

教师招聘面试考试

英语典型题目

精讲题



说课 |

华图教育

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小学·《What's in the schoolbag?》说课稿

Good morning, everyone. I am the No.2 candidate interviewed for primary school teacher. Now I will say something about my lesson.

The first is teaching material analysis.

Today I'm going to talk about Part B of Unit 2, PEP Primary English, Book 3. This lesson includes two parts: Let's talk and let's practice. In section 1, it mainly deals with the dialogue about "What's in the schoolbag?" and the answers. And in section 2, it provides a real situation for the Ss to practice the pattern: How many +n.(pl.)+ do you have? And the answer: I have 2, 3 +n.(pl.)

The teaching aims are:

1、Aims on the knowledge:

(1) To enable the Ss to understand and speak: "My schoolbag is heavy. What's in it? Thank you so much." Make sure that Ss can use these sentences in real situations.

(2) To help Ss to finish the survey.

(3) Let Ss finish the assessment of "Let's check" in this unit.

2、Aims on the abilities:

(1) To develop Ss' abilities of listening and speaking.

(2) To train the Ss' ability of working in groups.

(3) To foster Ss' abilities of communication and their innovation.

3、Aims on the emotion:

(1) To foster Ss consciousness of good co-operation and proper competition.

(2) To lead Ss to show their loveliness to the poor.

Key-points of this lesson are:

(1) To help Ss ask and answer the question: What's in it?

(2) To enable Ss to study in groups and co-operate skillfully.

(3) To develop Ss' interest in English.

Difficult points in this lesson are:

(1) To help the Ss ask and answer the question "What's in it?" and make sure they can use the plural nouns correctly.

(2) To finish the survey by themselves.

In order to make our teaching more targeted, it is necessary for us to analyze the situation of students.

Our boys and girls are exposed to English for the first time, so it is very important to develop their keen interest in English. It is not a long history that English is as a subject in primary school in our country and the main instructional aims of teaching English in primary school is to cultivate pupils' basic abilities of their listening and speaking and their good sense of the English language. For the students who get to know and learn English for such a short time, they are shy to show and eager to learn. So we need know them quiet well to operate the appropriate teaching methods and learning methods.

As we all know: the main instructional aims of learning English in primary school is to cultivate pupils' basic abilities of listening and speaking and their good sense of the English language. So in this lesson I'll mainly use "Task-based" teaching method. That is to say, I will let the Ss learn in real situations, finish a task by making a survey to help the Ss to get a better understanding of the key structure of the dialogue. I will arrange four kinds of activities: singing, guessing game, finishing a survey and having a competition. And in this lesson a recorder, CAI, school things and a printed form will be needed. Students should prepare some school things.

As for the learning method, I mainly use researching learning method together with cooperative learning method in this lesson.

Next is the most important part teaching procedures.

1. Warm-up and preview:

- (1) Free talk between T and Ss about things in the classroom.
- (2) Sing the song together: Books and pencils.
- (3) Do some TPR, for example: Show me your English book. Show me your crayon.
- (4) Review the numbers by asking: "How many crayons do you have?"

Purpose: It is important to form a better English learning surrounding for the Ss by singing and doing some total physical response and at the same time it provides situations to review learned knowledge for the next step.

2. Presentation:

Now I'll mainly talk about this step.

- (1) Present the pattern: "My schoolbag is heavy." "What's in it?"

A. Show a bag and say: "Look! I have a bag." Carry it and say: "Oh, it is heavy. My schoolbag is

heavy.” Help the Ss understand the meaning with the help of my body language. Then lead the Ss to read the sentence. Make sure they can say it correctly.

B. T: My schoolbag is heavy.

Open the bag and say: “What’s in it? What’s in my schoolbag?”

Take out a Chinese book. Then do the action again. Let the Ss read the sentence.

(2) Play a guessing game. Divide the whole class into four groups to have a competition.

Let them guess: What’s in the bag? How many? Purpose: To present the key structures one by one is much easier for the Ss to learn and grasp the meanings. Proper competition can arouse the Ss’ interest in English learning.

(3) With the help of the CAI to present the dialogue. Set a situation to help Ss understand: Two Ss are coming. One girl is carrying a heavy bag on her back. They are talking.

Girl: My schoolbag is heavy.

Boy: What’s in it?

Girl: 20 story-books, 32 pencil, 9 rulers, 12 crayons and 30 picture-books.,etc.

Boy: What will you do?

Girl: They are for the poor.

Boy: Great! I’ll bring some school things too.

The boy comes back home and puts a lot of things into the bag. Then he goes to school again and gives them to a teacher. While he is taking them out, he is counting the numbers of all things. The teacher says: Thank you so much.

(4) Mention that we should take care of the poor.

(5) Play the cassette. Let the Ss listen and imitate the dialogue.

Pay attention to their pronunciation and intonation.

Purpose: CAI can provide a real situation for the Ss to understand the dialogue and the relationships between people better. Tell the Ss we should show our loveliness to the Ss.

3. Practice:

Divide Ss into groups of six children. Each one would finish the printed form by asking and answering: How many storybooks do you have? Find out which group finishes faster.

Purpose: Task-based teaching method is used here to develop Ss’ ability of communication and also their ability of co-operation will be well trained.

4. Consolidation:

Help Ss finish “Let’s check” of this unit and workbook.

Purpose: To check the knowledge Ss have learned in this period.

5. Summary and homework:

Students make a summary on what they have learned this class, and I will make supplement that they should take care of everything they have.

Let Ss tell each other how many school things they have after class. Tell their parents how many school things they have at home.

Purpose: Revision is so important that Ss should speak English as much as they as in class or after class. It is necessary for the Ss to do some extensive exercises after class to consolidate the knowledge they learned.

The last part is my blackboard design.

In order to make the lesson much clearer, the blackboard design are as follow:

Key words:

big/small/heavy/light...

Sentence structures:

"My schoolbag is heavy.

"What's in it?"

" Thank you so much."

小学 · 《Meet My Family! 》 说课稿

Good morning, everyone, It's my great pleasure to be here sharing my lesson with you. Today, I'm going to talk about Unit 6 Meet My Family. There 6 parts in my presentation. Specifically, analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedure and blackboard design. Now I am going to present them one by one.

The first is teaching material analysis.

Today I'm going to talk about Unit 6 Meet My Family, Book 3, PEP. This text is about family and family members which content is focused on. At the same time, by studying of this lesson, we'll enable the students to know to describe there family. In addition, from this lesson, it starts asking the

Ss to grasp contents of each passage, therefore, if the Ss can learn it well, it will be helpful to make them learn the rest of this lesson. What's more, as we all know, reading belongs to the input during the process of the language learning. The input has great effect on output, such as speaking and writing, so, this lesson is in the essential position of the teaching material.

According to the new standard curriculum and the syllabus, after studying the teaching material and analyzing the rule of children's growing of mind, I think the teaching objects are the followings:

1、 Knowledge objectives:

- (1) The Ss can hear, read, and use the main sentence patterns
- (2) The Ss can understand the content of the lesson.
- (3) The Ss can use the patterns to express their thoughts in the proper situation.

2、 Ability objectives:

- (1) To develop the Ss' abilities of listening, speaking, reading and writing.
- (2) To train the Ss' ability of working in pairs.
- (3) To Improve the student's reading ability, especially their skimming and scanning ability.

3、 Emotion objectives:

- (1) To encourage students to love reading and enjoy their lives.
- (2) To develop the ability of group of cooperation.

Now, let's come to the important points and the Difficult points.

Difficult points in this lesson are:

1. The key points is the dialogue of Learn to say, the words and drills of Try to use.
2. Can understand the story of Read and think, do the task Think and write with the help of teacher.

In order to make our teaching more targeted, it is necessary for us to analyze the situation of students.

Well, how to achieve the teaching objects better, how to stress the important points and break through the difficult points? In my view, what's important is that the modern teaching demands the teacher should know about the contents and the organization of essays clearly and the difficult point is to arouse and help students make a summary for the relative content. Students in Grade 4, on the one hand, some are confident and excited and have the ability to complete tasks by cooperating with others, they can work together to solve some troubles and share the pleasure of learning English. On the other hand, some are not active in class, and even worse, some of them don't like English at all.

Based on the analyses of teaching material and students above, teaching methods I will adopt are

as follows:

In that situation, I 'll create an active, interesting and relaxed atmosphere, set real situations, and train the students' communicative abilities. According to the analysis of the teaching material and the students' learning background, I will use the Task-based teaching method and Discussing method to develop the students' good sense of English and abilities of listening, speaking, reading, writing.

When it comes to the learning methods, it's true that Ss are always poor in cooperative learning skills, so, pair work, group work, individual work and discussion will be needed in class. And in order to make them have a good preparation for completing the new study task and stimulate their enthusiasm, I'll Firstly, Let the Ss pass "Observation—Imitation—Practice" to study language. And then, teach the Ss how to make dialogues and how to communicate with others.

During the teaching process, multimedia computer, tape recorder, PPT and school things will be needed.

Next is the most important part: teaching procedures.

Ok, so much for the teaching methods and learning methods, now it comes to my most important part, the teaching procedures. In order to achieve my teaching aims successfully, I divide my teaching procedure into 4 steps:

1. Warm-up and preview:

Greetings and sing a song

Say "Hello" to everybody, talk something about the weather and the date. Then sing a song named " An apple a day makes a doctor away".

Purpose: This activity will make the Ss have the same feelings as those Ss, so they can understand and have a interest in new lesson.

2. Presentation:

Task 1: Hand out a photo of many members. Introduce the family members to them. And describe them in English. At the same time the teacher shows the new word cards to them and let them read one by one. Then the students read after the tape 3 times and ask the students to remember the new words at once. Then, the teacher will show the picture and let them practice them.

Task 2: The teacher show them a photo of his family and say " My father is An officer. My mother is a worker. I'm a teacher." Then he asks them "What's your father ? What's your mother?" Then asks some ones to answer. Practice several times between teacher and students. Then in students. Hand out the pictures of the farmers and so on and let others to guess "What's the man/woman?" Next, it's same to the words of baseball player, doctor, driver, farmer, and nurse on the projector. And ask who can

read the words. Ask some ones to read.

3. Practice:

Activity 1: Next let them take out their photos and practice in pairs to introduce and describe each other's family members. At the same time the teacher write the sentence "Come and meet my family" "This is my..." "He/She is..." "He/She has..." on the blackboard. After that , choose several students to introduce and describe his/her family members by using the sentence styles on the blackboard.

Activity 2: Show a picture to the students and ask "How many people are there in the family?" Then ask "How many members are there in your family?" "Who are they?" Show them a picture of baby and a picture of puppy And teacher them the new words. Let them read it one. Ask some one to say the main idea of the text and let them to read. Next, the students read after the tape twice. Then let them practice in groups freely.

Then ask some groups to show the play.

4. Summary and homework:

Sum up what we have learned.

Homework: Master the new words.

Listen to the tape and try to imitate.

The last part is my blackboard design.

In order to make the lesson much clearer, the blackboard design are as follow:

Meet My Family

Key Words: goat sheep horse donkey tomatoes potatoes

Sentence patterns: Are they? How many?

"Come and meet my family"

"This is my..."

"He/She is..." "He/She has..."

小学·《What would you like?》说课稿

Good morning/afternoon, judges. I'm the candidate NO.4 applying for the primary school English teacher. Today my topic is what would you like?. It's my great honor to present my lesson here. To make my presentation much clearer, I'll describe my thoughts in the following 6 aspects: analysis of

teaching materials, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

Part One: Analysis of the Teaching Material

First of all, I'd like to give some analysis of the material.

This lesson is the first period of section A, unit 5, PEP for primary English book 4A, the content is about food, which is close to the students' real life, let the students know more about eating culture and habit. Through this course, it will become the bedding of the coming lesson. The main idea is cultivating the students' good habit of eating and polite.

Based on the new curriculum standard, the teaching objectives are divided into three parts:

1. Knowledge objectives

Knowledge object is grasping the new words: rice, noodles, bread etc. Meanwhile learning the sentence pattern "Can I have some ... ,please? Sure! here you are", and can use it in the real situation.

2. Ability objectives

Ability object is fostering ss' observation competence, thinking ability, and self-study ability.

3. Emotional objectives

Emotional objective is arousing students' learning interest, cultivate the students' polite habit and spirit of team cooperation.

Based on the analysis of teaching materials, the teaching key points and difficult points are as follows:

Teaching key points include the vocabulary and some phrases, such as rice, noodles, bread, etc. While the teaching difficult points are to grasp the sentence pattern "Can I have some ... ,please? Sure! here you are" and using it in the real situation.

Part Two: Analysis of the students

After the analysis of teaching material, now let me analyze the students. With the growth of age, the students in grade 4 have the subtle mental change, from the active to quiet, dislike projecting themselves. They have one-years study experience, have get in touch with some words and can express the things they can do, which provide the foundation for this lesson . However, their abstract thinking ability level is low and their attention can be scattered easily. All the factors above will be considered into my teaching plan.

Part Three: The Teaching Methods

According to the students physical and physiological characteristics, I will adopt task-based language teaching method, TPR method and the situational approach to improve the students

enthusiasm, design a variety of activities, make the students learn to play and play to learn.

Part Four: The Learning Methods

Correspondingly, The students will take part in the activities and finish the tasks cooperatively in pairs and in groups. They will use the language in a relax, democracy, and harmonious atmosphere.

Part Five: Teaching Procedures

So much for the teaching methods and learning methods, Now it comes to the most important part—teaching procedures, it including the following 5 steps:

Step 1: Warming up and leading in

I use the VCD to play a song about food, ss will sing after the recorder, let the ss get in touch with some new words and sentence pattern and enter in the next part naturally, meanwhile, the learning atmosphere will be very active.

Step 2: Presentation

Show pictures about various food, ask the students “what can you see?” ss answer the question “I can see...”, so that lead in the new words and phrases: rice, noodles, bread, etc. Let students read the new words and sentence several times after me until they can read them correctly and fluently.

Create a real situation of dinner using the multimedia, show many kinds of food to students, ask them: how should you say if you want to eat something, guide students to say “can I have some noodles, please. Sure, here you are.” Practice the sentence pattern for several time and correct their pronunciation in the same way.

Play the tape, students listen to conversation, read after it, correct their pronunciation.

Through this step, students can understand and master the new words, phrases and sentences better. It also can improve their learning interest.

Step 3: Practice

In this step, I will design three activities to consolidate what they learned. Let students learn to play and play to learn.

Activity 1 play a word game: “snowball”.

Divide the whole students into four groups, accumulate the phrases and hold a competition in class, the fastest group will be the winner. Students can remember these words better.

Activity 2 work in pairs

Practice the conversation in pairs. One show food pictures as a waiter or waitress, the other ask “can I have some...”. In this way, ss’ initiative and enthusiasm can be mobilized and it also can improve their listening and speaking ability.

Activity 3 role play

divide students into 4 groups, make a new dialogue using the new sentence pattern and the new words, act it out in front of the class, I select the best one and give them some rewards.

It can cultivate the ss' communicative ability in English. ss can know the main content of this lesson better, and their self-study ability can be cultivated.

Step 4: Summary

In this step, ss sum up by themselves, they will talk about what they grasped in this lesson and make an assessment on each group. through it,ss can know the main content of this lesson better, and their independent thinking ability can be cultivated.

Step 6: Homework

Practice the conversation with their parents using the sentence pattern and phrases when they have dinner. it can make students know that English is useful, so that their learning motivation will be more strong.

Part Six: Design of the blackboard

Finally, I will talk about my blackboard design ,write the key phrases and sentences on the blackboard, in order to let the students know the important points and remember them more easily.

Unit 5 what would you like

-Can I have some noodles? -Sure. Here you are.

bread

milk

小学 · 《How much is it?》说课稿

Ladies and Gentlemen, It's my great pleasure to be here sharing my lesson with you. The content of my lesson is PEP Primary English Book4 Unit5 B Let's talk, asking the price and inquiring the clothes size. To make my presentation much clearer, I will describe my thoughts in the following 6 aspects: analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. First, let me talk about the teaching material.

The first is teaching material analysis.

This lesson is about a shopping topic. By study of this unit, the Ss know how to ask the price in

English and how to describe the size and price with simple words and sentences. The sentence patterns of this lesson “What size?” “How much are they?” and “We’ll take them.” are the key and difficult points of this unit. The study of this lesson will help the Ss with daily communication.

Moreover, this lesson completes the transition of the phrase “a pair of...” to the sentence pattern “A pair of... for ...” ,and helps the Ss further consolidate the knowledge of words of clothing appearing in plural form.

Therefore, on studying the teaching material and analyzing the regulation of children’s growing of mind, I put forward the teaching objectives according to new English lesson standard:

1、 Knowledge objectives:

a) The Ss can hear, read, and use the main sentence patterns “A pair of ... for ...” “What size?” “How much are they?” “We’ ll take them.”

b) The Ss can understand and read the conversation of the lesson.

2、 Ability objectives:

a) The Ss can use the sentence pattern of inquiring the price, and further develop their language ability of “shopping”;

b) The Ss can use the patterns to express their thoughts in the proper scene.

3、 Emotional objectives:

a) By completing the task, the Ss increase their interest and set up self-confidence in language study;

b) Teach the Ss what is “love” and “managing money matters”, put the moral education in the language study.

Next, the key points of this lesson:

First of all, to study and use the sentence patterns “What size?” “How much are they?” “A pair of ... for ...” “We’ ll take them.” To improve the Ss’ abilities in “shopping”; Secondly, teach the Ss how to study independently as well as by cooperation.

Difficult points:

The Ss can use the words and patterns to describe the clothes in the proper scene, and make simple dialogues of shopping.

I’ll talk about my teaching methods below.

According to the modern perception theories and social intercourse teaching theories, I adopt the TSA method and TBLT method in my teaching, namely Total Situational Action and Task-based Language Teaching.

The former is a “scene — activity” teaching method .It establishes a real scene and the interaction between the teacher and the Ss. It emphasizes a dynamic information exchange between the teacher and Ss. The latter offers the Ss an opportunity to complete the tasks in which Ss use language to achieve a specific outcome. The activity reflects real life and learners focus on meaning, they are free to use any language they want.

At the same time, make use of the modern electricity teaching equipment and all kinds of teaching means, it can mobilize the Ss’ enthusiasm and creativity in learning English.

Let Ss study in a relaxed atmosphere, Ss understand the new knowledge in certain degree through the mental process of seeing, hearing, saying, observing, imagining, thinking etc. And make preparation for completing the new study task.

After feeling and comprehending the language points, let Ss obtain the knowledge actively by probe study and cooperative study. Thereby, develop the Ss’ abilities of studying and working with the learning language independently.

Next is the most important part teaching procedures.

In order to realize the teaching process systematically, properly and efficiently, under the principle of “regard Ss as the corpus, the teacher inspires for predominance”, I divide the teaching process into four steps.

1. Warming-up and leading-in:

In this step, I will let Ss sing a song: The coat in window. So as to the psychological characteristics of children, singing a song can make Ss feel pleased and satisfied, and can arouse exciting motion. In this step, teacher and the Ss sing in unison and perform the song “The coat in window.” Thus, review the sentence pattern “How much is ...?” And arouse the Ss’ performance desire, participation desire, and lead the Ss into a thick English studying atmosphere.

2. Presentation and practice:

Activity1:

Design: Look for Cinderella.

Broadcast a part of “Cinderella” with the flash, presenting a crystal shoe that Cinderella lose, and establishes a scene of ministers look for the proper size everywhere. Through the role playing, guide the Ss to use the sentence pattern “What size do you wear?” “Size”to make the question and answer. This design is a novelty of my lesson; it leads the Ss into the fairy tales. They acquire the language unconsciously and can do communication freely.

Activity 2:

Lead to the shopping topic naturally from the unsuited shoes, and demonstrate the sentence pattern “How much are they?” With a good student to be the assistant, I perform to go shopping, and guide the Ss to make the answer: “They are”

In this course, Ss can understand the main contents of this dialogue and get the key points by scene demonstration.

Activity 3:

Game: Guess the price.

From buying a pair of shoes for myself to buying a pair for my mom, introduce the sentence pattern “A pair of ... for” The CAI presents a big cabinet with various shoes, ask the Ss to guess their price, and then display them. It considers that children can keep their attentions in limited time. The game can avoid the lifelessness and boredom from the pure machine drills. It creates the conditions of a relaxed and natural atmosphere for children’s drills. Then achieve the aim of consolidating and deepening the sentence pattern.

Activity 4:

Present the text.

a) At this time, John and his mom come to the shoe store.

It reappears the relevant conversation by broadcasting the VCD, let Ss know the text contents with a combination of audio and video, words and pictures, which cater to the characteristics of primary period to be curious and pursuing interest and freshness.

b) After the audio-visual commences, play the tape recorder completely again, let the Ss concentrate on listening, then answer my questions according to the dialogue. e.g.: What size does John wear? How much? Whether buy or not, etc.

c) After be familiar with the text, let the Ss try to act out the dialogue. By this step, it achieved the teaching aim of understanding and talking the dialogue of this lesson.

3. Consolidation:

Task: Mother’s Day.

To master the language capability needs certain amount of practice. So I still adopt the “Task-based” teaching method, which is defined by strong practicality and exact task, so as to make breakthrough about the difficult points of this lesson. In advance, I shall arrange the classroom to some business locations, such as clothes store, shoes store, fruit store etc. I shall divide the class into groups and play roles, and then give the Ss a certain quantity of specie currency, so that they may choose and buy the gifts for Mother’s Day.

For this step, I shall instruct the Ss to use the words and patterns learnt in the process of completing certain tasks. Meanwhile, they may have mutual improvement in exchanging information during the communicating activities.

Most Ss can take their parts in the activities, especially for the Ss who have trouble in English study. In the group activities, they can speak a little English with ease. With no doubt, this will encourage them to speak English. In fact, it incarnates a kind of demand of human being.

This step also leads to the emotion objective of this lesson, that is to have moral education in this step.

4. Summary and homework:

Summarize the whole lesson, and arrange the homework.

a). Do the correlative exercises in the activity book. Check the mastering of knowledge of this lesson.

b). Ask Ss to interview their friends asking the price and size of their clothing and make records of the information.

This content is an extension of the previous lesson, to meet the needs of increasing communicating demand of some Ss.

The last part is my blackboard design.

Unit 5 How much is it ?

—What size?

—How much are they?

—A pair of ... for

—We'll take them.

小学·《What can you do?》说课稿

Good morning, honorable judges. It's my great pleasure to be here sharing my lesson. I'm candidate NO.7 applying for primary school English teacher. Today my topic is housework. My presentation mainly contains the following aspects: Analysis of teaching material, analysis of student, assessment of performance and teaching procedure.

First of all, I want to introduce the teaching material.

Today's lesson is the 4th period of Unit 4, Book 5, PEP. It mainly talks about the housework and some related sentences patterns, like What can you do? Can you make the bed? The content is close to the students' real life and familiar to them, so they can find interests in learning it. Therefore, learning it well will do a great help not only to the following study of the unit, but also to the whole learning of English.

So what's the real situation of students in Grade 5 ?

Based on the observation, students have already learned about 300 words and 30 expressions. The students are very active and good at in memorizing and imitating, but their ability in using the language remains to be improved. In order to overcome the difficulties , I'll assign some tasks to them.

Given the analysis of teaching material and students , the teaching objectives are as follow:

A) Knowledge Objectives

Students are able to understand and speak the sentence patterns What can you do? Can you make the bed? Yes , I can. No , I can't.

B) Ability Objectives

Students can use the sentence structure in a conversation.

That's to say, to develop the skills of listening and speaking in applying them flexibly into different situations.

C) Emotional Objectives

Students will have the consciousness of communication and caring others.

On account of the above analysis, the important point is to use the expressions in a sentence. As to the difficult point is grasping the main idea of the dialogue. The students will also find it hard to communicate with others with a good logic and well-organized language.

All right, teaching background has been analyzed above, then I will talk about the assessment of performance. Base on the new curriculum standard, I'll give formative assessment to students' performance. Meanwhile, students will have mutual rating in the activities which can give them a good opportunity to practice their individual study.

For example, in the Practice part, I'll arrange students to act out the Read and Write part in groups. The best group can get 5 stars. At the same time, I give them timely praise such as: Excellent! Well done! I'm so proud of you! No matter their performances are good or not, they can be encouraged.

As is know to all, teaching plan is the core of a lesson. I'll divide my teaching plan into 3 parts:

Teaching method Teaching aids and Teaching procedure.

Teaching method

During this lesson, I'll mainly use "Task-based" language teaching approach, "Communicative" teaching method and situational approach. I'll assign some tasks to be accomplished by students themselves-- namely, "learning by using and leaning for using". So the whole teaching procedure will focus on students' autonomous learning, cooperative learning and inquiry learning.

Now, time for me to express my ideas of teaching procedure. It consists of 7 steps.

Step1:Warming up

I'll begin my class by playing the tape about Let's Chant part and ask students repeat after the tape.

As we all know, "Well begun, half done." An English song related to the topic will not only warm the class up at once, but also make good preparation for the lead-in and presentation.

Step 2: Leading in

To lead in the new lesson, I will show students some phrase cards and ask students: Can you do house work? What can you do?

Students could say: Yes, I can. I can wash the clothes. I can set the table, and so on. In this way, students will review what they have learned before and their attention will be attracted immediately.

Step 3: Presentation

In this part, I'll arrange students to watch a cartoon about Read and Write Part. Before watching, I will ask two questions:

What can robot do? What can't robot do?

Students are going to fill in the blanks after watching. The answers will be written on the blackboard. Then students will repeat the conversation of the cartoon several times.

To present the section A by cartoon is much easier for students to learn and grasp the meaning, which could provide students with a real situation with its sound and picture.

Step 4: Practice

Now, time for students to practice. I design two activities to help students grasp what they have learned better:

Activity 1: A train game

Students will play the game in teams: The first student in each team is the leader, who begins the game by asking the next member: What can you do?Can you make the bed? The next one is supposed

to respond: Yes, I can. I can make the bed. During the game, teacher will walk around the classroom and observe. Stickers will be given to anyone whose response is the fastest.

Activity 2: Role playing

Students in groups will firstly have 5 minutes to try to rewrite the dialogue. Then I'll invite 4 groups to go to the platform and act out their conversation.

Task-based teaching method is used here to develop Ss' ability of communication and their ability of co-operation will be well trained. And I think proper competition can arouse Ss' interests in English learning.

Step 5: Consolidation

In task 1, I'll first let the Ss do a survey of what their classmates' CAN DO or CAN'T DO and they make a report like: I have a friend Tom. Tom can do the dishes and use the computer, he can't wash the clothes. But Amy can .

Then, just as Herbart's saying goes teaching should always be instructive.

So in task 2, I'll play a video for Ss about a day of mother. Students will see what a mother do during a day and have a brainstorm: what can we do for your mother?

All the tasks above are designed for this step to output the language knowledge. If Ss can finish the last task well, Ss will have a better understanding of loving others.

Step 6: Summary

Students will summarize the knowledge they have learned today, as a teacher, I will make necessary supplements.

Step 7: Homework

Students are supposed to make a survey: to describe what their family members can do and use the information to make a family album.

Homework is a necessary supplement in that students should practice English as much as they can in class and after class, especially their implementing ability should be promoted through individualized homework.

Well, here, I want to talk something about my blackboard design.

This is my blackboard design, it is much clear for the key point of this class.

What can you do?

What can robot do? What can't robot do?

 speak English and Chinese swim

 do some Kungfu

Play ping-pong

初中·《What time do you go to school》说课稿

Good morning/afternoon, judges. I am the No._ candidate. It's my great honor to present my lesson here. Today, I'm going to talk about the second period of unit 2 in book 2 PEP for Grade 7 students. To make my presentation much clearer, I'll describe my thoughts on teaching this lesson in the following 6 aspects: analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures, and blackboard design. Now I am about to present them one by one.

Part One: Analysis of teaching material

This lesson is the section B of Unit 2 in Book 2 published by people's education press. It is a listening and speaking lesson around the topic of routines, ask about time and say times. Such a topic is closely related to our daily life, so it is easy to arouse students' learning interest.

With reference to the New English Curriculum Standard Provisions, I have set the following three objectives: knowledge objectives, ability objectives and emotion objectives.

First is the knowledge objectives, students can read, spell and understand the new words and phrases: get up, go to school, get dressed, brush teeth, eat breakfast and take a shower; students can also ask and answer the questions by using the new sentence pattern:

What time do you usually get up/ go to school/ eat breakfast...

I usually get up/ go to school/ eat breakfast at half past six/ eight/ half past seven/...

Next is the ability objectives: improve students' skills of listening, speaking, reading and writing; encourage students to communicate with others by using the new sentence pattern.

The last one is the emotional objectives: to encourage students to value time; ask them to live a healthy life by doing things regularly.

Based on the teaching objectives mentioned above, the teaching important points includes key words and phrases, such as get up, go to school, get dressed, take a shower, brush teeth, eat breakfast, and the key sentence pattern: What time do you usually...? / I usually ... at The difficult point is how to help students to put the sentence pattern into actual use.

Part Two: Analysis of students

Most middle school students are the only child of their family. And they are the center of

their family, which may result in their self-centeredness. So their communication and cooperation skills need to be developed and activities of pair work or group work will be designed in the class. Moreover, students of Grade 7 have learned English for years, however, due to their living and learning environment, they learn English passively and irregularly. On the other hand, they are curious, creative and flexible, so interesting activities and tasks will be designed to arouse their interest and attract their attention.

Part Three: Teaching and learning methods

Task-based teaching approach and communicative approach will be adopted. After finishing the listening practice, students will be asked to make dialogues, have an interview. This will help them to have a better understanding of the key sentence pattern and to be familiar with key words and phrases, and put them into use. On the other hand, students will develop English skills by listening to the tape, communicating with partners to do activities and complete tasks, learning independently to improve their English skills.

Part Four: Teaching procedures

In order to achieve the teaching objectives, stress the important points and overcome the difficult points, I design the following teaching procedures which consists of 6 steps:

Step 1: Warming-up

Play an English song called “Time” to arouse students’ learning interest and attract their attention. Raise some questions like “what time is it now ? ” “what time do you usually go to school?”. Students are required to answer these questions. More similar questions will be raised like: “when do you usually have dinner?”, “When do you usually go to bed?”...

The purpose of this step is to review the old lesson to check whether students have mastered how to express time in English and lead in the new lesson.

Step 2: Presentation

Present some pictures about “Rick’s day” to introduce new phrases like get up, get dressed, brush teeth, take a shower, eat breakfast, etc.

Then I will add a time for each picture and make a sentence like: Rick usually gets up at half past six. And ask students “when do you usually get up?” Other phrases will be introduced in the same way.

Then comes the activity: students will match the activities with the pictures in 1a.

The purpose of this step is to introduce the new words, phrase and sentence pattern.

Step 3: Listening

Students will listen to the tape for two times. For the first time, ask students to match the times

with the action. For the second time, ask students to imitate the pronunciation and intonation, help them to develop a good sense of English. The purpose of this step is to improve their listening skill.

Step 4: Practice

Activity 1: Students will make a time table titled “my day”, ask them to list the time and action like:

My day

Get up	half past six
Take a shower	six forty
Brush teeth	six fifty
Get dressed	seven o'clock
Eat breakfast	a quarter past seven
Go to school	half past seven

Activity 2: Students will do pair work with their partners by using the sentence pattern and ask them to make a dialogue

Student A : When do you usually eat breakfast?

Student B: I usually eat breakfast at half past seven. When do you usually go to school?

Student A: I usually go to school at 8 o'clock.

Then some students will be chosen to act them out.

Activity 3: Students will be asked to interview other 5 classmates by asking questions like “when do you usually get up?”/ “when do you usually eat breakfast?”, etc. and write a time table just like that in activity 1 title with “...’s day”. Then some of them will be picked out to do a report according to his or her interview.

The purpose of these activities is to familiarize students with the use of new phrases and sentence pattern and put what they’ve learned into use.

Step 5: Summary

Make a conclusion about the content of this lesson and ask students to live a healthy life by doing thing regularly. Time flies and they should value time.

The purpose of conclusion is that students can get a main idea about the content of this class in the end and to achieve the emotion objective.

Step 6: Homework

Do a survey in the family about “their day”, list the time table like that in activity 1. The purpose of this step is to practice after class and to consolidate what they’ve learnt in the class.

Part five: Blackboard Design

Unit 2 What time do you usually go to school?

What time do you usually get up?

I usually get up at half past six.

Get up	half past six
Take a shower	six forty
Brush teeth	six fifty
Get dressed	seven o'clock
Eat breakfast	a quarter past seven
Go to school	half past seven

初中·《I'm watching TV》说课稿

Good morning, dear judges. I'm the No.X candidate applying for the middle school English teacher. It's an honor for me to be interviewed here. Today my title is I'm watching TV.

It is my great honor to be here to present my lesson. In order to make it clear, I'll show my thoughts from following six aspects, which are analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design.

The first is teaching material analysis.

Today's lesson is the section A of Unit 6 in book 2, published by People's Education Press. Its main theme is talking about what people are doing, which is closely to our daily life. Actually they all have had such experience to use language to describe what people doing, so this lesson will be quite useful to students' daily life.

Given the analysis of teaching material, the teaching objectives are as follows:

1、 Knowledge objectives: Students can understand, read and write the new words and expressions. For example, read a newspaper, make soup and watch TV. And they can understand and use the form of present progressive tense.

2、 Ability objectives: By describing pictures, students will be able to report what people are doing. Through the communication teacher and students, students' listening and speaking skills be improved.

3、 Emotional objective: Students will be guided to observe things around them and discover the life.

Based on the objectives, I make the teaching key points and difficult points as follows. Teaching important points include key words and phrases of the lesson and the form of the present progressive tense. Teaching difficult point is how to help students put the form into actual use.

In order to make our teaching more targeted, it is necessary for us to analyze the situation of students.

Students are not only the target of teaching, but also the active subject of study. Thus, a thorough analysis of my students become a necessity. The students in Grade 7 have the ability to complete tasks by cooperating with one another, they can work together to solve some troubles and they can share the pleasure of learning English. As junior middle school students, they can't keep their attention for long time. Then I will use some games, some competition, some real objects, to attract their attention.

Referring to the students physical and physiological characteristics, I will adopt task-based language teaching method, TPR to improve the students enthusiasm, design a variety of activities , lead students to learn to play and play to learn.

Then here comes to the most important part----teaching procedures, I will finish this lesson in six steps.

Step 1: Lead-in

After greeting to students, I will ask them to draw some pictures about their weekends. Then three students' pictures will be chosen to share with us. One is eating in the restaurant, one is playing ping-pong with his friend; another is watching TV at home. After showing these pictures one by one, I will ask them "What is he doing in the picture?" to lead in today's topic: what are people doing.

Step 2: Presentation

Firstly, I will present a video to let the students guess what's Lily's family doing, including watching TV, reading a newspaper and making soup. I'll point at one picture and put forward the question "what is she doing?" "She is watching TV." The other new phrases are introduced in the same way.

After introducing the new phrases, I will write them down on the blackboard, saying "reading a newspaper, making soup, watching TV" for a few times. Students will read the words in different activities, for example, they can read after me or read by themselves, boys and girls read them. I will correct their pronunciation.

Step 3: Practice

I will guide students listen to the tape, finish the exercise in 1b about the sentence patterns “what are you doing?” “I am doing...”. After that, I will show a picture to the students and ask them “What are you doing?”. The students will answer me by using the new words learned just now— “I am doing...” during this process, I will pay more attention to correcting their pronunciation.

Step 4: Consolidation

I will divide students into three groups and one student acts, the another student uses the sentence pattern “what are you doing?” to ask him or her, and then the former student answers “I am doing...”. During that process, I will walk around the whole class and direct them timely. After that, I will choose two students to come to the front and do a role-playing, and then I will give them a big hand.

Step 5: Summary

Students make a summary on what they have learned this class, and I will make supplements. What’s more, I will lead students to observe things around them and discover the life.

Step 6: Homework

Students can listen to the tape again and practice with partners by using the sentences patterns after class.

Last but not the least, the final part of my presentation is the blackboard design.

I will write down the phrases and the sentences on the blackboard.

That’s all for my presentation. Thank you!

Unit 6 I’m watching TV

reading a newspaper, making soup, watching TV

-What is she doing?

-She is watching TV.

初中 • 《Dealing with Trouble》 说课稿

Good morning everyone. It’s my pleasure to present my lesson here. To make my presentation much clearer, I’ll describe my thoughts in the following 6 aspects: analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design.

First of all, I’d like to give some analysis of the material.

This text is the listening and speaking part of chapter 3 from Oxford English 8A Shanghai Education Press. The content is about how the boy’s father dealt with a trouble. That’s to say, it’s easy

to set a situation. The language section contains the simple past tense and expression referring to past time.

Based on the new curriculum standard, the teaching objectives are:

1、 knowledge objectives: to grasp the usage of simple past tense and try to use the expression referring to past time.

2、 ability objectives are: through practice and discussion students will better understand the main points of this lesson.

3、 Emotional objectives are: to train the Ss' cooperative awareness.

According to the teaching material and the students' characteristics, I think the key points are the exercises in the textbook. The difficult point is the simple past tense and it's using.

After the analysis of teaching material, now let me analyse the students. At the beginning of the new term, every student is confident and excited. Their English abilities have been developed in the past years. They still like communication. When the teacher asks them to get some information about diary, they will be happy to finish it in English.

According to the new curriculum standard and the situation of students, in this class, I will mainly use the **task-based approach** to create an active and interesting teaching atmosphere, and train the students' abilities of exploration. English teaching will concern the students' feeling and arouse the students' interests and enthusiasm in these parts.

The Learning Methods of this class are Group work and Individual work. With these methods, it can make the class active and stimulate Ss' enthusiasms.

During the teaching process, Multi-media and school things will be needed.

Now it comes to my most important part, the teaching procedures. It includes the following steps:

Step 1. Warming-up and leading-in

As the class begins, the teacher communicates with Ss about the relax topic friendly in English .This can not only shorten the distance between T and Ss, but also make Ss enter the English world. At the same time, the teacher uses some of the important sentences in the talking, which gives Ss the first impression. This is a preparation of feeling and knowledge for the coming teaching.

Step 2. Presentation

Firstly, the teacher enters the classroom and closes the door, and asks students: what did I do just now? Students answer: you closed the door. In this way the students get in touch with the simple past tense naturally.

Teacher introduces simple past tense like this: we can use the simple past tense to refer to things

that happened in the past. It has these forms:

He reported the robbery.

He did not fight the robber.

Did they find the purse?

And then explain how to change verbs to simple past tense form.

Then I will ask students to finish one task to better grasp the usage of simple past tense.

Task1: ask students to turn to page 38, work in pairs to finish the question A1. One student is Paul and the other one is Julia. Paul told his friend Julia about the robbery. There are some of Julia's questions and answers in the text book. Fill the gaps with one or more words and then act it out.

Then teacher introduces time expressions like this: we often use the simple past tense with adverbial expressions referring to past time. Here are some examples:

We went yesterday/last week/last Monday/an hour ago/long ago.

Then ask students to finish a task:

Task 2: ask students to turn to page 39, and ask them to imagine that they are Paul, Paul is reading his diary, it is now 9p.m 30 June. Complete Paul's thoughts by using the correct period of time and ago, then finish the blanks in B1.

Step 3. Practice

Task 3. Ask students to finish the exercise A2 in page 38, complete the questions and answers with information from the diary.

Task 4. Ask students turn to page40, work in pairs, S1 is a police inspector, S2 saw a robbery in the Pizza palace, S1 asks about the robbery with verbs in brackets. S2 uses the pictures and the words given to answer S1's questions, fill in the blanks in B2 and act it out.

Step 4. Summary

At last, I will show the students useful information, let them review the content they learned in this class, sum up and have a report. Teacher will give the assessment on each group.

Step 5. Homework

Ask students to finish the exercise book.

Finally, I will talk about my blackboard design. Write key words and sentence patterns on the blackboard , let the students easily understand.

初中·《Look it up》说课稿

Good morning, everyone, It's my great pleasure to be here sharing my lesson with you. Today, I'm going to talk about the reading part of chapter 5 from Oxford English 8A, Shanghai education press. In order to make my presentation much clearer, I'll be ready to begin this lesson from 6 parts: specifically, analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedure and blackboard design. Now I am going to present them one by one.

Part One: Analysis of the Teaching Material

This text is about look it up which content is about three stories. At the same time, by studying of this lesson, we'll enable the students to know different aspects of knowledge. In addition, from this lesson, it starts asking the Ss to grasp contents of each passage, therefore, if the Ss can learn it well, it will be helpful to make them learn the rest of this lesson. What's more, as we all know, reading belongs to the input during the process of the language learning. The input has great effect on output, such as speaking and writing, so, this lesson is in the essential position of the teaching material.

The teaching aims are:

1. Knowledge objectives

- (1) The Ss can hear, read, and use the main sentence patterns
- (2) The Ss can understand the content of the lesson.
- (3) The Ss can use the patterns to express their thoughts in the proper situation.

2. Ability objectives

- (1) To develop the Ss' abilities of listening, speaking, reading and writing.
- (2) To train the Ss' ability of working in pairs.
- (3) To Improve the student's reading ability, especially their skimming and scanning ability.

3. Emotional objectives

- (1) To encourage students to love reading and enjoy their lives.
- (2) To develop the ability of group of cooperation.

Now I will talk about the teaching key and difficult points.

1. Key points:

how to achieve the teaching objects better, how to stress the important points and break through the difficult points? In my view, what's important is that the modern teaching demands the teacher should know about the contents and the organization of essays clearly

2. Difficult points:

And the difficult point is to arouse and help students make a summary for the biography.

Part Two: Analysis of the students

Students in Grade 8, on the one hand, some are confident and excited and have the ability to complete tasks by cooperating with others, they can work together to solve some troubles and share the pleasure of learning English. On the other hand, some are not active in class, and even worse, some of them don't like English at all. In that situation, I'll create an active, interesting and relaxed atmosphere, set real situations, and train the students' communicative abilities. According to the analysis of the teaching material and the students' learning background, I will use the Task-based teaching method and Discussing method to develop the students' good sense of English and abilities of listening, speaking, reading, writing.

Part Three: The Teaching Methods

When it comes to the learning methods, it's true that Ss are always poor in cooperative learning skills, so, pair work, group work, individual work and discussion will be needed in class.

Part Four: The Learning Methods

And in order to make them have a good preparation for completing the new study task and stimulate their enthusiasm,

Firstly, Let the Ss pass "Observation—Imitation—Practice "to study language.

And then, Teach the Ss how to make dialogues and how to communicate with others.

Part Five: Teaching Procedures

Ok, so much for the teaching methods and learning methods, now it comes to my most important part, the teaching procedures. In order to achieve my teaching aims successfully, I divide my teaching procedure into 6 steps: lead- in, pre-reading, while-reading, post-reading, summary and homework.

Step 1: Lead- in

In this step I will show some pictures of dinosaurs on the screen and ask them what they know about dinosaurs, I'll take 3mins to Let them discuss in pairs freely and then ask some Ss answer the questions The Ss will get excited to talk with their partners in English. Therefore, the topic of this lesson is naturally led in by discussing.

Step 2: Pre-reading

In this step , I first ask Ss see the title , subtitle and the photos on the book and then let them discuss in groups in order to try to guess the answers of questions in B1 and B2. Next , I ask the Ss to listen to the record to try to grasp the general idea of the passage.

The purpose of this design is to train the speaking and listening abilities of students. This also can be feedback to check other students whether they grasp the general idea of the passage.

Step 3: While-reading

Task-based method is mainly used here to help the Ss improve their reading skills.

Task1. Scanning for the questions in B2

Using scanning strategy to finish those questions. That is to say, you must let your eyes “scan” the text quickly to find details that you are looking for, you can find information quickly without reading the whole text. This activity provides practice in “scanning”. Read out the reading strategy for this unit. Explain it in more details and make sure students understand the difference between “reading for meaning” and “reading for detail”. Let Ss do a race. Encourage them finish these questions as quickly as they can.

Task2. Read the passage carefully and do true or false exercises on the screen.

The goal of this task is to let Ss get further understanding of the article and check their reading results and the deployment of the reading strategies.

Task3. Find out the new words and phrases. Let them guess from the context.

This task pushes Ss to improve their ability to guess the words and carry out exploration study.

Task4. Listen to the tape twice and follow the speaker

Invite some students from different groups to answer the questions. Those whose answers are right will get a prize for their groups.

This task aims to cultivate Ss abilities of memory, observation, imagination, and analysis. So does listening practice.

Step 4: Post-reading

In this step I design 2 activities to help the Ss strengthen what they have read and learned before.

Activity1. role play

Ask 10 Ss a group and give a play about the event of the text .

The purpose is to let Ss act and learn by themselves. Ss can practice their spoken language, as well.

Activity2. Retell the article according to the photos on the book and some key words.

This activity focused on their speaking ability and organization of material.

Step5: Summary

Ss summarize what we have learnt and key points. Make an assessment on each group. Pick out the best group and then emphasize the importance of group work and self-learning.

Step6: Homework

Write a diary with simple past tense.

Part Six: Design of the blackboard

Finally, I will talk about my blackboard design. As teachers, it's my responsibility to make the English classroom shine with vitality, I'll Ask the students to pick out the useful expression from the text, give them more examples, and do some exercises to practice the language points, and write key words and sentence patterns on the blackboard , let the students easily understand.

Chapter3 Reading: Dealing with trouble.

Key words: describe exist harmless amusement

phrases: look up die of in the end

初中·《What should I do》说课稿

Good morning/ afternoon, dear judges! I'm very glad to be here to present my class today. I'm number X candidate applying for the English teacher of the secondary school. And my topic today is Unit 2 What should I do. To get a better understanding of my instructional designing, I'm going to divide it into 6 sections, that is, the analysis of teaching materials, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

Part One: Analysis of the Teaching Material

The first and foremost is the analysis of the teaching materials. Today's lesson is the Unit 2, Section A of Go For It, 8B, published by People's Education Press. Its main theme is about talking about problems and giving advice, which is closely related to students' daily life. The text offers a very good example of English learning, during which students' language knowledge and their thinking ability will be improved at the same time.

Based on the New Curriculum Standard, today's teaching objectives are as follows:

1. Knowledge objectives

Knowledge objective is to master the usage of "could, should and Why don't you".

2. Ability objectives

Ability objective is to grasp how to talk about problems and give advice.

3. Emotional objectives

Emotional objective is to understand the importance of expressing favorable and unfavorable ideas against different cultural background.

Given the teaching materials and the students' characteristics, I suppose the teaching key and difficult points are the usage of "could, should" and how to talk about problems and give advice in real situations.

Part Two: Analysis of the students

OK, let's turn to the analysis of students. Students of Grade 8 have studied English for at least 5 years and grasped a certain amount of English knowledge. They are eager to show, eager to learn. They can cooperate with their classmates to finish a task. On the other hand, students' ability of using English is limited; their abstract thinking is not fully developed and they can be easily distracted. Therefore, all of these shall be taken into consideration into today's teaching.

Part Three: The Teaching Methods

According to the analysis of teaching materials and students, I'm going to arrange my lesson by mainly using the Task-based Method.

Part Four: The Learning Methods

The learning Methods of this lesson will be focused on cooperative and researched methods. Students will finish a series of activities to learn the language points today.

Teaching Aids

During the teaching process, recorder, CAI and pictures will be needed.

Part Five: Teaching Procedures

OK, so much for the teaching and learning methods. And the next one is the most important part of today, the teaching procedures, which will be demonstrated in the following steps:

Step 1. Lead-in

In this step, I'm going to have the Duty Report of today. A student will tell us a story, in which he got lost in the big city and asked for help. By doing so, students will get a general idea of today's lesson and their interest will be raised as well.

Step 2. Pre-task

1. Warming up:

In order to get the students to be more familiar with today's topic, I'd like them to have a guessing pictures game first. I'll show the students some pictures, in which some people are in trouble, such as getting lost, arguing with parents. Then Ss shall think about a question "What's the matter with he / she? " and guess the answers.

2. Discussion

During the warming up, I'm going to write a table on the blackboard. Then I'd like the students to work in groups to talk about the trouble in different pictures among different people, and give some advice to them. Students will fill in the table below.

Picture	Problems	Advice
1		
2		
3		
4		

Step 3. While-task

In this step, I'm going to provide a series of tasks for students to finish.

(1) Listening comprehension

I'd like the students to listen to the tape and circle the problems they hear in activity 1a. At the same time, they will fill in the table in page 10 based on their own judgment.

(2) Reading comprehension

Students will read the conversation in page 10 first, then they will be divided into 5 groups to ask and give advice according to the dialogue. Each group shall finish one conversation.

(3) Role-play

Students practice the dialogue and then act the dialogue out after listening and repeating the tape.

(4) Listening comprehension

Students will listen to the tape of activity 2b, and draw lines to match the advice and the reasons.

(5) Problem solving

After learning the language points today, I'd like students to use them in reality. So, I will give a situation like below:

Teacher: I don't feel very well. I feel very tired. What should I do?

Ss will think carefully and give advice.

(6) Find and solve

Here, students will use what they have learned today to address problems of their own. They will work in small groups to find out what problems they have, write down the problems; others will try to find out advice for them.

(7) Singing

Ss sing out the following song by changing the words.

What's the matter? What's the matter? I ...

What should I do? What should I do? You should ...

Step 4. Post-task

Students will talk about their results and fill in the table below.

Students	Problems	Advice

Step 5. Summary and homework

Ss summarize what we have learnt and key points. Make an assessment on each group.

Homework is important for the further development of students' language ability. So, I'd like students to find out what problems their classmates have and write down the advice they give them.

Part Six: Design of the blackboard

Last but not the least is the blackboard design. As you can see, I have mainly used the tables to activate the language points so that students will grasp them better and use them in the actual life.

Unit 2 What should I do

Section A The First Period

Picture	Problems	Advice
1		
2		
3		
4		

Students	Problems	Advice

OK, so much for my presentation, thanks for your listening.

高中·《Modern Heroes》说课稿

Good morning, dear judges. I'm the No.X candidate applying for the senior school English teacher. It's an honor for me to be interviewed here. Today my title is national hero.

It is my great honor to be here to present my lesson. In order to make it clear, I'll show my thoughts from following six aspects, which are analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

The first is teaching material analysis.

This lesson is from Unit two. The topic of this unit is close to students' daily life and it's easy to arouse the interest of students. And also this course is very helpful to enhance the ability of reading.

Given the analysis of teaching material, the teaching objectives are as follows:

1. Students can get the main idea of the passage:national hero.
2. Ability objectives: Students can enhanced their ability and skills of guessing words and improve reading comprehension.
- 3.Emotional objectives: Through reading this text, students will appreciate the characteristics of heroes and love our country.

Based on the objectives, I make the teaching key points and difficult points as follows. Teaching points: Teaching important point is get the main idea of the passage:national hero. Teaching difficult point is to improve reading skills: skimming, scanning, intensive reading, information-gathering, summarizing.

In order to make our teaching more targeted, it is necessary for us to analyze the situation of students.

Students are not only the target of teaching, but also the active subject of study. Thus, a thorough analysis of my students become a necessity. After seven years' basic English learning, they have already mastered large number of English words, phrases and sentences. Meanwhile, students'

intellectual development in high school has matured, they are mainly in the stage of abstract thinking. But their life experience is not rich enough, the capability of analyzing and solving problems with English mind still need to be improved. Therefore, in this lesson, I will stress students' skills in thinking and expressing in English.

According to teaching objectives and students' characteristics, in this class, I will mainly employ task-based teaching method, and students will work in pairs and in groups to understand the passage.

Then here comes to the most important part---teaching procedures, I will finish this lesson in six steps.

Step 1: Lead-in

First, I will watch a short video about the space travel firstly. Then, I will guide Ss to have a free talk to answer two questions: Have you heard of some famous astronauts? How do you feel about them?

Step 2: Pre-reading

I will guide students to look at the picture in the passage and guess who is the passage about.

Step 3: While-reading

Task 1: Skimming

Students read the passage quickly and find the name and events of Yang Liwei.

Task 2: Scanning

Read the article again, and match the paragraphs with these headings.

Astronauts lands safely

Welcome home

International good wishes

An exciting lift-off

Introduction

During the flight

Read the passage and answer the following questions

- 1.How did Yang Liwei feel during the flight ? How did he feel afterwards?
- 2.What did Yang Liwei do during the Shenzhou's seventh circle of the earth?
- 3.What were helicopters doing as Yang Liwei returned to the earth's atmosphere?
- 4.What did Yang Liwei do when he came out of the spaceship ?

Task 3: Careful reading

Students work in groups and summarize the characteristics of the national hero from the passage.

Design purpose: By skimming, scanning and careful reading, students will get to understand the details of the passage.

Step 4: Post-reading

I will guide students to have a discussion a question:if you get a chance, will you go to the space? Later I will invites some students to share their results.

Step 5: Summary

Students make a summary on what they have learned this class, and teacher will make supplements and tell students appreciate the characteristics of heroes and love our country..

Step 6: Homework

Students can write a passage to introduce their favorite festival and try to use the new words and expressions as much as possible.

Last but not the least, the final part of my presentation is the blackboard design. I will write down the phrases and the sentences on the blackboard.

Blackboard design:

National hero

Introduction

An exciting lift-off

During the flight

International good wishes

Astronauts lands safety

Welcome home

That's all for my presentation. Thank you!

高中·《Anne's Best Friend》说课稿

Good morning, dear judges. I'm the No.X candidate applying for the primary school English teacher. It's an honor for me to be interviewed here. Today my title is Anne's best friend

It is my great honor to be here to present my lesson. In order to make it clear, I'll show my

thoughts from following six aspects, which are analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

Part One: Analysis of the Teaching Material

This lesson is from Unit one of PEP English. The topic of this unit is close to students' daily life and it's easy to arouse the interest of students. And also this course is very helpful to enhance the ability of reading.

Given the analysis of teaching material, the teaching objectives are as follows:

1. Students can get the main idea of the passage: Anne's best friend.
2. Students can enhanced their ability and skills of guessing words and improve reading comprehension.
3. Through reading this text, students will understand the importance of the friendship and cherish their friends.

Based on the objectives, I make the teaching key points and difficult points as follows. Teaching points: Teaching important point is get the main idea of the passage: Anne's best friend. Teaching difficult point is to improve reading skills: skimming, scanning, intensive reading, information-gathering, summarizing.

Part Two: Analysis of the students

Students are not only the target of teaching, but also the active subject of study. Thus, a thorough analysis of my students become a necessity. After seven years' basic English learning, they have already mastered large number of English words, phrases and sentences. Meanwhile, students' intellectual development in high school has matured, they are mainly in the stage of abstract thinking. But their life experience is not rich enough, the capability of analyzing and solving problems with English mind still need to be improved. Therefore, in this lesson, I will stress students' skills in thinking and expressing in English.

Part Three: The Teaching Methods

According to teaching objectives and students' characteristics, in this class, I will mainly employ task-based teaching method, and students will work in pairs and in groups to understand the passage.

Then here comes to the most important part----teaching procedures, I will finish this lesson in six steps.

Step 1: Lead-in

First, I will play the tape recorder to enjoy an English song: Auld Lang Syne. Then, I will guide

Ss to have a free talk to answer two questions: Who is your good friend? What qualities does a good friend have?

Step 2: Pre-reading

I will guide students to look at the picture in the passage and guess who the girl's best friend is.

Step 3: While-reading

Task 1: Skimming

Students read the passage quickly and summarize the main idea of each paragraph.

Para.1 Anne made her diary as her best friend

Para.2 Anne's diary acted as her best friend during the time she and her family hid away

Para.3 Anne grew so crazy about everything to do with nature

Task 2: Scanning

Question: What's a true friend like in Anne's opinion?

Cloze: Fill in the blanks according to the diary

Task 3: Careful reading

Questions: What is the writer's attitude towards Anne?

How would you describe Anne's feelings as she was looking out at the night sky?

Design purpose: By skimming, scanning and careful reading, students will get to understand the details of the passage.

Step 4: Post-reading

I will guide students to have a discussion in groups. Imagine you have to go into hiding like Anne, what would you miss most? Later I will invites some students to share their results.

Step 5: Summary

Students make a summary on what they have learned this class, and I will make supplements and stress the importance of the friendship and cherish their friends.

Step 6: Homework

Students can write a passage to introduce about their best friend and try to use the new words and expressions as much as possible.

Last but not the least, the final part of my presentation is the blackboard design. I will write down the phrases and the sentences on the blackboard.

Blackboard design:

Anne's best friend

Para.1 Anne made her diary as her best friend

Para.2 Anne's diary acted as her best friend during the time she and her family hid away

Para.3 Anne grew so crazy about everything to do with nature

That's all for my presentation. Thank you!

高中·《Nelson Mandela-a modern hero》说课稿

Good morning, dear judges. I am candidate No. ____, applying for senior high school English teacher.

To make my presentation much clearer, I'll describe my thoughts from the following aspects: analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

1. Analysis of teaching material

The text I am going to present is Elias' story. It is taken from Unit 5, module 1, published by PEP for senior high school students. It is a reading text about Elias including the changes of his life and his feelings before and after he met Nelson Mandela etc. The study of this text can not only help Ss gain some basic information about Elias and Nelson, but it can also inspire them and make them want to be great in real life.

According to the new standard curriculum and the syllabus, after studying the teaching material and analyzing the rule of students' growing of mind, the teaching aims are set as follows:

1. Ss can gain some basic information about Elias including the changes of his life and his feelings before and after he met Nelson Mandela. They can also learn to appreciate the greatness of Mandela through Elias' story. .

2. Ss can get the main idea through the title and fast reading. The basic information of Elias can be obtained through scanning. They can also carry out simulate communicative activities based on the obtained information about Elias and Mandela.

3. Ss can be inspired to respect and admire Nelson Mandela. They can realize the noble qualities possessed by great people and aspire to devote themselves to being a great person.

Teaching key and difficult points:

Ss can grasp the basic information of Elias and Mandela and their reading ability can be improved through the employment of various reading strategies.

2. Analysis of the students

Though having had a solid basic knowledge of English, students in senior high school haven't got rid of dumb English completely. Furthermore, not all of them can apply what they learn to realistic communication with others. By active learning, independent learning and reflective learning, this text is to improve the students' comprehensive ability of language using.

3. Teaching and learning methods

The new curriculum standard puts such in the first place as "cultivating students' interest in learning English, building self-confidence, developing good habits of autonomous learning" to boost teaching and learning efficiency. Therefore, I will guide students from the following aspects.

(1) Using audio visual method to help students understand the words and phrases one by one. While grasping the main idea of the dialogue, students can figure out its detailed information;

(2) Using communicative method to not only help the students make a better understanding of the dialogue by talking with others but also help to exercise their ability of language expression as well as to improve their spoken English;

(3) Using practice-consolidation method to enable students to use what they have learned flexibly.

Now come the most important part of my presentation- teaching procedures.

4. Teaching Procedures

As the old saying goes, a good beginning is half done. So is a good lead in. An effective lead-in can arouse Ss' interest and instantly involve them in the class learning. So in the step of lead in,

Step 1 Lead-in

I will invite Ss to play a Guessing Game. A brief introduction to two persons will be given and Ss need to guess who they are to present the topic of great person and famous person. For instance,

T: He comes from Twain. His performances were four times selected to the CCTV Spring Festival Gala Show. He plays magic.

T: He was a prisoner. He passed away on December 5th, 2013. He devoted to his life to helping black people get the same rights as the white people.

Riddles and pictures can be used to lead in the topic of great person to get Ss interested in the topic.

Step 2 Pre-reading

I will raise the following two questions for Ss to ponder over.

Are both of Liu Qian and Nelson Mandela are great people? Are great people and famous people the same? What makes a person great?

The topic-related questions can easily and readily prepare the Ss for the following study of the text. In the meanwhile, motivate Ss' relevant cognition can be stimulated.

Step 3 While-reading

When it comes to understanding the text and help Ss cultivate efficient reading strategies, I will instruct Ss to do skimming and scanning. In the part of skimming, Ss skim the first several lines of the text to find out the main characters told in Elias' story. In the part of scanning, Ss scan the text to answer the two questions and think over what happened during the lapse of 11 years.

- ① What help did Mandela offer to black people in 1952?
- ② What did Elias do in 1963?

Then Ss scan the text to find out the changes of Elias life and feelings at the different three stages, namely, before Elias met Mandela, after Mandela helped him and when Elias joined ANC.

- ① What was his life like before he met Nelson Mandela?
- ② How did he feel at that time?
- ③ What help did Mandela offer to Elias? How did he feel about his life after receiving the help from Mandela?
- ④ What was his life like after he joined ANC? How did he feel about his new life?
- ⑤ Was Elias just a particular example? How about other black people living in South Africa?

What was their life like before and after ANC was founded?

- ⑥ Who brought these changes to Elias and South Africans?

The purpose is for Ss to develop reading comprehension ability and information-processing ability.

Step 4 Post-reading

Give a speech

I will create a situation in which Elias was hurt when blowing up the government building yesterday. Nelson Mandela is going to give a speech about Elias. Ss need to complete the speech for Nelson Mandela. The first and last paragraph of the speech have been given as follows.

My fellow South Africans, today I want to share the story of our hero, Elias, who was hurt yesterday.

I am proud of Elias, of you all. Let's unite to realize the ideal for which we are prepared to die.

Through the meaningful of activity of completing and delivering the speech, task-based teaching method is adopted to provide Ss with a real-life situation to use the language to improve their communicative and cooperative abilities.

Step 5 Summary

Ss are encouraged to summarize the key points involved in this lesson. I make supplements if necessary. I will also emphasize the admirable qualities possessed by great people and encourage Ss to cultivate them so as to be great someday.

Targets: Consolidate the knowledge they have learned today and achieve the emotional aims.

Step 6 Homework

Ss search online for more information about Nelson Mandela or other great people and write it down. They are supposed to share it next time.

Targets: Use the language they learn and improve their English writing skills.

5. Blackboard design

Elia's story

Before

Elias met Mandela Elia's changes

After

At last, I'd like to say something about my blackboard design. My blackboard writing is presented along with my class teaching. They perfectly complement each other, making it much easier for Ss to understand the key points of today's lesson.

That's all for my presentation. Thank you for your listening.

高中·《Canada the true north》说课稿

Good morning, dear judges. I am candidate No. ____, applying for senior high school English teacher.

To make my presentation much clearer, I'll describe my thoughts from the following aspects: analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

1. Analysis of teaching material

The text I am going to present is Canada the true north. It is taken from Unit 5, module 3, published by PEP for senior high school students. It is a reading text about Canada including its geography, major cities, sceneries, traditions and its plural cultures, etc. The study of this text can not

only help Ss gain some basic information about Canada, but it can also make Ss aware of the essential elements involved in the writing of travel journal.

According to the new standard curriculum and the syllabus, after studying the teaching material and analyzing the rule of students' growing of mind, the teaching aims are set as follows:

1. Ss can gain some basic information about Canada including its geography, major cities, sceneries, traditions and its plural cultures, etc. They can master the key vocabularies such as “surround, measure, aboard, within...”and target grammar “appositive clause”.

2. Ss can get the main idea through the title and fast reading. The basic information of Canada's such as its geography and cities can be obtained through scanning. They can also carry out simulate communicative activities based on the obtained information about Canada.

3. Ss can learn to understand and appreciate different cultures between Canada and China. Their cross-culture awareness can be stimulated and promoted.

Teaching key and difficult points:

Ss can have a good knowledge of Canada and their reading ability can be improved through the employment of various reading strategies.

2. Analysis of the students

Though having had a solid basic knowledge of English, students in senior high school haven't got rid of dumb English completely. Furthermore, not all of them can apply what they learn to realistic communication with others. The theme of this text is about describing travel journey, which is concerned about earnest observation and correct description. By active learning, independent learning and reflective learning, this text is to improve the students' comprehensive ability of language using.

3. Teaching and learning methods

The new curriculum standard puts such in the first place as “cultivating students' interest in learning English, building self-confidence, developing good habits of autonomous learning” to boost teaching and learning efficiency. Therefore, I will guide students from the following aspects.

(1 Using communicative method to not only help the students make a better understanding of the dialogue by talking with others but also help to exercise their ability of language expression as well as to improve their spoken English;

(2) Using practice-consolidation method to enable students to use what they have learned flexibly.

4. Teaching Procedures

As the old saying goes, a good beginning is half done. So is a good lead in. An effective lead-in can arouse Ss' interest and instantly involve them in the class learning. So in the step of lead in,

Step 1 Lead-in

I will invite Ss to do a quick quiz on Canada and enjoy some beautiful pictures about it just like this:

T: Guys, how much do you know about Canada-the country of maple leaves? We will have a quiz. I'll divide you into two groups (boys and girls). You are going to have a competition. Now look at the screen and answer the questions. Which is the national flag of Canada? Which is the national flower of Canada? What language/languages do Canadians speak? What is the capital of Canada? and so on.

Quiz and pictures can easily lead in the topic of Canada and get Ss interested in the topic. In the meanwhile, Ss' relevant cognition can be motivated.

Step 2 Pre-reading

I will lead my Ss to take a careful look at the title and illustration in the text, trying to predict the main idea. Through guessing, not only Ss' curiosity can be aroused, but also their reading ability can be improved through predicting.

Step 3 While-reading

When it comes to understanding the text and help Ss cultivate efficient reading strategies, I will instruct Ss to do skimming and scanning.

In the part of skimming, Ss skim the passage quickly and answer the following questions.

- ① What is the passage mainly about?
- ② What is "The True North"?
- ③ match each paragraph with the corresponding headline.

In the part of scanning, Ss read the passage more carefully and find out more information about Canada. Then finish the following tasks. Get more details about the basic facts about Canada, and have a further understanding including some words and sentences.

Task 1 Cities: Ss scan the passage and find out places and their travelling routes. First, what do you know about each city?

Task 2 Numbers: Ss Go through the passage and find out all the members, such as 5,500,90, and one third. Read aloud these sentence and understand their meanings. Deal with some language points if necessary.

Task 3 Time: go through Paragraph 3-5 and find out all the time phrases and link them to the travelling route.

Time	Place/Route	feelings
Earlier that day		
After two days' travelling		
After dinner		
That night		

Step 4 Post-reading

1. Ss try to retell the story with the help of the key words and the map.

2. I will create a situation: suppose you have got a chance to visit Canada during the summer holidays. You have just come back from Canada. Work in groups and tell your classmates about your tour.

In addition to the regular activity of retelling, Task-based teaching method is adopted to provide Ss with a real-life situation to use the language to improve their communicative and cooperative abilities.

Step 5 Summary

I will encourage my Ss to summarize what they have learnt from the text and I will also make some supplements if necessary. The point will be also emphasized that travelling to a foreign country can not only enrich our knowledge and broaden our horizon, but it can also make us experience other cultures. We should seize every opportunity to go out, to explore and experience. But remember to pay attention to cultural differences. When in Rome, do as the Romans do.

The reason why Ss summarize by themselves is to check whether they have grasped the target language points. And the question “Do you think the good look is the most important thing?” can help fulfill the emotional aims.

Step 6 Homework

Ss search online for more information about Canada and write it down. They are supposed to share it next time. The purpose is for them to use the language they learn and improve their English writing skills.

5. Blackboard design

Time	Place/Route	feelings
Earlier that day		
After two days' travelling		
After dinner		
That night		

At last, I'd like to say something about my blackboard design. My blackboard writing is presented along with my class teaching. They perfectly complement each other, making it much easier for Ss to understand the key points of today's lesson.

That's all for my presentation. Thank you for your listening.

高中·《Great scientists》说课稿

Good morning, dear judges. I am candidate No. 1, applying for senior high school English teacher.

To make my presentation much clearer, I'll describe my thoughts from the following aspects: analysis of teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

Analysis of teaching material:

The text I am going to present is the reading period of Unit1 Great Scientist taken from PEP Book5. This reading part is required to talk mainly about John Snow and his story about defeating cholera. Through the learning before, students have a better understanding of the celebrities. Through this passage, which plays an important role in this part.

Based on the new curriculum standard, the teaching objectives and the key and difficult points are as follows:

1. Students will know something about John Snow and learn from his experience.
2. Students' ability of skimming and scanning will be improved through this lesson; Students will

be able to know how to make a scientific research.

3.Enable students to develop scientific thinking and arouse their interests about science.

Teaching key points and difficult points:

1.Teaching key points: Students can improve their ability of finding the detailed information through scanning, and the ability of getting the main idea of the passage.

2.Teaching difficult points: Students are able to develop an interest in science.

Analysis of students:

A senior student in high school has learnt English for several years. The students in this grade have known some basic knowledge of development of English and they are active in mind. They are able to express simple ideas in simple English under the teacher's guidance. A gradually formed the competence of processing information and analyzing problems, however their reading skills and using the proper words and sentence structures is a bit difficult for them, therefore in this lesson, I will stress the students' ability of reading in a careful way and lead them to accumulate the reading skills. For instance, organize them to brainstorm their ideas about great scientists. In addition, this topic is familiar to students as for their daily life, so I will make use of it to motivate them.

Analysis of teaching methods

In this lesson, I'll mainly adopt task-based approach to lead students. Attracting students' attention to the class as well as arousing their learning interest. I'll design some tasks, like discussing the spirit of John Snow in groups.

Analysis of learning methods

Students will accomplish these activities through self-learning and working in pairs and in groups.

Based on the teaching methods and learning methods above, I divide my teaching into the following six steps: leading-in, pre-writing, while-writing, post-writing, summary and homework.

Analysis of teaching procedures

Step1 Lead-in

Teacher shows different pictures about scientists, such as Stephen Hawking, Thomas Edison, inviting students to guess who are they and share something about them. Asks some questions, for example: Do you know something about them? Can you share with the class?

Step2 Pre-reading

Students know a lot of scientists, but what do you know about scientific research? How to make a research? Students discuss in groups to find out the steps of scientific research. Then shows the picture

of John Snow and the title, asks: Who is John Snow? What's the passage mainly about? Students make predictions.

Step3 While-reading

Skimming

Students read as fast as possible to confirm their predictions. And try to read the first sentence of each paragraph to get the main idea of this passage.

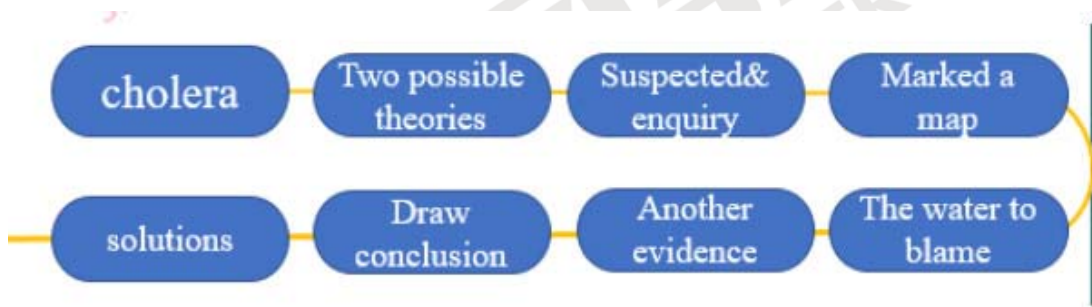
Scanning

Read again to complete the activity 1——try to put the events in correct order.

And then answer the following questions: What inspired John Snow according to the first paragraph? What's the use of John Snow's map in his research? How did John Snow prove his theory?

Careful reading

Students work in group to figure out the steps of scientific research



Step4 Post-reading

Teacher makes scene: all the students are the judges of “scientists who touch the world”, they need to work in group to write something about John Snow or other scientists for their great experience and then choose the best one.

Step5 Summary

Teacher invites students to make a brief summary about this class, and if necessary, teacher makes some complements and encourages students to love science.

Step6 Homework


Collect more information about your favorite scientist and share in class next time.

Blackboard design

At last, I will talk something about my blackboard design. As far as I am concerned, the blackboard design can reflect the teacher's ability of mastering the text and leading the students to master the text easily. I will write the topic sentences on the blackboard, in order to tell the students the importance of them in this class. I shall make the design inductive, instructive and artistic.

That is all. Thank you!

Unit 1 John Snow defeats “King cholera”



John Snow

Career: Queen Vitoria’s personal physician
Contribution: defeats “King Cholera”

cholera — Two possible theories — Suspected & enquiry — Marked a map

← solutions — Draw conclusion — Another evidence — The water to blame

The diagram illustrates the process of John Snow's discovery. It starts with 'cholera' leading to 'Two possible theories'. From there, it goes to 'Suspected & enquiry', which leads to 'Marked a map'. From 'Marked a map', the process continues to 'The water to blame', then 'Another evidence', 'Draw conclusion', and finally 'solutions'. A yellow arrow points from 'Marked a map' to 'The water to blame', and another yellow arrow points from 'The water to blame' to 'solutions'.

