



SINCE 2001

华图教师
HTEACHER.NET

国考教师资格证

试讲题目

高中英语

(含参考答案)

华图教育

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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：

With December our excitement grew each day — as we opened the new year calendar, Christmas cards arrived in the post, Christmas lights appeared in the streets, and we attended the town carol service. And of course, there was snow everywhere. Enough snow to make snowmen, and to have exciting snowball fights in the school playground.

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，设计词性转换的教学活动。
- (4) 用英文试讲
- (5) 试讲时间:10 分钟。

【试题解析】

Teaching Procedure:

I. Lead-in

Guide students to talk about Christmas and ask them how they feel when Christmas is coming.

II. Presentation

1. Show the students a picture of Christmas in the foreign country and ask them to figure out whether it is the same as their thoughts.

2. Students read the passage. Then match the activities in the passage with the details in the picture.

3. Students read the passage again and answer the following questions:

- (1) How did they feel when Christmas arrived?
- (2) What appeared in the streets?
- (3) What did they do with the snow?

When students answer those questions, highlight the following words: opened; attended;

arrived; appeared.

Through comparison, ask students to find out the differences among the past tense of these four words and guide students to sort the four words into two groups, namely the verbs end with a consonant and “e” and other verbs. Students can work in pairs to make a conclusion and list more similar words. Then write on the black board “excite excitement excited exciting”. Students work in groups to find out the rules of similar words.

III. Practice

(1) The teacher presents more verbs on the screen, ask students to make some sentences with the correct forms of some of the given words.

(2) Students work in pairs to talk about what they did last weekend using past tense.

IV. Consolidation

Four students a group, share with each other how you spent your Chinese New Year during the past two or three years. Were there any traditions that were very important for you or your family? Then the teacher will ask several groups to share.

V. Summary

Students summarize what they have learnt in this lesson and the different forms of verbs, and the teacher gives supplement if necessary, and reminds them the importance of keeping our Chinese traditions.

VI. Homework

Students talk about the Chinese New Year with their parents and ask their parents what they did when they were children on the New Year’s Eve.

板书设计:

Christmas Day

- (1) How did they feel when Christmas arrived?
- (2) What appeared in the streets?
- (3) What did they do with the snow?

opened; attended; arrived; appeared

excite excitement excited exciting

第二篇 《词汇教学试讲》

1. 题目：词汇教学试讲

2. 内容：

My new school is very good and I can see why. The teachers are very enthusiastic and friendly and the classrooms are amazing. Every room has a computer with a special screen, almost as big as a cinema screen. The teachers write on the computer, and their words appear on the screen behind them. The screens also show photographs, texts and information from websites. They're brilliant!

The English class is really interesting. The teacher is a very enthusiastic woman called Ms. Shen. We're using a new textbook and Ms. Shen's method of teaching is nothing like that of the teachers at my Junior High school.

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，设计讲解构词的教学活动；
- (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 propaganda video clip of their high school.

Present some details and ask students about their feelings after watching this video and what they think of their school.

II. Presentation

1. Students read the passage quickly for the first time and figure out what the passage is about.

2. Students read the passage again and answer the following questions:

- (1) What about the teachers and classrooms in this school?
- (2) How do they use the screens?

(3) Are their textbooks new or old?

From students' answers, select the words "enthusiastic, friendly, classroom, website, textbook" and write them on the blackboard.

3. Ask students to classify these five words into two categories. The teacher names each category and explains what the meanings of derivation and compounding are.

III. Practice

(1) The teacher presents more word of these two forms of word-formation. For example, friendliness, greenhouse, movement, pickpocket, strengthen, impossible, necklace. Ask students to fill them correctly in the form.

Derivation	Compounding

Then ask students to divide each derivation word into affix and root, each compounding word into different words.

(2) Four students a group, the teacher provides students some affixes, roots and free morphemes and asks students to organize as many words as they can with them.

IV. Consolidation

Show students a video clip of an interesting talk about word formation. Ask students to note down how many ways of word formation are mentioned in the video. Six students a group to classify some of the words they have learnt before according to the video. Then the teacher invites several groups to share.

V. Summary

Students summarize the ways of word formation and the teacher makes supplement. Enlarge students' vocabulary and arose their interest in English learning.

VI. Homework

Surf the Internet after class for more information about the development of English words and share with the class in the next lesson.

板书设计:

Word Formation

- (1) What about the teachers and classrooms in this school? Teachers: enthusiastic and friendly
 Classrooms: amazing
- (2) How do they use the screens? To show photographs, texts and information from websites.
- (3) Are their textbooks new or old? Their textbooks are new.

friendliness greenhouse movement pickpocket strengthen impossible necklace

Derivation	Compounding
enthusiastic friendly	classroom website textbook

第三篇 《词汇教学试讲》

1. 题目：词汇教学试讲

2. 内容：

Yao is a selfless and kind person. He has been brought up and trained in this way. It is not in his nature to be “selfish” and “rude”.

When he first arrived in the US, Yao was an instant hit among basketball fans nationwide. They all loved this kind, gentle but powerful giant. Van Gundy wanted to build his team around the talented Chinese player. To do this, he told Yao to be more aggressive and, if necessary, to be rude to his teammates.

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，设计复习构词的教学活动；
- (4) 用英文试讲；
- (5) 试讲时间：10 分钟。

【试题解析】

Teaching Procedure:

I. Lead-in

Play a video clip of an NBA basketball match for students and ask how many players they know in the match. Guide students to select the Chinese names out and lead to today's topic of Yao Ming.

II. Presentation

1. Students read the passage quickly for the first time and figure out what the passage is about.

2. Students read the passage again and answer the following questions:

- (1) Is Yao a selfish or selfless person?
- (2) What are Yao's characteristics?
- (3) What kind of team did Van want to build?

From students' answers, remind students to pay attention to the derived words "selfless, selfish, powerful, talented, player" and write them on the blackboard. Arouse students' memory of word-formation.

3. Further elaborate on the derived words about their suffixes. Students work in pairs to figure out the meanings of the suffixes.

III. Practice

(1) Find their Partners

The teacher presents some words and some suffixes. Ask students to fill in the blanks with the correct words and suffixes.

Words	help; interest; faith; access; collect; celebrate
Suffixes	-ible; -ful; -less; -er; -or; -ion; -ed; -ing

Lily is crying. She feels very _____.

Today, everyone is _____ to the Internet.

He loves collecting stamps. He is a stamp _____.

JK's novel is very _____.

(2) Guessing

Show students a short passage including some new words on the screen and ask students to guess the meanings of the underlined derived words according to the content and word-formation.

IV. Consolidation

Show students a video clip of an interesting talk about word-formation. Ask students to note down some other ways of word-formation that are mentioned in the video. Six students a group to classify some of the words they have learnt before according to the video. Then the teacher invites several groups to share.

V. Summary

Students summarize the ways of word formation and the teacher makes supplement. Enlarge students' vocabulary and permeate some reading skills.

VI. Homework

Surf the Internet after class for more information about the development of English words and share with the class in the next lesson.

板书设计:

Word Formation

- (1) Is Yao a selfish or selfless person? He is selfless.
- (2) What are Yao's characteristics? Kind, gentle and powerful.
- (3) What kind of team did Van want to build? A team around the talented Chinese player.

Words	help; interest; faith; access; collect; celebrate
Suffixes	-ible; -ful; -less; -er; -or; -ion; -ed; -ing

Lily is crying. She feels very _____.

Today, everyone is _____ to the Internet.

He loves collecting stamps. He is a stamp _____.

JK's novel is very _____.

第四篇 《听力教学试讲》

1.题目：听力教学试讲

2.内容：

A:

I really like going to the symphony. I like to hear all the musical instruments playing different things but somehow, they're still playing together and in harmony. I especially like the violin—it's

my favorite instrument.

B:

I don't know why, but the songs from musicals are so popular. For example, I sometimes find myself singing the chorus to "Edelweiss" while I'm doing things around the house. I guess it's because the tunes are so accessible and delicate.

3.基本要求:

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对所给材料的内容, 设计理解说话者意图的听力教学活动。
- (4) 用英文试讲。
- (5) 试讲时间: 10 分钟。

【试题解析】

Teaching procedure:

I. Warming up

Enjoy a song "*In the end*" from Linkin Park and invite students to express their feelings about the song.

II. Pre-listening

1. The teacher shows different pictures of musical instruments in a symphony and invites students to talk about the opinions about the functions of them.

2. Students make predictions about the speakers' attitudes towards the music.

III. While-listening

1. Listen to the tape and answer the questions: What is the feeling of speaker A towards the music? What is speaker A's music instrument? Does speaker B like music?

2. Students read the conversation and check their answers.

IV. Post-listening

Students are divided into several groups. They are supposed to talk about their opinions about music. Firstly, they can share among groups and then each group chooses a representative to give

a speech about music. Others and the teacher are the judges and give comments.

V. Summary

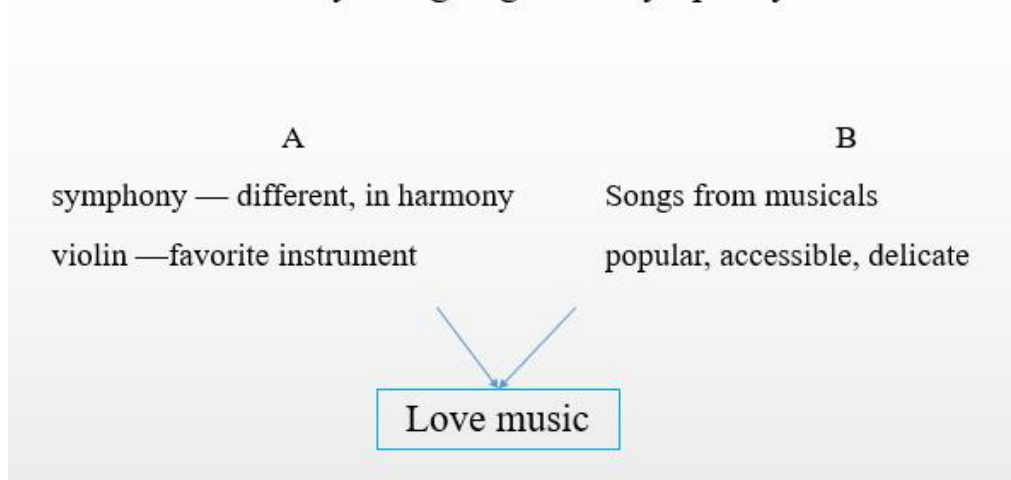
Students are encouraged to summarize the listening ability of understanding the speakers' intention. The teacher makes supplement if necessary and encourage students to enjoy more music in life, keeping healthy and positive life attitude.

VI. Homework

Students will surf the Internet for more wonder music and share with the whole class next time.

板书设计:

I really like going to the symphony



第五篇 《听力教学试讲》

1.题目：听力教学试讲

2.内容：

A:

I really like going to the symphony. I like to hear all the musical instruments playing different things but somehow, they're still playing together and in harmony. I especially like the violin—it's my favorite instrument.

B:

I don't know why, but the songs from musicals are so popular. For example, I sometimes find myself singing the chorus to "Edelweiss" while I'm doing things around the house. I guess it's because the tunes are so accessible and delicate.

3.基本要求:

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对所给材料的内容, 设计理解说话者意图的听力教学活动。
- (4) 用英文试讲。
- (5) 试讲时间: 10 分钟。

【试题解析】

Teaching procedure:

I. Warming up

Enjoy a song "*In the end*" from Linkin Park and invite students to express their feelings about the song.

II. Pre-listening

1. The teacher shows different pictures of musical instruments in a symphony and invites students to talk about the opinions about the functions of them.
2. Students make predictions about the speakers' attitudes towards the music.

III. While-listening

1. Listen to the tape and answer the questions: What is the feeling of speaker A towards the music? What is speaker A's music instrument? Does speaker B like music?
2. Students read the conversation and check their answers.

IV. Post-listening

Students are divided into several groups. They are supposed to talk about their opinions about music. Firstly, they can share among groups and then each group chooses a representative to give a speech about music. Others and the teacher are the judges and give comments.

V. Summary

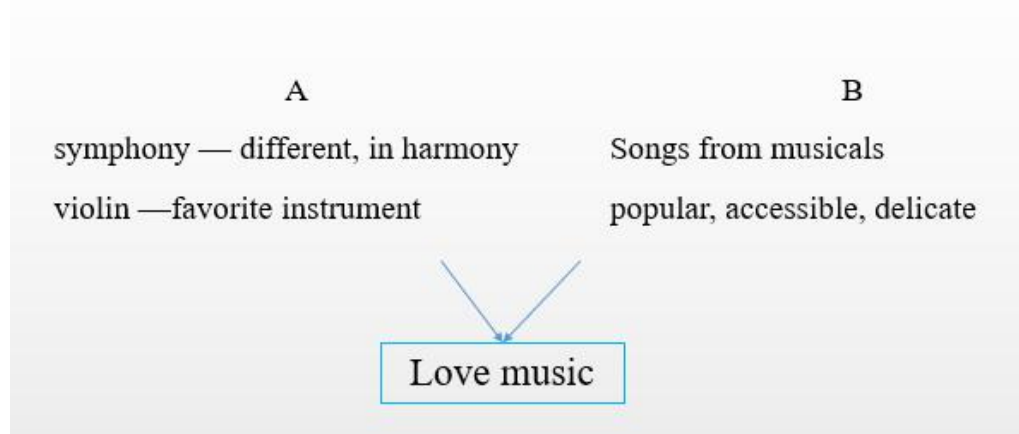
Students are encouraged to summarize the listening ability of understanding the speakers' intention. The teacher makes supplement if necessary and encourage students to enjoy more music in life, keeping healthy and positive life attitude.

VI. Homework

Students will surf the Internet for more wonder music and share with the whole class next time.

板书设计:

I really like going to the symphony



第六篇 《写作教学试讲》


1. 题目：写作教学试讲

2. 内容：

What is an advertisement?

An advertisement is a message or announcement that informs or influences people. It can use words, on the pictures, music or film to communicate its message. Adverts are not only made and paid for by business, but also by individuals, organizations

Go slow
on the
H₂O



Our water supplies are low. We all need to save water.

For information and tips on how to save water, visit our website at:
www.sydneywater.com.au

and associations that wish to inform or educate the public.

3. 基本要求

- (1) 朗读所给语篇；
- (2) 配合教学内容适当板书；
- (3) 根据所给材料的内容，设计广告写作教学活动；
- (4) 用英文试讲；
- (5) 试讲时间：10 分钟。

【试题解析】

Teaching Procedure:

I. Lead-in

Play an advertising video for students and ask them to guess what the product is. Then ask students about their favorite advertisements.

II. Pre-writing

1. Show students some pictures of advertisement. Students work in pairs to conclude the essentials and usage of advertisements.

2. Present students the passage. After reading, ask students the following questions:

- (1) What can we use in an advertisement?
- (2) Who make and pay for advertisements?
- (3) What is the usage of an advertisement?

III. While-writing

(1) The teacher presents various products on the screen, including food, clothes, cars, buildings, books, lessons, public charities, etc. Students choose one of the products or the product they like. Ask students to make an outline for the advertisement of their product.

(2) Students write some sentences to introduce the features, usage, advantages or others of their product.

(3) Ask students to turn the sentences into a passage. They can add some linking words or change tones of the sentences. For example, they may use some exclamatory sentences to describe their product.

IV. Post-writing

(1) Self-check

Students check the advertisements by themselves.

(2) Peer-check

Four students a group, check their group members' advertisements. Then think about their group members' advertisements. Are they interested in the product or thing that is advertised? Are there any problems with the advertisements? How to improve?

V. Summary

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

VI. Homework

Students design a poster for the advertisement they have written.

板书设计:

What is an advertisement?

Forms: Pictures, words, music, videos

Users: Business, individuals, organizations and associations

Usage: Propaganda



What are the essentials of a good advertisement?

第七篇 《语法教学试讲》

1. 题目：语法教学试讲

2. 内容：

Many musicians may start as a group of high-school students, for whom practicing their music in someone's house is the first step to fame. Sometimes they may play to passers-by in the street or subway so that they can earn some extra money for themselves or to pay for their instruments. Later they may give performances in pubs or clubs, for which they are paid in cash.

3. 基本要求：

(1) 朗读所给材料；

- (2) 配合教学内容适当板书。
- (3) 针对划线部分的定语从句，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】

I. Lead-in

The teacher has a free talk with students about their favorite musicians to arouse students' learning interests and activate their background knowledge.

II. Presentation

1. Students are asked to read the passage and answer the following questions:

When and where do many musicians may start their music career?

Where can the musicians be paid in cash?

2. Check the answers together. By doing so, two key sentences are presented as follows:

Many musicians may start as a group of high-school students, for whom practicing their music in someone's house is the first step to fame.

They may give performance in pubs or clubs, for which they are paid in cash.

3. Focus on the meaning and form of non-restrictive clause

Students are led to observe the two sentences and pay attention to "for whom" and "for which" to figure out what "whom" and "which" stand for respectively in each sentence.

Then, the structure of non-restrictive clause with preposition "for" and relative pronoun "whom"/"which" is presented naturally.

III. Practice

1. Fill in the blanks with "for whom" and "for which"

① My favorite musician is Jay Chou, _____ I have a lot of respect.

② Jay Chou was very hard working and wrote a lot of brilliant songs, _____ he was admired by his teacher.

③ Jay Chou loved his mom very much, _____ he wrote a song *Listen to Mom*.

④ Jay Chou was very talented in music, _____ he was followed by a lot of young people.

(possible answers: for whom; for which; for whom; for which)

2. Describe one of their favorite musicians with “for whom” and “for which”.

IV. Consolidation

Students are asked to talk about dream job in groups of 4. They should explain when and where they can start and what they can do in different stages. During discussion, non-restrictive relative clauses are adopted.

After discussion, some group presenters are invited to share with the whole class.

V. Summary

Guide students to summarize and highlight the structure of non-restrictive relative clause with preposition. Students' English learning confidence can be boosted through analyzing long sentences with non-restrictive relative clause.

VI. Homework

Search the Internet for more information about their dream jobs and try to tell one of them with non-restrictive clause and share with the whole class next time.

板书设计:

Musicians

Many musicians may start as a group of high-school students, for whom practicing their music in someone's house is the first step to fame.

Later they may give performances in pubs or clubs, for which they are paid in cash.

Structure:

Main clause, non-restrictive relative clause (independent from the main clause; supplementary to the main clause or antecedent)

第八篇 《语音教学试讲》

1.题目：语音教学试讲

2.内容：

I've saved the summer

And I give it all to you

To hold on winter mornings

When the snow is new

I've saved some sunlight

If you should ever need

A place away from darkness

Where your mind can feed

And for myself I've kept your smile

When you were but nineteen

Till you're older you'll not know

What brave young smiles can mean

3.基本要求：

- (1) 朗读所给语篇。
- (2) 配合教学内容适当板书。
- (3) 针对划线部分的押韵形式，设计相应的语音呈现与操练互动。
- (4) 用英文试讲。
- (5) 试讲时间：10分钟。

【试题解析】

Teaching procedure:

I. Warming up

1. Students listen to the song "Seasons in the sun" by the band called westlife and asks students' feelings about the song.

2. Students will have a free talk about the lyric and how to enjoy a such a rhythm.

II. Presentation

1. Students read the text and work in groups to discuss the questions: Who is the speaker in the poem and who is he/she speaking to? And give the reasons.

2. Students read again and circle the underlined words: You/ new; need/ feed; nineteen/ mean. They can discuss with others and summarize the rhythm of the poem: end rhythm, easy to read.

3. The teacher leads students to find out the image and the feelings in the poem.

III. Practice

1. Listen to the tape and read after it. In this step, students will get a deeper understanding of the beauty of rhythm in the poem.

2. Students read one by one with proper intonations and emotions.

IV. Consolidation

Task 1: the best poet

Students work in group of 6 and list the things they can save in life and the person they want to give, then each student makes a sentence with the same end rhyming one by one, creating a new poem. Five minutes later, some groups will share their poem with the whole class. Others and the teacher will choose the best poet and give the prize.

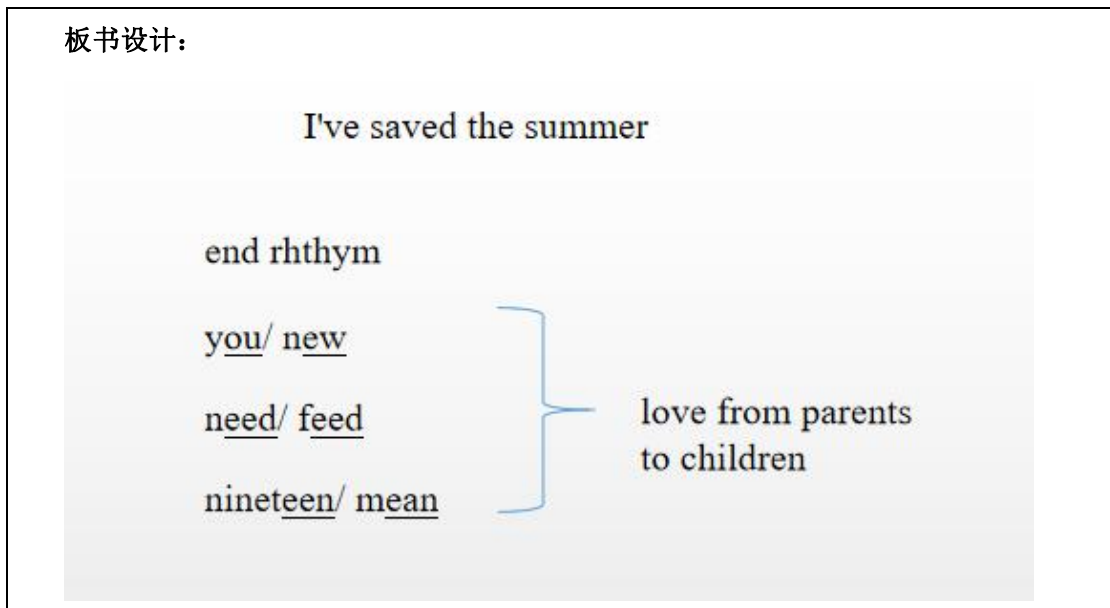
V. Summary

Students summarize the poem and end rhyming in this lesson and the teacher will make supplement if necessary. In the meantime, the teacher will remind them of treasuring the beauty of life and poems.

VI. Homework

Students are supposed to share the poem with family members and surf the Internet for more poems and share with others next class.

板书设计:



第九篇 《语音教学试讲》

1.题目：语音教学试讲

2.内容：

This is a painting by the Spanish artist, Pablo Picasso, considered to be the greatest western artist of the twentieth century. Picasso and another painter, George Braque, started Cubism, one of the most important of all modern art movements.

Cubist artists painted objects and people, with different aspects of the object or person showing at the same time. That painting by contemporary American artist Roy Lichtenstein (1923-1997) is a world famous example of pop art. Pop art (from the word "popular") was an important modern art movement that aimed to show ordinary twentieth-century city life. For example, it shows things such as soup cans and advertisements.

3.基本要求：

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对所给材料的内容，设计操练重音的语音教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10 分钟。

【试题解析】

Teaching procedure:

I. Warming up

Shows some famous paintings on the screen and students try to have a free talk about them, the artists, the meanings and other aspects.

II. Presentation

1. Students listen to the tape and get the main idea of this passage.

2. Students listen and read the paragraphs. Then tell the differences between the sentences of the passage, for example:

a. This is a **painting** by the Spanish artist, Pablo Picasso, considered to be the greatest western artist of the twentieth century.

b. This is a painting by the **Spanish** artist, Pablo Picasso, considered to be the greatest western artist of the twentieth century.

c. This is a painting by the Spanish artist, **Pablo Picasso**, considered to be the greatest western artist of the twentieth century.

3. The teacher invites students to comprehend the differences between the sentences and express their opinions.

4. Students and the teacher underline the stressed words: mainly the nouns and the verbs with long and full vowel sounds. And then read the passage again.

III. Practice

1. Listen to the tape and mark the stress.

This is a 'painting by the Spanish 'artist, 'Pablo Picasso, considered to be the greatest western artist of the twentieth century. 'Picasso and another painter, 'George Braque, 'started Cubism, one of the most important of all modern art movements.

Cubist artists 'painted objects and people, with 'different aspects of the object or person showing at the same time. That painting by contemporary American artist 'Roy Lichtenstein (1923-1997) is a world famous example of pop art. 'Pop art (from the word "popular") was an important modern art movement that aimed to show ordinary twentieth-century city life. For

example, it shows things such as soup cans and advertisements.

2. Students work in pairs to dub for the passage.

IV. Consolidation

Students are divided into several groups. They are supposed to be the tour guide in the art museum and introduce the paintings to tourists there. They are to give a performance in the class, and others and the teacher choose the best tour guide with emotion and perfect pronunciation.

V. Summary

Students are encouraged to summarize the function of stress in a sentence. The teacher makes supplement if necessary and reminds students the importance of standard pronunciation.

VI. Homework

Students will surf the Internet for poems and try to read them emotionally with right stress.

板书设计:

This is a painting by the Spanish artist

This is a painting by the Spanish artist, Pablo Picasso

Picasso and another painter, George Braque, started Cubism.

Cubist artists Painted objects and people, with different aspects of the object or person showing at the same time.

Pop art (from the word "popular") was an important modern art movement.

第十篇 《语音教学试讲》

报考科目：高中英语

抽题时间：2020

年1月5日 13:20:06

1.题目：语音教学试讲

2.内容：

This is a painting by the Spanish artist, Pablo Picasso, considered to be the greatest western artist of the twentieth century. Picasso and another painter, George Braque, started Cubism, one of the most important of all modern art movements.

Cubist artists painted objects and people, with different aspects of the object or person showing at the same time. That painting by contemporary American artist Roy Lichtenstein (1923-1997) is a world famous example of pop art. Pop art (from the word "popular") was an important modern art movement that aimed to show ordinary twentieth-century city life. For example, it shows things such as soup cans and advertisements.

3.基本要求：

- (1) 朗读所给段落。
- (2) 配合教学内容适当板书。
- (3) 针对所给材料的内容，设计操练重音的语音教学活动。
- (4) 用英文试讲。
- (5) 试讲时间：10分钟。

【试题解析】

Teaching procedure:

I. Warming up

Shows some famous paintings on the screen and students try to have a free talk about them, the artists, the meanings and other aspects.

II. Presentation

1. Students listen to the tape and get the main idea of this passage.

2. Students listen and read the paragraphs. Then tell the differences between the sentences of the passage, for example:

a. This is a **painting** by the Spanish artist, Pablo Picasso, considered to be the greatest western artist of the twentieth century.

b. This is a painting by the **Spanish** artist, Pablo Picasso, considered to be the greatest western artist of the twentieth century.

c. This is a painting by the Spanish artist, **Pablo Picasso**, considered to be the greatest western artist of the twentieth century.

3. The teacher invites students to comprehend the differences between the sentences and express their opinions.

4. Students and the teacher underline the stressed words: mainly the nouns and the verbs with long and full vowel sounds. And then read the passage again.

III. Practice

1. Listen to the tape and mark the stress.

This is a 'painting by the Spanish 'artist, 'Pablo Picasso, considered to be the greatest western artist of the twentieth century. 'Picasso and another painter, 'George Braque, 'started Cubism, one of the most important of all modern art movements.

Cubist artists 'painted objects and people, with 'different aspects of the object or person showing at the same time. That painting by contemporary American artist 'Roy Lichtenstein (1923-1997) is a world famous example of pop art. 'Pop art (from the word "popular") was an important modern art movement that aimed to show ordinary twentieth-century city life. For example, it shows things such as soup cans and advertisements.

2. Students work in pairs to dub for the passage.

IV. Consolidation

Students are divided into several groups. They are supposed to be the tour guide in the art museum and introduce the paintings to tourists there. They are to give a performance in the class, and others and the teacher choose the best tour guide with emotion and perfect pronunciation.

V. Summary

Students are encouraged to summarize the function of stress in a sentence. The teacher makes

supplement if necessary and reminds students the importance of standard pronunciation.

VI. Homework

Students will surf the Internet for poems and try to read them emotionally with right stress.

板书设计:

This is a painting by the Spanish artist

This is a 'painting' by the 'Spanish' artist, 'Pablo Picasso'

'Picasso' and another painter, 'George Braque', 'started' Cubism.

'Cubist' artists 'painted' objects and people, with 'different' aspects of the object or person showing at the same time.

'Pop art' (from the word "popular") was an important modern art movement.

