

国考教师资格证

试讲题目

# 初中英语

(含参考答案)

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## 第一篇 《词汇教学试讲》

1. 题目：词汇教学试讲

2. 内容：

Montserrat is a beautiful small island in the Caribbean, only 16 kilometers long and 10 kilometers wide. This tiny island has three volcanoes.

One of the volcanoes erupted on the 18th July 1995. There had been several problems with the volcano over the previous hundred years, but this was the first dangerous eruption.

People were told to leave the island as ash and steam began to come out of the volcano, and were warned that the lava from the volcano could bury several villages. When the lava reached the sea, there was the possibility of a huge tidal wave which could flood half the island.

3. 基本要求：

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对所给材料的划线部分，设计讲解新词的教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10分钟。

4. 主要考核目标：

- (1) 朗读正确流畅，板书规范合理，语言表达得体。
- (2) 能根据英语学科特点设计与实施教学。

### 【试题解析】

#### Teaching procedure:

##### I. Leading in

The teacher shows pictures of volcano eruption and guides students to talk about some details they know about volcano.

##### II. Presentation

The teacher plays a video clip of three volcanoes on Montserrat in the Caribbean and introduce the first dangerous eruption on Montserrat in the Caribbean using the passage above, teaching erupted, ash, lava, volcano, tidal wave with pictures and video clip.

### III. Practice

#### 1. Trick or treat

Teacher shows some volcanoes on PPT and each volcano stands for a word, asking students to choose any volcano randomly. When they read the words correctly, they may get a treat or a trick from the teacher.

#### 2. Sharp eyes

Teacher plays a video clip of volcano eruption in Japan with the key words in it and guides students to try to remember all the words in pairs.

### IV. Production

Task:

Divide all the students into groups of four, asking each group to choose one volcano from the pictures given by the teacher and encourage them to describe their corresponding process of eruption.

### V. Summary:

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

### VI. Homework:

Students ask parents about one volcano in China and try to write it down.

板书设计:



## 第二篇 《语音教学试讲》

1. 题目：语音教学试讲

2. 内容：

“What is your favorite subject?” Miss Wang asks me. I don't like any subject. I like basketball only. I like to play with my dog. His name is Nick. He is 2 years old. Nick doesn't like subjects. But his "subject" is only running around with me. We are good friends.

3. 基本要求：

- (1) 朗读所给段落；
- (2) 配合教学内容适当板书；
- (3) 针对划线部分的开音节，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。

### 【试题解析】

#### Teaching procedure:

##### I. Warming up / Leading in

Students talk about their favorite subjects.

##### II. Presentation

1. Students listen to the tape and pay attention to the pronunciation of underlined words.

2. Write down two words which are from the tape.

3. Teaching the type of open syllables, guide the students to find out the rules “consonant +vowel + consonant +e”.

##### III. Practice

1. Help the following words find their homes and find their differences.

Like; bike; fine

Name; fame; page

2. Show students some words and judge whether they are open syllables or not.

home; bone; dine; bed; sit

##### IV. Consolidation

1. Students write some words with the open syllables according the rules “consonant +vowel + consonant +e”.

2. Make a conversation using the word which they have written.

### V. Summary

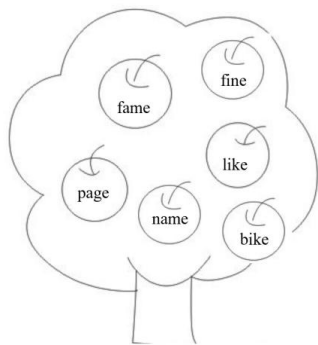
Students will summarize what they have learned today by themselves, and teacher makes supplements timely.

### VI. Homework

Find the other type of open syllables.

板书设计:

What is your favorite subject?



Open syllables:  
consonant +vowel + consonant +e

## 第三篇 《口语教学试讲》

1. 题目：口语教学试讲

2. 内容：

Usually people have little or no idea about what to do during an earthquake, so here is some advice.

### Inside

1. Do not jump out of high buildings
2. Hide under a table. Stay away from windows and heavy furniture. Keep clear of fires.

### Outside

1. Move away from buildings, because parts of a building may fall on you.
2. Do not stand near street lights or under power lines.

3. In the mountains, be careful of falling rocks.

3. 基本要求:

- (1) 朗读所给材料;
- (2) 配合教学内容适当板书;
- (3) 针对所给教材, 设计询问信息与提供建议的口语教学活动;
- (4) 用英文试讲;
- (5) 试讲时间: 10 分钟

4. 主要考核目标:

- (1) 朗读正确流畅, 板书规范合理, 语言表达得体。
- (2) 能根据英语学科特点设计与实施教学。

【试题解析】

**Teaching Procedure:**

**I. Lead-in**

Play some video clips of news reports about Wenchuan Earthquake and Yushu Earthquake for students and ask them about their feelings after watching.

**II. Presentation**

1. Free talk with students, ask them about some dos and don'ts that they know during an earthquake.

2. Play a video of safety instructions during an earthquake. Ask students to watch carefully and remind them to take some notes while watching. Collect students' answers and write on the blackboard.

3. The teacher asks students "During an earthquake, what should you do if you are inside/outside a house/ building?". Encourage students to answer with imperative sentences or "You should/ shouldn't ..."

**III. Practice**

**Activity 1 Sharp Eyes**

Present another piece of video clip showing a situation in which an earthquake is taking place. People are doing different kinds of activities to save themselves. Ask students to watch carefully and try to figure out whether they are right or wrong.

**Activity 2 Role Play**



Four students a group. Imagine they are in different places with their friends or family, for example, in the shopping mall, in the cinema, in the zoo, in the mountains, etc. Suddenly the earthquake comes. Discuss with their group members what they should do or shouldn't do. Then present the scene out. The teacher invites several groups to show in front of the class.

#### **IV. Consolidation**

Besides earthquake, there are many other disasters in life. Each group chooses one disaster and discusses about the dos and don'ts during the disaster. Then share with the class.

#### **V. Summary**

Students summarize the dos and don'ts in different disasters. The teacher makes supplement if necessary. Meanwhile, the teacher stresses the importance safety awareness and protecting themselves.

#### **VI. Homework**

Students design a poster to disseminate safety awareness after class.

板书设计:

#### **During an earthquake**

##### **Inside**

1. Do not jump out of high buildings
2. Hide under a table.
3. Keep clear of fires.

##### **Outside**

1. Move away from buildings.
2. Do not stand near street lights or under power lines.
3. In the mountains, be careful of falling rocks.

Other disasters: flood typhoon tornado fire sandstorm



## 第四篇 《听力教学试讲》

1.题目：听力教学试讲

2.内容：

My name is Leo. I'm from Australia, and I've been teaching in China for two years. I teach in Harbin, the capital of Heilongjiang Province. This is an interesting city with a very colorful history. There is some European influence in the city, and some of the old buildings in Harbin are in Russian style.

3.基本要求：

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对段落中的内容，设计听力理解教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10 分钟。

### 【试题解析】

#### Teaching procedure:

##### I. Lead in

The teacher shows different pictures of cities and invites students to have a free talk about their familiar cities.

##### II. Pre-listening

1. The teacher plays a short video about Harbin and asks students to guess where it is. They can talk about their experience there and their opinions or impression about the city.

2. Then presents a picture of Leo, inviting students to predict the story about this boy in Harbin.

##### III. While-listening

1. Listen to the tape for the first time and confirm their predictions about the main idea of this paragraph.

2. Listen again and answer some questions: What is Leo? How is the city? What's the old

buildings' style?

3. Read the paragraph and check the answers together. Students are encouraged to underline the key words while reading.

#### IV. Post-listening

Task: My favorite city

Students are divided into several groups. They are supposed to share their opinions about their favorite cities and then each group choose one most interesting and wonderful city. Then 5minutes later, the representatives share their favorite city to the whole class, others and the teacher give comments on their expressions and pronunciation.

#### V. Summary

Students are encouraged to summarize what they have learnt this lesson. The teacher makes supplement if necessary and reminds students to care about their surroundings and experience.

#### VI. Homework

Students will share their favorite cities with their family members after class.

板书设计:

My name is Leo



## 第五篇 《写作教学试讲》

1. 题目：写作教学试讲

2. 内容：

Do you know the most famous story about Bermuda Triangle? In 1945, five American airplanes flew over the Bermuda Triangle. They disappeared. Another plane went to look for the missing planes. It disappeared, too. Then the U.S. started the biggest search in history. It sent 242 planes and 19 ships into the Bermuda Triangle. Did they find the missing planes or people? No, they didn't find anything — not even parts of planes.

What happened in the Bermuda Triangle? Is it special in some way?

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，设计引导学生续写的教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10 分钟。

4. 主要考核目标：

- (1) 朗读正确流畅，板书规范合理，语言表达得体。
- (2) 能根据英语学科特点设计与实施教学。

### 【试题解析】

#### **I. Lead-in**

The teacher has a free talk with students about some famous unsolved mysteries around the world including Bermuda Triangle so that students' learning interests are aroused fully.

#### **II. Pre-writing**

1. Read the passage and locate key information.

Students are to read the passage about Bermuda Triangle to find out what mysterious things happened to Bermuda Triangle in 1945.

2. Focus on the writing topic

The teacher sets a scene that students will be TV presenters to report the story about Bermuda Triangle. They're supposed to work in groups of 4 to discuss what they're going to focus. The teacher may provide students with some clues for reference, such as reasons behind Bermuda Triangle, predictions about Bermuda Triangle's future, etc.

### 3. Brainstorm and work out the outline

Students brainstorm the things they're going to write about Bermuda Triangle and then work in groups to work out the outline of the passage, including their points of view and supporting evidence.

### III. While-writing

Students work individually to write sentences based on their discussion above and then try to put them into paragraphs logically. The teacher reminds students of spelling, use of words, cohesion, coherence, etc.

### IV. Post-writing

#### Assess students' writing passages

1. Students exchange their writing with other members in the groups and ask the students to give some comments.

2. The teacher chooses one or two of them to mark them in class with the help of overhead projector and gives some comments.

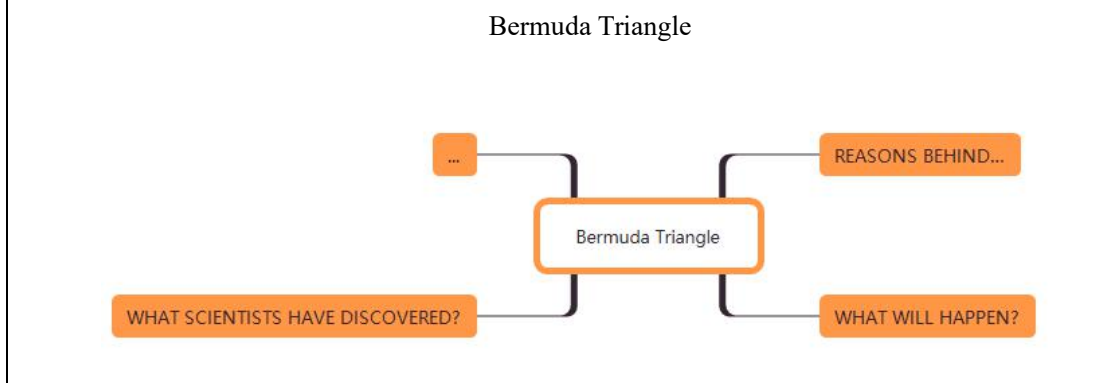
### V. Summary

Students summarize what they have learnt in this lesson and the layout of the passage, and the teacher gives supplement if necessary, and reminds them that there are still a lot of unsolved mysteries remain to be discovered around the world.

### VI. Homework

Search the Internet for more information about unsolved mysteries around the world they are interested in and share with the whole class next time.

板书设计：



## 第六篇 《语法教学试讲》

1. 题目：语法教学试讲

2. 内容：

In the past decade, some of the farmers in the west of China have met with some success in the struggle against the expanding desert. They have been able to use less farmland than in the past. Their output of crops, however, is still the same, which makes it possible for them to use the remaining farmland for planting trees. They are starting to win small battles in the great war against the disturbing growth of the desert.

3. 基本要求：

- (1) 朗读所给段落；
- (2) 配合教学内容适当板书；
- (3) 针对划线部分的动词-ing 形式，设计相应的语法呈现与操练教学活动；
- (4) 用英文试讲；
- (5) 试讲时间：10 分钟。

### 【试题解析】

**Teaching Procedure:**

**I. Lead-in**

Show students a video of serious desertification in China and ask students to talk about their feelings after watching.

## II. Presentation

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

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

(1) What do the farmers in the west China struggle against?

(2) What do the farmers do with the remaining farmland?

(3) Are they starting to win in the battle against the disturbing growth of the desert?

3. Show students the passage, ask students to listen to the tape for the third time and check their answers. Meanwhile, pay attention to the v-ing structures used before nouns in the passage. Students underline these structures in the passage and the teacher explains their adjective usage.

## III. Practice

(1) Show a short passage on the screen. Students fill in the blanks with the correct form of the words given.

He asked an \_\_\_\_\_ (embarrass) question. His mother was watching TV in the \_\_\_\_\_ (live) room, while his father was taking care of the \_\_\_\_\_ (sleep) sister. The \_\_\_\_\_ (remain) food was in the refrigerator. No one wanted to make the dinner.

(2) Provide the following words for the students and ask them to make sentences with the v-ing forms of these words.

swim read wait work open develop run

## IV. Consolidation

Four students a group, discuss about the solutions that they can come up with to deal with the desertification in China. List their solutions and later the teacher asks several groups to share.

## V. Summary

Students summarize what they have learnt in this lesson and the usage of v-ing structure, and the teacher gives supplement if necessary, and reminds them the importance of protecting the environment.

## VI. Homework

Students surf the Internet for more information of desertification around the world.

板书设计:

Fight against desertification

(1) What do the farmers in the west China struggle against?

They struggle against the expanding desert.

(2) What do the farmers do with the remaining farmland?

They use the remaining farmland for planting trees

(3) Are they starting to win in the battle against the disturbing growth of the desert?

Yes, they are.

Making sentences: swim read wait work open develop run

## 第七篇 《语法教学试讲》

1. 题目: 语法教学试讲

2. 内容:

If you play sports for a living, your job will sometimes be very dangerous. Many professional athletes get injured. And if you become rich, you will have a difficult time knowing who your real friends are. In fact, many famous people complain that they are not happy. They say they were happier before they became rich and famous.

3. 基本要求:

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对段落中的划线部分, 设计相关的运用性练习活动。
- (4) 用英语试讲。
- (5) 试讲时间: 10 分钟。

### 【试题解析】

**Teaching procedure:**

#### **I. Warming up**

Play an English song: *If you are happy*. Students enjoy the lyrics and answer the question: If you are happy, what will you do?



## II. Presentation

1. Students read the paragraph and write down the underlined sentences: If you play sports for a living, your job will sometimes be very dangerous./ If you become rich, you will have a difficult time.

2. Students discuss with group members about the structure of the two sentences, and summarize the structure: “If..., ... will...”. Students are encouraged to find the similarities between the sentences.

3. The teacher teaches that the first conditional adverbial clauses use simple present tense while the main sentences normally use simple future tense.

## III. Practice

1. The teacher presents different sentences with “if”, students try to choose the right tense for each sentence.

2. The teacher shows different pictures for reference and invites students to make some sentences in the form of “If ..., ...will...”. Then present the sentences on the screen. For example, If I have wings, I will fly high in the sky./ If he has a lot of money, he will go abroad to travel.

## IV. Consolidation

Task: chain game

Students are divided into several groups. They are supposed to make a story in chain game using the sentences with “if”. The first one creates a scene, he may say: “I’m going to a nature park on Sunday.” The next one can say: “If I go to the park, I will go through the cultural part.” Then in turn, students make sentences in this way. The more sentences the group make, the winner will be.

## V. Summary

Students are encouraged to summarize the rules of the first conditional adverbial clauses and master the main structure. The teacher makes supplement if necessary and reminds students the importance of obeying different rules in life.

## VI. Homework

Students will make more sentences after class and share with others next time.

板书设计:

If you play sports for a living

If you play sports for a living, your job will sometimes be very dangerous./

If you become rich, you will have a difficult time.

Structure: If + ...do/does..., S + will do...

## 第八篇 《阅读教学试讲》

1. 题目: 阅读教学试讲

2. 内容:

In English, just like in Chinese, we change the way we speak when talking with different people. The expressions you use might depend on whom you are speaking to or how well you know them. If you say to your teacher, "Where is my book?", this will sound rude. But if you say, "Excuse me, Mr. West. Do you know where my book is?", your question will sound much more polite.

3. 基本要求:

- (1) 朗读所给材料;
- (2) 配合教学内容适当板书。
- (3) 针对该段落的篇章结构, 设计相应的语篇教学活动。
- (4) 用英文试讲。
- (5) 试讲时间: 10 分钟。

4. 主要考核目标:

- (1) 朗读正确流畅, 板书规范合理, 语言表达得体。

(2) 能根据英语学科特点设计与实施教学。

【试题解析】

**I. Lead-in**

Students brainstorm some situations when they need to make request very politely. If they don't make requests politely, what misunderstandings may occur? This is close to their experience, which prepares for today's lesson.

**II. Pre-reading**

1. Ask students to think about what elements should be taken into consideration when it comes to making request politely. If necessary, the teacher can provide students with some clues, such as the people whom they're talking to, the situation where they are making request, etc.

2. Ask students to share their different responses when making requests to their peers and teachers.

By doing so, student can make some predications about the passage and besides their reading interest are aroused.

**III. While-reading**

1. Skimming

Read the passage very quickly to find out the topic sentence of it.

(possible answer: we change the way we speak when talking with different people)

2. Scanning

Ask students to answer the following questions:

(1) Who are we talking to in the passage? (teacher)

(2) Is “where is my book” polite? Why?

3. Intensive reading

(1) Lead students to make a comparison between the sentences mentioned in the text (“Where is my book” and “Excuse me, Mr. West. Do you know where my book is”).

(2) Help students to summarize the feature of the more polite sentence.

(possible answer: use of “Excuse me”, use of “Mr. West” (appropriate address) )

(3) Help students to read the text again and find out the structure of the passage.

(possible answer: topic sentence + example)

#### IV. Post-reading

Provide students with some situations, such as:

borrow a book from a librarian; ask a high-school student a location of a place; ask teacher to solve a problem, etc.

Students are asked to work in groups of 4 to design their dialogues. They need to be polite and make themselves clear in the dialogue.

After discussion, some group presenters are invited to perform their dialogue in front of the class.

#### V. Summary

Guide students to summarize and highlight the structure of polite expressions and how to express their ideas by making use of a topic sentence and citing examples.

#### VI. Homework

Find out more interesting differences when they make requests to different people and share their findings with the whole class next time.

板书设计:

#### Make polite requests

Topic sentence

Examples (Excuse me/ Pardon + Address + ...)

## 第九篇 《语音教学试讲》

1.题目：语音教学试讲

2.内容：

I have a pet cat.

Her name is Pat.

At Christmas, she gets a present from my dad.

It's a red hat.

Is she happy about it?

No! She's sad.

3.基本要求：

- (1) 朗读所给材料；
- (2) 配合教学内容适当板书；
- (3) 针对所给材料中的划线部分，设计讲解元音对比的教学活动；
- (4) 用英文试讲；
- (5) 试讲时间：10 分钟。

4.主要考核目标：

- (1) 朗读正确流畅，板书规范合理，语言表达得体；
- (2) 能根据英语学科特点设计与实施教学。

### 【试题解析】

#### Teaching procedure:

##### I. Warming up

1. Daily greeting
2. Students talk freely about the New Year's presents and share their feelings.

##### II. Presentation

1. Students listen to the tape and answer the questions:

What's the present? Who gives the present? How does she feel? (hat, dad, sad)

2. Students read the story and pay attention to the underlined words, working in groups to discuss the pronunciation rules of the vowels "e" and "a".

3. Students share the rules of the pronunciation of the letter “e” and the letter “a” in the stressed close syllables, then students and the teacher conclude the similarities and differences of the pronunciation.

### III. Practice

1. Students read the story together and pay attention to the underlined words.

2. The teacher shows more words on the PPT and students try to find out the same pronunciation of the letter “e” and the letter “a”.

3. Students in two groups practice to read the words with “e” and “a”, and the group with more words will win.

### IV. Consolidation

Task: the best story-teller

The teacher creates a scene that students are story writers, and they are supposed to make a story with the letter “e” and the letter “a” in limited time.

They can work in group of 6, and five minutes later, some of the representatives will be invited to share their story with the class. Others and the teacher choose the best story-teller.

### V. Summary

Students summarize the pronunciation rules of the letter “e” and “a” in the closed syllables, and apply it in learning the similar words’ pronunciation and the teacher makes supplement if necessary. The teacher reminds students that the importance of fluent and correct pronunciation in English learning.

### VI. Homework


Students find more close syllables including the letter “e” and the letter “a” and try to read them correctly.


板书设计:

I have a pet cat

“e” [e] pet get red	“a” [æ] dad cat Pat
------------------------------	------------------------------

consonant + vowel+consonant

  
GroupA

  
GroupB

## 第十篇 《阅读教学试讲》

1.题目：阅读教学试讲

2.内容：

Hello, everyone. Welcome to my blog!

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. I love my family.

I want to make friends with you. Email me, please.

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，设计引导学生理解细节的阅读教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10 分钟。

4. 主要考核目标：

- (1) 朗读正确流畅，板书规范合理，语言表达得体。
- (2) 能根据英语学科特点设计与实施教学。

【试题解析】

**I. Lead-in**

1. Show a picture of Wechat moments (朋友圈), with which students are familiar, so that students' interests in class participation can be aroused.

2. Free talk about their way of making new friends.

**II. Pre-reading**

Introduce a way of making friends— blog. Ask students what they'd like to mention if they are given the chance to design their own blog.

Students work in pairs and brainstorm some items they are likely to mention in their blogs.

Later, some students are invited to share with the whole class.

By doing so, students predict some items probably mentioned in the reading passage, which prepares for further reading naturally.

**III. While-reading**

**1. Skimming**

Students read the passage very quickly within 1 minute to check whether their predictions about the passage is right.

**2. Scanning**

- (1) Read and fill in the blanks

Basic information↵	
Name↵	↵
From↵	↵
Age↵	↵
Appearance (外貌) ↵	↵

(2) Read and answer questions:

How many people are there in Anna's family?

Who are they?

What do her parents do?

(3) Read and choose the right picture which matches the description of the passage.

### 3. Intensive reading

(1) Lead students to summarize what structure and information are mentioned in the passage so that they can get a deeper understanding of the blog.

(2) Ask students to think what information is missing if we want to make friends with Anna. Lead students to add some contact information on the blog.

### IV. Post-reading

Students work in groups of 4 to design their own blogs to introduce themselves. After discussion, some groups representatives are invited to share with the whole class.

### V. Summary

Ask students to summarize what they have learnt and the teacher makes supplement when necessary.

Achieve emotional teaching aims by enabling students to know they can make friends by introducing ourselves clearly and life is going to be very interesting by that.

### VI. Homework

Design a name card to introduce themselves clearly in English and share it with the whole class next time.

板书设计:

**Blog**

(Greeting) Hello...

(Body part) Personal information

(Ending) I want to make friends with you ...(contact information)

