



华图教师
HTEACHER.NET

SINCE 2001

国考教师资格证

试讲题目

小学英语

(含参考答案)

华图教育

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第一篇 《小学词汇教学》

1.题目：小学词汇教学

2.内容：

A: What do you have on Mondays?

B: I have **Chinese, English, Maths** and **Music**.

A: Is it Monday?

B: No. It's Friday.

A: Oh! I have **PE**, music, **science** and English on Friday.

3.基本要求：

- (1) 根据题目设计词汇教学，讲解加黑单词；
- (2) 体现师生互动；
- (3) 用游戏的方式讲授单词；
- (4) 全英试讲，试讲时间 10 分钟。

【试题解析】

Teaching procedure:

I. Warming up / Leading in

Sing an English song *Days of week* "Sunday, Monday, Tuesday..." Then ask students "What day is it today" and create a situation: a new student joins in our class, please tell him the classes we will have today.

II. Presentation

Present the new words

1.Quickly response: show Chinese book, English book, Maths book...to students and introduce the new words about subject.

2.Students listen to the tape recorder and read the words after the tape, then the teacher corrects their pronunciation.

3.The teacher shows pictures, and Ss read the corresponding words.

III. Practice

Bomb Game

Let students play the bomb game. Set one phrase as bomb word, when the teacher read the other words, Ss should read after the teacher, when the teacher read the bomb word, Ss should keep silent, if someone reads the bomb word, all students say “bomb” to him.

IV. Consolidation

Task: Group work

Create a situation that students need to introduce their school life to a new classmate, and they need to tell him something about school activities, classes and teachers.

After fifteen minutes, teacher may choose someone to come to the front and show their performance.

V. Summary

Ss summarize what they have learnt in this lesson, and the teacher gives supplement if necessary.

VI. Homework

Introduce subjects they will learn in school to their parents.

板书设计:

My week

Chinese	English
Maths	Music
PE	Science

第二篇 《对话教学》

1.题目：对话教学

2.内容：

Amy: Mum, can I have a drink, please?

Mum: Yes. Here you are.

Amy: Can I watch TV, please?

Mum: Yes, you can.

Amy: Can I have an ice cream, please?

Mum: No, you can't. Look! No ice cream.

Amy: I can go to the shop for an ice cream!

Mum: No, you can't go out! You're ill. But you can have these biscuits!

Amy: Thanks, Mum.

3.基本要求:

- (1) 试讲时间约 10 分钟, 采用英语授课;
- (2) 帮助学生梳理对话的主要信息;
- (3) 训练学生的表演能力和口语表达能力;
- (4) 配合教学内容适当板书。

【试题解析】

Teaching procedure:

I. Warming up

1. Daily greetings and show students some pictures about food and drink. Then, the teacher asks with "What's this?" and students name them to review the words learnt about food and drinks.

II. Presentation

1. Students watch the video clip and answer some questions:

What's the talk about?

How many food and drink in the talk?

Can Amy have an ice cream? And why?

After the video, students answer and then check the questions according to the conversation.

2. The teacher leads students to pay attention to how to ask for permission. Then teaches the sentence pattern "Can I ...?" and the corresponding answer "Yes, you can."/ "No, you can't."

III. Practice

Activity 1 Train game

The teacher shows different pictures for reference on the PPT. Students work in two groups and the teacher asks the first one of each group with "Can I ...?" the first one of each group

answer with “Yes, you can.” or “No, you can’t.” then asks the next one, in turn, the first group finishes will win the game.

Activity2 Read in different roles

Students work in pairs to read the conversation in different roles, one is Amy, the other is Mun. In the process, students are supposed to imitate the pronunciation and the tune. Especially, pay attention to the core sentence pattern.

IV. Consolidation

Task1: the polite guest

The teacher creates a scene that students are invited to visit the cultural creative park, a comprehensive center. The polite ones are more popular here. Students work in groups to discuss what may happen there and create a play in the center. They are supposed to ask for permission for some precious material with what they have learnt. Five minutes later, they will share their performance with the whole class. Others and the teacher choose the polite guests in the process.

V. Summary

Students summarize what they have learnt in the lesson: the sentence pattern about asking for permission and the answers. They can understand the conversation and the teacher makes supplement if necessary. While the teacher reminds students of the politeness in daily life and being a polite person.

VI. Homework

Students will try to ask for permission at home with their family members and be the little teacher.

Can I have a drink?

—Can I ...?

—Yes, you can./ No, you can't.

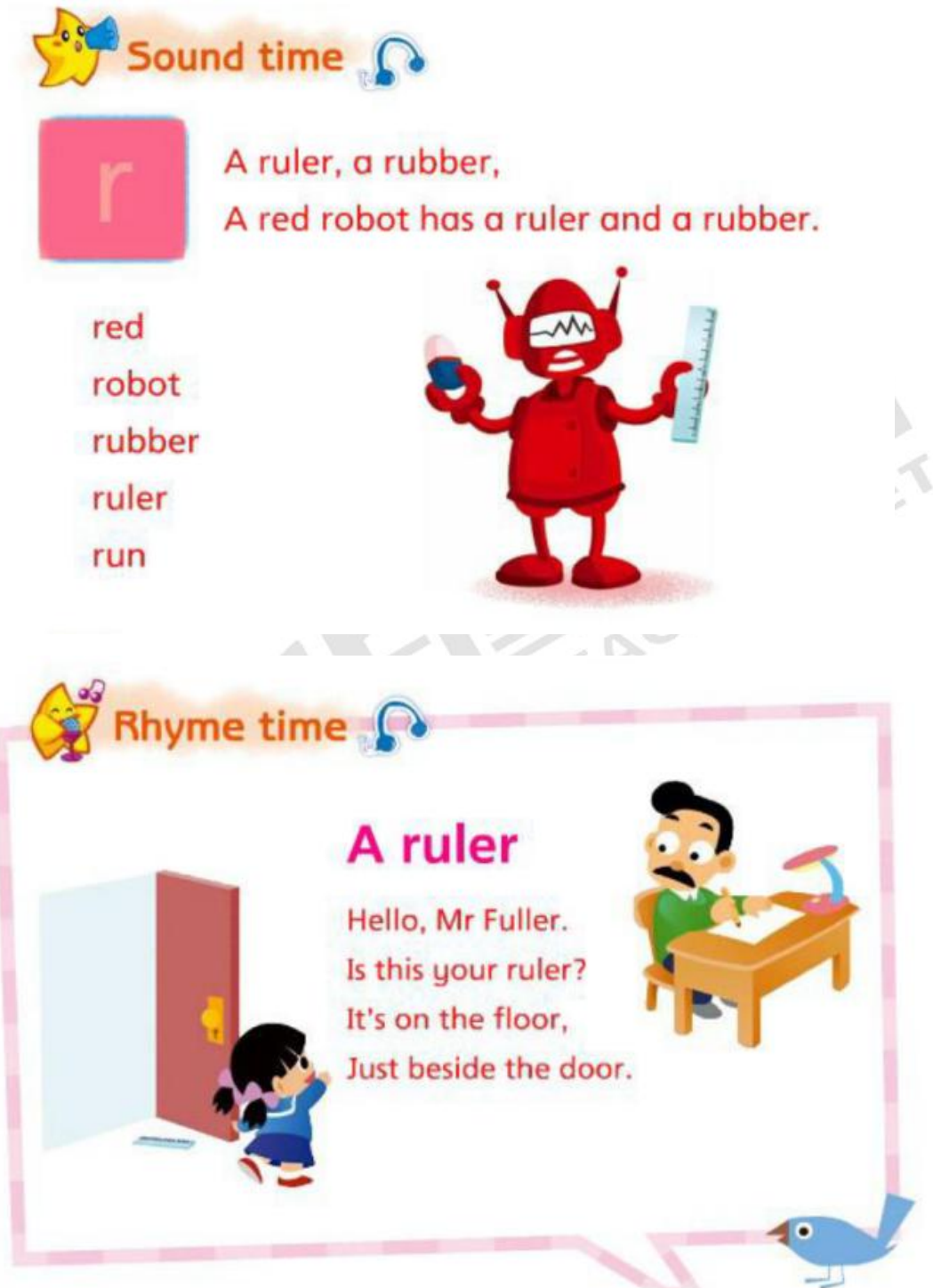
★★ GroupA ★★★ GroupB

板书设计:

第三篇 《语音教学》

1. 题目：A red robot has a ruler and a rubber 语音教学

2. 内容：



Sound time

r A ruler, a rubber,
A red robot has a ruler and a rubber.

red
robot
rubber
ruler
run

Rhyme time

A ruler

Hello, Mr Fuller.
Is this your ruler?
It's on the floor,
Just beside the door.

The image contains two educational cards. The first card, titled 'Sound time', features a yellow star character and a blue earphone icon. It displays a pink square with the letter 'r' and a red robot holding a ruler and a rubber. Below the robot is a list of words: red, robot, rubber, ruler, and run. The second card, titled 'Rhyme time', features a yellow character with glasses and a blue earphone icon. It shows a girl pointing to a ruler on the floor next to a door, and a man sitting at a desk. The text on the card reads: 'A ruler', 'Hello, Mr Fuller.', 'Is this your ruler?', 'It's on the floor,', and 'Just beside the door.' A blue bird is also visible at the bottom right of the card.

3. 基本要求：

(1) 采用英语授课，试讲时间约 10 分钟。

- (2) 试讲时需要示范朗读教学内容，并关注语音语调的训练。
- (3) 创设语言情境，根据教学需要适当替换词语并组织教学游戏活动。
- (4) 配合教学内容适当进行板书，突出和总结字母 r 的读音规则。

【试题解析】

Teaching procedure:

I. Warming up / Leading in

The teacher introduces a new friend red robot to students and create the situation that he writes the wrong word and we need to help him.

II. Presentation

1. Students watch a short video clip carefully and work in pairs.

Questions:

- (1) Who is he?
 - (2) What color clothes is he wearing today?
 - (3) What does he have?
 - (4) What can he do?
2. Students answer questions and the teacher presents new words.
3. Students listen to the tape and read the words with correct pronunciation.

III. Practice

1. Listen and chant

A ruler, a rubber,

A red robot has a ruler and a rubber.

Run, road,

The red robot runs on the road.

2. Help the words find their homes and find their different pronunciation.

Read, red, robot, door, floor

3. sing the song "A ruler"

IV. Consolidation

Look, listen and write

(1) _____ eats carrots.

(2) Tom _____ books.

(3) The _____ on the _____.

V. Summary

Students will summarize what they have learned today by themselves, and teacher makes supplements timely.

VI. Homework

Find some words with the letter “r”.

板书设计:

A red robot has a ruler and a rubber

ruler	rubber
red	robot
run	road

door
floor

A red robot has a ruler and a rubber.

The red robot runs on the road.

(1) _____ eats carrots.

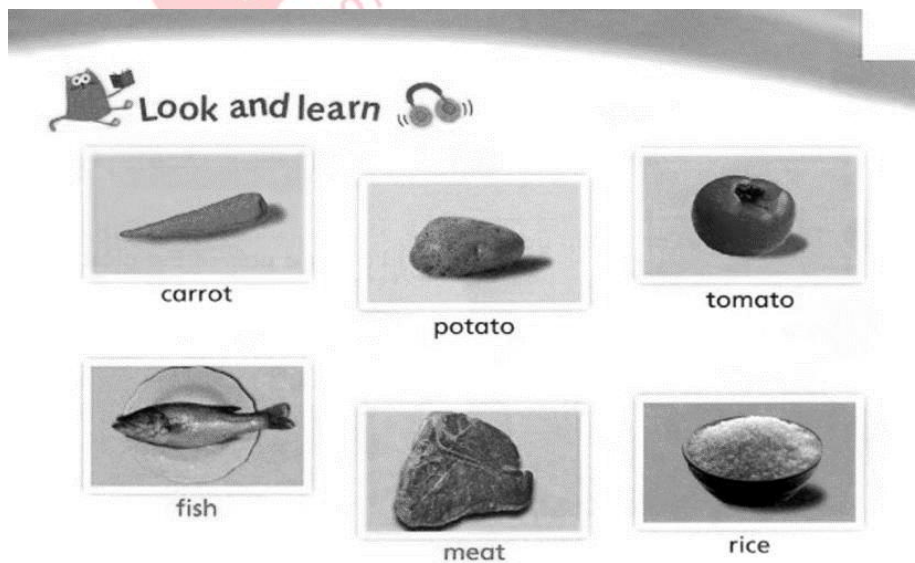
(2) Tom _____ books.

(3) The _____ on the _____.

第四篇 《小学词汇教学》

1. 题目：小学词汇教学

2. 内容：



3. 基本要求:

- (1) 全英文授课, 时间为 10 分钟。
- (2) 配合教学内容, 有适当的板书设计。
- (3) 设计相应的课堂互动环节。

【试题解析】

Teaching procedure:

I. Warming up / Leading in

Sing an English song, "Are you hungry? Are you hungry? Brother John, Brother John, The dinner is ready, The dinner is ready, ding ding dong, ding ding dong." (the song: Two tigers)
Then ask students "Are you hungry now?" and create a situation: It's time for lunch, and there are many foods.

II. Presentation

Present the new phrases

1. Introduce the new words by drawing stick figures.
2. Students read the words after tape.
3. Teacher shows pictures, and Ss read the corresponding words.

III. Practice

Activity 1: Bomb Game

Let students play the bomb game. Set one phrase as bomb word, when the teacher read the other words, Ss should read after the teacher, when the teacher read the bomb word, Ss should keep silent, if someone reads the bomb word, all students say "bomb" to him.

Activity 2: Sharp eyes

Teacher points a picture and guides students to recognize its word as quickly as possible.

IV. Consolidation

Task: Group work

Create a situation that a new restaurant will open, and students need to work in group of five to make a menu for this new restaurant.

After fifteen minutes, teacher may choose someone to come to the front and introduce their menu to the class.

V. Summary

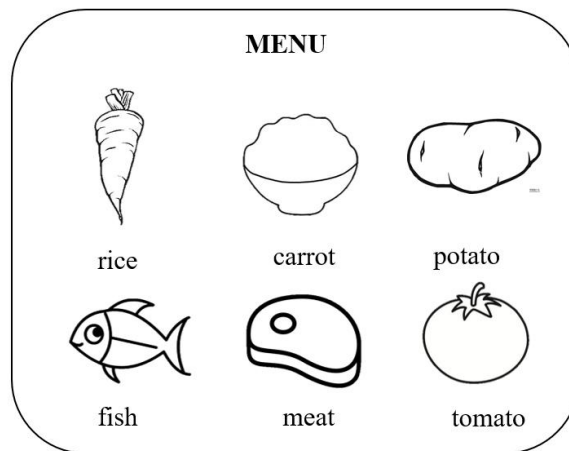
Ss summarize what they have learnt in this lesson, and the teacher gives supplement if necessary, and reminds them that everyone should cherish food.

VI. Homework

Introduce their menu to their parents and find more food words.

板书设计:

At the shop



第五篇 《口语教学试讲》

1. 题目：口语教学试讲

2. 内容：Now I feel tired

Yesterday I helped my grandpa on the farm all day. Now I feel tired. I won a chess game last week. Now I feel happy. I lost my pen and ruler yesterday. Now I feel sad. I can smell nice noodle soup. Now I feel hungry.

3. 基本要求：

- (1) 10 分钟全英文授课；
- (2) 引导学生朗读对话，在朗读中模仿准确的语音语调；
- (3) 指导学生说说自己的亲身经历和真实感受；

(4) 训练学生把话语说完整，说正确，培养语言表达能力。

【试题解析】

Teaching procedure:

I. Warming up / Leading in

Watch a video clip

Show students a one-minute video about “My feeling” and some pictures about facial expression.

II. Presentation

1. Students listen to the tape recorder and read the short passage after the tape, then the teacher corrects their pronunciation.

2. Students listen to the tape and complete the table.

Time	Things	Time	Feelings
Yesterday		Now	
Last week		Now	
Yesterday		Now	
Now		Now	

III. Practice

1. Watch the video with questions “what did I do?” and “How I feel?”, then check answers together.

2. Act out the dialogue with the aid of pictures.

IV. Consolidation

Create a scene that we will hold the speech contest about “How I feel”, students can talk about their ideas with their classmates and then act it out .

V. Summary

Students will summarize what they have learned today by themselves, and teacher makes supplements timely; At last, the teacher stresses the importance of expressing your feelings.

VI. Homework

Draw some pictures about facial expression.

板书设计:

Now I feel tired

Time	Things	Time	Feelings
Yesterday	helped my grandpa	Now	tired
Last week	won a chess game	Now	happy
Yesterday	lost my pen and ruler	Now	sad
Now	smell nice noodle soup	Now	hungry

第六篇 《语法教学试讲》

1. 题目：语法教学试讲

2. 内容：

Grandpa: Whose football is it?

Steven: It is Jonne's.

Grandpa: Whose CDs are those?

Steven: They're Steven's.

3. 基本要求：

- (1) 朗读所给对话。
- (2) 配合教学内容适当板书。
- (3) 针对所给对话划线部分，设计相应的语法教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10 分钟。

【试题解析】

Teaching procedure:

I. Warming up / Leading in

The teacher creates a situation that students need to work in the Lost and Found Office.

II. Presentation

1. The teacher shows a video clip about the missing football and CDs; then asks students "who is the owner?"

2. Guide students to answer these questions:

(1) Whose football is it?

(2) Whose CDs are those?

3. Students listen to the tape and the teacher write their answers on the blackboard.

(1) It is Jonne's.

(2) They're Steven's.

4. The teacher helps students analyzes the grammar structure of “the possessive case”.

III. Practice

The teacher shows some pictures about books, basketball, pencil, and their owners. Lead students to make conversations using “the possessive case”.

IV. Consolidation

Lost and Found

Students work in pairs and help their partners recover their lost things.

V. Summary

1. Guide students to summarize what they have learned in this class. If necessary, teacher makes some supplements.

2. Teacher points out the emotional objectives in the end of this class.

VI. Homework

Students can write a passage using “the possessive case”.

板书设计:

Whose football is it?



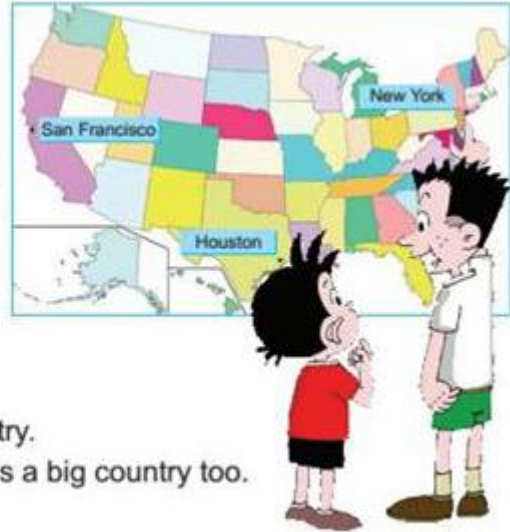
Whose football is it?
It is Jonne's.
Whose CDs are those?
They're Steven's.

第七篇 《对话教学》

1. 题目: Houston is in the south. 对话教学

2. 内容:

Daming: What a big map of the US! Where's New York?
Simon: It's here, in the east.
Daming: And what about San Francisco?
Simon: It's in the west.
Daming: And Houston is in the south.
Simon: That's right.
Daming: The US is a big country.
Simon: Yes, it is. And China is a big country too.



3. 基本要求:

- (1) 试讲时间约 10 分钟，采用英语授课；
- (2) 突出教学重点和难点，呈现本课的语言操练和运用环节；
- (3) 引导学生朗读对话内容，在朗读中模仿准确的语音语调；
- (4) 创设情境，引导学生在相关情景中谈论地理位置；
- (5) 注意地理知识的渗透策略和教学的趣味性。

【试题解析】

Teaching Procedure:

I. Lead-in

Free talk with students about the size of different countries. For example, Do you know which country is the biggest in the world? How about the second? What is the rank of the USA?

II. Presentation

1. Show the students a map of the USA. Ask students what they know about the USA and how many cities they know in the USA. Ask them to name some of the cities and write the names on the blackboard.

2. Play the tape for the students and ask students to listen in accordance with the map shown on the screen. Choose from the blackboard the words they have heard from the tape.

3. Play the tape again and students listen carefully. Present some questions for students to answer.

- (1) Is the US big or small?

(2) Where is San Francisco?

(3) Where is Houston?

(4) Is New York in the west?

4. Students listen to the tape for the third time and try to follow the tape and imitate the pronunciation.

III. Practice

Activity 1 Pair work

Students work in pairs to read the dialogue and pay attention to the intonation of asking and answering questions.

Activity 2 Train Game

The teacher shows more cities in the US on the map. Ask students to read the names of the cities first and then play the game. The teacher divides students into several groups and asks the first student of each group with "Where is ...?", the first student answers with "It's in the ...", then the first student asks the next one, which group finishes the fastest will win and get 1 point for their group.

IV. Consolidation

The teacher shows a map of China on the screen. Six students a group, imagine one of them is from Canada or England or other foreign countries. He/ She wants to know about China. The other group members try to introduce China to him/ her. They can use the sentences they have learnt in this lesson and meanwhile, they may add some more introductions related to the cities by themselves.

V. Summary

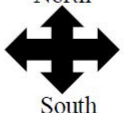
Students summarize what they have learnt in this lesson and the teacher gives supplement if necessary, and improves their love for China.

VI. Homework

Students talk about their favorite city in China with their parents and share with the class in the next lesson.

板书设计:

Houston is in the south	
Cities:	New York San Francisco
	Houston California
	Hawaii Florida
	Ohio Washington
	Texas Columbia

—Where is ...?	West		East
—It's in the			

第八篇 《对话教学》

1. 题目: I like noodles 对话教学

2. 内容:



3. 基本要求:

- (1) 试讲时间约 10 分钟，采用英语授课；
- (2) 根据教学内容设计导入环节；
- (3) 突出教学重点和难点，呈现对话教学的主要环节；
- (4) 配合教学过程适当板书。

【试题解析】

Teaching Procedure:

I. Revision/ Lead-in

Show some pictures of different kinds of food on the screen and ask students the names of the food. Talk more about the food such as their shapes, colors and tastes.

II. Presentation

1. Play the tape for students and ask them what the dialogue is about.

2. Students listen to the tape again and answer the following questions:

(1) Does Amy like meat?

(2) What does Lingling like?

(3) What does the boy like?

(4) Who likes milk?

3. The teacher shows students the picture of the dialogue and plays the tape for the third time. Students try to follow the tape with the help of the picture and imitate the pronunciation.

III. Practice

Activity 1 Ask and Answer

Show some pictures of different kinds of food on the screen again. Point at some kind of food and ask students "Do you like ...?", guide students to answer with "Yes, I do/ No, I don't. But I like..."

Activity 2 Pair Work

Students work in pairs to ask each other about their food preferences. Then the teacher invited several pairs to show their conversations.

IV. Consolidation

The New Year is coming. Four students in a group, talk about what they will do on the New Year's Eve and what they are going to prepare for the New Year's Eve dinner and explain why.

V. Summary

Students summarize what they have learnt in this lesson and the teacher gives supplement if necessary. Enlarge students' knowledge about food and cultivate their love for traditional Chinese festivals.

VI. Homework

Students ask their friends about their likes and dislike after class.

板书设计:

I like noodles



Does Amy like meat?

What does Lingling like?

What does the boy like?

Who likes milk?

—Do you like ...?

—Yes, I do./ No, I don't. But I like...

第九篇 《听说教学》

1.题目: Would you like a pie? 的听说教学

2.内容:

A: Hi! This is my sister Helen.

B: Nice to meet you, Helen. Would you like a pie?

C: No, thank you.

B: What about a cake?

C: Yes, please.

3.基本要求:

- (1) 采用英语授课试讲时间约 10 分钟；
- (2) 试讲时需要示范朗读教学内容，创设语言情景呈现词句；
- (3) 根据教学需要适当替换词组，并组织教学游戏操练主要句型；
- (4) 配合教学话题进行板书设计，辅助学生进行听说的训练。

【试题解析】

一、教学设计：

Teaching procedure:

I. Warming up

Show some pictures of food and students review the names of the food, then have a talk with students.

II. Presentation

1. Lead students to watch a video clip about the dialogue and ask students what the name of A's sister is and what C wants to have;

2. The teacher creates a scene in the supermarket, then takes some sweets out and invites students with "Would you like a sweet?". Then write down the sentence pattern "Would you like ...?" Then teaches how to answer with "Yes, please" or "No, thank you"

3. After learning the first sentence, listen to the tape and lead students to learn "What about ...?"

III. Practice

Activity 1: train game

Students work in two groups and the teacher shows different pictures of food for practice and asks the first students of each group with "Would you like a ...?", the first students answer with "Yes, please" or "No, thank you", then asks the next one, which group finishes the fastest will win and get 1 point for their group.

Activity 2: make a new dialogue

Students read the dialogue, imitating the pronunciation and tunes, then work in a group of three and try to make a new dialogue.

IV. Consolidation

Task 1: create a play

Students work in groups of six to perform a mini play about the service in a restaurant, they

are supposed to practice the sentence patterns in this lesson and make a talk about providing service. They can have a discuss in the group and then make a play in the dining process and five minutes later, some of them will be invited to act out in the class. Others and the teacher will be the judgers and choose the best group.

V. Summary

Students summarize what they have learnt in this lesson: the sentence patterns and the dialogue. The teacher gives supplement if necessary, and reminds them that politeness is necessary in daily life.

VI. Homework

Students will have a talk with their family members about food.

板书设计:

Would you like a pie?

—Would you like ...?

—Yes, please./ No, thank you.

★★
GroupA

★★★
GroupB

第十篇 《口语教学试讲》

一、结构化题目

1. 上课时，小明回答问题起哄，你怎么办？

【答题思路】分析情况 确定任务 解决问题 总结提高

【参考答案】

（总）课堂上，良好的师生互动不仅能够帮助教师更好的推进课堂，也有利于构建良好的师生关系，而教师作为课堂的管理者和组织者，也应当具备随机应变的能力。

（分）因此，如果在课堂上，小明回答问题时起哄，我会首先感谢小明对课堂的积极参与，并告知小明希望在下次回答问题前先认真思考后再举手回答问题。

其次，在课后，我会找到小明询问上课回答问题时爱起哄的原因是什么。如果小明并不是起哄，而是真的想回答问题，只是总是回答不正确，我会和小明耐心沟通，鼓励他上课积极回答问题，也会帮助小明找到困惑，解决问题。如果小明是因为觉得课堂气氛压抑无聊而起哄，我会告诉小明，这样起哄不符合我们上课的纪律要求，如果对老师上课有任何的意见或者建议，可以找老师来沟通。

再次，与小明沟通之后，我也会做一个深刻的自我反思，反思自己的问题设计和课堂活动设计是否存在不合理之处，我也会积极的请教老教师找出问题进行针对性的解决。

（总）我相信，通过和小明的耐心沟通和我的自我反思，今后能够不断提高随机应变的能力和组织教学的能力，也能够和学生形成一个教学相长、心理相容的良好师生关系。

2. 习主席强调教师要全面发展，你怎么看？

【答题思路】总论 分论（对策） 总结

【参考答案】

（总）教师是人类灵魂的工程师，是人类文明的传承者，承载着传播知识、传播思想、传播真理，塑造灵魂、塑造生命、塑造新人的时代重任。素质教育提出教育应当促进学生的全面发展，而要想培养德智体美劳全面发展的人，我们教师首先要全面发展。全面发展的教师就应当做到有理想信念、有道德情操、有扎实学识、有仁爱之心。也就要求教师要做学生锤炼品格的引路人，做学生学习知识的引路人，做学生创新思维的引路人，做学生奉献祖国的引路人。

（分）第一，做学生锤炼品格的引路人，是要引导学生，敢于面对各种困难和挫折，自

觉培养不畏艰难，顽强奋进的意志品质。修身立德，志存高远，强健体魄，健康身心。

第二，做学生学习知识的引路人，使基础教育在国民教育体系中处于基础性先导性地位。必须把握好定位，全面贯彻落实党的教育方针，从多方面采取措施。努力把我国基础教育越办越好。

第三，做学生创新思维的引路人，是将创新思维带进课堂通过素质教育和特色教育，让创新的种子，在孩子们心中生根发芽，显得尤为重要，而这样的转型也成为教育的一个重要方面。

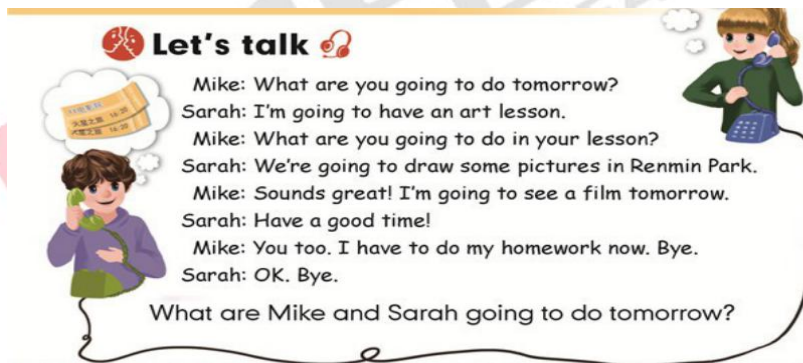
第四，做学生奉献祖国的引路人，是好老师应该做中国特色社会主义，共同理想和中华民族伟大复兴中国梦的积极传播者，帮助学生筑梦追梦圆梦。让一代又一代年轻人都成为实现我们民族梦想的正能量。

（总）只有教师真正成为全面发展的教师，才能够培养出全面发展的学生，我个人也会时刻朝着全面发展型教师的方向不断学习成长。

二、试讲题目

1. 题目：My Weekend Plan

2. 内容：



3. 基本要求：

- (1) 请朗读一遍课文；
- (2) 围绕所给材料，设计表达计划的口语活动；
- (3) 配合教学内容设计板书；
- (4) 用英文试讲，时间为 10 分钟；

三、答辩题目

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真题解析

一、教学设计：

Teaching procedure:

I. Warming up / Revision

1. Show some pictures of activities, such as go swimming, do Kungfu, watch movie and create a situation that our old friend Mike and Sarah wants to do some activities on Saturday morning.

II. Presentation

Answer the questions

Read the dialogue for students and ask what Mike and Sarah are talking about.

Listen to the tape for second time, then answer the following questions:

What is Sarah going to do tomorrow?

What is Sarah going to do in her lesson?

What is Mike going to do tomorrow?

After answering the dialogue, teacher writes down the key sentences:

What are you going to do tomorrow? I'm going to ...

What is he/she going to do tomorrow? He / She is going to...

III. Practice

Activity 1: Role-play

Ss practice the dialogue with their partner.

Activity 2: Train Game

Let students play the train game for practicing the key sentences. For example, the teacher asks the first student one question, "What are you going to do on Saturday?", he should use "I'm going to..." to answer. After answering, he should ask the same question to the next one, then one by one.

IV. Consolidation: Talking about weekend plan

Ss discuss in groups of four on their weekend plans, and the requirement is that they must use the key sentences to talk with their group members.

After the discussion, teacher may choose someone to come to the front and introduce his weekend plan to the class.

V. Summary

Ss summarize what they have learnt in this lesson, and the teacher gives supplement if necessary, and reminds them that a good plan is very helpful for everybody.

VI. Homework

Make a weekend plan and share with their parents.

板书设计:

My Weekend Plan

What are you going to do tomorrow?

I'm going to

have an art lesson.

draw some pictures.

What is Mike going to do tomorrow?

He is going to

see a film.

