask them when Lin Fei gets up and when he goes to school, then let students to share answers.

2. Listen to the tape for the second time and ask them to fill in the chart, then invite them to share their answers.

Step 4: Production

1. Retelling: Ask students to retell Lin Fei's daily life with the help of the chat in their own words, and teacher will give them 3 minutes to prepare it and 3 minutes later, invite some students to share their retelling in the front.



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2.Survey: Let students discuss their own daily life in the group of four and make a report in the form of chart. 8 minutes later teacher invites some groups to share the result of their reports.

Step 5: Summary & Homework

Summary : Invite a little teacher to help teacher make a summary of this class.

Homework: Let students introduce their daily life to their parents and make a share in the next class.

Blackboard design:

Lin Fei's daily life				
First listening:				
When did Lin Fei get up and when did he go to school?				
Second listening:				
Name	Kelly	Lucy	Stephen	Daniel
Daily life				

初中英语教师资格证面试题: Attributive Clause

1. 题目: Attributive Clause

2. 内容:

This afternoon, we went to Ocean Park. It isn't far from the restaurant where we ate lunch. Unfortunately, we got lost. Our taxi driver didn't know understand what we were saying. Luckily, a man who understood putonghua told the driver where we were going. Ocean Park has a lot of marine, or ocean animals as well as some very exciting rides. Dad and I went on a ride that goes round and round very fast. Afterwards, Mum wanted to go to a market but I was too tired. Dad and I went back to the hotel and Mum went to the market by herself.

3. 基本要求:

(1) 朗读所给段落;

(2) 配合教学内容适当板书;

(3) 针对所给材料的划线部分, 涉及讲解该语法现象的教学活动;

(4) 用英文试讲;



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【参考答案】

【教案】

Teaching Aims:

Knowledge aim: Students will master the structure of attributive Clause and understand what the relative words or antecedents are.

Ability aim: Students can use the attributive clause to describe what happened in their daily life and make up more superior sentences.

Emotional aim: Students will be inspired to study both English and putonghua very well so that they can solve problems they will meet abroad by themselves.

Teaching Key Points:

Students acquire the clause structure and know the relative words as well as antecedents.

Teaching Difficult Points:

Students can apply the structure into daily communication and get the difference between relative pronoun and adverb.

Teaching Methods: 题目来源于考生回忆

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

Teaching Aids:

PPT, Blackboard and so on

Teaching Procedures:

Step 1: Warming up

1. Greetings

2. Review: Show students two sentences. One is an adverbial clause of place that linked by where and the other is an attributive clause that also linked by where Where there is a will there is a way.



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Let them find out the differences or similarities between them and lead to what we're going to learn today.

#### Step 2: Presentation

1. Read the passage briefly and answer 3 questions. Where is the Ocean park? Who helped us? How was the ride? To lead the three underlined parts Then write down the three sentences students choose from the passage after reading.

2. Explain the common parts of these three sentences and show the structure of attributive clause.

3. Tell students that when the antecedent is a person or an object, we should choose different relative words. Also, they should understand the difference between attributive clause linked by where and the adverbial clause of place linked by where. 题目来源于考生回忆

#### Step 3: Practice

1. Give them some sentences with blanks and let them choose the proper relative words.

2. Show them several clauses and find out which are attributive clauses.

#### Step 4: Production

Discussion and share: students work in pairs to describe their travel by using attributive clauses; teacher will give them 5 minutes to prepare it and 5 minutes later, invite some students to share their experiences.

#### Step 5: Summary & Homework

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

Homework: students find more rules about attributive clauses and prepare for the next class.

Blackboard design:



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Attributive Clause	
..... <u>the restaurant where we ate lunch</u> .....	[ That--as object/subject Who Which Where/when/why--as adverbial
a man <u>who understood putonghua</u> told ....	
I went on <u>a ride that goes</u> .....	
Structure: antecedent+clause led by relative words	

### 初中英语教师资格证面试题：My morning

1. 题目：My morning

2. 内容：

I get up very early in the morning. I usually get up at six thirty. Then, I brush my teeth and wash my face. And then I eat my breakfast at seven o'clock. After breakfast, I read a book for ten minutes. We should not waste time. I usually go to school at seven fifty. I have four classes in the morning.

3. 基本要求：

(1) 设计成听说课。

(2) 全英试讲。

【参考答案】

【教案】

Teaching aims:

Knowledge aims:

Students will know how to describe a day using proper conjunctions and tense.

Students will master some words, such as waste, value... and a sentence structure: I usually + simple present tense.

Ability aim:



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Students will improve their abilities of speaking and listening.

Emotional aim:

Students will be more confident in speaking English.

Key and difficult point:

Key Point: Students will know how to introduce a day in English.

Difficult Point: Students will use the sentence structure in real communicative situation.

Teaching procedure:

Step 1: Warming-up

1. Greetings.
2. Play a video about Tom's day and ask students what kind of information have they caught.

Step 2: Pre-listening

1. Review the knowledge about simple present tense. Ask students to make sentences using simple present tense.
2. Using pictures to explain some words: waste-value, brush.

Step 3: While-listening

1st listening: Ask students to listen to the tape for the first time and try to get the main idea of the passage and underline the conjunctions used.

2nd listening: Ask students to listen to the tape for the second time and complete the timetable below.



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time	activities
6:30	
7:00	
7:50	

3<sup>rd</sup> listening: Ask students to listen to the tape for the third time and ask 2 questions:

1. What is the first thing he does after getting up?
2. How many classes does he have in the morning.

**Step4: Post-listening**

1. Ask students to describe their mornings in pairs.
2. Discussion: work in groups of four to discuss how to value time in daily life.

**Step5: Summary and Homework**

Summary: ask a student to conclude the content of the lesson and summarize with the whole class.

Homework: ask students to complete the activities the writer may do in the afternoon.

**Blackboard design:**

Birthday										
waste-value	I usually....., then....									
brush		<table><tr><th>time</th><th>activities</th></tr><tr><td>6:30</td><td></td></tr><tr><td>7:00</td><td></td></tr><tr><td>7:50</td><td></td></tr></table>	time	activities	6:30		7:00		7:50	
time	activities									
6:30										
7:00										
7:50										
first...										
and...										
then...										

初中英语教师资格证面试题：语音教学

1. 题目：语音教学
2. 内容：



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Ms. Smith: Hello. How old are you?

Da Ming: I'm thirteen years old. I'm Li Daming. I come from Beijing.

Ms. Smith: Good. Hello, how about you?

Lucy: I'm thirteen years old, too.

Ms. Smith: Are you from America?

Tony Smith: No, I'm not. I come from England. I'm Tony Smith.

### 3. 基本要求:

(1) 针对划线部分讲解字母组合发音规律;

(2) 全英授课

(3) 授课试讲为 10 分钟。

#### 1. Greetings

2 Use a tongue twister to warm up: How many cookies could a good cook cook if a good cook could cook cookies? A good cook could cook as much cookies as a good cook who could cook cookies.

#### Step 2: Presentation

1 Listen to the tape for the first time and ask them to write down what are they listening to.

2 Let students find out similarity between these words.

3 Tell students how to pronounce "oo", and summary the pronunciation of "oo" /u/, /u:/ /.

#### Step 3: Practice

1 Let students find more words with the pronunciation of "oo" (such as: look, book, wood, cookery, classroom), and use these words to make sentence. (such as: I look at the good book. Mr. wood is a good cook.)

#### Step 4: Production

Dubbing contest: students work in pairs to imitate film clips; teacher will give them 8 minutes to prepare it and then invite some students make performance in the front.



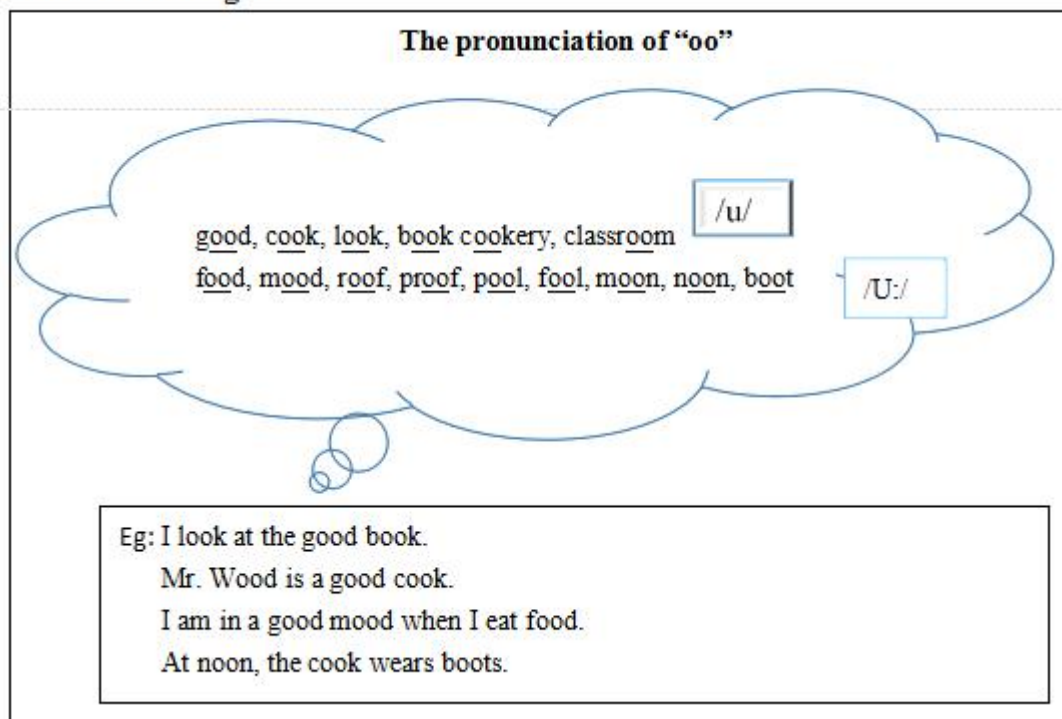
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Step 5: Summary & Homework

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

Homework: students find lyrics with the pronunciation of “oo”, and hold a singing contest in the next class.

**Blackboard design:**



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