

2019 上半年小学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 山东省淄博市面试考题
试讲题目	<p>1. 题目: What does he do?</p> <p>2. 内容: factory worker; postman; businessman; police officer Zhang Peng: Is your father a postman? Oliver: No, he isn't. Zhang Peng: What does he do? Oliver: He's a businessman.</p> <p>3. 基本要求: (1) 英文试讲 10 分钟 (2) 读一遍 (3) 讲解单词时注意互动</p>
答辩题目	<p>1. 在这堂课中, 你是如何帮助学生学习和掌握新单词的?</p> <p>2. 在你看来, 小学教学中最主要的难题是什么?</p>

二、考题解析

【教案】

Teaching aims:

Knowledge aims:

Students can master the meaning and pronunciation of the new words, "factory worker, postman, businessman, and police officer".

Students can learn the sentence structures "What does he do?/ He's a businessman."

Ability aim:

Students can ask and talk about career with the new words and the sentence structures in daily life.



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Emotional aim:

Students can be interested in learning English and cultivate the awareness of career and the spirit of cooperation.

Key and difficult point:

Key Point:

Students can master the meaning and usage of the new words and sentence structure.

Difficult Point:

Students can improve the interest of learning English and cultivate the awareness of career and the spirit of cooperation.

Teaching procedures:

Step 1: Warming-up

1. Greetings. Talk about the weather.
2. Sing a song for students.

*Doctor, actor, lawyer or a singer,
Why not president, be a dreamer,
You can be just the one you wanna be.
Police man, fire fighter or a postman,
Why not something like your old man,
You can be just the one you wanna be.*

Ask them if they can figure out some different careers in this song, and they may say “doctor, actor, and singer”. Then tell them that today we are going to learn more new words about career.

Step 2: Presentation

1. Present the words and teach



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Draw some pictures according to the different words and describe them simply, and then teacher shows the words to the students and reads them.

2. Present the sentence

Read the conversation for the students. Ask them to listen carefully and find which sentence is used to ask others' career and what's the answer. Write them down on the blackboard. Then ask student to do an exchange exercise using the words learned before and the sentence patterns.

—What does he do?

—He's a businessman.

Step 3: Practice

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

Step4: Production

Ask students to do a role play and try to make new dialogues with their desk mates according to new words. 5 minutes will be given. Then invite 2 pairs to share their dialogues and give encouragement.

Step5: Summary and Homework

Summary: Teacher summarizes the whole class.

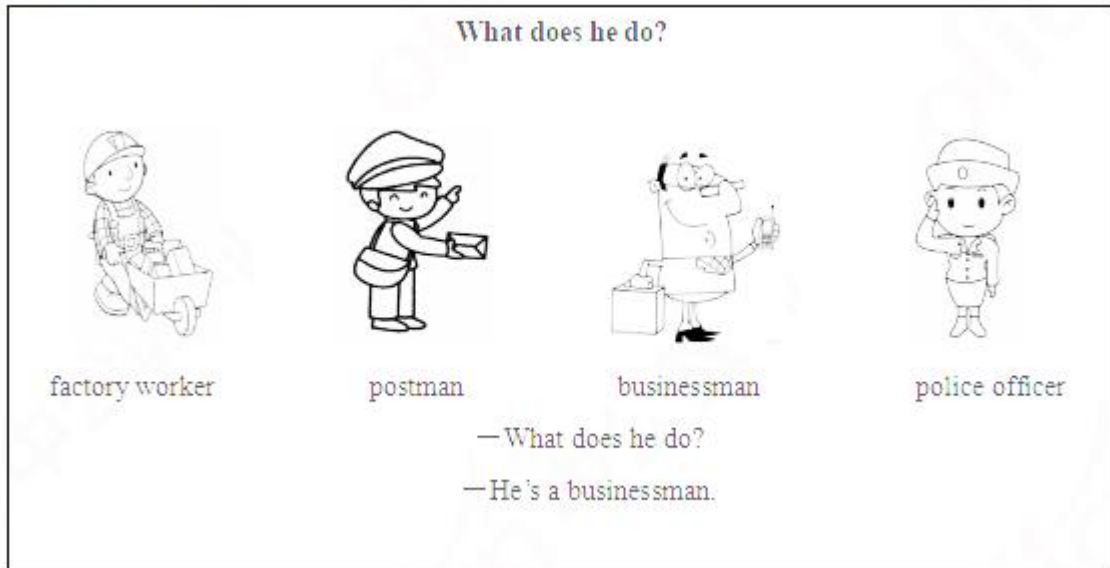
Homework: Ask students to tell their parents what they have learned in school today and talk about their career with the sentence structures.



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Blackboard design:



【答辩题目解析】

1. How did you help students learn and master new words in the vocabulary class?

【参考答案】

In a word, I make use of funny and vivid pictures to teach the new words. First, I draw some pictures about the new words on the blackboard and use simple sentences to describe them. Second, I lead students to try to tell me the word for each picture and then give them the right answer. So students will know the meaning of these words by this vivid method. Third, I ask students to read these words after me, so they can know and learn the right pronunciation. What's more, students can practice and consolidate the new knowledge by the next few activities. So I believe they will really learn and master the new words.

【答辩题目解析】

2. What's the mainly difficulty in primary school teaching in your view?

【参考答案】

In my view, I think the main difficulty in primary school teaching is that pupils are easily distracted by something else, and they only can remember the new knowledge



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for a short time. So teachers should pay attention to their features, and take positive and active measures for that. We can make use of funny games or activities to help students memorize and consolidate what they have learned timely, and review the knowledge regularly.

一、考题回顾

题目来源	5 月 18 日 广东中山市 面试考题
试讲题目	<p>1.题目: What are peter's hobbies?</p> <p>2.内容:</p> <p>Oliver: What are Peter's hobbies?</p> <p>Zhang Peng: He likes reading stories. He lives on a farm, so sometimes he reads to the cow.</p> <p>Oliver: That's interesting!</p> <p>Zhang Peng: He likes doing kung fu and swimming.</p> <p>Oliver: Really? Me too!</p> <p>Zhang Peng: He also likes singing.</p> <p>Oliver: Oh, you also like singing, too.</p> <p>Zhang Peng: Yes. I'm going to teach him the Chinese song "Jasmine Flower"!</p> <p>Oliver: Good idea!</p> <p>3.基本要求:</p> <p>(1)朗读内容</p> <p>(2)学习相关词汇与句型</p> <p>(3)设计相关的教学活动</p>
答辩题目	<p>1. 谈谈你布置的作业。</p> <p>2. 上课时, 你的学生不能集中注意力听课, 你会怎么办?</p>

二、考题解析

【教案】

Teaching aims:

Knowledge aims:

1. Students can master the meaning of the words such as "reading stories", "doing kung fu",

"swimming" and "singing".



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2. Students can grasp the key sentence structures “What are Peter’s hobbies?” and “He likes singing”.

Ability aim:

Students can improve their ability of listening and speaking.

Emotional aim:

Students can build up their confidence in speaking English.

Key and difficult point:

Key Point:

Words: reading stories, swimming, doing kung fu, singing;

Sentence structures: What are Peter’s hobbies?, He likes doing

Difficult Point:

Students can master the usage of the words and sentences and use them in their daily life.

Teaching procedures:

Step 1: Warming-up

1. Greetings. Talk about the weather.

2. Sing a song with the students.



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*If you are happy
If you're happy and you know it Clap your hands
If you're happy and you know it Clap your hands.
If you're happy and you know it
Never be afraid to show it
If you're happy and you know it Clap your hands*

Ask them two questions “Are you happy now?” and “Do you like singing?”. They may say yes and then tell them singing is our hobby. Then tell them today we are going to learn about our old friend Peter’s hobbies.

Step 2: Pre-listening

1. Draw some paintings on the blackboard and present some words such as “reading stories”, “doing kung fu”, “swimming”, and “singing”. Let them understand the meaning.
2. Read the words together.

Step 3: While-listening

1. Extensive listening

Ask students to listen to the tape for the first time and answer two questions “How many people are there in this conversation and who are they?”, “Which sentence is used to ask other’s hobbies and what is its answer?”. Then write down the names and sentences on the blackboard.

2. Intensive listening

Listen to the tape for the second time and ask students to fill in the chart on the blackboard. Then invite some of them to finish the chart and check it.



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Name	Hobbies
Oliver	
Zhang Peng	
Peter	

Step4: Post-listening

Ask students to do a survey about what their hobbies are. Lead them to work in group of 4 and one of them acts as the group leader to collect their group members' hobbies and make a list for us. 10 minutes will be given. After that, invite one group to share their report. Give encouragement.

Step5: Summary and Homework

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

Homework: Talk about their hobbies with their parents and ask what their parents' hobbies are.

【答辩题目解析】

1. Talk about your homework.

【参考答案】


Homework is a continuation of teaching. Through their independent thinking, it aims to help students use knowledge, analyze problems flexibly and solve the problem, consolidate the language knowledge and format English ability. In this class, my homework is to ask students to talk about their hobbies with their parents and ask what their parents' hobbies are. This homework, on the one hand, can effectively help students to consolidate the words and sentence pattern we have learned before. On the other hand, it can also let their parents know their children's learning condition and enhance the understanding of both parents and children.




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Blackboard design:


What are Peter's hobbies?




reading stories



doing kung fu



swimming



singing

-What are Peter's hobbies?
-He likes doing....

Name	Hobbies
Oliver	doing kung fu
Zhang Peng	singing
Peter	reading stories, doing kung fu, swimming, singing

【答辩题目解析】

2. What will you do if the students can't focus on your class?

【参考答案】

There are some options to deal with the problem. First, I could arrange some interesting activities to stimulate their interest. Second, when imparting some knowledge, I could show some examples closely related to their daily lives. They will be interested in familiar things. Third, I could ask some students to answer my questions from time to time, so they will be more focused in case of being asked. So I will try to use the most appropriate method to attract their attention.

一、考题回顾



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题目来源	5 月 18 日 山东省临沂市 面试题
试讲题目	1. 题目: 2. 内容: water, tiger, sister, computer, dinner 3. 基本要求: (1) 讲解 er 的发音规律 (2) 设计相应的教学活动 (3) 全英试讲
答辩题目	1. 你打算如何教授低龄小朋友? 2. 你觉得教小学生跟教中学生有什么不同?

二、考题解析

【教案】

Teaching aims:

Knowledge aim:

Students will master the pronunciation rules of the letter group “er”.

Students will know the meaning and pronunciation of new words: “water, tiger, sister, computer, dinner”.

Ability aim:

Students will know how to pronounce “er” in words.

Emotional aim:

Students will be interested in learning and speaking English after the class.

Key and difficult point:

Key Point:

Students will master the pronunciation rules of the letter group “er”.



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Students will know how to pronounce “er” in words.

Difficult Point:

Students will be interested in learning and speaking English after the class.

Teaching procedure:

Step 1: Warming-up

1. Greetings. Talk about the weather.

2. Chant with the students

A farmer a farmer and a teacher

Are riding on the scooter

A farmer a farmer and a teacher

Are riding on the scooter

Ask them if they can find the words that have some similarities in the chant. They may say “farmer” “teacher” “scooter”. Then tell them that today we are going to learn the pronunciation of letter group “er”.

Step 2: Presentation

1. Show some pictures according to the new words, and then explain the meanings to the students.

2. Play the finger show with the students to consolidate the words. For example, finger 1 refers to “water”, and finger 2 refers to “tiger”. When the teacher points finger 1, the students should read “water” loudly. The rest can be done in the same manner.

3. Ask students to find similarities among the words. They may say that in these words, there is “er” in the words.

4. Conclude the rules of “er”. Tell them that when they see “er” in the last part of a word, they should pronounce [?].



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Step 3: Practice

1. Ask a few students if there are other words containing “er”. They may answer “mother”, “father” or “brother”.
2. Ask students to finish the exercise “Read, underline and say ” on the book, then ask some students to share the answer.

Step4: Production

Ask students to make a chant with their desk mates using the words we have learned today. 5 minutes will be given. After that, invite one pair to share their chant. Give encouragement.

Sister sister sister likes computer

Tiger tiger tiger likes water

Step5: Summary and Homework

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

Homework: Read the words to their parents.

【答辩题目解析】

1. How are you going to give lessons to little kids?

【参考答案】

I think I am going to use all kinds of materials that are available like CD player, pictures, word cards, TV, magazines and games in my lessons. I am going to use different teaching methods to help children with different learning styles.

Blackboard design:略



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1. 题目: 词汇教学试讲

2. 内容:

This man is from Canada. He is twenty years old. He is tall and he has brown hair. He has small eyes, a big nose and a wide mouth. He is black. Please help us find him. Our phone number is (902) 877-3641.

3. 基本要求:

- (1) 朗读所给材料。
- (2) 配合教学内容适当板书。
- (3) 针对所给材料划线部分, 设计运用类的词汇教学活动。
- (4) 用英文试讲。
- (5) 试讲时间: 10 分钟。

【教案】

1. Teaching aims:

Knowledge aim:

Students can understand the meanings and pronunciation of the new words including “brown hair, small eyes, big nose, and wide mouth”.

Ability aim:

Students can talk about the body with the new words in daily life.

Emotional aim:

Students can improve their confidence and interests in learning English after class.

2. Key and difficult point:

Key Point:

Students can master the meaning and usage of the new words including “brown hair, small eyes, big nose, and wide mouth”.



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Difficult Point:

Students can use the new words about body in daily life.

Students can improve the interest in learning English and cultivate the spirit of cooperation.

Teaching procedures:

Step 1: Warming-up

1. Greetings. Ask students whether they can find any difference in the classroom. Tell them there is a flower and ask them to water it every day.

2. Sing a song for students.

One little finger, one little finger, tap tap tap.

Put your finger up.

Put your finger down.

Put it on your head, head!

One little finger, one little finger, tap tap tap

Put your finger up.

Put your finger down

Put it on your nose, nose!

Ask students if they can figure out any body word in this song, and they may say "finger" and "head". Then tell them today we will learn more words about our body..

Step 2: Presentation

1. Draw the stick figures according to the different body part and describe them simply, and then teacher reads the words in both rising tone and falling tone to the students follow the teacher.



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2. Read the passage for the students. Ask students to listen carefully and find what the man looks like. Invite students to answer and draw the picture of the man according to their description.

Step 3: Practice

Do the “touch your body” game. The teacher gives the order and students do as the teacher says, for example, when the teacher says “touch your ears”, the students should touch their own ears.

Step 4: Production

Do the “describe and guess” game. Ask students to discuss about their favorite teacher’s look. 5 minutes will be given. Then invite the group leader to describe in front of the class. Teachers asks which teacher is it., and the rest students will guess. Then teacher gives the encouragement and asks students to care and love their teachers.

Step 5: Summary and Homework

Summary: Invite one student to be the little teacher to summarize the whole class.

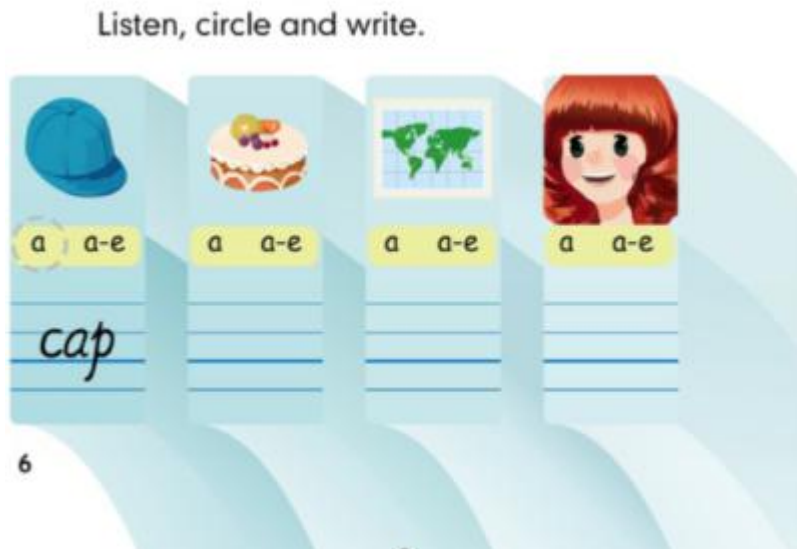
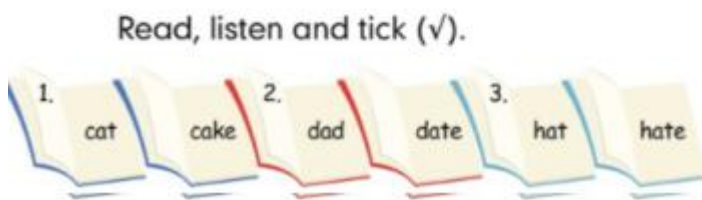
Homework: Ask students to draw the picture about their parents’ looks. Then present and describe their picture next class.

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小学英语 语音



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【基本要求】

- 1、10 分钟试讲
- 2、设计相应的教学活动



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3、全英试讲

【教案】

Teaching aims:

Knowledge aim:

Students will master the pronunciation of the letter “a”.

Ability aim:

Students will know how to pronounce “a” in words.

Emotional aim:

Students will be interested in learning English after the class.

Key and difficult point:

Key Point:

Students will master the pronunciation rules of the letter “a”.

Students will know how to pronounce “a” in words.

Difficult Point:

How to arouse students’ interest of learning English.

Teaching procedure:

Step 1: Warming-up

1. Greetings. Talk about the weather.

2. Sing a song with the students

Apple round apple red

apple juice apple sweet



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apple apple I love you

apple sweet I love to eat

Ask them what fruit is this song mentioned. They may say “apple”. Then tell them that today we are going to learn the pronunciation of letter “a”.

Step 2: Presentation

1. Show some pictures according to the aim words , and then explain the meanings to the students.
2. Play the finger show with the students to consolidate the words. For example, finger 1 refers to “cake”, and finger 2 refers to “face”. When the teacher points finger 1, the students should read “cake” loudly. The rest could be done in the same manner.
3. Ask students to find similarities among the words. They may say that in these words, there is “a” in the words.
4. Conclude the rules of “a”. Tell them that when they see “a” in the structure a_e of a word , they should pronounce [ei].

Step 3: Practice

1. Play a game named “High and low voice”.
2. Ask students to finish the exercise “Read, listen and tick ” on the book, then ask some students to share the answer.

Step4: Production

Ask students to make a chant with their deskmates using the words we learned today. 5 minutes will be given. After that, invite one pair to share their chant. Give encouragement.

Cake cake make a cake

Face face make a face

Name name make a name



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Step5: Summary and Homework

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

Homework: Read the words and chant to their parents.

Blackboard design:略

题目: Let's chant

1. 题目: Let's chant

2. 内容:

One, two, three, four, **five**,
Once I caught a fish **alive**.
Six, seven, eight, **nine**, ten,
Then I let it go again.
Why did you let it go?

3. 基本要求:

- (1)示范朗读文本, 关注学生双元音的发音, 通过儿歌的韵律训练增强学生的语感, 辅助体态语帮助学生理解, 体现过程性评价;
- (2)体现良好的师生互动和板书设计。

【教案】

Teaching aims:

Knowledge aim:

Students will master the sound /ai/ in the words "five", "alive" and so on.

Ability aim:



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Students will apply the sound correctly in real communication.

Emotional aim:

Students will be more interest in speaking English.

Key and difficult point:

Key Point: Students will master the sound /ai/ in the words “five”, “alive” and so on.

Difficult Point: Students will apply the sound correctly in real communication.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Play a chant they have learned “tomato, tomato, wash, wash, wash” and lead them to learn another chant this class..

Step 2: Presentation

1. Students watch the picture and tell the teacher what they can see in the picture, and the teacher guide them to present the first part of the chant. Then students watch the picture carefully and predict what’s wrong with the boy, then the teacher guide them to present the last part of the chant.

2. Students observe the sentences and find out what common letters they can find.

3. The teacher teaches them correct pronunciation of the letter “i” in “five”, “right” and so on.

Step 3: Practice

1. Read the pronunciation /ai/ and the words that includes “i” repeatedly.

2. Listen to the tape and follow the tape, paying attention to the intonation of the chant.

3. Students work in pairs to make a chant in 5 minutes.



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Step4: Production

1. The teacher writes more words that includes the sound /ai/ and students try to read them.
2. Students work in groups to make a story using the picture and the words with the sound /ai/ on the blackboard.

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 other pronunciation of the letter “i” and list those words accordingly.

Blackboard design:略



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