

2019 上半年高中英语教师资格证面试真题及答案(5 月 18 日)

一、考题回顾

试讲题目	<p>1. 题目: 高中英语语法 Cloning</p> <p>2. 内容:</p> <p>However, the problem that she later developed a serious lung disease bothered scientists. On 14th February 2003, scientists made the decision that Dolly should be put to sleep.</p> <p>3. 要求:</p> <p>(1) 讲解同位语从句</p> <p>(2) 朗读文章</p> <p>(3) 10 分钟全英试讲</p>
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二、考题解析

【教案】

Teaching aims:

Knowledge aims:

- (1) Students can master the usage of the appositive clause.
- (2) Students will grasp the abstract nouns in the appositive clause.

Ability aim:

After this lesson, students can use this grammar to explain the abstract nouns.

Emotional aim:

Students are able to get the confidence of learning English.

Key and difficult point:



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Key Points:

- 1) Master the usage of appositive clause and abstract nouns in the appositive clause.
- 2) Use this grammar to explain the abstract nouns.

Difficult Point:

Be able to get the confidence of learning English.

Teaching procedures:

Step 1: Warming-up

1. Greetings.
2. Daily life: Ask student "Do you know what is clone?", and invite some students to answer this question.
3. Lead in the topic of this lesson "Cloning".

Step 2: Presentation

1. Ask students to open the book and the teacher reads the passage, and then ask students to read this passage by themselves for 2 minutes to realize what is cloning, at this same time, the teacher writes the two sentences on the blackboard.

- 1) The problem that she later developed a serious lung disease bothered scientists
- 2) Scientists made the decision that Dolly should be put to sleep.

2. The teacher asks students to discuss with their desk mates what is the similarity of the two sentences for 3 minutes and then invites some of them to answer it.

Structure: abstract noun+that clause

3. Tell the students the structure of this kind is appositive clause and appositive clause has an abstract noun in front of it, which explains the content of the noun, in appositive clauses, "that" is a conjunction and does not play any roles.



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4. Then the teacher asks students to discuss with their desk mates what kind of abstract nouns we can use in appositive clause for another 3 minutes and later invites some of them to answer it.

The abstract noun: news, idea, fact, problem, decision and so on.

For example: I heard the news that our team had won.

Step 3: Practice

1. Answer questions: ask students which sentences are appositive clauses on the screen.

1) The girls were surprised at the fact that ocean ships can sail up the Great lakes. (appositive clause)

2) He is a man that I saw yesterday. (attributive clause)

3) I have no idea that she works so hard every day. (appositive clause)

Step 4: Production

1. Divide the class into four groups and ask students to make a discussion with their group mates about the differences between the appositive clause and the attributive clause we have learned before for 6 minutes. Meanwhile, ask students to make some sentences of both kinds.

2. Later invites some of groups to share with us.

Appositive clause	Attributive clause

Step 5: Summary and Homework

Summary: ask a student to summarize the content of the lesson for whole class.

Homework: finish the exercise on page 21.



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一、考题回顾

试讲题目	<p>1. 题目: 语音教学试讲</p> <p>2. 内容:</p> <p>(1) What sports do you like doing?</p> <p>(2) Do you like watching sport on TV?</p> <p>(3) Have you ever turned up late for a match?</p> <p>(4) If your school asked you to be in a team, would you try to back out?</p> <p>3. 要求:</p> <p>(1) 朗读所给材料</p> <p>(2) 配合教学内容适当板书</p> <p>(3) 针对所给材料, 设计操练英语语调的教学活动</p> <p>(4) 用英文试讲</p> <p>(5) 试讲时间: 10 分钟</p>
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二、考题解析

【教案】

Teaching aims:

Knowledge aims:

Students can understand the tone of general question and special question.

Ability aim:

After this lesson, students can express different tones in different questions in their daily life.

Emotional aim:

Students will pay more attention to English sentences expressions.

Students will be more interested in speaking English.

Key and difficult point:



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Key Point: master the different tones of general questions and special questions.

Difficult Point: use these rules to express different tones in daily life.

Teaching procedures:

Step 1: Warming-up

1. Greetings.
2. Sing a song "I believe I can fly".
3. Ask students "when we sing this song, which sports celebrity comes to your mind? Some students may be invited to share, then lead in the new topic today.

Step 2: Presentation

1. Ask students to open the book and find out questions in this article, then invite a student to come to the front and write down their answers.

- 1). What sports do you like doing?
 - 2). Do you like watching sports on TV?
2. Then read these two sentences for students twice, and ask them which part sounds better. Next let them think why they are different. After 5 minutes, invite several students to share their ideas. 3. Then lead students to make a conclusion of the intonation of general question and special question. (we use raising tone in general question and use falling tone in special question.)

Step 3: Practice

Activity: Reading

1. Ask students to read the general questions and special questions in this article. Then invite some students to come to the front and read the sentences with intonation.
2. Ask students to read the lyrics of some famous songs to deepen their impression of the target knowledge.



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Step4: Production

Activity: Role play

Ask students work in pairs, one of the student acts as a reporter, the other one acts as a famous star. They need to have an interview with general question and special questions as much as they can. Then invite some of students come to the front to share their conversation.

Step5: Summary and Homework

Summary: ask a student to read the sentences on the blackboard and conclude the pronunciation rules of general questions and special questions

Homework: use these two kinds of intonation to ask questions in their daily life.

【答辩题目解析】

1. Please introduce the types of intonation and give the examples.

【参考答案】

There are four types of intonation, falling tone, rising tone, falling-rising tone, and rising-falling tone. We use falling tone in special question, exclamatory sentences, declarative sentences; rising tone in general question, falling-rising tone in disjunctive question, and rising-falling tone in alternative question.

2. Why do you want to be an English teacher?

【参考答案】

First of all, I like this job, and I like to communicate with children. I think children have the innocence and purity that we adults don't have. When I am with the children, I can feel the innocence and purity from them. Another reason is that teaching is a way for me to make a living. If I love this job, I will do it well with my heart. As we all know, the efficiency of taking the initiative to do something is different from that of doing it passively. So these are the reasons for why I want to be a teacher.

一、考题回顾



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题目来源	
试讲题目	<p>1. 题目: 阅读教学试讲</p> <p>2. 内容: Crouching Tiger, Hidden Dragon</p> <p>Crouching Tiger, Hidden Dragon is based on a <u>pre-world War II</u> novel about characters who (in spite of Lees protests of originality) will be quite familiar to fans of <u>Hk's golden age</u> films. <u>Li Mu Bai</u> (Chow <u>Yun Fat</u>) is a legendary martial artist whose at tempts to find enlightenment have left him disillusioned. He gives away his famous sword, the Green Destiny, to signal a move into a new, nonviolent life. His courier is <u>Shu Lien</u> (Michelle <u>Yeoh</u>), another well-known fighter who's been pining away for him for years, <u>Shu Lien</u> becomes friendly with the aristocratic young <u>Jen</u> (<u>Zhang Ziyi</u>), who is secretly a superior <u>swordswoman</u>, the lover of the desert bandit <u>Lo</u> (Chang Chen), and a disciple of the vicious middle-aged female criminal <u>Jade Fox</u> (<u>Cheng Pei Pei</u>). From this setup, the film details the theft of the Green Destiny, the romantic and political intrigues that ensue, and the major characters' life quests: <u>Jen</u> for love and power, <u>Li Mu Bai</u> for peace, <u>Shu Lien</u> for <u>Li Mu Bai</u>, <u>Jade Fox</u> for revenge against all men, and <u>Lo</u> for <u>Jen</u>.</p> <p>The film has a muted, elegant look that works in its favor to transport the viewer to its setting of ancient China, meticulously recreated. But this rich <u>pictorialism</u> has a down side: Lee seems to be so in love with his compositions and conceits that the file slows to a crawl in some sequences. A particular offender in this regards a seemingly endless diversion in the desert, where the love affair between <u>Lo</u> the bandit and <u>Jen</u> the captured lady begins. Lee exploits the bleak beauty of this setting (shot in the Gobi desert and the Taklamakan Plateau north of Tibet) but eventually loses the viewer in the interminable love scenes.</p> <p>3. 基本要求:</p> <p>(1) 朗读一遍全文</p> <p>(2) 设计阅读课</p> <p>(3) 适当设计板书</p>
答辩题目	<p>1. How did you evaluate the performance of students in the class?</p> <p>2. What's your key points?</p>

二、考题解析

【教案】

Teaching aims:



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Knowledge aims:

- (1) Students are able to understand the content of the passage.
- (2) After this lesson, students can know the writing style of film critics and know more information about “Crouching Tiger, Hidden Dragon”.

Ability aim:

Students can use different basic reading strategies like predicting, grasping details correctly in their reading process.

After this lesson, students can evaluate the film “Crouching Tiger, Hidden Dragon” objectively.

Emotional aim:

Students are able to love Chinese traditional culture.

Key and difficult point:

Key Point: understand the content of the passage

Difficult Point: use this different basic reading strategies to deal with different reading questions.

Teaching procedures:

Step 1: Warming-up

1. Greetings.
2. Play a video: The teacher show the fragment of “Crouching Tiger, Hidden Dragon” and ask students if they know anything about the film.
3. Then tell students this fragment is about two main characters. Then lead in the topic of today: “Crouching Tiger, Hidden Dragon”.

Step 2: Pre-reading



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1. Ask students if they know the background of the movie. Then ask one student to answer the question.
2. Give evaluation to the students, then tell students the background of the film.

The film tells the story of a generation of heroes, Li Mubai, who has withdrawn from the all corners of the country. He entrusts the confidante, Le Xiulian, to bring his Qingming sword to the capital, and presents it as a gift to the Baylor collection. The fact that Li Mubai's retreats from the all corners of the country actually causes more grievances.

Step 3: While-reading

A. Extensive reading

1. Let students to read the passage for the first time. Ask students a question: What do you think this article might be chosen from? (This passage may be chosen from a movie magazine.)
2. Then let one student answer the question and give evaluation.

B. Intensive reading

1. Let students to read the passage for the second time. Write down two questions on the blackboard:

- 1). What kind of details are mentioned in the film?
- 2). Please find the down side of the film.

2. Then invite two students to answer these questions separately and give evaluation. Write down the right answer on the blackboard.

- 1). The film details the theft of the Green Destiny, the romantic and political intrigues that ensue, and the major characters life quests.
- 2). Lee seems to be so in love with his compositions and conceits that the film slows to a crawl in some sequences.

Step 4: post-reading



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1. Retell the film according to the key details on the blackboard.
2. Make Discussion: Ask students to talk about which character do you like best, and why?

Step5: Summary and Homework

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

Homework: Watch this movie completely and try to write a short films critics.

【答辩题目解析】

1. How did you evaluate the performance of students in the class?

【参考答案】

Students are unique and developing individuals. And they are eager for teacher's approval and encouragement.

Therefore, in my class, as long as students shared their answers actively, I would give them positive and reasonable evaluations, for example, "Your pronunciation is improving", "You found the answer so fast". If students made mistakes, I encouraged them like "You are very brave" "Think it over and try again." and guided them to get the right answer. In this way students will not lose their confidence in learning English and will be more active in my class.

In the future, I will try my best to find more methods to encourage my students to let them study actively.

2. What's your key points?

【参考答案】

The key points is that students can understand the content of the passage.



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1. 题目: 写作教学试讲
2. 内容

GOOD NEWS!

Event: Swimming Competitions

Place: the Red Lake

Time: 11:30 am every Saturday

Participants: Children under 12

3. 基本要求

- (1) 朗读所给材料
- (2) 配合教学内容适当板书
- (3) 针对该材料的体裁与结构特征, 设计相应的写作练习教学活动。
- (4) 用英文试讲
- (5) 试讲时间:10 分钟

【教案】

Teaching aims:

Knowledge aims:

Students can master the structure of notice.

Ability aim:

Students can improve their abilities of collection and organization.

After this lesson, students can write some notice in their daily life.

Emotional aim:

Students are able to get the confidence of learning English.

Key and difficult point:

Key Point: Master the structure of notice.

Difficult Point: Students can gain the ability of writing some notice in their daily life.



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Teaching procedures:

Step 1: Warming-up

1. Greetings and talk weather with students.
2. Homework : Ask students to share the homework for last class “ write a letter to your pen pal”. and think of the structure of letters.
3. Introduces some different forms of writing.
4. Lead to the new lesson, notice.

Step 2: pre-writing

1. Ask students to read the small article on the screen. Then ask student “ What’s this article talking about?” And tell them it is a good news. And the ask them “Do you know the writing style of this article?” Then tell them it is a notice. Then ask them “Do you know how to write a notice?”

2. Then ask student to find some key segments about the notice.

3. Then help them to conclude the structure of notice:

Event, place, time and participants

4. Ask students to think, how to write a notice about “student union will hold a singing competition.”

5. Show the materials on the blackboard:

Event: Singing competitions

Place: The first dining hall

Time: 9 a.m. to 5 p.m., next Sunday

Participants: all the students

Step 3: While-Writing



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1. Give students 15 minutes to write a notice with the collected writing material.
2. When students are writing, correct their spelling and grammar.

Step 4: Post-Writing

1. Peer-editing: Ask students to check their notices with their deskmates.
2. Sharing: Invite some students to share their notices.
3. Give the evaluation according to their notices.

Step 5: Summary and Homework

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

Homework: Improve their works after class.

Blackboard design:

<p>Writing</p> <p>—— How to write a notice ?</p> <p>Event: Singing competitions</p> <p>Place: The first dining hall</p> <p>Time: 9 a.m. to 5 p.m., next Sunday</p> <p>Participants: all the students</p>
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1. 题目: 语篇教学试讲

2. 内容:

I spend all morning checking numbers. Lunch is always simple. I often get a sandwich in a nearby sandwich shop or I just have some biscuits and a cup of coffee. Then in the afternoon, I return to the paperwork in the office. On Monday nights, I have dance classes, and on Wednesday nights, I go to the gym. I need to do that because I don't get enough exercise otherwise. On Tuesday and Thursday nights, I have French classes. I work for a French company so I think studying French will help me in my job.

3. 基本要求:

- (1) 朗读所给段落
- (2) 配合教学内容适当板书
- (3) 针对所给段落的内容, 设计分析叙述文特征的语篇教学活动。
- (3) 用英文试讲
- (3) 试讲时间:10 分钟。

【教案】

Teaching aims:

Knowledge aims:

- (1) Students are able to understand the content of the passage.
- (2) Students can know some basic information of narration.

Ability aim:

Students can use different basic reading strategies like analyzing, grasping details correctly in their reading process.

After this lesson, students can write a narration by themselves.

Emotional aim:

Students will be more willing to get involved in class activities and boost their interest in learning English.



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Key and difficult point:

Key Point: understand the characteristics of narration.

Difficult Point: improve students' learning interest and write a narration by themselves.

Teaching procedures:

Step 1: Warming-up

1. Greeting.

2. Have a free talk:

Ask students some questions about their weekend. For example,

1). Did you enjoy your weekend?

2). What did you do on your last weekend? And how about your week days, what did you do?

3. Then ask students to answer the questions and give them some feedback. Then tell them I have friend John he had wrote a short passage to describe his week, and ask my students if they want to know his week or not to lead in the topic of today: "My week".

Step 2: Pre-reading

1. Prediction.

Ask students to make a prediction about what John does during his week and invite some students to share their ideas.

Write down some of their answers on the blackboard to recall some related words and give evaluation to the students.

Step 3: While-reading

A. Extensive reading



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1. Let students to read the passage for the first time. Ask students a question: What does the passage talk about? (This passage talks about the week of the writer)
2. Then invite one student answer the question and give evaluation.

B. Intensive reading

1. Ask students to read the passage for the second time and finish the exercise on the blackboard:

- 1). John's lunch is diversified. (T/F)
- 2). When does John return to the paperwork in the office?
- 3). What does John do on Monday nights?
- 4). Where does John go on Wednesday nights?
- 5). Why does the author study French?

...

2. Then invite two students to answer these questions separately and give evaluation. Write down the right answers on the blackboard.



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3. Ask students to have a discussion about the factors that should be included in a narration and then make a complete summary and explanation for the whole class.

Six factors of narration: 5W+1H (When+ where+ why+ what+ who+ how)

Step4: post-reading

1. Retell the passage according to the key details on the blackboard.

2. Interview:

Ask students to work in pairs, one is the interviewee and the other is the interviewer. Then make an interview by using the factors of a narration to exchange the routines of each other.

Step5: Summary and Homework

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

Homework: Try to write a narration to record your week.

Blackboard design:

【板书设计】略

1. 题目: 语音教学试讲

2. 内容:

Fu Mingxia first stood on top of the 10-metre diving platform at the age of nine. At 12 years old she won a Guinness Record when she became the youngest female to win the womens world title for platform diving at the World Championships in Australia

3. 基本要求:

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对该段落的连读标记, 设计相应的语音教学活动
- (4) 用英文试讲。
- (5) 试讲时间: 10 分钟。

【教案】

Teaching aims:

Knowledge aims:



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Students are able to understand the content of the passage.

Students can know some basic information of liaison.

Ability aim:

Students can use different basic reading strategies like analyzing, grasping details correctly in their reading process.

After this lesson, students can use the target knowledge into their daily life.

Emotional aim:

Students will be more willing to get involved in class activities and boost their interest in learning English.

Key and difficult point:

Key Point: master the rules of liaison.

Difficult Point: use the target knowledge to their daily life correctly.

Teaching procedures:

Step 1: Warming-up

1. Greeting: talk about weather

2. Sing a song "hand in hand", and ask students "when you hear this song, which event comes to your mind?"

Step 2: Presentation

1. Ask students to open the book and the teacher reads the passage and ask students the main idea of the passage.

2. Read this article for students, and read the first sentence for them twice. Then ask them to discuss the differences between these two times and write down the sentence on the blackboard.

① Fu Mingxia first stood on top of the 10-metre diving platform at the age of nine.



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②At 12 years old she won a Guinness Record when...

3. Invite students to share their ideas then make a conclusion of liaison, structure:
consonant+vowel

Step 3: Practice

Ask students read the article again then invite ss come to the front and read for others.

Step4: Production

4 of a group, show students Shelley's poem, ode to the west wind. Give them 5 minutes to practise this poem, then invite some students read the poem for us, choose the best one.

Step5: Summary and Homework

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

Homework: Try to surf on the Internet and find more rules of liaison.

Blackboard design:略



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