

## 2019 上半年初中英语教师资格证面试真题及答案(5 月 18 日)

### 一、考题回顾

题目来源	5 月 18 日 北京面试题
试讲题目	<p>1. 题目: 听力教学试讲</p> <p>2. 内容:</p> <p>Ann: So, tell me about your trip to Egypt. How high are the pyramids?</p> <p>Steve: They are huge! One of them - the Great Pyramid of Khufu - is 137meters high.</p> <p>Ann: How far are the pyramids from Cairo?</p> <p>Steve: They are very close. Just a few kilometers to the west of Cairo.</p> <p>Ann: And how old is the Great Sphinx?</p> <p>Steve: It is more than 4,500 years old!</p> <p>Ann: Wow! How high is it?</p> <p>Steve: It is about 20 meters high!</p> <p>Ann: How long is the Nile river?</p> <p>Steve: It's 6,671 kilometers long.</p> <p>3. 基本要求:</p> <p>(1) 朗读所给对话。</p> <p>(2) 配合教学内容适当板书。</p> <p>(3) 针对该段落的内容, 设计记录关于数字的信息。</p> <p>(4) 用英文试讲。</p> <p>(5) 试讲时间: 10 分钟。</p>
答辩题目	<p>1. What's your teaching aims?</p> <p>2. How do you deal with the problem that the listening lesson is boring to learn?</p>

### 二、考题解析

#### 【教案】

Teaching aims:

Knowledge aim:

Students can get the main idea of the dialogue.



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Students can master the sentence patterns: How high...? How far...? and so on.

Ability aim:

Students can improve their listening skills by grasping the key words in listening materials.

Emotional aim:

Students can be more interested in learning English.

Students can be willing to share their travel experience with others.

Key and difficult point:

Key Point: Students will have a basic understanding of the listening materials and master the sentence patterns.

Difficult Point: How to use the sentence patterns to ask features freely in their daily life.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Let students enjoy a beautiful song called Five Hundred Miles. And then ask them a question: Have you ever went away from home and visited a new place? Then lead in the lesson.

Step 2: Pre-listening

Show students a picture of the Great Pyramid of Khufu. Then ask students to make a prediction about what they are going to listen to today.

Step 3: While-listening



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1st listening: Ask students to listen to the tape for the first time and then tell me the main idea of the dialogue. After that, they should check if their prediction is correct or not.

2nd listening: Ask students to listen to the tape for the second time and then ask them to pay attention to numbers mentioned in the listening material. After that, ask them to tell me the numbers and write them on the blackboard.

3rd listening: Ask students to listen to the tape for the third time, and to try to remember the place-names. After that, they should match the numbers with the correct place-names on the blackboard.

Then ask them to read the passage and then write the sentence pattern on the blackboard and teach them directly.

#### Step4: Post-listening

Ask students to have a discussion about one of their most unforgettable trip. Four students in a group and give them five minutes. After that, invite some groups to share their experience with the whole class.

#### Step 5: Summary and Homework

Summary: Ask a student to make a summary about what we have learned today and others make a supplement.

Homework: Ask students to practice the dialogue with their friends and share what we learned today with their parents after class.

Blackboard design:略

#### 答辩题目解析】

1. What's your teaching aims?

#### 【参考答案】

There are three teaching aims in my class. Firstly, knowledge aims: students can get the main idea of the dialogue. Students can master the sentence patterns: How high...? How far...? and so on. Secondly, students can improve their listening skills by



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grasping the key words in listening materials. Thirdly, students can be more interested in learning English. Students can be willing to share their travel experience with others. I think through the activities in my class, all above teaching aims will be achieved.

2.How do you deal with the problem that the listening lesson is boring to learn?

**【参考答案】**

Firstly, in warming-up part, I will sing a beautiful song called Five hundred Miles to cheer students up, which can create a better atmosphere for them to learn English. Secondly, in pre-listening part, I ask students to make a prediction about what they are going to listen to according to a picture, which will arouse their curiosity. Thirdly, I play the tape for three times, which can decrease the difficulties of listening and can give them more confidence. Fourthly, in post-listening part, I ask them to have a discussion about their unforgettable trip, which not only improve their oral English, but also increase their interests in learning English.

**一、考题回顾**



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题目来源	5 月 18 日 山东省 潍坊市 面试题
试讲题目	<p>1. 题目: 语法教学试讲</p> <p>2. 内容:</p> <p>Betty: Hey, we can find out about Mark Twain on the Internet.</p> <p>Tony: Yes! ... OK. Look at this! His real name was Samuel Clemens and he was born in 1835 in Missouri. He left school and began work at the age of twelve.</p> <p>Betty: <u>What did he do?</u></p> <p>Tony: He wrote for a newspaper. Later he got work on a boat.</p> <p>Betty: Did he stay in Missouri?</p> <p>Tony: No, he went to New York, and other cities.</p> <p>Betty: <u>When did he begin his stories?</u></p> <p>Tony: I don't know the exact date. But he took the name Mark Twain and became very famous in the 1860s.</p> <p>3. 基本要求:</p> <p>(1) 朗读所给对话。</p> <p>(2) 配合教学内容适当板书。</p> <p>(3) 针对所给材料的划线部分, 设计讲解该语法项目的教学活动。</p> <p>(4) 用英文试讲。</p> <p>(5) 试讲时间: 10 分钟。</p>
答辩题目	<p>1. How can you keep the students interested in learning English grammar?</p> <p>2. What's your favorite movie?</p>

## 二、考题解析

### 【教案】

Teaching aims:

Knowledge aim:

Students can comprehend basic knowledge and structure about the special questions of the simple past tense.

Ability aim:

Students will use the target language in proper situation.

Emotional aim:



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Students will be aware of the communication with simple past tense and develop their team spirit through the group works.

Key and difficult point:

Key Point: Students can grasp the structure and functions about the special questions of the simple past tense.

Difficult Point: Students can get familiar with these grammatical rules and can use them in making sentences.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Sing a song for the student, the name of the song is Yesterday Once More. Then ask the students

what sentences we've learned before. Some students will be invited to share their answers. And then teacher gives them sentences about the simple past tense. Ask the students if they know how to make the questions for them and teacher leads out today's topic.

Step 2: Presentation

1. Ask students to listen to the dialogue and write down the questions on the notebook.

2. Ask some of the students to write the questions on the blackboard. They need to find out the similar structure among these sentences.

Basic structure: special question words + general question

3. Ask students to pay attention to the special question words and find out more. They can find "why", "where", "who", "how".

4. Lead students to pay attention to the form of auxiliary verb and verbs.



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### Step 3: Practice

1. Multiple choice. Show some multiple choices on the screen. Students need to choose the correct answer.

(1) ----( ) did you go on vacation?

----I ( ) to the mountains.

A. Where,go B. Where,went C. How,went D. Why,went

(2) ----( ) did you go last summer?

----Hangzhou.

A. Where B. What C. When D. Who

2. Question the underlined part.

(1) Lucy did her homework at home.(改为特殊疑问句)

(2) He found some meat in the fridge.(改为特殊疑问句)

3. Make sentences about the special questions of the simple past tense.

### Step4: Production

Role-play. Ask them to be a little reporter and have an interview about last weekend. During their dialogue, they are expected to use as many special questions of the simple past tense as possible.

### 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 make a short story based on their report after class.

### 【答辩题目解析】

1. How can you keep the students interested in learning English grammar?



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**【参考答案】**

Well, grammar teaching is always difficult, it's easy to be boring and complex, so students are general fear and hate it. I think it isn't difficult to learn English grammar if the students have good ways of learning it.

I can create effective teaching situation and stimulate students' interest in learning grammar. To create a lively and relaxing English class atmosphere. Also with the help of modern multimedia devices, students will be more curious. Students can often take notes carefully in class and try to make sentences with the new grammars. When they have problems, they can ask me for help. I can buy some useful books on English grammar let them read it

I believe I can keep the students interested in learning English grammar

2. What's your favorite movie?

**【参考答案】**

My favorite movie is The Pursuit of Happiness, which has no pretty actors, no touching music, but good enough story, plain but not mediocre! It touched my mind deeply. A single father, lost his job and his wife chose to leave him. His life was very bad and difficult, but he never gave up and worked hard and took care of his son very well. Through his effort, at last he succeeded. His life changed better and better. I like the movie, which is made me thinking a lot. What is happiness? How can we get happiness? In my eyes, the most important is the family. As long as the family together, no matter where, no matter what time, we are happy. Secondly, if we work hard enough today, happiness will come tomorrow. In addition, happiness depends on oneself. No matter other people think of you, as long as you do happy.

一、考题回顾



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题目来源	5月18日 山东 面试考题
试讲题目	1. 题目: 语音教学试讲 2. 内容: Disneyland will bring you into a 'magical world' and make your dreams come true, whether travelling through space, visiting a 'pirate ship' or meeting your favorite 'fairy tale' or 'Disney cartoon character'. As you wander around the 'Fantasy amusement park', you may see 'Snow white' or 'Mickey Mouse' in parade or on the street. 3. 基本要求: (1) 朗读所给段落 (2) 配合教学内容设计适当板书 (3) 针对划线部分的重音标记, 设计相应的语音操练教学活动 (4) 用英文试讲 (5) 试讲时间: 10 分钟
答辩题目	1. Please talk about the basic rules of word stress. 2. How did you make the new knowledge into the practice?

## 二、考题解析

### 【教案】

Teaching aims:

Knowledge aim:

Students can master the usage of the logical stress, and also get the main idea of the passage.

Ability aim:

Students can develop their speaking skills and know how to make use of the logical stress in different sentence patterns correctly.

Emotional aim:

Students will improve their interests of learning English and different emotional expressions.



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Key and difficult point:

Key Point: Students can master the basic rule and meaning of the logical stress.

Difficult Point: How to master and use the logical stress rules and apply them into English speaking.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Show a video

Let students enjoy a part of video named “Micky mouse ” from Disney and ask them where it produced from. Students will know the right answer and talk about their experience in Disneyland. Then, teacher can lead out today’s topic.

Step 2: Presentation

1. Ask students to read the passage quickly and figure out the main idea of the passage.

2. Read the passage again and ask students to pay attention to the pronunciation features of underlined phrases. They will find that all the phrases are stressed on the initial syllable of first word.

3. Let students work in groups of four to discuss if there are any other similarity of underlined phrases based on the stress rules they’ve learned before, and why some notional words weren’t stressed.

4. Present their rules and help them organize their rules. Rules are as followed: if you meet the phrases which consist of notional words, we should use the logical stress to highlight the specific information based on the correct situation.

Step 3: Practice

1. Let students translate the passage with their deskmate based on the logical stress rules, and invite some students to read it loudly.



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2. Let students use the logical stress rules to read the following sentences as below to emphasize different information. Then invite some students to read it in the front of the class and let the other students decide who is the best one.

'Her skirt is blue.

Her 'skirt is blue.

Her skirt is 'blue.

Step4: Production

Role play: Ask students to change this passage into a dialogue in group of four. One should act as a guide of Disneyland, and the others should act as the visitors. During their practice, they are expected to focus on the intonation when it comes to the logical stress. Then, invite some students to share on the stage.

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 search more interesting stories from Disneyland on the Internet and read it carefully, they will share it in the next class.

### 【答辩题目解析】

1. Please talk about the basic rules of word stress.

### 【参考答案】

Well, In this class, they are supposed to be reviewed before new knowledge. The word stress depends on the quantities of syllable. One syllable needn't be stressed, such as "go/book". Disyllable and tri-syllable should stress on the first syllable, such as 'apple/'property. As for multi-syllable which should stress on the antepenultimate syllable, such as anni'versary/de'mocracy and so on.

2. How did you make the new knowledge into the practice?

### 【参考答案】



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This is a pronunciation lesson, and we often call it “knowledge course”. For knowledge courses, We usually use two kinds of methods to make the new knowledge into the practice which includes mechanical drilling and meaningful drilling.

Firstly,I asked them to translate the passage to check if they’ve understood the meaning which the author wants to emphasize.Then,In order to examine if my students have already mastered the pronunciation rules,I wrote down three sentences asked them read with the logical stress to highlight different specific information, which will help them to apply it into their daily life.That’s how I make the new knowledge into the practice.

### 一、考题回顾

1.题目：阅读教学试讲

2.内容：

Hi Henry,

Thank you for invitation. I’m sorry I can’t visit you this week. I am really busy. This evening I’m going to my cousin’s birthday party. And tomorrow, I have to go to the dentist. (Yuck!) On Wednesday, I have tennis training with the school team. And I have to study for my chemistry test on Thursday. On Friday evening, I’m going to the movies with some friends. Can you come to the movies with us on Friday?

Write soon

Sonia

3.基本要求：

- (1) 朗读所给语篇。
- (2) 配合教学内容适当板书。
- (3) 针对该语篇的内容，设计相应的阅读教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10 分钟。



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答辩题目: 1.What teaching method do you use in this class?

2.Do you have the experience in teaching ?

二、考题解析

**【教案】**

Teaching aims:

Knowledge aim:

Students will grasp the main and detailed information of this passage.

Ability aim:

Students will improve their reading and speaking skills.

Emotional aim:

Students will know how to introduce their weekend plan to others.

Key and difficult point:

Key Point: Students will totally understand the concept of this passage.

Difficult Point: Students will improve their interest of learning English and take part in speaking activities.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Show students some pictures about my weekend plan and naturally lead to today's topic.

Step 2: Pre-reading



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1. Free Talk: Give students three minutes to describe what did they do last weekend to their desk mate and invite them to share their answers.
2. Prediction: Let students work in pairs and predict the main idea of this letter.

### Step 3: While-reading

1st reading: Ask students to read the letter for the first time and check if their prediction is correct or not and get the main idea of the passage.

2nd reading: Ask students to read this letter for the second time and complete the following chart. Some students will be invited to finish it on the blackboard.

Time	Activities
This evening	Go to my cousin's birthday party
Tomorrow	Go to the dentist
Wednesday	Tennis training
Thursday	Study for chemistry
Friday evening	Go to the movies

### Step4: Post-reading

Survey: Ask students to make a survey to their desk mate about what they will do in the next weekend within 5 minutes. After that, some students are supposed to share their weekend plan.

### Step 5: Summary and Homework

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

Homework: Ask students to write a letter to their friend to introduce their next weekend plan.

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【答辩题目解析】



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1.What teaching method do you use in this class?

【参考答案】

I mainly used task-based teaching method and communicative teaching method. The whole lesson is a big task which includes several small tasks. After finishing them, they have learned how to describe their weekend plan. I ask students to work in pairs to make a survey about their own weekend plan which provides them a chance to practice their speaking ability.

2.Do you have the experience in teaching ?

【参考答案】

Yes, I do. I have taught a teenager in junior high school. I mainly taught her grammar. I found her grammar was not very systematic. So I taught her from the grammar in words to the grammar in sentences in order to make her master the whole grammar, especially those always appeared in her exams. And during the teaching, I find the most important that it is the teacher should have a better understanding of the whole grammar and the high school English course. Besides, the teacher should pay more attention to the patience. It will make students relax when their learning and get along with the students.



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1. 题目: 口语教学试讲

2. 内容:

A: Today, we're going to talk about learning English. How can you improve your English class?

B: We can watch TV programmes on CCTV 9.

A: That's a good idea, Zhang Hai.

C: We can read English books.

A: Yes, that's a good way to improve your English. Anything else?

D: We can read English newspapers or magazines.

A: Where can you read books, newspapers and magazines, Wei Hua?

E: At the library.

A: That's right. What else can you do?

3. 基本要求:

(1) 朗读所给对话

(2) 配合教学内容设计适当板书

(3) 根据所给教材的划线部分, 设计口语交际教学活动。

(4) 用英文试讲

(5) 试讲时间: 10 分钟

### 【教案】

Teaching aims:

Knowledge aim:

Students will grasp the target expressions about asking questions, and also get some ways of learning English.

Ability aim:

Students can express their opinion on learning English.

Emotional aim:

Students can foster the interest and desire of learning English, and be fond of taking part in kinds of class activities.



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Key and difficult point:

Key Point: Students can master the usage of key structures.

Difficult Point: Students can improve their confidence in learning English, and not be afraid of speaking English.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Show a video about an English speech “ I Have a Dream” addressed by Martin Luther King. And ask students what their feelings are.

And then ask them a question: “why does he speak English well?” “Because he masters some skills about learning English”. Actually today our topic is also about this and then lead in the topic: let’s speak.

Step 2: Pre-speaking

1. Teacher reads the passage and asks students figure out the main idea of the dialogue.

2. Ask students to read the passage again and pay attention to the underlined parts. They need to answer the questions about underlined parts.

Question1:How can you improve your English?

Answer1:watch TV programmes on CCTV9; read English books; read English newspapers and magazines.

Question2:Where can you read books, newspapers or magazines?

Answer2:At the library.

3. Ask students to work in groups of four to think of other ways to improve English in 10 minutes, and then invite some groups to show their results.



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Ways: Listen to English songs, watch the English movies, watch BBC documentaries.

### Step 3: While-speaking

1. Give the whole class 5 minutes to make dialogues with their desk mates. They are suppose to use the information on the blackboard.
2. During this period, the teacher will walk around and give the evaluation to encourage students to open their mouth and speak English loudly.

### Step4: Post-speaking

After that, the teacher invites some of groups to come to the stage to show their performance in the front of the whole class. Teacher gives evaluation and encouragement. Emphasize the importance of learning English.

### Step5: Summary and Homework

Summary: summarize with the whole class.

Homework: ask students to choose their favorite ways to practice English and make a daily plan for their English study.

Blackboard design:略

1.题目: Rose is smarter than Ruth

2.内容:

A: Who do you think are best, Ruth or Rose?

B: I think Ruth is smarter,I think Ruth is best.

B: I think Ruth is smarter, but I think Rose is outgoing.

3.基本要求:

(1)英文试讲 10 分钟

(2)读一遍

(3)讲解时注意互动

【教案】



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Teaching aims:

Knowledge aims:

Students can master the usage of comparative adjectives

After this lesson, students can use the sentence structure: "Rose is smarter than Ruth".

Ability aim:

After this lesson, students can use this grammar to describe the things in their daily life

Emotional aim:

Students are able to get the confidence of learning English

Key and difficult point:

Key Point:

master the usage of the comparative form of an adjective

Difficult Point:

use this grammar to describe the things in their daily life.

Teaching procedures:

Step 1: Warming-up

1. Greeting

2. Free talk: The teacher talks about the experience in zoo. Let students describe the features of animals in the zoo.

3. Then write one sentence and ask students to fill it using the right words. Then lead in the topic of today: Rose is smarter

Elephant is \_\_\_\_\_ (big/small).



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Squirrel is \_\_\_\_\_(big/small)

### Step 2: Presentation

1. play a tape and ask them some question

Q1: what's the feature of Rose and Ruth?

Rose is smarter than Ruth.

Q2: what's the characteristic of Ruth and Rose ?

Ruth is more outgoing than Rose.

And then underline the adjective, ask a question : what are the similarities between the sentences and the adjectives.

After that conclude the usage of the comparative degree.

### Step 3: Practice

1. Do the guessing game. Ask students to guess the words that the teacher is acting.

2. Write some sentences on the blackboard and ask students to fill in the blank using the comparative degree form of adjective.

### Step 4: Production

Show two similar pictures for students and then ask them to describe the differences of the two pictures, when they describe the pictures they should use the comparative degree. 5 minutes for them to discuss with their desk mates and later ask some of them to share their ideas.

### Step 5: Summary and Homework

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

Homework: ask students make more sentences using the grammar they learn today.

Blackboard design: 略



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1. 题目: 阅读教学试讲

2. 内容:

Anna's blog

Hello everyone. Welcome to my blog.

About me

My name is Anna. I'm from Germany. I'm 11 years old. I'm tall and thin. I have long hair. I live with my family in a house close to some mountains. My mum is an Art teacher. My dad is a doctor. I have an elder sister and an elder brother.

About my school and my hobbies

Every day, I go to school by school bus. My favourite subjects are Maths, Art and Science. I like my school because the teachers are all very friendly. My dream is to be an engineer. I like many sports. I'm good at swimming and playing basketball. These are my favourite hobbies.

I want to make friends with young people from all over the world! Email me, please!

3. 基本要求:

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对该段落的内容, 设计理解主旨的阅读教学活动。
- (4) 用英文试讲。
- (5) 试讲时间: 10 分钟

【教案】

Teaching aims:

Knowledge aim:

Students can get the main idea of the passage quickly.

Ability aim:

Students will improve their reading abilities such as skimming and scanning.

Emotional aim:

Students will be more interested in learning English.

Key and difficult point:



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Key Point: Students will know how to get the main idea of the passage.

Difficult Point: Students will be more confident in speaking English and improve their reading skills.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2..Show a picture to students and then ask them a question :what can you see from the picture?

Some of the students may figure out it is a blog and ask some of them:Do you write blogs and know their feelings of blogs?

Step 2: Pre-reading

Show the title of the passage and ask students to predict what's the main idea of the passage.

Step 3: While-reading

1st listening: Ask students to listen to the tape for the first time and check if their prediction is correct or not and get the main idea of the passage.

2nd listening: Ask students to listen to the tape for the second time and complete the card about Anna below:

Step4: Post-reading

Ask students to talk about the information of their best friend with the items on the blackboard. Four students in a group and give them five minutes.

Step 5: Summary and Homework

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



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Homework: ask students to write their own blog and introduce themselves.

Blackboard design:略



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