



教师招聘 面试



# 试讲说课 往年题库



## 英语

- 教材 页
- 教学 设计
- 试讲 逐字 稿
- 说课 逐字 稿

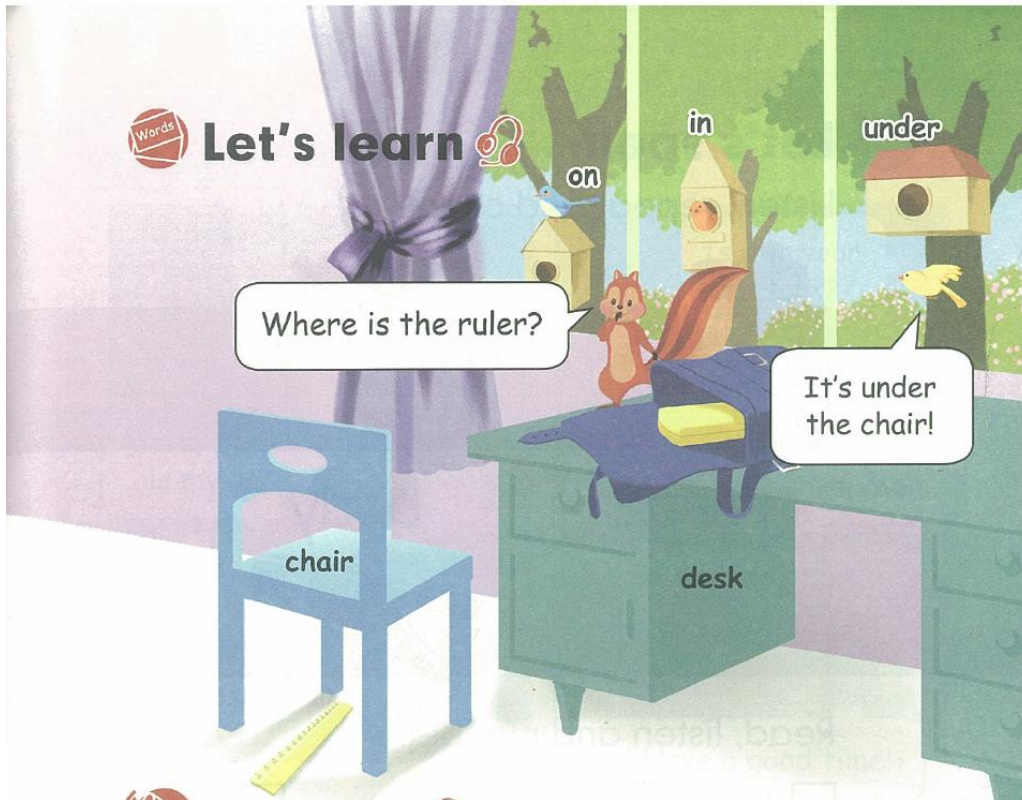


## 目 录

小学英语 .....	1
《Where is my car? Part A Let' s learn》 .....	1
《Where is the car? Part A Let' s spell》 .....	10
《Unit 2 My schoolbag Section A Let' s spell》 .....	22
《In a nature park Part A Let' s talk》 .....	30
《What does he do? Part B Read and write》 .....	40
初中英语 .....	51
《Do you have a soccer ball? Section A 1a-1c》 .....	51
《Don' t eat in class Section A 2a-2d》 .....	60
《Will people have robots? Section A 3a-3c》 .....	71
《Why don' t you talk to your parents? Section B 2a-2e》 .....	83
《I think that mooncakes are delicious! Section B 3a-3b》 .....	95
高中英语 .....	104
《Unit 1 Teenage life》 .....	104
《Unit 2 Travelling Around Discovering useful structures》 .....	115
《Unit 2 Wildlife protection Reading for writing》 .....	125
《Unit 5 Languages around the world Reading and thinking》 .....	136
《Festivals and celebrations Reading and thinking》 .....	146

## 小学英语

### 《Where is my car? Part A Let's learn》



## 《Where is my car? Part A Let's learn》教案

### I. Teaching objectives

1. Students can recognize, understand, and speak the following key words: in, on, under, desk, chair.  
Students can understand and make use of the key sentence patterns "Where is ...? It's ..."

2. Students can make dialogues with the key words and sentence patterns in real situations.
3. Students can describe the locations of things around them correctly.
4. Students' awareness of putting school things in right places can be fostered.

### II. Key points

Ask and answer the location of things with the key words and sentence patterns.

### III. Difficult points

Use the key knowledge in daily life.

### IV. Teaching preparation

Pictures, radios, and dictionaries.

### V. Teaching procedure

Step 1. Lead-in

The teacher sings a song with students together.

*On, in, under, on in, under, on in under, where is my pencil box?*

*On in under, on in under, on in under, where is my eraser?*

Step 2. Presentation

1. The teacher presents the pictures of the key words of this lesson by talking with students naturally. The teacher will present the key word "desk", "chair" and "on, in, under" in the situation.

2. The teacher plays the tape and asks students questions concerning the conversation.

Questions:

Where is Zip?

What is Zip doing?

What is she looking for?

Step 3. Practice

Activity 1. Let's Chant

The teacher chants with students together to practice the key words of this lesson. The chant is as follows:

*On, on, on the desk. I put my pencil box on the desk.*

*In, in, in the desk, I put my schoolbag in the desk.*

*Under, under, under my desk, I don't put my books under the desk.*

Activity 2. Pair Work

The teacher provides students with a picture of his or her messy study. Then the teacher elicits students to work in pairs to talk about where the things should be put and then make a dialogue.

Step 4. Consolidation

Design your own study

The teacher provides students with some stickers of things in study and asks students to design their own study. The teacher asks students to put some necessary things in their study, but the locations of these things are decided by students.

After they've finished, they're asked to walk around the classroom to find their friends who put their things in same locations as theirs. In the end, some students are invited to share their design with the rest of the

class.

Step 5. Summary

Together with students, the teacher summarizes what they have learnt today and leads students to cherish their things.

Step 6. Homework

Students draw their own dream bedrooms as they wish. They can surf the Internet for more pictures.

### VI. Blackboard design

## Where is my car?

--Where is...?

--It's... in  
on  
under

desk



chair



《Where is my car? Part A Let's learn》试讲稿

**I. Teaching procedure**

Good morning, my dear judges. I'm No. 2 candidate, applying for primary school English teacher. My topic is Unit 4 Where is my car? Part A Let's learn. May I begin now? OK, thank you.

**Step 1. Warm-up and Lead-in**

T: Good morning, boys and girls, how are you today?

S: ...

T: Yeah, I'm fine too. Thank you. How about singing a song together before our lesson?

*On, in, under, on in, under, on in under, where is my pencil box?*

*On in under, on in under, on in under, where is my eraser?*

T: Great, you did a good job. Your singing is beautiful.

**Step 2. Presentation**

T: School things are very important for us. I can see there are many things on your desk. What's on your desk?

S: ...

T: Yes, there are many books and a pencil box on your desk. What's in your desk?

S: ...

T: Good, your schoolbag is in your desk. Read after me, desk desk. [e] [e] desk. 【转身板书该核心单词】

S: ...

T: I also have many books on my desk. But I can't find my dictionary, where is it? Can you help me? Wow, it's under my chair. [tʃ] [tʃ] chair. Read after me, boys and girls, chair 【升调读一遍】 chair 【降调读一遍】. 【转身板书该核心单词】

S: ...

T: You have so many things on your desks. Do you think you have a clean desk? Yes or no?

S: ...

T: Great. You think you have a clean desk at school. Do you have a clean desk at home? I don't know, but I hope so. Look at this picture. Who is it? Yes, it is our friend —lovely Zip. It is a happy squirrel. We can see it smiling often. But what is going on here? Zip is not very happy now. Can you guess?

S: ...

T: Good guess. But I'm not sure. Maybe Zip is thinking about something. Zip needs our help. How about listening to the radio and find out? Where is Zip? What is Zip doing?

【教师播放录音】

T: Who can answer the questions? Linda, have a try.

S: ...

T: Zip is on the desk. She is looking for something. What is she looking for?

S: ...

T: Bingo! She's looking for a ruler. Where is her ruler?

S: ...

T: Right. Her ruler is under the chair.

**Step 3. Practice**

Activity 1. Let's chant

T: Boys and girls, the little bird and we help Zip find her ruler. It's important for us to remember where we put things. Do you agree? Great. Now, I have a chant for you. Let's chant together.

*On, on, on the desk. I put my pencil box on the desk.*

*In, in, in the desk, I put my schoolbag in the desk.*

*Under, under, under my desk, I don't put my books under the desk.*

【教师边说边做出相应的动作】

S: ...

T: Great, you are so lovely.

Activity 2: Pair work

T: Boys and girls, I want to show you a picture of my study. Oh, do you like it? You don't like it. Why?

S: ...

T: You think I didn't put things in right places. Oh, where is the ruler? Where is the bag? Can you help me to put them away? Where can we put the pencil/ ruler/ pencil box ...? Now discuss in pairs.

S: ...

T: Which pair wants to share your discussion? OK, this pair comes to the front please.

S: ...

T: You set a good example for us. Let's clap for them.

**Step 4. Consolidation.**

Design our own study

T: Boys and girls, I have many stickers of things in study. Look, what are they?

S: ...

T: I prepare stickers of ruler, schoolbag, pencils, pencil box, chair. Wow! There are also some lovely animal toys. It's your turn to design your own study. Listen to me carefully. Stick a chair on the paper. Stick a desk on the paper. Stick a toy bear on the paper. Stick a schoolbag on the paper...

S: ...

T: Have you finished? I have finished my study. Where is my schoolbag? Where is my desk? Where is my chair?

S: ...

T: Wow, my picture is the same as yours. We are friends. Boys and girls, now stand up and walk around the classroom to ask your classmates and find your friends. I will give you 5 minutes. Here we go!

S: ...

T: Time is up. Let me see who have many friends in our class. Good. You all did great job. Congratulations.

**Step 5. Summary**

T: It's time to say goodbye. Today we've learnt how to put our things in right places. That's very important in our daily life.

**Step 6. Homework**

T: After class, please draw your own bedroom as you wish. You can also surf the Internet for more pictures. Take it to share with your classmates next time. So much for today, good bye.

That's all for my presentation. Thank you very much for listening.

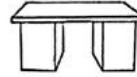
**II. Blackboard design**

## Where is my car?

--Where is...?

--It's... in  
on  
under

desk



chair





### 《Where is my car? Part A Let's learn》说课稿

Good morning, dear judges. Today, it is my honor to stand here to present my lesson. First of all, let me introduce myself. I'm candidate NO. 2, applying for the English teacher of primary school and my topic is *Where is my car*. In order to make it clear, I will express my thoughts from the following six parts, which are the analysis of the teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

#### I. Analysis of the teaching material

Next, I will briefly introduce the first part: analysis of teaching material. Today's lesson is from unit 4 of Book 2, published by PEP. It's about describing the places of things. Students can learn to talk about places of things with sentences "Where is...?"; "Is it...?" and several prepositions, such as on, under and in. Besides, the topic of this unit is familiar to students' daily life, so it can attract students' interest easily.

#### Teaching Objectives

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

1. Students can recognize, understand, and speak the following key words: in, on, under, desk, chair. 1. Students can recognize, understand, and speak the following key words: in, on, under, desk, chair. Students can understand and make use of the key sentence patterns "Where is ...? It's ..."
2. Students can make dialogues with the key words and sentence patterns in real situations.
3. Students can describe the locations of things around them correctly.
4. Students' awareness of putting school things in right places can be fostered.

#### Key and Difficult Points

Based on the teaching objectives, the teaching key point and difficult point is to help students learn to ask and answer the location of things with the key words and sentence patterns.

#### II. Analysis of students

After the analysis of teaching material, now let me analyze the students. Students in grade 3 are around age of 8 or 9. Students around this age are eager to learn and eager to explore new things.

They have just learned English for one semester. They have interest in learning more English related to their surroundings. So, in this lesson, students can learn more words and sentences to improve their language ability. What's more, they are forming the ability to explore English knowledge and skills with some teaching aids such as pictures, radios, and songs.

#### III. Teaching methods

Based on the analysis of teaching material and students, I will choose situational, task-based language teaching and audio-lingual approach to help students engage in class. The teaching methods combined can make students learn to play and play to learn.

#### IV. Learning methods

According to teaching objectives and students' characteristics, in this class, students will get knowledge by individual work and cooperative learning. With these methods, students will work in pairs and in groups to grasp the new phrases and the sentences, which make this lesson more active and effective.

#### V. Teaching procedure

According to the above analyses, now, let me introduce the most important part: teaching procedures. I will introduce it from the following steps.

#### Step 1. Warming up and Leading in

For this step, I will start with a song like this:

*On, in, under, on in, under, on in under, where is my pencil box?*

*On in under, on in under, on in under, where is my eraser?*

By singing a song together, students' attention is easily drawn to the lesson naturally, which helps to form a better English learning environment and lead the topic in.

#### Step 2. Presentation

In this step, I will present the key words of this lesson by talking with students naturally. For example, I will say like this:

School things are very important for us. I can see there are many things on your desk. What's on your desk? What's in your desk?

In this way, I can teach the word "desk" and help students to get familiar with the words "on" and "in". Then, I will use some others things to attract students' attention to the word "chair". I will say like this:

I also have many books on my desk. But I can't find my dictionary, where is it? Can you help me? Wow, it's under my chair. [tʃ] [tʃ] chair.

So that the new words "chair" and "under" are taught.

In students' text book, there is a situation that the squirrel Zip is looking for her things on the desk. The bird is helping her. I will use this situation to help students learn the new words again. I will play the tape for students and ask students to listen to the conversation between Zip and the bird, thus to be familiar with the new words again.

#### Step 3. Practice

For this step, I will guide students to take part in 2 activities.

##### Activity 1. Let's chant

I will chant with students together to practice the key words of this lesson. The chant is like this:

*On, on, on the desk. I put my pencil box on the desk.*

*In, in, in the desk, I put my schoolbag in the desk.*

*Under, under, under my desk, I don't put my books under the desk.*

I will chant with actions and ask students to follow me. This activity can help students practice while playing.

##### Activity 2. Pair work

I will provide students with a picture of his or her messy study. Then I will elicit students to work in pairs to talk about where the things should be put and then make a dialogue.

In this way, students can practice the new words and sentences together in a real situation. Meanwhile, their awareness of putting things away can be fostered.

#### Step 4. Consolidation

In this step, I will provide students with some stickers of things in study and ask students to design their own

study. I will ask students to put some necessary things in their study, but the locations of these things are decided by themselves. After they've finished, they're asked to walk around the classroom to find their friends who put their things in same locations as theirs. In the end, some students are invited to share their design with the rest of the class.

The purpose is to develop students' ability of imagination and communication and active their interest in learning English.

#### Step 5. Summary

For the summary of this lesson, students can summarize what they have learnt in this class, and I will make supplements. The purpose is to strengthen students' understanding of the new knowledge. Meanwhile, I can check the effect of the class and make plans for the next class. I will also stress the importance of putting things in right places.

#### Step 6. Homework

For the final part of this lesson, I will ask students to draw their own dream bedrooms as they wish. They can surf the Internet for more pictures.

By doing the homework, students can broaden their view and cultivate their love for art.

#### VI. Blackboard design

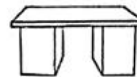
After finishing the part of teaching procedure, I will come to the last section: design of the blackboard, here is my blackboard design. As you can see, it is simple and clear for students to understand.

### Where is my car?

--Where is...?

--It's... in  
on  
under

desk



chair



The above is my lesson presentation, your comment is appreciated.

《Where is the car? Part A Let's spell》

Let's spell

Listen, repeat and chant.

dog



box



orange



body



Read, listen and number.

- 1.  box     dog     doll     mom
- 2.  on     body     orange     box

Listen and write.

dog

box

body

orange

《Where is the car? Part A Let's spell》教案

**I. Teaching objectives**

1. Students can pronounce the vowel sound "o" /ɔ/ in different words correctly.
2. Students can make use of the spelling approach - phonetics to read different words and make up new words.
3. Students' logical thinking will be improved.
4. Students' interests in learning phonetics can be aroused by working individually, in pairs or groups.

**II. Key points**

Key point is how to pronounce the vowel sound /ɔ/ in different words correctly.

**III. Difficult points**

Teaching difficult points is how to use it in different places.

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**

Step 1. Lead-in

Activity one: Sing a song together

Watch the video and sing "AEIOU (按其在相应单词中的发音读作: /æ/, /e/, /i/, /ɔ/, /ʌ/) song together.

Activity two: Read the key words with phonetics

The teacher asks students to read the key words with /ɔ/ sound appearing in the lyrics. Students try to read the words "cat, bed, pig, dog, bus" one by one.

Step 2. Presentation

Activity 1: Present the sound /ɔ/ in words with pictures

The teacher presents some key words with vivid pictures which contain the vowel sound /ɔ/ one by one, and students are asked to read the words following the phonetics rule. The words are as follows: dog, box, orange, body. And the teacher lead students to find the pronunciation rule. They have the same pronunciation /ɔ/.

Activity 2: Students read the key words with sound /ɔ/ one by one.

Students read the key words one by one, row by row following the phonetics rule to get familiar with the pronunciation of /ɔ/ in words better.

Step 3. Practice

Activity 1: Let's chant

The teacher presents a chant on the PPT and leads students to read it together with different speed. The

chant is as follows:

*The dog is on the box, the orange box.*

*See the dog, see the box.*

*See the dog on the orange box.*

Activity 2: Read, listen and number

The teacher read the words with the vowel sound /ɔ/ and asks students to number them accordingly.

Activity 3: Can you read?

Apart from the words in the textbook, the teacher provides students with more words with the vowel sound /ɔ/ to practice reading. The words are as follows: on, hot, hop, log, top.

Step 4. Consolidation

Activity 1: Can you make up words?

The teacher hands out some letter cards to students and asks students to make up some new words with the letter "o" in the middle. Students don't need to understand the meaning of these words they make up.

Activity 2: Can you write?

The teacher reads the following words "god (g-ɔ-d), pot (p-ɔ-t), mop (m-ɔ-p), fox (f-ɔ-ks), hog (h-ɔ-g) following phonetic rules and students write down the words.

After they have finished, the teacher and students check the answers together.

Activity 3: Can you read a book?

【备注】Activity 3 可省略，为绘本拓展。

The teacher presents a picture book *Sam's pot* and asks students to work in groups of 4 to read the book by themselves.

*Tom got a pot. Pam got a pot. Sam got a pot.*

*Pat, pat, pat.*

*Tap, tap, tap! Tap, tap, tap!*

*Tom got a mop.*

After they've finished reading, the teacher asks students to read the picture book sentence by sentence and highlight the words with the vowel sound /ɔ/.

Step 5. Summary

The teacher summarizes the important points of this lesson with students together by reading some names of picture books, such as *Biscuit and the box*. *Top Cat*.

Besides, the teacher helps students to achieve the objective by saying that "Read more, learn more and see more."

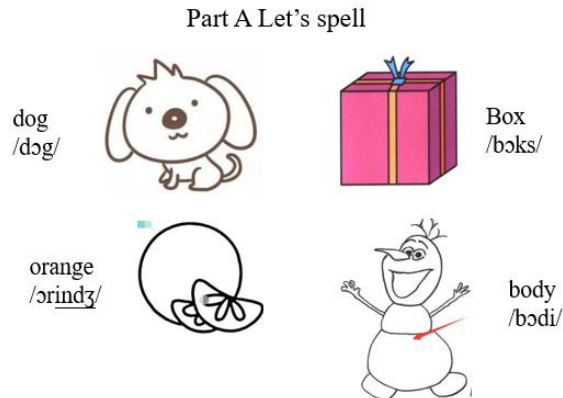
Step 6. Homework

Students are provided with these pictures books to read after class to practice the vowel sound /ɔ/ further.

Apart from the optional homework mentioned above, students need to finish the exercise "listen and write" on page 40.

**VI. Blackboard design**

Unit 4 Where is my car?



《Where is the car? Part A Let's spell》试讲稿

**I. Teaching procedure**

Good morning, my dear judges. I'm No. 1 candidate, applying for primary school English teacher. My topic is Unit 4 Where is my car? Part A Let's spell. May I begin now? OK, thank you.

**Step 1. Warm-up and Lead-in**

T: Good morning, class, how are you today? Welcome to my happy English class. Learning English with me can be fun and easy. Can you read "easy"? e-a /i:/, easy.

(The teacher sings "AEIOU song" with students together. )

T: Let's sing a song together.

AEIOU, AEIOU, AEIOU, can you read this word?

/k-æ-t/, cat.

AEIOU, AEIOU, AEIOU, can you read this word?

/b-e-d/, bed.

AEIOU, AEIOU, AEIOU, can you read this word?

/p-i-g/, pig.

AEIOU, AEIOU, AEIOU, can you read this word?

/d-ɔ-g/, dog.

AEIOU, AEIOU, AEIOU, can you read this word?

/b-ʌ-s/, bus

AEIOU, AEIOU, AEIOU, if you want to read. Yeah!

T: Very good. AEIOU 【按其在相应单词中的发音读作: /æ/, /e/, /i/, /ɔ/, /ʌ/】, AEIOU. Can you read these words? 【大屏幕显示 cat】

S: ...

T: Yes. /k-æ-t/, cat. Very good. What about this one? 【屏幕显示 bed】

S: ...



T: Try again. /b-e-d/. bed. Very good. Everybody, read it together. How about this one? 【屏幕显示 pig】

S: ...

T: /p-i-g/. pig. Good try.

### Step 2. Presentation

T: Now can you try this one? 【屏幕显示一张图片的部分，师生共同猜测图片的内容】 It has a short tail.

S: ...

T: Wonderful. It's a dog. Who can try to read this word like this? 【教师指向 dog 单词，手指着 dog 的三个字母分别停顿 3 下，引导学生使用自然拼读的方式进行朗读】

S: ...

T: Good. /d-o-g/, dog. Everybody, let's read it together. /d-o-g/, dog. Look at ppt. Can you guess this one? What's this? 【大屏幕显示一个盒子的一部分或者板书绘制盒子的一部分】

S: ...

T: Yes, it's a box. Who can read it like this? 【教师指向 box 单词，手指着 box 的三个字母分别停顿 3 下，引导学生使用自然拼读的方式进行朗读】 Anybody wants to have a try?

S: ...

T: /b-o-ks/, box. /b-o-ks/, box. You try.

S: ...

T: Very good. Let's clap for him. Everybody read it together. What's this? We can see yellow part of it. 【屏幕显示一个橘子的部分，教师也可以板书画出一个橘子的部分再补全】

S: ...

T: Wow, you're so smart. It's an orange. This word is very difficult to read. Let's read it together. /o-r-i-n-dʒ/, orange. Can you try?

S: ...

T: /o-r-i-n-dʒ/, orange. One more time, /o-r-i-n-dʒ/, orange. Wonderful. What about this one?

【大屏幕显示冰雪奇缘中的小雪人 Olaf 的头】 Do you wanna build a ...?

S: ...

T: Yes, it's a snowman. What's missing in the picture. Yes, the snowman's body. /b-o-d-i/, body.

Read after me.

S: ...

T: Let's read these words together. /d-o-g/, dog. /b-o-ks/, box. /o-r-i-n-dʒ/, orange.

/b-o-d-i/, body. Boys and girls, please look at these four words carefully. What similarity can you find?

The boy is right. They all have an "o". Then listen to the pronunciation, could you get the rules? They have the same pronunciation /o/, OK. Please remember this pronunciation rule. Can you try to read the first word



like this? /d-ɔ-g/.

S: ...

T: Next one.

S: ... 【学生用开火车的方式依次用自然拼读的方式读完第一个单词 dog】

T: Next word. /b-ɔ-ks/, box.

S: ...

【学生依次用自然拼读的方式读完 Let's spell Listen, repeat and chant 中的四个含有发音/ɔ/单词】

### Step 3. Practice

T: Look at the picture. What's this?

S: ...

T: A lovely dog. What color is it?

S: ...

T: Yes, it's an orange dog. Where is it?

S: ...

T: It's on the box. The dog is on the box. Let's read it first.

*The dog is on the box, the orange box.*

*See the dog, see the box.*

*See the dog on the orange box.*

T: Let's try to read it faster the second time. The dog is on the box, 1, 2, here we go!

S: ...

T: Boys and girls, you can read it very well. Open your book to page 40. Let's try to read more words with /ɔ/. Please read the first word.

S: ...

T: Good. Next one.

S: ...

【学生依次按照自然拼读的方式朗读课本 40 页 Read, listen and number 部分的单词。】

T: Good job! Can you listen to these words and catch them? Take out your pencil. Listen and mark the number. Listen to me carefully.

No. 1 dog. No. 2 mom. No. 3 box. No. 4 doll.

No. 1 box. No. 2 orange. No. 3 body. No. 4 on.

T: Let's check the answers together. Who can have a try?

S: ...

T: Is he right? Yes or no? Congratulations!

Activity 3: Can you read?

T: Boys and girls, put down your pencil. Eyes on the PPT. I have more words for you to read. What's this? The monkey is on a ball. Can you read "on"? /ɔ-n/, on. The monkey is on a ball.

This one. /h-ɔ-t/, hot. 【同时呈现图片，教师指向课件方向】

This one. /h-ɔ-p/. The girl is hopping. 【同时呈现图片，教师指向课件方向，可同时做出跳跃动作】

This one. /l-ɔ-g/. Good. A log is in the river.

What about this one? Tom, you have a try. /t-ɔ-p/

#### Step 4. Consolidation

T: Boys and girls, I have many letter cards for you to make up words. Show me the letter "o". Let's put it in the middle first. Like this, we put "b" in front of it and then put "d" behind it. /b-ɔ-d/. bod. Do you understand? Now work in pairs and make up new words.

T: Time is up. Who wants to share your words with us?

S: ...

T: Good. What's your word?

S: ...

T: Very good. /r-ɔ-g/. rog. Take out your pencil. Listen to me carefully and try to write down the words.

NO. 1 /g-ɔ-d/, god. NO. 2 /p-ɔ-t/, pot.

NO. 3 /m-ɔ-p/, mop. NO. 4 /f-ɔ-ks/, fox. No. 5 /h-ɔ-g/, hog.

T: What are the words? No. 1, you try.

S: ...

【师生依次核对以上听写的五个单词】

T: I have a book for you *Sam's pot*. Now work in groups of 4 and try to read the book.

*Tom got a pot. Pam got a pot. Sam got a pot.*

*Pat, pat, pat.*

*Tap, tap, tap! Tap, tap, tap!*

*Tom got a mop.*

【教师提问学生一人一句朗读以上内容】

#### Step 5. Summary

T: Look at this picture. They are names of picture books. Can you read after me? *Biscuit and the box.*

*Top Cat.* There are many books for you to read after class to practice the sound /ɔ/. I hope you can read more, learn more and see more.

#### Step 6. Homework

T: Remember to finish the exercise "listen and write" on page 40. So much for today, goodbye.

That's all for my presentation. Thank you very much for listening.

#### II. Blackboard design

Unit 4 Where is my car?

Part A Let's spell

dog  
/dɒg/



Box  
/bɒks/

orange  
/ɒrɪndʒ/



body  
/bɒdi/



### 《Where is the car? Part A Let's spell》说课稿

Good morning, my dear judges. I'm No. 1 candidate, applying for primary school English teacher. My topic is Unit 4 Where is my car? Part A Let's spell. In order to make my presentation much clearer, I'm going to divide it into 6 sections, which are the 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.

#### I. Analysis of the teaching material

First of all, I will analyze the teaching material. The topic of this lesson is Unit 4 Where is my car Part A Let's spell. It's a phonetics lesson, which emphasizes the vowel sound "o" /ɔ/ in words. Students have learnt the basic pronunciation of 5 vowel letters, so it is not difficult for them to learn the new lesson. The teaching material consists of 3 parts: listen, repeat and chant; read, listen and number; listen and write. The first part presents the teaching key point which includes 4 words with the vowel sound /ɔ/. The second part and third part are for practice in class. Since time is limited, the third part is used as homework for students to finish after class.

#### Teaching Objectives

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

1. Students can pronounce the vowel sound "o" /ɔ/ in different words correctly.
2. Students can make use of the spelling approach - phonetics to read different words and make up new words.
3. Students' logical thinking will be improved.
4. Students' interests in learning phonetics can be aroused by working individually, in pairs or groups.

#### Key and Difficult Points

Based on the analyses above, I think the key and difficult points are how to make use of the spelling rule to pronounce the vowel sound /ɔ/ in different words correctly.

#### II. Analysis of students

Students have learnt English for 1 year and have already learnt the pronunciation rule of the vowel sound, which prepares them well for today's lesson. But they are not so familiar with the spelling approach- phonetics. Thus, I design some class activities for them to practice phonetics to engage their attention better.

#### III. Teaching methods

Phonetics lesson is prone to be boring. In order to arouse students' interests better, I will mainly choose audio-visual, audio-lingual teaching method for this lesson. Besides, some vivid pictures and picture books will be made use of in my lesson as teaching aids.

#### IV. Learning methods

Students will work individually, in pairs and groups to explore the pronunciation rule of the vowel sound in different words /ɔ/, which promotes their awareness of autonomous learning and cooperative learning.

My dear judges, here comes the most important part: teaching procedures.

#### V. Teaching procedure

Step 1. Warm-up and Lead-in

For this step, I design two activities.

Activity one: Sing a song together

Students watch the video and sing “AEIOU (按其在相应单词中的发音读作: /æ/, /e/, /i/, /ɔ/, /ʌ/) song together with me together.

*AEIOU, AEIOU, AEIOU, can you read this word?*

*/k-æ-t/, cat.*

*AEIOU, AEIOU, AEIOU, can you read this word?*

*/b-e-d/, bed.*

*AEIOU, AEIOU, AEIOU, can you read this word?*

*/p-i-g/, pig.*

*AEIOU, AEIOU, AEIOU, can you read this word?*

*/d-ɔ-g/, dog.*

*AEIOU, AEIOU, AEIOU, can you read this word?*

*/b-ʌ-s/, bus*

*AEIOU, AEIOU, AEIOU, if you want to read. Yeah!*

Activity two: Read the key words with phonetics

I ask students to read the key words with /ɔ/ sound appearing in the lyrics. Students try to read the words “cat, bed, pig, dog, bus” one by one.

Design purpose: Students have already learnt the basic pronunciation of 5 vowel letters last term, and they also learnt how to pronounce vowel sound in words this term. *AEIOU song* prepares them for today’s lesson naturally as well as review what they have learnt efficiently.

Step 2. Presentation

For presentation part, I arrange two activities.

Activity 1: Present the sound /ɔ/ in words with pictures

I present some key words with vivid pictures which contain the vowel sound /ɔ/ one by one, and students are asked to read the words following phonetics rule. And I will lead students to find the pronunciation rule. The words are as follows: dog, box, orange, body. They have the same pronunciation /ɔ/.

Activity 2: Students read the key words with sound /ɔ/ one by one.

Students read the key words one by one, row by row following phonetics rule to get familiar with the pronunciation of /ɔ/ in words better.

Design purpose: It’s easy to get distracted in a phonetics-centered lesson. In order to engage students’ attention better, I make use of some vivid pictures to play a guessing game with them. I present part of the objects on the PPT, which arouse students’ curiosity to some extent. Words with the vowel sound /ɔ/ will be presented naturally, which is in line with the teaching principle “learning pronunciation in words”. In the second activity, students get involved in phonetics activities to get familiar with the pronunciation of the vowel sound /ɔ/, and then the teaching key point is dealt with in this part.

Step 3. Practice

For this part, 3 activities are designed.

Activity 1: Let's chant

I present a chant on the PPT and lead students to read it together with different speed. The chant is as follows:

*The dog is on the box, the orange box.*

*See the dog, see the box.*

*See the dog on the orange box.*

Activity 2: Read, listen and number

I read the words with the vowel sound /ɔ/ and ask students to number them accordingly.

No. 1 dog. No. 2 mom. No. 3 box. No. 4 doll.

No. 1 box. No. 2 orange. No. 3 body. No. 4 on.

After we've done, we'll check the answers together.

Activity 3: Can you read?

Apart from the words in the textbook, I also provide students with more words with the vowel sound /ɔ/ to practice reading. The words are as follows: on, hot, hop, log, top.

Design purpose: The teaching key point is to practice repeatedly through a series of class activities from easy to difficult, which lays the foundation for the following part.

Step 4. Consolidation

Activity 1: Can you make up words?

I hand out some letter cards to students and ask students to make up some new words with the letter "o" in the middle. In this step, students don't need to understand the meaning of these words they make up.

Activity 2: Can you write?

I read the following words "god (g-ɔ-d), pot (p-ɔ-t), mop (m-ɔ-p), fox (f-ɔ-ks), hog (h-ɔ-g) following phonetic rules and students write down the words.

After we've finished, we check the answers together.

Activity 3: Can you read a book? 【Activity 3 可省略，为绘本拓展。】

I present a picture book *Sam's pot* and ask students to work in groups of 4 to read the book by themselves.

*Tom got a pot. Pam got a pot. Sam got a pot.*

*Pat, pat, pat.*

*Tap, tap, tap! Tap, tap, tap!*

*Tom got a mop.*

After they've finished reading, I ask them to read the picture book sentence by sentence and highlight the words with the vowel sound /ɔ/.

Design purpose: Students make use of the spelling rules to make up new words, to write new words and read picture book, which facilitates them to master the pronunciation rules in a relaxing way.

Step 5. Summary

I summarize the important points of this lesson with students together by reading some names of picture books, such as *Biscuit and the box. Top Cat*. Besides, I help students to achieve the objective by saying that "Read

more, learn more and see more.”

I provide students with more picture books containing the vowel sound /ɔ/ so that the teaching key points are reviewed.

#### Step 6. Homework

Students are provided with these pictures books to read after class to practice the vowel sound /ɔ/ further. Apart from the optional homework mentioned above, students need to finish the exercise “listen and write” on page 40.

Completing the exercise “listen and write” on textbook help students to review the key point after class.

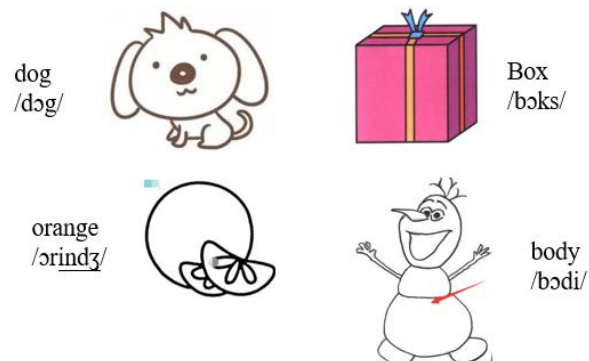
#### VI. Blackboard design

After finishing the part of teaching procedure, I will come to the last section: design of the blackboard.

As you can see, I have mainly used the pictures to activate the language points so that students will grasp them better.

### Unit 4 Where is my car?

#### Part A Let's spell



The above is my lesson presentation, your comment is appreciated.



《Unit 2 My schoolbag Section A Let's spell》

 **Let's spell** 

Read, listen and chant.

				
like	kite	five	nine	rice

Read, listen and number.

big	fine	six	nice	pig	ice
-----	------	-----	------	-----	-----





《Unit 2 My schoolbag Section A Let's spell》教案

**I. Teaching objectives**

1. Students can pronounce [ai] of the letter combination "i-e" in different words correctly.
2. Students' listening and speaking abilities will be improved through the group activities.
3. Students can spell the words including the letter combination "i-e" with the phonics knowledge they will learn in class.
4. Students' learning enthusiasm and sense of cooperation can be aroused and kept by working in groups to explore the spelling rules.

**II. Key points**

Teaching key point is to understand the pronunciation rule of the letter combination "i-e".

**III. Difficult points**

Teaching difficult point is to put the rule into use for other words including letter combination "i-e".

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**

Step 1. Warming up and Leading in

Sing a hello song with students together, and show a picture of a pig to introduce the new friend "the big pig" to create a situation.

Step 2. Presentation

1. Present several words by adopting the situational method.

For example: The pig sees a kite. There are two numbers on the kite, they are five and nine. The pig likes rice. Thus, the words "kite, five, nine, like and rice" will be elicited naturally.

2. Lead students to read the words loudly.

3. Ask students to observe the words carefully, find the similarity of these words, namely all of these words include the letter combination "i-e", and then summarize the pronunciation rule of it.

Step 3. Practice

Activity 1: Train Game

Ask students to read the words with "i-e" loudly one by one.

Activity 2: Listen and Number

Ask students to number the words in the book according to the listening materials.

Step 4. Consolidation

Task: Make up a story

The teacher tells the story of the pig again:

The big pig sees a kite in the sky, and there are two numbers on the kite, they are five and nine. And the pig likes rice very much.

Then divide the students into 5 groups, and they will make up a new story within their group using the words of this lesson. At last, each group selects one representative to tell their story in front of the class.

Step 5. Summary

Students will make a summary on what they have learned today, and the teacher will make proper supplements. In addition, the teacher will lead students to love English and try to speak English more bravely in their daily life.

Step 6. Homework

To search for more words including “i-e”, and observe their pronunciations.

**VI. Blackboard design**

**Unit 2 My Schoolbag**

**Part A Let's Spell**



《Unit 2 My schoolbag Section A Let's spell》试讲稿

Good afternoon, distinguished judges. I'm No. 1 candidate, applying for primary school English teacher. My topic is My Schoolbag. Now I'm ready.

**I. Teaching procedure**

**Step 1. Lead-in**

T: Class begins! Hello, boys and girls! Before our class, let's sing the hello song together! *Hello, hello, how are you? Hello, hello, I'm fine!*

Wow! You are great! Now I will introduce a new friend to you! Look at the picture. Who is it?

S: ...

T: Yes, it's a pig! A big pig! Follow me, big pig, big pig, big pig!

S: ...

T: Wow, great! Today our new lesson is a story about the big pig. Let's come to the lesson together.

**Step 2. Presentation**

T: Guys, now please look at the screen. Let's enjoy a video clip together, OK? Wow! The big pig! It is looking around, and what is it looking at?

S: ...

T: Yes! The big pig sees a kite. 【板书 kite, 重点标记 i-e】 As you can see in the video clip, what are on the kite?

S: ...

T: There are numbers five and nine on the kite, wonderful 【板书 five, nine, 重点标记 i-e】! OK, now the pig is eating rice, and we can see the pig likes rice very much, right? 【板书 like, rice, 重点标记 i-e】

S: ...

T: Good job! Now read after me, kite, kite, kite! Five, five, five! Nine, nine, nine! Like, like, like! Rice, rice, rice! Boy? Girls? Together! Excellent! Now let's observe these words, what can you find?

S: ...

T: Yeah, all of these words include letter "i" and letter "e", so what about the pronunciation?

S: ...

T: Yes! It is [ai]! Read after me. [ai], [ai], [ai]!

S: ...

T: Great! Kite! Five! Nine!

S: ...

T: Like! Rice!

S: ...

T: Excellent! In these words, we can see that the pronunciation of letter combination "i-e" is [ai], we should pay attention to the pronunciation when we meet other similar words.

**Step 3. Practice**

T: Now let's do two activities to practice the pronunciation! First one, let's read these words loudly like a train!

Do you remember the train game?

S: ...

T: Yes! I will read the first word loudly, and Lily reads the second one, then one by one, clear? Pay attention to the pronunciation of letter combination "i-e". Let's begin! Kite!

S: ...

T: Wow, wonderful! I see you have got the right pronunciation, and now let's have a harder activity! There are some words in the book, can you read them? Let's read them together! Great! I will play a tape and you number these words according to the tape, clear? OK, go! Stop here! Let's see the right numbers together! So are you right?

S: ...

T: Good! All of you did a good job!

#### Step 4. Consolidation

T: For this lesson, we learnt some words and their pronunciation through the pig's story, so do you still remember the story? The big pig sees a kite in the sky, and there are two numbers on the kite, they are five and nine. And the pig likes rice very much. Good! Do you want to make up a story just like I did? Yes! Now I will divide all of you into 5 groups, work within your group to make up a new story using the words of this lesson. At last each group selects one representative to tell your story in front of the class! Clear? OK, go!

S: ...

T: Have you finished? OK, which group wants to be the first one? Oh, Ivy, I'm so proud of you. Go ahead.

S: ...

T: You did a wonderful job. Go back to your seat please.

#### Step 5. Summary

T: Boys and Girls, today we have learned so much knowledge. So can anyone make a detailed summary about what we have learned in this class? Well, Nancy, you are so brave today!

S: ...

T: Good! Today we have learned some words include the letter combination "i-e", its pronunciation is [ai]. And I hope you can use the knowledge when you see other words! I hope you can love speaking English!

#### Step 6. Homework

T: After class, you have one task. Please search for more words including "i-e", and observe their pronunciations! Let's share next class! OK, so much for today's class! Bye!

### II. Blackboard design

Unit 2 My Schoolbag

Part A Let's Spell

like kite five nine rice

[ai]



### 《Unit 2 My schoolbag Section A Let's spell》说课稿

Good morning, 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 primary School. And my topic today is *Unit 2 My Schoolbag*. In order to make my presentation much clearer, 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.

#### I. Analysis of the teaching material

First of all, I will give a brief analysis of teaching material. The topic of this unit is "My Schoolbag", which is from Let's Spell, Part A, Unit 2 of Book 4 of Grade 4, published by the People's Education Press. The main content of this part is about the pronunciation rule of the letter combination "i-e". This lesson is important for the students to master the pronunciation rules of the English words, and lay a solid foundation for the students to study English in the future.

#### Teaching Objectives

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students can pronounce [ai] of the letter combination "i-e" in different words correctly.
2. Students' listening and speaking abilities will be improved through the group activities.
3. Students can spell the words including the letter combination "i-e" with the phonics knowledge they will learn in class.
4. Students' learning enthusiasm and sense of cooperation can be aroused and kept by working in groups to explore the spelling rules.

#### Key and Difficult Points

Based on the objectives, I set the teaching key point and difficult point as follows:

Teaching key point is to understand the pronunciation rule of the letter combination "i-e", while the teaching difficult point is to put the rule into use for other words including letter combination "i-e".

#### II. Analysis of students

After the analysis of teaching material, now let me analyze the students. The students are from grade 4 of primary school. Students are in grade 4, who apply image thinking, only have initial contact with English. They need the help of some teaching aids, like pictures, to distinguish between Chinese and English.

Meanwhile, they are active in class, eager to learn and show themselves. But they cannot concentrate for a long time. Therefore, I will organize some interesting activities to draw their attention to improve teaching efficiency.

#### III. Teaching methods

As we all know, the aims of teaching English in primary school is to cultivate students' basic abilities of listening and speaking and their good sense of the English language. Make sure all the students take part in class. I'll adopt situational method, audio-lingual method and task-based language teaching method in this lesson.

#### IV. Learning methods

Learning methods of this class are group work and individual work. With these methods, it can make the

class active and stimulate students' enthusiasm.

### V. Teaching procedure

According to the above analyses, teaching procedures—the most important part is designed as follows:

#### Step 1. Warm-up and Lead-in

For this step, first, I will sing a hello song with students together. Then I will show a picture of a pig to introduce the new friend “the big pig” to create a situation and lay a foundation for today's lesson.

Targets: The purpose of this step is to stimulate students' interests and review the pronunciation of letter “i”, so that it can lay a foundation for the study of “i-e”.

#### Step 2. Presentation

In this step, I will present several words through the situational method. For example: I will tell a story: The pig sees a kite. There are two numbers on the kite. They are five and nine. The pig likes rice.

Then the words “kite, five, nine, like and rice” will be elicited, then I will lead students to read these words and find the similarity of these words, namely all of these words include the letter combination “i-e”, then summarize the pronunciation rule of it.

Targets: Situational method used here is helpful for maintaining the students' learning enthusiasm and helping them understand new words better. Leading the students to find out the pronunciation rule by themselves is a good way to cultivate their abilities of self-study.

#### Step 3. Practice

For this step, I have 2 activities:

##### Activity 1: Train Game:

I will ask students to speak the words with “i-e” loudly one by one, just like a train.

##### Activity 2: Listen and Number:

Students listen to the tape and number the words in the book according to the listening materials.

Targets: The purpose of this step is to practice the pronunciation of the letter combination “i-e” through different activities and help the students to master the pronunciation rule of it.

#### Step 4. Consolidation

In this step, I designed 1 task.

I will tell the story of the pig again:

“The big pig sees a kite in the sky, and there are two letters on the kite. They are five and nine. And the pig likes rice very much.”

Then I will divide the students into 5 groups, they will make up a new story within their group using the words of this lesson. At last each group selects one representative to tell the story in front of the class.

Targets: The task-based language teaching method adopted in this step will help students to understand and make use of the pronunciation rule of “i-e” in context better and develop students' English communication skills.

#### Step 5. Summary

For this step, students will make a summary on what they have learned today, and I will make proper

supplements. In addition, I will lead students to love English and try to speak English in their daily life.

Targets: Summarizing by themselves is a better way to make the students get the content of this class in the end, and check the students' learning results.

Step 6. Homework

To search for more words including "i-e", and observe their pronunciations.

Targets: The purpose of this step is to help the students review and make them be more familiar with the new knowledge.

### VI. Blackboard design

After finishing the part of teaching procedure, I will come to the last section: design of the blackboard. As you can see, I will draw several pictures of like, kite, five, nine and rice on the blackboard. Under them, there are new words. The next line will be the phonetic symbol [ai].



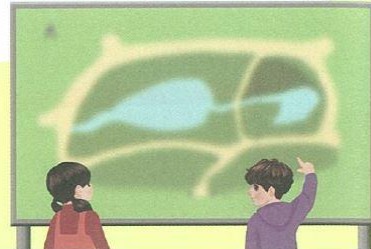
The above is my lesson presentation, your comment is appreciated.



### Let's try

What is in the park? Listen and tick the word you hear.

forest  lake  river



### Let's talk

Miss White: Children, let's go to the forest!

Children: Yeah!

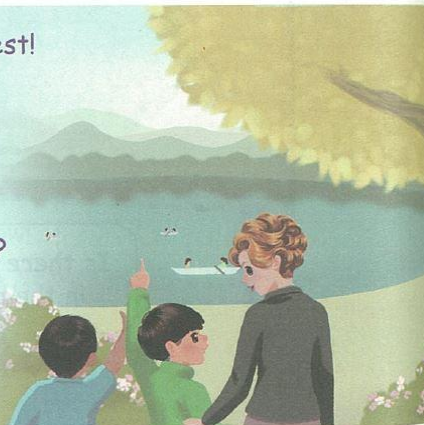
Zhang Peng: Is there a river in the forest, Miss White?

Miss White: No, there isn't.

Zhang Peng: Is there a lake, Miss White?

Miss White: Yes, there is and there are some small boats.

Zhang Peng: Cool! Let's go boating.



Talk about the park with your partner.

Is there a lake in the park?

Yes, there is.

Is there a forest?

...

58



### I. Teaching objectives

1. Students can understand the conversation and they can read, understand and use the sentences "Is there...?"; "Yes, there is."; "No, there isn't."
2. Students can develop the abilities of speaking and communicating in the real situations through different activities like role-play.
3. Students' listening ability will be also improved by listening to the tape and finishing some listening tasks.
4. Through group work, students can learn how to cooperate with others.
5. Students' horizon will be expanded and their love for the nature will be cultivated.
6. Students are aware of the beauty of nature by learning the dialogue and discussing the scenery of park.

### II. Key points

Students understand the sentences "Is there...?"; "Yes, there is."; "No, there isn't."  
Students can use these certain expressions to communicate with others.

### III. Difficult points

Students can use the key sentences flexibly in different situations.

### IV. Teaching preparation

Pictures, radios, and dictionaries.

### V. Teaching procedures

Step 1. Warm-up

Sing a song to greet.

*"Follow my right hand, left hand, come on, look my way,  
left hand, right hand, show my dream and faith".*

(备注: 以上歌曲为 TF boys 《青春修炼手册》英文版)

And then, ask students some questions.

Questions:

Do you know who sing this song?

Do you like TF boys?

Step 2. Leading in

Create a situation that students and TF boys are going to travel together, and ask students one question.

Question:

Where do you want to go?

Step 3. Presentation

1. Ask students to close their books and listen to the dialogue, and find out the answer to "What are they talking about?" After that, check whether their answers are right or not.

2. Ask students to open their books and listen to the dialogue again and answer two questions: "Is there a lake in the forest?" and "Is there a river in the forest?" After that, check their answers and lead out the sentence "Is there...?"; "Yes, there is."; and "No, there isn't."

3. Write the sentences on the blackboard and read it. Students understand the meaning of these sentences by different examples that the teacher gives.

4. Ask the students to listen to the tape for the third time and read after the tape.

Step 4. Practice

Activity 1: Role-play

Two students are in one group. Act out the conversation between Zhang Peng and Miss White.

Activity 2: Hot potato

Play a game called “Hot potato” to choose the group who is going to show their dialogue in the class. The teacher plays a piece of music and students pass a ball. When the teacher stops the music, which group get the ball will show us their dialogue.

Step 5. Consolidation

Make a survey

Divide the whole class into groups. Four students are in a group. Students make a survey about their group members' favorite places. One student asks “Is there...?” Other students can answer “Yes, there is.” or “No, there isn't.” Then invite some groups to make a report in the class.

Step 6. Summary

Invite students to summarize what they have learned today and make some supplements if necessary and help students enjoy the beautiful view of nature.

Step 7. Homework

Ask students to observe and draw a picture of our school after class. And introduce the picture with the new learned sentences. Students are encouraged to share with the whole class the next day.

#### VI. Blackboard design

#### Unit 6 In a Nature Park

Is there a river in the forest?	Group1:☆☆
Is there a lake in the forest?	Group2:☆
Yes, there is. / No, there isn't.	Group3:☆☆
	Group4:☆

《In a nature park Part A Let's talk》试讲稿

**I. Teaching procedure**

Good morning dear judges. Today, it's my honor to stand here to present my lesson. First of all, let me introduce myself. I am candidate No. X, applying for primary English teacher. Today, my topic is In a Nature Park. Now I'm ready.

**Step 1. Warm-up and Lead-in**

T: Class begins! Good morning boys and girls, welcome to my English class. It's very nice to meet you again. Today, before our class, let's sing a song together. OK, let's begin.

*Follow my right hand, left hand, come on, look my way;  
left hand, right hand, show my dream and faith.*

OK, boys and girls, do you know who sing this song? Any volunteers? Rick, have a try!

S: ...

T: Yes, very good, TF boys sing this song. Do you like TF boys? Who are they? Can anyone share your idea with us? Bob, you please!

S: ...

T: OK, very good. They are Wang Junkai, Wang Yuan and Yiyang Qianxi. Good news for you! TF boys are going to visit our school and travel with you together. Are you excited? Yeah! Where do you want to go? Lily, you please.

S: ...

T: Oh, you want to go hiking. Very good. Thank you. Sit down please. Steven, you please.

S: ...

T: Oh, you want to climb mountains. Not bad. Thank you. Sit down please. You want to go outside and have fun, right? Today, let's go to a nature park with TF boys. OK, today we will learn a lesson about the nature park. Let's move to today's class.

**Step 2. Presentation**

T: Look at this picture, who are in the nature park now? Yes, Miss White and some children. They also have fun in the nature park. What are they talking about? Do you want to know? Now let's listen to the tape for the first time. After that, I will invite some of you to answer the question. Are you ready? Now, let's begin.

【播放录音】OK, who can answer the question? John, you please.

S: ...

T: Very good, they are talking about forest. Can you guess what they can see in the forest? Oh, I'm not sure about it. Now, let's listen to the tape for the second time and check whether you made the right guesses. Are you ready? Now, let's begin. 【播放录音】 Time's up. "Is there a river in the forest?" and "Is there a lake in this forest?" Any volunteers? Who want to have a try? Nick, you please. Is there a river in the forest?

S: ...

T: Very good. No, there isn't a river in the forest. Thank you. Sit down, please. Emma, you please. Is there a lake in this forest?

S: ...

T: Oh, sorry. You can think about this question again and look for the answer in your book. Come on, you can do it.

S: ...

T: Very good. You are right this time. There is a lake in the forest. Thank you. Sit down, please. Now,

look at the blackboard. 【指向黑板】 There are some sentences on the blackboard. And read after me. “Is there a river in the forest?” “Is there a lake in this forest?” “Yes, there is.” “No, there isn’t.” 【领读句子】

S: ...

T: Very good and pay attention to your pronunciation “Is there ...?”. Now look at these pictures and listen to me carefully. “Is there a hill in the forest?” “Is there a tree in the forest?” “Is there a pool in the forest?” 【教师边读边做出上扬的手势，引导学生关注一般疑问句的语调】

S: ...

T: OK, boys and girls, you are very good. Now, let’s listen to the tape again. This time, you should read after it. Now, let’s begin. 【播放录音】

S: ...

### Step 3. Practice

T: Very good, you’ve done a very good job. Next, let’s do a role-play game. All of you, two students are in a group. One plays the part of Zhang Peng, the other plays the part of Miss White. And you should practice the dialogue in this lesson. You can prepare for the role-play now. And then, I will play another game to choose someone of you to act it out. Let’s get it.

S: ...

T: OK, stop here please. Boys and girls, I will play a game called “Hot potato” to choose the group who is going to show their dialogue in the class. Do you know how to play it?

S: ...

T: OK, let me introduce the rule of it. I will play a piece of music and you should pass this ball one by one. Yes, this ball is in my hand. When I stop the music, which group gets the ball will show the role-play for us. Am I clear?

S: ...

T: Good, you are very clever. Let’s begin. 【播放音乐】 Oh, Tom, you get the ball. Come here please. Everyone claps for his group.

S: ...

T: Your group has done a very good job. But you should pay attention to your pronunciation “Is there ...?” OK, back to your seat. Let’s choose another group. 【播放音乐】

S: ...

T: Lily, your group please. Come here.

S: ...

T: Wonderful, let’s clap for her group. Back to your seat, please.

### Step 4. Consolidation

T: Next, I will divide the whole class in groups and make a survey about your group members’ favorite places. One student asks “Is there...?” Other students can answer “Yes, there is.” or “No, there isn’t.” Then you need to make a report. Afterwards, I will invite some groups to share in the class. Do you like it?

S: ...

T: Good, you can make a chart like this:

Is there...in the ...?

Yes, there is. No, there isn’t.

S: ...

T: OK, Bob, your group please. Come here.

S: ...

T: Very nice, you talk about your favorite place and tell us what kinds of things there are. OK, please go back to your seat.

**Step 5. Summary**

T: Next, let's summarize this lesson. Who can summarize what we have learnt in this class? Any volunteers?

S: ...

T: Jerry, you please.

S: ...

T: Very good, we have learnt the sentences like "Is there..."; "Yes, there is." and "No, there isn't." Besides that, we have learnt how to introduce places we like to others. And we should also remember we should take care of our environment and love the nature. Am I right?

S: ...

**Step 6. Homework**

T: And, it almost the end of our class. After this class, we should observe and draw a picture about our school after class. And you can introduce the picture with the new learned sentences to your parents. Next class, I will invite someone to share in the class. Am I clear?

S: ...

T: Good, class is over, see you boys and girls.

**II. Blackboard design**

**Unit 6 In a Nature Park**

Is there a river in the forest?      Group1: ☆☆

Is there a lake in the forest?      Group2: ☆

Yes, there is. / No, there isn't.      Group3: ☆☆

Group4: ☆

**《In a nature park Part A Let's talk》说课稿**

Good morning, dear judges. Today, it is my honor to stand here to present my lesson. First of all, let me



introduce myself. I'm candidate NO. X, applying for the English teacher of primary school and my topic is In a Nature Park. In order to make it clear, I will express my thoughts from the following six parts, which are the analysis of the teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

### **I. Analysis of the teaching material**

Next, I will briefly introduce the first part: analysis of teaching material. Today's lesson is from unit 6 of Book 5, published by PEP. Its main theme is a dialogue about a nature park between a teacher and students. Students can learn to talk about places with sentences "Is there...?"; "Yes, there is." and "No, there isn't." Besides that, the topic of this unit is familiar to students' daily life, so it can attract students' interest easily.

#### Teaching Objectives

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

1. Students can understand the conversation and they can read, understand and use the sentences "Is there...?"; "Yes, there is."; "No, there isn't."
2. Students can develop the abilities of speaking and communicating in the real situations through different activities like role-play.
3. Students' listening ability will be also improved by listening to the tape and finishing some listening tasks.
4. Through group work, students can learn how to cooperate with others.
5. Students' horizon will be expanded and their love for the nature will be cultivated.
6. Students are aware of the beauty of nature by learning the dialogue and discussing the scenery of park. Their interest in nature will grow and their horizon will also be expanded.

#### Key and Difficult Points

Based on the teaching objectives, the key points and difficult points are designed as follow:

The key point of this lesson is understanding the dialogue and learning sentences "Is there...?"; "Yes, there is." and "No there isn't."

And the difficult points are how to put these new sentences into practical use and improve speaking ability in real situations.

### **II. Analysis of students**

After the analysis of teaching material, now let me analyze the students. Students in grade 5 are around age of 11 or 12. Students around this age are eager to learn and eager to explore new things.

They have already learned English for at least two years. They have obtained some basic knowledge of this topic "nature park". Students' ability of communicating in English still needs to be improved.

Students can learn more words and sentences to improve their language ability. What's more, they are forming the ability to explore English knowledge and skills with some teaching aids such as pictures, radios, and dictionaries.

### **III. Teaching methods**

Based on the analyses of teaching material and students, I will choose situational, task-based language teaching and communicative approach to help students engage in class. The teaching methods combined can make

students learn to play and play to learn.

#### IV. Learning methods

According to teaching objectives and students' characteristics, in this class, students will get knowledge by individual work and cooperative learning. With these methods, students will work in pairs and in groups to grasp the new phrases and the sentences, which make class more active and effective.

#### V. Teaching procedure

According to the above analysis, now, let me introduce the most important part: teaching procedures. I will introduce it from the following steps.

##### Step 1. Warming up and Leading in

For this step, I will start like this:

Hello everyone. Do you still remember this song? “*Follow my left hand, right hand, come on look my way; right hand, left hand, show my dreams and faiths.*”

Boys and girls, do you know who sings this song? Yes, very good, TF boys! Do you like TF boys? Good! And imagine that you and TF boys are going to travel with us together. Where do you want to go? Today, let's visit a nature park together.

By singing a familiar song together, students' attention is easily drawn to the lesson naturally, which helps to form a better English learning environment and lead the topic in.

##### Step 2. Presentation

In this step, I will ask them to listen to the tape for the first time with one question: What are they talking about? Thus, students will have their first impression about the dialogue.

After answering the question, I will guide the students to open the book and listen to the tape for the second time with two questions: “Is there a river in the forest?” and “Is there a lake in this forest?” By thinking about and answering these two questions, students can understand the key sentences: “Is there...?” and “Yes, there is”; “No there isn't.” in the context.

Next, I will guide the students to read the key sentence and remind them to pay attention to their pronunciation. I will present the pictures on the blackboard one by one to explain what the meaning of key sentence is. The purpose is to develop students' listening and speaking ability.

After that, I will play the tape again, and guide students to read after it. The purpose is improving their oral English.

##### Step 3. Practice

For this step, I will guide students to take part in 2 activities.

Activity 1: Organize students in groups of 2 and do role-play game.

Ask one student to play the part of Zhang Peng, the other one plays the part of Miss White. They practice the dialogue of this lesson. Students in pairs prepare for the role-play game and then act it out.

##### Activity 2: Hot potato

I will play a game called “hot potato” to choose the groups who are going to show their dialogue in the class. I will play a piece of music and students will pass a ball. When I stop the music, which group get the ball will



show the role-play.

By this way, the new sentences will be fully practiced by games, which make the class interesting. Through the game, students can become much more familiar with the new sentences.

#### Step 4. Consolidation

In this step, I will divide the whole class in pairs and make conversation. And I will let them make a survey about their group members' favorite places. One student asks "Is there...?" Other students can answer "Yes, there is." or "No, there isn't." Afterwards, I will invite some groups to share their report in the class.

They can make a chart like this:

Is there...in the ...?

Yes, there is. No, there isn't.

Afterwards, I will invite someone to share the report in the class.

The purpose is to develop students' ability of communication and lead them learning by doing.

#### Step 5. Summary

For the summary of this lesson, students summarize what they have learnt in this class, and I will make supplements. The purpose is to strengthen students' understanding of the new knowledge. Thus, students can summarize what they have learnt. Thus, I can check the effect of the class and make plans for the next class. And students can live a happier life.

#### Step 6. Homework

For the final part of this lesson, I will ask students to observe and draw a picture about our school after class. And introduce the picture with the new learned sentences to their parents. Students are encouraged to share to the whole class the next day.

By doing the homework, students can strengthen what they have learnt after class, which can also enhance their interest on observing.

### VI. Blackboard design

After finishing the part of teaching procedure, I will come to the last section: design of the blackboard, here is my blackboard design. As you can see, it is simple and clear for students to take notes.

#### Unit 6 In a Nature Park

Is there a river in the forest?      Group1: ☆☆

Is there a lake in the forest?      Group2: ☆

Yes, there is. / No, there isn't.      Group3: ☆☆

Group4: ☆

The above is my lesson presentation, your comment is appreciated.



《What does he do? Part B Read and write》

## Read and write

List five jobs. Compare with your partner. How many different jobs are there in both lists?

(Title)



Hu Bin likes sports. He is good at football, ping-pong and basketball. He often goes running after school. He wants to work in a gym.

**Tip: If you like sports, you can be a coach, a sports reporter, or a PE teacher.**

Sarah likes using computers, and she can type very quickly. She wants to work in an office.

**Tip: If you can type quickly, you can be a secretary.**



Robin wants to be a scientist like Wu Yifan's grandfather. He studies very hard, and he wants to work in a university.

**Tip: If you like science, you can be a scientist.**

Choose a title for the text.

People and their jobs

Hobbies and jobs

Fill in the table.

	Hu Bin	Sarah	Robin
What does he/she like?			
What does he/she want to be?	coach		
Where is he/she going to work?			university

At the Real World Camp, children can try to do different jobs. Do you want to go to the camp? Fill in this form.

Which job do you want to do?  
\_\_\_\_\_


**WELCOME to THE REAL WORLD**



**Parents' information:**

What does your father/mother do?  
\_\_\_\_\_

Where does he/she work?  
\_\_\_\_\_

What is his/her phone number?  
\_\_\_\_\_

"I allow my child to go to the camp."

Parent's signature: \_\_\_\_\_

**Tips for pronunciation**

Listen and repeat.

He is good at football//, ping-pong//and basketball.

If you like sports//, you can be a coach//, a sports

// = pause

《What does he do? Part B Read and write》教案

**I. Teaching objectives**

1. Students can learn some words about jobs like coach, secretary, scientist and so on. They can get the main idea of the passage.
2. Students can learn how to find out the detailed information from the text.
3. Students can improve their reading and writing abilities by finishing some tasks.
4. Students can use reading strategies such as skimming, scanning and intensive reading and know how to describe what people like and which jobs they want.
5. Students can form a correct outlook of career and treat different jobs equally.

**II. Key points**

Students can use some reading strategies like skimming, scanning and intensive reading to get the main idea of the text and find out some detailed information.

**III. Difficult points**

Students can improve their reading and writing abilities.

Students can learn to treat different jobs equally with a correct outlook of career.

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**

Step 1. Warm-up and Lead-in

Sing a song about job named *Be What You Wanna Be*, and ask students one question "What kind of job do you know?" Then the teacher chooses two or three students to share with others.

Step 2. Pre-reading

1. Show students three pictures about Hu Bin, Sarah and Robin on the book one by one.
2. Lead students to guess which job they want to do according to the pictures.
3. Ask students some questions and lead them to answer and then they can make a prediction about the text.

Step 3. While-reading

Skimming

Ask students to read the text quickly and answer the question "What is the text mainly talking about?"

Scanning

Read the text again and finish two tasks.

Task 1: Ask and Answer

Answer these three questions:

- ①What does Hu Bin like?
- ②Where does Sarah want to work?
- ③Who wants to be a scientist?

After students answer these questions, the teacher needs to explain these three jobs, coach, secretary and scientist by simple words and movements.

Task 2: True or False

Quickly speak out the choice:

- ①Hu Bin is good at football, ping-pong and basketball.(T)
- ②Sarah wants to work in an office.(T)



③Robin wants to be a scientist like his grandfather.(F)

Intensive Reading

Read the text for a third time and make a table about their names and the answers to these three questions:  
 What does he/she like? What does he/she want to be? Where is he/she going to work?

	Hu Bin	Sarah	Robin
What does he/she like?			
What does he/she want to be?	coach		
Where is he/she going to work?			university

Step 4. Post-reading

Two students are in a group and talk about some information about their partner including what his/her name is, what he/she likes, what he/she wants to be and where he/she is going to work. Then the teacher asks students to write them down and chooses some students to share with others.

Step 5. Summary

Students summarize what they have learned in this class, and the teacher makes some supplements timely. What's more, the teacher will tell them to respect different jobs to achieve the teaching objective.

Step 6. Homework

Make a survey of seven schoolmates about what they like and what they want to be and where they are going to work. And choose some students to report the result next class.

**VI. Blackboard design**

**What does he do?**



coach



secretary



scientist

What does Hu Bin like?

Where does Sarah want to work?

Who wants to be a scientist?

	Hu Bin	Sarah	Robin
What does he/she like?			
What does he/she want to be?	coach		
Where is he/she going to work?			university

### I. Teaching procedure

Good morning, dear judges! I'm number X candidate applying for an English teacher of primary school. Today my topic is What does he do? 【写板书】. Now I'm ready. May I start? Thank you!

#### Step 1. Warm-up and Lead-in

T: Good morning, boys and girls! Nice to see you again. How was your weekend?

S: ...

T: Oh, I'm so happy that you had a wonderful time. I had a good time, too. I learned a new song. Let me show you, OK? 【播放或演唱歌曲】*"Doctor, actor, lawyer or a singer, why not president, be a dreamer. You can be just the one you wanna be. Police man, fire fighter or a post man, why not something like your old man. You can be just the one you wanna be."* This song is about jobs. 【jobs 等待学生一起说出】 So what kind of job did you hear? What kind of job do you know? Ten seconds to think back. Who wants to share your idea with us? Amy, please!

S: ...

T: Wow, you have a wide knowledge of jobs. Thanks, Amy. Anyone else? Bob, please!

S: ...

T: Thank you, Bob. You really have a different view. Now look here, there are three pictures of our old friends, Hu Bin, Sarah and Robin. 【写板书】 Do you know what they are doing? What do they want to be? It's okay. Just guess.

#### Step 2. Pre-reading

T: Look at the first picture. Hu Bin is playing football. Let's guess maybe he likes football. What is your opinion? Cindy, please.

S: ...

T: Excellent! Thank you, Cindy. Cindy thought that maybe he wants a job about football. Let's move to the second picture. What is Sarah doing? What does she like to do? Dave, please.

S: ...

T: You are a good guesser. Thanks, Dave. Dave thought Sarah is using computer. Maybe she likes typing. Right? How about Robin? What is he doing? What does he want to be?

S: ...

T: Yes. Robin is watching an old man. Maybe he wants to do a job like that old man.

#### Step 3. While-reading

T: Here is a text. Let's read it quickly to check our guess, OK? Now begin! Any volunteers? Eric, you please! OK, can you tell us what the text is talking about?

S: ...

T: Well done. Thank you, Eric. This text is about jobs. Now boys and girls, check your guess. Is it right or close to? OK, let's read the text again. And I need you to answer three questions:

1. What does Hu Bin like?
2. Where does Sarah want to work?
3. Who wants to be a scientist?

Ready? Go! 【板书问题】

T: Who can share your answer to the first question with us? What does Hu Bin like? Frank, have a try?

S: ...

T: Good job! Frank, thanks. Hu Bin likes sports such as football. 【简笔画】 He wants to work in a gym.

Maybe he can be a coach **【板书】**. The coach is someone who helps players play better. **【描述时加上打球或踢球动作】** The second question, where does Sarah want to work? Grace, you please.

S: ...

T: I like your pronunciation. Thank you for your answer, Grace. Sarah likes using computer and she can type very quickly. Maybe she can be a secretary **【板书】**, who is always typing or phoning. **【描述时加上动作】【简笔画】** OK, the last one, who wants to be a scientist? Helen, please.

S: ...

T: Great, thanks, Helen. Robin wants to be a scientist **【板书】**. So what is the scientist? The scientist spends most time staying at the work room to do experiment. **【描述时加上动作】【简笔画】** Right? Now boys and girls, we have learned much information about Hu Bin, Sarah and Robin. So there is a test on your memory. Its name is True or False. I will say some sentences one by one. After I say "begin", show me your answers quickly. If you think the information is true according to the text, you can show me true. **【双手做山状置于头顶】** But if you think the information is false according to the text, you can show me false **【双手交叉】**. Clear? Now listen carefully. The first sentence, Hu Bin is good at football, ping-pong and basketball. **【慢速说两遍】** Begin! Yes, it's true. The second one, Sarah wants to work in an office. **【慢速说两遍】** Begin! Great. The last one, keep listening carefully, OK? Robin wants to be a scientist like his grandfather. **【慢速说两遍】** Begin! It's false. Who can tell us why it is false? Ian, please.

S: ...

T: Thanks, Ian, you are quick in mind. It is like Wu Yifan's grandfather, not Robin's grandfather. Now we have known what they like and want to be, and where they are going to work. There is so much information and I have one way to help you deal with all the information. There will be ten minutes for you to read for a third time and make a table about their names and the answers to these three questions:

1. What does he/she like? **【写板书, 只写 what...like?】**
2. What does he/she want to be? **【写板书, 只写 what...want to be?】**
3. Where is he/she going to work? **【写板书, 只写 where...work?】**

Now begin. **【表格示例如下】【做巡场动作】**

	Hu Bin	Sarah	Robin
What does he/she like?			
What does he/she want to be?	coach		
Where is he/she going to work?			university

T: You all finish the table very well.

#### Step 4. Post-reading

T: Boys and girls, attention please. Look at these three questions. **【板书里的三个问题】** There will be ten minutes for you to talk with your partner. One speaks and the other writes and then change your turn. I will invite some of you to come to the front to share with all of us. Now begin! Who wants to try? Jack and Kate, could you?

S: ...

T: Thank you so much. Any volunteers? Lily, what about you and your partner?

S: ...

T: Bravo! You have a different view of jobs. Thank you.



**Step 5. Summary**

T: Boys and girls, today we have learned so much. Can anyone make a detailed summary about what we have learned today? Well, Molly, you are so brave! You, please.

S: ...

T: Good job, Molly! Today we have learned some jobs such as coach, secretary and scientist. More importantly, we have learned some reading strategies. In our daily life, we need to know every job is important and show our respect of them. Got it? Remember it, we can be anyone we want, so keep going.

S: ...

**Step 6. Homework**

T: Class is coming over. I have one task for everybody. Make a survey of seven schoolmates and you can ask them these three questions or other questions. I will choose some of you to report the result in the next class. OK, so much for today's class! Bye!

**II. Blackboard design**

**What does he do?**



coach



secretary



scientist

What does Hu Bin like?

Where does Sarah want to work?

Who wants to be a scientist?

	Hu Bin	Sarah	Robin
What does he/she like?			
What does he/she want to be?	coach		
Where is he/she going to work?			university

### 《What does he do? Part B Read and write》说课稿

Good morning, dear judges! I'm number X candidate applying for an English teacher of primary school. Today my topic is What does he do? In order to make my presentation much clearer, I'm going to divide it into 6 sections, that is, the 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.

#### I. Analysis of the teaching material

The first section of my presentation is teaching material. Today's lesson is Unit 5 of Book 1 of Grade 6, published by People's Education Press. Students can learn some reading strategies like skimming, scanning and intensive reading to deal with some information. The main theme of this text is close to students' daily life. Actually they all have had such experience to use language to describe what they like and what they want to be in the future, so this lesson will be quite useful to students' daily life.

#### Teaching Objectives

After the analysis of teaching material, let's move to the teaching objectives.

1. Students can learn some words about jobs like coach, secretary, scientist and so on. They can get the main idea of the passage.
2. Students can learn how to find out the detailed information from the text.
3. Students can improve their reading and writing abilities by finishing some tasks.
4. Students can use reading strategies such as skimming, scanning and intensive reading and know how to describe what people like and which jobs they want.
5. Students can form a correct outlook of career and treat different jobs equally.

#### Teaching Key and Difficult Points

Based on the above objectives, I make the teaching key points and difficult points as follows.

Teaching key points are that students can use some reading strategies like skimming, scanning and intensive reading to get the main idea of the text and find out some detailed information.

While the teaching difficult points are that students can improve their reading and writing abilities and treat different jobs equally with a correct view of career.

#### II. Analysis of students

Knowing students well can help improve class teaching efficiency. Students in grade 6 are around age of 12 or 13, with the increase of their age, students' cognitive capacity has been improved significantly, and they have had certain skills in English. They are eager to learn, eager to know. What's more, they are forming the ability to explore English knowledge and to use some tools such as pictures, radios and dictionaries.

#### III. Teaching methods

As primary school students, they can't keep their attention for a long time. So I will use some games, some competitions to attract their attention. I will also adopt task-based language teaching and communicative approach. These methods can provide students with opportunities to experience different ways of language study.

#### IV. Learning methods

To make the class active and stimulate students' enthusiasms, I will use autonomic learning, cooperating learning and discussion as the learning methods of this class.

## V. Teaching procedure

Now, let's move to the most important part—teaching procedures. It contains six steps as follows:

### Step 1. Lead-in

For this step, firstly I will start like this: “*Doctor, actor, lawyer or a singer, why not president, be a dreamer. You can be just the one you wanna be. Police man, fire fighter or a post man, why not something like your old man. You can be just the one you wanna be.*” with the song *Be What You Wanna Be* and then I will ask students what kind of job they heard and now what kind of job they know. I will choose two or three students to share with others.

The purpose of this step is to elicit the topic of jobs.

### Step 2. Pre-reading

In this step, I will present three pictures of Hu Bin, Sarah and Robin on the book one by one to lead students to guess what kind of job they want to do and students can make a prediction about the text.

### Step 3. While-reading

I will use three strategies, skimming, scanning and intensive reading to understand this text.

#### Skimming

I will give few minutes for students to read the text quickly and tell them to think about the question “What is the text talking about?” Then I will ask some students to answer the question and let them check the guess in the pre-reading. And in this way, students can practice their abilities to read quickly and get the main idea.

#### Scanning

I will ask students to read again and complete the following two tasks:

#### Task 1: Ask and Answer

1. What does Hu Bin like?
2. Where does Sarah want to work?
3. Who wants to be a scientist?

These three questions are set up in a logical way to let students learn how to find out the detailed information through scanning. And I will use simple words and movements to help them understand these three jobs, coach, secretary and scientist. And in this way, students can practice their abilities to read quickly and find out the key information.

#### Task 2: True or False

I will say three sentences :

1. Hu Bin is good at football, ping-pong and basketball. (T)
2. Sarah wants to work in an office. (T)
3. Robin wants to be a scientist like his grandfather. (F)

I will ask students to judge and correct the sentences and understand the text better.

#### Intensive reading

I will encourage students to read for a third time and make a table about their names and the answers to these three questions:

1. What does he/she like?
2. What does he/she want to be?
3. Where is he/she going to work?

In this way, students can find out the detailed information and understand the whole text at the same time.

Step 4. Post-reading

I will divide students into small groups of two and they can talk about what they like, what they want to be and where they are going to work with their partner. They need to write the detailed information down. Then I will choose some students to share with the whole class. It can check what students have learned and help students improve their understanding and expressing abilities and practice their full skills at the same time.

Step 5. Summary

For the summary of this lesson, I will lead students to summarize what they have learned in this class and make some supplements timely. From this way I can check the effect of the class and make plans for the next class. In addition, I will tell them to respect different jobs to achieve the teaching objective.

Step 6. Homework

For the final part of this lesson, I will ask students to make a survey of seven schoolmates about what they like and what they want to be and where they are going to work. And I will choose some students to report the result in the next class. By doing the homework, students can strengthen what they have learned after class.

**VI. Blackboard design**

After finishing the teaching procedures, I will come to the last section: blackboard design. As you can see, I have mainly used table and picture to present the lesson points so that students will understand the text better and use what they have learned in their writing.



coach



secretary



scientist

**What does he do?**

What does Hu Bin like?

Where does Sarah want to work?

Who wants to be a scientist?

	Hu Bin	Sarah	Robin
What does he/she like?			
What does he/she want to be?	coach		
Where is he/she going to work?			university

That is my lesson presentation. Thank you!

初中英语

《Do you have a soccer ball? Section A 1a-1c》

UNIT 5

Section A

Do you have a soccer ball?

Language Goal: Talk about ownership

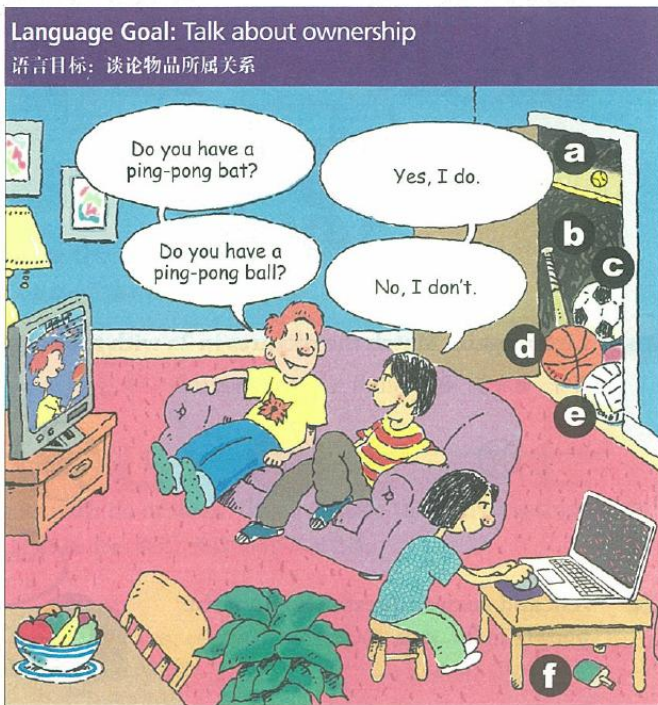
语言目标: 谈论物品所属关系

1a

Match the words with the things in the picture.

将单词与图中物品配对。

- 1. tennis ball   a
- 2. ping-pong bat \_\_\_\_\_
- 3. soccer ball \_\_\_\_\_
- 4. volleyball \_\_\_\_\_
- 5. basketball \_\_\_\_\_
- 6. baseball bat \_\_\_\_\_



1b

Listen and circle the words you hear. 听录音, 圈出所听到的单词。

ping-pong bat    soccer ball    volleyball    ping-pong ball

1c

Practice the conversation with your partner. Then ask and answer questions about the things in the picture above. 与同伴一起练习下面的对话, 然后就上图中物品进行问答。

A: Do you have a ping-pong bat?  
 B: Yes, I do.  
 A: Do you have a ping-pong ball?  
 B: No, I don't.

《Do you have a soccer ball? Section A 1a-1c》教案

**I. Teaching objectives**

1. Students can speak and read the new words such as volleyball, soccer ball, basketball, ping-pong bat and so on.
2. Students can use the sentence pattern "Do you have a soccer ball? Yes, I do. / No, I don't" to talk about ownership.
3. Students will be able to talk about ownership and improve their listening and speaking ability by completing these class activities.
4. Students can cultivate the interests in sports.

**II. Key points**

Students can use the words volleyball, soccer ball, basketball, ping-pong bat and so on and the sentence pattern to talk about ownership.

**III. Difficult points**

Students can use the sentence pattern to communicate with others in the real life.

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**

Step 1. Warm-up and Lead-in

Sing an English song about Olympics named *One World One Dream*. Then ask students a question "Who can tell me the background of the song?"

Step 2. Presentation

1. Draw some pictures about basketball, volleyball, ping-pong bat and soccer ball to teach the new words.
2. Ask students to match the words with the things in the picture.
3. Students listen to the tape and circle the words they hear.
4. Students listen to the recording again and repeat. Then the teacher teaches the sentence pattern by asking "Do you have a basketball?" and guides students to answer "Yes, I do. No, I don't."

Step 3. Practice

Activity 1: Guessing game

The teacher does the action and students guess what teachers are doing in English. In this way, students can practice the new words.

Activity 2: Role play

Practice the conversations in pairs. Then role play the conversation with their partner. One asks "Do you have a...?", and then the other answers "Yes, I do." or "No, I don't."

Step 4. Consolidation

Make a survey

Four students work as a group to do a survey about the ownership of the members in their groups. Each group will choose a student as the journalist who will ask: Do you have a basketball? And the other students will answer: Yes, I do or no, I don't. Then invite some groups to make a report.



Step 5. Summary





Students summarize what they have learned in this lesson, including words and sentence structures, and the teacher gives supplement if necessary, and reminds them that the importance of exercise. Then the teacher leads students to cultivate the interests in sports.

Step 6. Homework

Review the new words and sentence they have learned today, and ask their parents what kind of balls they have.

**VI. Blackboard design**

**Unit 5 Do you have a soccer ball?**

—Do you have a ....? —Yes, I do. —No, I don't	 soccer ball	 basketball
	 volleyball	 ping-pong bat



### I. Teaching procedure

Good afternoon, respected judges. I'm No. 1 candidate, applying for middle school English teacher. My topic is Unit 5 Do you have a soccer ball? Now I'm ready.

#### Step 1. Warm-up and Lead-in

T: Class begins! Hello, boys and girls! Before our class, I want to sing a song named *One world One Dream*. Can you sing it?

S: ...

T: Good, let's sing it together. Wow, I love your voice. Now, I have some questions for you. Who can tell me the background of the song? Any volunteers? Betty, you please!

S: It's a song about Olympics.

T: Yes, It's a song about Olympics. We know Olympics is about sports, right? There are also many events of ball games in the Olympics. Today's topic is also about ball. So let's come to Unit 5 Do you have a soccer ball? 【板书题目】

#### Step 2. Presentation

T: Boys and girls, now I will draw some pictures and you need to guess what it is, clear?

S: ...

T: Good. Look here. 【画足球简笔画】 What's this?

S: Soccer.

T: So smart, it's soccer, we can also call soccer ball. 【板书单词】 Read after me, soccer ball, soccer ball, soccer ball. One by one, please! Great! Good job! Wonderful! Look at the next one. 【画排球简笔画】 How about this one? What is it?

S: Paiqiu.

T: Yes, I heard someone say it in Chinese, but how do you say it in English?

S: ...

T: You don't know? It's volleyball. 【板书单词】 Follow me, volleyball, volleyball. Boys, good, girls, great. Good job! Ok, what is this?

S: Ping-pong ball.

T: This is ping-pong bat. 【板书单词】 Read after me, bat, ping-pong bat. Ok, let's look at the last one. What's this?

S: Basketball.

T: Yeah, this is basketball. 【板书单词】 Read after me, basketball, basketball. This line, one by one. Good, better, great. Now, let's look at the picture in 1a. Please match the words with the things in the picture. Have you finished it? Any volunteer?

S: ...

T: Thank you! Mike! Good answer! Since all of you have remembered these words, please listen to the tape carefully and circle the words you hear. Ok! Stop here! Who wants to share your answer? You, please!

S: ...

T: Now, listen to the recording again and repeat. I have a question for you. Do you have a soccer ball?

【板书句型】

S: Yes, I do. 【板书答句】

T: Great. How about you, Lily?

S: No, I don't.

T: It's a pity. Do you have a volleyball?

S: ...

T: Someone said yes and someone said no. Well. Do you have a basketball? Wow, most of you have basketball, so cool!

**Step 3. Practice**

T: Boys and girls, let's play a game *I play you guess*. OK? You will be divided into two groups. You are group one and you are group two. I will do some actions and you need to guess what I'm doing. The faster and louder, the winner. Are you clear?

S: Clear.

T: Well done! Let's begin. 【表演打篮球】

S: Basketball.

T: Excellent! You are a good guesser. You are in group one, so group one gets one point. Next, look at me carefully. 【表演踢足球】

S: Soccer ball.

T: You are so fast. Group two can get score. Very good! You all did good job. Next, let's practice the conversations in pairs and then role play the conversation with your partner. I will invite some pairs to show your play in front of the class. Which pairs want to have a try? OK, you, please, please come to the front.

S:

A:—Do you have a basketball?

B:—Yes, I do.

A:—Do you have a soccer ball?

B:—No, I don't.

T: Good, but pay attention to this pronunciation: "soccer". Try again. Great! Anybody else? Yes, you two please.

S: ...

T: Wow, that's fantastic!

**Step 4. Consolidation**

T: Now, four students are in a group to do a survey about the ownership of the members in your group. Each group will choose a student as the journalist who will ask: Do you have a basketball? And the other students will answer: "Yes, I do" or "No, I don't". Then I will invite some of you to make a report. Got it?

S: Yes.

T: Great. Now begin!

S: ...

T: Time is up! Have you finished? Who wants to show your performance? Kitty, could you? Wow, it seems that you all like sports. You are so good. Any other group wants to try? You, please!

S: ...

T: Well done. Go back to your seat. Quite good! Thank you!

### Step 5. Summary

T: Boys and girls, you all did well today. Now who can tell me what we have learned? John, please.

S: We have learned some new words about balls and we can talk about ownership with the sentence "Do you have..."

T: Good job! Today we have learned some words such as basketball, volleyball and so on. And we can talk about ownership. Guys, I hope you can cultivate the habit of exercise through today's study and talk about sports in your life. Clear?

### Step 6. Homework





T: So much for this lesson. After class, please review the new words and sentence we have learned today. And please remember to ask your parents what kind of balls they have. Understand?

S: ...

T: Goodbye!

## II. Blackboard design

**Unit 5 Do you have a soccer ball?**

<p>—Do you have a ....?</p> <p>—Yes, I do.</p> <p>—No, I don't</p>	 soccer ball	 basketball
	 volleyball	 ping-pong bat

### 《Do you have a soccer ball? Section A 1a-1c》说课稿

Good morning, dear judges! I'm very glad to be here to present my class today. I'm No. 1 candidate applying for middle school English teacher. And my topic today is Unit 5 Do you have a soccer ball? In order to make my presentation much clearer, I'm going to divide it into 6 parts, 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.

#### I. Analysis of the teaching material

First of all, I will give a brief analysis of teaching material. The topic of this unit is "Do you have a soccer ball?" which is the unit 5 of Book A of Grade 7, published by PEP. The main content is about sports. The topic is

closely related to our daily life and it is practical for students to learn it.

#### Teaching Objectives

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students can speak and read the new words such as volleyball, soccer ball, basketball, ping-pong bat and so on.
2. Students can use the sentence pattern "Do you have a soccer ball? Yes, I do. / No, I don't" to talk about ownership.
3. Students will be able to talk about ownership and improve their listening and speaking ability by completing these class activities.
4. Students can cultivate the interests in sports.

#### Key and Difficult Points

Based on the objectives, I make the key points and difficult points as follows:

Using the words volleyball, soccer ball, basketball, ping-pong bat and so on and the sentence pattern to talk about ownership are the key points of this lesson. And using the sentence pattern to communicate with others in the real life is the difficult point.

#### II. Analysis of students

After the analysis of teaching material, now let me analyze the students. Students in grade 7 are around age of 15. With the increase of their age, students' cognitive capacity has been improved significantly and their abstract thinking ability is developing quite obviously. They can control themselves much better and can be more focus on language study. They have contained some basic knowledge of this topic "sports". But their ability of communicating in English still needs to be improved. Students can learn more words and sentences to improve their language ability through self-study and cooperative study.

#### III. Teaching methods

According to the analysis of teaching materials and students, I am going to arrange my lesson by mainly adopting the task-based language teaching method, communicative approach, and situational approach. Because modern foreign language teaching emphasizes that students should be encouraged to develop effective learning strategies and autonomous learning abilities by means of experiencing, practicing, participating, exploring and cooperating under the teacher's guidance.

#### IV. Learning methods

Students will acquire the English knowledge and to improve their English skills by autonomic learning, cooperating, exploring, and so on.

#### V. Teaching procedure

According to the above analysis, teaching procedures—the most important part will be designed as follows:

##### Step 1. Warm-up and Lead-in

For this step, first, I will sing an English song about Olympics named *One World One Dream*. Then I will encourage students to sing the song with me together. And I will ask a question: Who can tell me the background of the song?

The purpose of this step is to elicit the topic of sports and to arouse the interests of students.

#### Step 2. Presentation

In this step, I will draw some pictures of volleyball, soccer ball, basketball, ping-pong bat on the blackboard one by one and ask a question: What's this? Students may give me their answers. Then I will write these words on the blackboard and ask students to read after me for several times. Next, I will ask students to match the words with the things in the picture. After finishing the task in 1a, students should listen to the tape and circle the words they hear in 1b. Then I will ask student "Do you have a volleyball/soccer ball/basketball/ping-pong bat?" and guide them to answer "Yes, I do. No, I don't." And by asking the same question, the sentence can be trained.

This step is designed to present today's new knowledge: new words and sentence pattern in a natural way. Students will have their first impression of the new phrases and new sentence pattern, which is the necessary input of this lesson.

#### Step 3. Practice

For this step, I have 2 activities. Activity 1: Guessing game. The teacher does the action and students guess what the teacher is doing in English. In this way, students can practice the new words. Activity 2: Role play. Ask students to work in pairs to role-play the conversation.

In this way, the new words and sentence patterns will be fully practiced by games and making dialogue, which make the class interesting.

#### Step 4. Consolidation

In this step, I will ask students to do a survey. Four students work as a group to do a survey about the ownership of the members in their groups. Each group will choose a student as the journalist who will ask: Do you have a basketball? And the other students will answer: Yes, I do or no, I don't. Then I will invite someone to make a report.

The task-based language teaching method adopted in this step will help to develop students' communication skills.

#### Step 5. Summary

Students summarize what they have learned in this class. Then I will make some supplements and ask students to keep good habit of exercise. And I also lead students to talk about sports in real life.

Thus, students can summarize what they learned and teacher can check the effect of the class and make plans for the next class. And students can live a healthier life.

#### Step 6. Homework

For the final part of this lesson, I will ask students to review the new words and sentence we have learned today. They also need to ask their parents what kind of balls they have.





By doing the homework, students can strength what they have learned after class. And they can use the key sentence and words in the real life.

### VI. Blackboard design

After finishing the part of teaching procedure, I will come to the last part: design of the blackboard. As you can see, I draw some pictures and write the key sentence pattern on the blackboard.

By looking at the blackboard, it is helpful and vivid for students to get the main content of this lesson clearly and quickly.

**Unit 5 Do you have a soccer ball?**

—Do you have a ....?		
—Yes, I do.	soccer ball	basketball
—No, I don't		
	volleyball	ping-pong bat

The above is my lesson presentation. Thank you very much.



《Don't eat in class Section A 2a-2d》

.....UNIT 4.....

**2a** Listen. Check (✓) the activities Alan and Cindy talk about.



Activity

- |   |     |                             |
|---|-----|-----------------------------|
| 1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways | can | <input type="radio"/> can't |
| 2. <input type="checkbox"/> listen to music in the music room                       | can | <input type="radio"/> can't |
| 3. <input type="checkbox"/> listen to music outside                                 | can | <input type="radio"/> can't |
| 4. <input type="checkbox"/> eat in the classroom                                    | can | <input type="radio"/> can't |
| 5. <input type="checkbox"/> eat in the dining hall                                  | can | <input type="radio"/> can't |
| 6. <input type="checkbox"/> eat outside   | can | <input type="radio"/> can't |
| 7. <input type="checkbox"/> wear a hat  | can | <input type="radio"/> can't |
| 8. <input type="checkbox"/> fight   | can | <input type="radio"/> can't |

**2b** Listen again. Can Alan and Cindy do these activities? Circle can or can't above.

**2c** Student A is Alan and Student B is Cindy. Talk about the rules in 2a.



**2d** Role-play the conversation.

John: Hi, my name's John. It's my first day at school.  
 Alice: Hi, John. I'm Alice. This is a great school, but there are a lot of rules.  
 John: Really? What are some of the rules?  
 Alice: Well, don't be late for class. This is very important.  
 John: OK, so we must be on time. Can we bring music players to school?  
 Alice: No, we can't. And we always have to wear the school uniform.  
 John: I see.  
 Alice: Oh, and we also have to be quiet in the library.

20



《Don't eat in class Section A 2a-2d》教案

I. Teaching objectives

- 1. Students can listen quickly to get the main idea and master how to express the school rules.
- 2. Students can form good listening habits and use the listening skills to find the information in their further study.
- 3. Students can learn school rules by asking and cooperation.
- 4. Students can have the awareness of obeying the school rules.

II. Key points

Learn to use the listening strategy and help students to master how to express school rules.

III. Difficult points

- (1) Students should learn school rules by asking and cooperation.
- (2) Learn how to form and use listening skills.

IV. Teaching preparation

Pictures, radios, and dictionaries.

V. Teaching procedure

Step 1. Warm-up and Lead-in

The teacher greets with students and sing a song called *You are my sunshine* to warm up. Then the teacher presents the picture of students eating in the classroom and asks the following questions:

- 1. What are they doing?
- 2. Do you think it is right to eat in the classroom?

Step 2. Pre-listening

Students read the chart in 2a to guess what will be discussed in this listening material.

Step 3. While-listening

Activity 1: Listening for the first time

Students listen to the tape quickly and finish 2a to check (✓) the activities Alan and Cindy talk about.

Activity		
1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways	can	<input checked="" type="radio"/> can't
2. <input type="checkbox"/> listen to music in the music room	can	<input type="radio"/> can't
3. <input type="checkbox"/> listen to music outside	can	<input type="radio"/> can't
4. <input type="checkbox"/> eat in the classroom	can	<input type="radio"/> can't
5. <input type="checkbox"/> eat in the dining hall	can	<input type="radio"/> can't
6. <input type="checkbox"/> eat outside	can	<input type="radio"/> can't
7. <input type="checkbox"/> wear a hat	can	<input type="radio"/> can't
8. <input type="checkbox"/> fight	can	<input type="radio"/> can't

Activity 2: Listening for the second time

Students listen again and circle Alan and Cindy can or can't do these activities in 2a. And then students listen to the tape again and repeat.

Activity 3: Pair work

Student A is Alan and Student B is Cindy. Talk about rules in 2a.

Step 4. Post-listening

Activity 1: Role-play the conversation

Students role-play the conversation in 2d and discuss the following questions in groups of four and then share the result with the whole class.

1. What are some of the rules?
2. Can they bring the music players to school?
3. Do they have to wear the school uniform?

Activity 2: Have a discussion

Students in groups of four to discuss others rules in our school.

Step 5. Summary

Students summarize the structure of the recording and the teacher leads students to have awareness of obeying the school rules. And students can talk about school rules with their partner in real life.

Step 6. Homework

Students make a survey about rules of other schools and write them down. Then share some students to show it next class.

#### VI. Blackboard design

### Unit 4 Don't eat in class

Activity		
1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways	can	<input type="radio"/> can't
2. <input checked="" type="checkbox"/> listen to music in the music room	<input type="radio"/> can	<input type="radio"/> can't
3. <input checked="" type="checkbox"/> listen to music outside	<input type="radio"/> can	<input type="radio"/> can't
4. <input checked="" type="checkbox"/> eat in the classroom	can	<input type="radio"/> can't
5. <input checked="" type="checkbox"/> eat in the dining hall	<input type="radio"/> can	<input type="radio"/> can't
6. <input type="checkbox"/> eat outside	can	<input type="radio"/> can't
7. <input checked="" type="checkbox"/> wear a hat	can	<input type="radio"/> can't
8. <input checked="" type="checkbox"/> fight	can	<input type="radio"/> can't

#### Questions:

1. What are some of the rules?
2. Can they bring the music players to school?
3. Do they have to wear the school uniform?

《Unit 4 Don't eat in class. Section A 2a-2d》试讲稿

Good morning, dear judges! I'm very glad to be here to present my class today. I'm No. X candidate applying for high school English teacher. And my topic today is Unit 4 Don't eat in class. May I begin?

**I. Teaching procedure**

**Step 1. Warm-up and Lead-in**

T: Good morning, boys and girls. Before our class, I want to sing a song named *You are my sunshine*. Can you sing it?

S: ...

T: Good, let's sing it together.

(*You are my sunshine my only sunshine. You make me happy when skies are grey. You'll never know dear how much I love you. So please don't take my sunshine away*)

T: Wow, I love your voice. Now, look at the Power-point. There is one picture for you. What can you see? What are they doing?

S: ...

T: Great. We can see some students are eating the apple in the classroom. Do you think it is right to eat in the classroom?

S: ...

T: Yes, We can't eat in the classroom! There are some rules in the school. Today we will learn a new passage about school rules.

**Step 2. Pre-listening**

T: Maybe the listening material is about our classroom. Now please read the chart in 2a to guess what will be discussed in this listening material. Who wants to try?

S: ...

T: Wonderful! I love your fantastic answer! Mike, would you like to give me your answer?

S: ...

T: Wow! It is about our school rules. Maybe you are right!

**Step 3. While-listening**

Activity 1: Listening for the first time

T: Boys and girls, now you can listen to the tape quickly to check your prediction. Are you ready?

S: ...

T: OK, Stop here! Is your answer correct?

S: ...

T: Wonderful! Now, look at the Power-point and finish 2a to check (✓) the activities Alan and Cindy talk about. You have five minutes to complete it and you can discuss the answer with your partner. Have you finished it?

Activity		
1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways	can	<u>can't</u>
2. <input type="checkbox"/> listen to music in the music room	can	can't
3. <input type="checkbox"/> listen to music outside	can	can't
4. <input type="checkbox"/> eat in the classroom	can	can't
5. <input type="checkbox"/> eat in the dining hall	can	can't
6. <input type="checkbox"/> eat outside	can	can't
7. <input type="checkbox"/> wear a hat	can	can't
8. <input type="checkbox"/> fight	can	can't

S: ...

T: Who wants to share your answer with us? Alice, please?

S: ...

T: Thank you! Do you agree? Good. Alice's answer is quite right. Alan and Cindy talk about the activity including No.1, No.2, No.3, No.4, No.5, No.7 and No.8.

Activity 2: Listening for the second time

T: You all did a good job! Now, would you like to listen again?

S: ...

T: This time I will give you 10 minutes to listen again and you need to circle Alan and Cindy can or can't do these activities in 2a. You can discuss with your partner. Are you clear?

S: ...

T: OK, have you finished it? Who wants to try? John, would you like to share your answers with us? You can choose any question you like.

S: ...

T: Thank you! John! You said students can listen to music outside or in the music room. Any volunteer? Sarah, please!

S: ...

T: Wow! Wonderful answer! Sarah said students can't eat in the classroom, but they can eat in the dining hall. And the last two questions, who want have a try? OK, come on, Bob.

S: ...

T: You said students can't wear a hat in class and can't fight with classmates. Good boy!

Activity		
1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways	can	can't
2. <input type="checkbox"/> listen to music in the music room	can	can't
3. <input type="checkbox"/> listen to music outside	can	can't
4. <input type="checkbox"/> eat in the classroom	can	can't
5. <input type="checkbox"/> eat in the dining hall	can	can't
6. <input type="checkbox"/> eat outside	can	can't
7. <input type="checkbox"/> wear a hat	can	can't
8. <input type="checkbox"/> fight	can	can't

Activity 3: Pair work

T: Boys and girls, we have learned something about the listening material, now, let's do a pair work.

Student A is Alan and Student B is Cindy. Talk about rules in 2a. For example:

Alan: Can we listen to the music, Cindy?

Cindy: We can't listen to the music in the hallways, but we can listen to it outside.

Are you clear? Let's begin! Time is up! Who wants to try?

S: ...

T: Tom and David, it's your turn!

S: Can we eat in the classroom, Cindy?

We can't eat in the classroom. You must eat in the dining hall.

T: Thank you, Tom and David.

**Step 4. Post-listening**

Activity 1: Role-play the conversation

T: You all did a good job in this class! Now, I will give you a new task: Read the conversation in 2d and answer following questions.

1. What are some of the rules?
2. Can they bring the music players to school?
3. Do they have to wear the school uniform?

Now, you can discuss the questions in groups of four and then share the result with the whole class. Let's begin! Time is up! Have you finished it?

S: ...

T: OK! Which group wants to try?

S: ...

T: Group 1, please?

S: ...

T: Group 1 said students can't be late for class and can't bring the music players to school. Great! Group 2? Can you try?

S: ...

T: I love your answer too! You said students have to wear the school uniform and they also have to be quiet in the library.

Activity 2: Have a discussion

T: Boys and girls, we have known some school rules, next, I will give you ten minutes to have a discussion in groups of four to discuss others rules in school. Let's begin! Have you finished?

S: ...

T: Group 4, you are so brave! You said we can't write or draw on the wall. Good idea! Any volunteers? Group 3, have a try, OK?

S: ...

T: Wow, you know so many rules! Group 3 said we can't use mobile phones, and we can't read comic books or picture books in class or in the classroom. Besides, we also can't speak or laugh in the classroom. Do you agree with them? Good children.

### Step 5. Summary

T: OK, boys and girls, would you like to summarize what we have learned today?

S: ...

T: Yes! We learned listening material about school rules. And I hope all of us can obey the school rules. Also, you can talk about our school rules with your partner in our life.

### Step 6. Homework

T: Great. Now we have known our school rules. You can make a survey about rules of other schools after class.

S: ...

T: You are all great guys. OK, class is over. See you.

## II. Blackboard design

### Unit 4 Don't eat in class

Activity		
1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways	can	can't
2. <input checked="" type="checkbox"/> listen to music in the music room	can	can't
3. <input checked="" type="checkbox"/> listen to music outside	can	can't
4. <input checked="" type="checkbox"/> eat in the classroom	can	can't
5. <input checked="" type="checkbox"/> eat in the dining hall	can	can't
6. <input type="checkbox"/> eat outside	can	can't
7. <input checked="" type="checkbox"/> wear a hat	can	can't
8. <input checked="" type="checkbox"/> fight	can	can't

#### Questions:

1. What are some of the rules?
2. Can they bring the music players to school?
3. Do they have to wear the school uniform?



### 《Don't eat in class Section A 2a-2d》说课稿

Good morning, dear judges! I'm very glad to be here to present my class today. I'm number X candidate applying for junior middle school English teacher. And my topic today is Unit 4 Don't eat in class. In order to make my presentation much clearer, I'm going to divide it into 6 sections, that is, analysis of the teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

#### I. Analysis of the teaching material

First of all, I will give a brief analysis of the teaching material. This lesson, a listening text, is taken from unit 4 of Book 2 for junior middle school students, published by People's Education Press. The theme is about "Knowing school rules", which aims at learning to talk about school rules. Listening part plays a very important role in this unit. By studying the lesson, students can improve their listening ability and use the listening skills to find the information in their further study.

##### Teaching Objectives

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students can listen quickly to get the main idea and master how to express the school rules.
2. Students can form good listening habits and use the listening skills to find the information in their further study.
3. Students can learn school rules by asking and cooperation.
4. Students can have the awareness of obeying the school rules.

Based on the objectives, I make the teaching key point and difficult points as follows:

##### Key Points

Learn to use the listening strategy and help students to master how to express school rules.

##### Difficult Points

- (1) Learn school rules by asking and cooperation.
- (2) Learn how to form and use listening skills.

#### II. Analysis of students

After the analysis of the teaching material, now I will analyze the students. Students are not only the target of teaching, but also the active subject of study. Thus, a thorough analysis of my students becomes a necessity. Students in grade 7 are around age of 15. With the increase of their age, students' cognitive capacity has been improved significantly and their abstract thinking ability is developing quite obviously. They can control themselves much better and can be more focused on language study. Students can learn more words and sentences to improve their language ability through self-study and cooperative study.

#### III. Teaching methods

According to the analysis of teaching materials and students, I am going to arrange my lesson by mainly adopting the task-based language teaching method, communicative approach, and situational approach. Because modern foreign language teaching emphasizes that students should be encouraged to develop effective learning strategies and autonomous learning abilities by means of experiencing, practicing, participating, exploring and



cooperating under the teacher's guidance.

#### IV. Learning methods

Students will acquire the English knowledge and improve their English skills by autonomic learning, cooperating, exploring, and so on.

#### V. Teaching procedure

According to the above analysis, teaching procedures — the most important part — are designed as follows:

##### Step 1. Warm-up and Lead-in

I greet with students and sing a song called *You are my sunshine* to warm up. Then I will present the picture of students eating in the classroom and ask the following questions: What are they doing? Do you think it is right to eat in the classroom? Students can talk about these questions with their partners.

Group discussion can stimulate students' interest in English learning and get them involved in the topic.

##### Step 2. Pre-listening

I will guide students to read the chart in 2a to guess what will be discussed in this listening material. The purpose of this step is to arouse students' enthusiasm for study and enable them to predict the listening material.

##### Step 3. While-listening

##### Activity 1: Listening for the first time

I will lead students to listen to the tape quickly and finish 2a to check (✓) the activities Alan and Cindy talk about.

Activity		
1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways	can	<input checked="" type="radio"/> can't
2. <input type="checkbox"/> listen to music in the music room	can	<input type="radio"/> can't
3. <input type="checkbox"/> listen to music outside	can	<input type="radio"/> can't
4. <input type="checkbox"/> eat in the classroom	can	<input type="radio"/> can't
5. <input type="checkbox"/> eat in the dining hall	can	<input type="radio"/> can't
6. <input type="checkbox"/> eat outside	can	<input type="radio"/> can't
7. <input type="checkbox"/> wear a hat	can	<input type="radio"/> can't
8. <input type="checkbox"/> fight	can	<input type="radio"/> can't

After that, I will check students answer: Alan and Cindy talk about the activity including No.1, No.2, No.3, No.4, No.5, No.7 and No.8.

##### Activity 2: Listening for the second time

In this step, I will ask students to listen again and circle Alan and Cindy can or can't do these activities in 2a. Students can discuss their answers with their partner. And then I will ask students to listen the tape again and repeat.

Activity		
1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways	can	can't
2. <input type="checkbox"/> listen to music in the music room	can	can't
3. <input type="checkbox"/> listen to music outside	can	can't
4. <input type="checkbox"/> eat in the classroom	can	can't
5. <input type="checkbox"/> eat in the dining hall	can	can't
6. <input type="checkbox"/> eat outside	can	can't
7. <input type="checkbox"/> wear a hat	can	can't
8. <input type="checkbox"/> fight	can	can't

### Activity 3: Pair work

I will guide students to do a pair work: Student A is Alan and Student B is Cindy. Talk about rules in 2a. For example:

Alan: Can we listen to the music, Cindy?

Cindy: We can't listen to the music in the hallways, but we can listen to it outside.

The purpose of this step is that by listening skills, students will understand the details of the listening material step by step.

### Step 4. Post-listening

#### Activity 1: Role-play the conversation

I will give students five minutes to read the conversation in 2d and discuss the following questions in groups of four and then share the result with the whole class.

1. What are some of the rules?
2. Can they bring the music players to school?
3. Do they have to wear the school uniform?

Students will answer my questions by group.

#### Activity 2: Have a discussion

In this activity, I will give students ten minutes to have a discussion in groups of four to discuss others rules in our school.

This task can improve their language using ability and help them to have a deeper understanding of school rules.

### Step 5. Summary

Students make a summary on what they have learned this class, and I will make some supplements. At last, I will encourage students to obey the school rules. And lead students to talk about school rules with their partner in real life.

### Step 6. Homework

After class, I will ask students to make a survey about rules of other schools. Then encourage some students to show it next class.

Students can deeply understand the knowledge they have learned and improve their cooperation and speaking

abilities by doing the homework.

### VI. Blackboard design

Last but not least, the final part of my presentation is the blackboard design. I will write down the title on the blackboard and the structure to help students understand the lesson.

### Unit 4 Don't eat in class

Activity		
1. <input checked="" type="checkbox"/> listen to music in the classroom or hallways	can	can't
2. <input checked="" type="checkbox"/> listen to music in the music room	can	can't
3. <input checked="" type="checkbox"/> listen to music outside	can	can't
4. <input checked="" type="checkbox"/> eat in the classroom	can	can't
5. <input checked="" type="checkbox"/> eat in the dining hall	can	can't
6. <input type="checkbox"/> eat outside	can	can't
7. <input checked="" type="checkbox"/> wear a hat	can	can't
8. <input checked="" type="checkbox"/> fight	can	can't

#### Questions:

1. What are some of the rules?
2. Can they bring the music players to school?
3. Do they have to wear the school uniform?

That's all my presentation. Thanks for your listening.

《Will people have robots? Section A 3a—3c》

**Grammar Focus**

What will the future be like?	Cities will be more polluted. And there will be fewer trees.
Will people use money in 100 years?	No, they won't. Everything will be free.
Will there be world peace?	Yes, I hope so.
Kids will study at home on computers.	They won't go to school.

Countable nouns	Uncountable nouns	'll = will won't = will not
There will be <i>more people</i> . There will be <i>fewer trees</i> .	There will be <i>more pollution</i> . There will be <i>less free time</i> .	

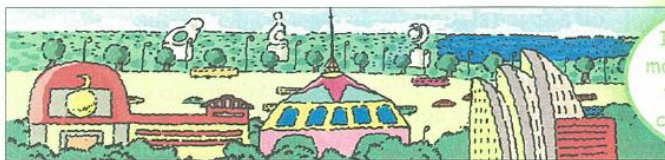
**3a** Fill in the blanks with *more*, *less* or *fewer*.

- In the future, there will be \_\_\_\_\_ fresh water because there will be \_\_\_\_\_ pollution in the sea.
- In 100 years, there will be \_\_\_\_\_ cars because there will be \_\_\_\_\_ people in the cities.
- There will be \_\_\_\_\_ jobs for people because \_\_\_\_\_ robots will do the same jobs as people.
- I think there will be \_\_\_\_\_ cities because people will build \_\_\_\_\_ buildings in the country.
- In 50 years, people will have \_\_\_\_\_ free time because there will be \_\_\_\_\_ things to do.

**3b** Complete the predictions with what you think will happen.

- Kids study at school now. In 100 years, \_\_\_\_\_
- I sometimes see blue skies in my city, but in the future \_\_\_\_\_
- People now usually live to be about 70–80 years old, but in the future \_\_\_\_\_
- Families usually spend time together on weekends, but maybe in 200 years \_\_\_\_\_

**3c** Draw a picture of what you think a city in the future will be like. Then describe it to the class.



I think there will be more tall buildings, and there will be fewer cars and more buses.

《Will people have robots? Section A 3a—3c》教案

**I. Teaching objectives**

1. Students can understand the basic meaning of the simple future tense and learn to use the simple future tense correctly.
2. Students can tell the difference of the words: more, less, fewer to describe the quantity in the comparative degree.
3. Students can use the simple future tense to talk about the predictions in the future.
4. Students can use the comparative degree correctly.
5. Cultivate students' positive attitude towards the changes in the future.

**II. Key points**

Students can use the simple future tense correctly to talk about the changes and things in the future.

**III. Difficult points**

Foster students' positive attitude towards future life.

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**

Step 1. Lead-in

Show some pictures of future life in the movies, such as *Artificial Intelligence* and *The Day After Tomorrow*, then lead students to talk about the future life, such as what are these pictures on the screen about? What do you know about the future life?

Step 2. Presentation

1. Show some sentences students used in the conversations with the multimedia.

The city will be smart in the future.

People will have enough time to enjoy life.

Robots will help to do the homework for students.

2. Lead students to observe and find out the common points of these sentences: the auxiliary word: will and the adverbial of time.

3. Lead students to understand the simple future tense and think about the following questions:

When shall we use the simple future tense?

What are the adverbials of time used?

What are the different structures of the simple future tense: the assertive sentence, the negative sentence and the general question?

4. The teacher presents more sentences about the simple future tense with the words to express the quantity: more, less, fewer.

There will be more people.

There will be fewer trees.

There will be more pollution.

There will be less free time.

5. Students look at the sentences carefully and then think them over by themselves and discuss in groups. Then the teacher introduces the usage of them.

Step 3. Practice

Activity 1: fill in the blanks with more, less or fewer

- (1) In the future, there will be \_\_\_\_\_ fresh water because there will be \_\_\_\_\_ pollution in the sea.
- (2) There will be \_\_\_\_\_ jobs for people because \_\_\_\_\_ robots will do the same jobs as people.
- (3) There will be \_\_\_\_\_ cities because people will build \_\_\_\_\_ buildings in the country.

Activity 2: Make predictions according to the pictures

The teacher shows different dynamic pictures on the screen, inviting students to make predictions about what may happen by using the sentence pattern: there will be... The teacher can provide an example for reference.

Step 4. Consolidation

Task: Draw and Describe

Four students work in a group and draw a picture of what an ideal city in the future will be like with their group members. Then talk about what they think a city in the future will be like. Some of them will be invited to the front of the class to share their drawings and make an introduction. Others and the teacher choose the most imaginative one.

Step 5. Summary

Students summarize what they have learnt in this lesson, including words and sentence structures, and the teacher gives supplement if necessary, and reminds them to keep a positive attitude towards the changes in the future.

Step 6. Homework

Share with their family members about the ideal city in the future. Then some students are encouraged to show it next class.

**VI. Blackboard design**



←

Unit 7 Will people have robots? Section A 3a—3c

Grammar focus

The city will be smart in the future.

The simple future tense:

People will have enough time to enjoy life.

...will + do/be...

Robots will help to do the homework for students.

What will...? Will sb/sth...?

←

There will be more people.

more + countable nouns

There will be fewer trees.

fewer + countable nouns

There will be more pollution.

more + uncountable nouns

There will be less free time.

less + uncountable nouns





《Will people have robots? Section A 3a—3c》试讲稿

**I. Teaching procedure**

Good afternoon, respected judges. I'm No. 1 candidate, applying for middle school English teacher. My topic is Unit 7 Will people have robots? Now I'm ready.

**Step 1. Lead-in**

T: Class begins! Hello, boys and girls! Before our class, let's look at some pictures. Can you figure out what the movie is according to the pictures? Lucy, can you tell me?

S: ...

T: Great. You must have watched it. It's *Future World*. What's it about?

S: ...

T: Sounds horrible but exciting since there are beasts and huge Transformers in the film. Do you know how to describe the future life?

S: ...

T: You don't know. It doesn't matter. Today we will learn how to describe it.

**Step 2. Presentation**

T: Boys and girls, what do you think of the cities in the future according to the movie?

S: ...

T: Yes! It can be smart! We can say the sentence like this: The city will be smart in the future. 【板书句子】 And what about this picture?

S: ...

T: You are so quick. Yes. This is *Artificial Intelligence*. It is a story of a robot boy, right? So there will be many robots in the future. What will they do?

S: ...

T: Yes, they will clean the house and do some jobs for us. So, we will have enough time to enjoy life, right? 【板书句子】 What else do you think they will do?

S: ...

T: Ah, you think they will help to do homework for you. 【板书句子】 That's a great idea. Boys and girls, now, look at the blackboard. What do these sentences have in common? 【侧身, 手掌指向黑板】

S: ...

T: Yes, they all have the word "will" and the phrases related to time, which express the future. We call this tense simple future tense. So, when shall we use the simple future tense?

S: ...

T: Yes, when we want to express something that will happen in the future or there is a temporal adverbial about the future in the sentence. What adverbials of time do you know? Can you give me some examples?

S: ...

T: Great. Tomorrow, the day after tomorrow, in the future. Anything else?

S: ...

T: Good. In five years, next week, soon, some day. Aha, so many words. Seems that you are so clear. Can you try to figure out what the affirmative form, the negative form and the general question form of simple future tense are?

S: ...

T: A little hard, right? You may discuss in groups and write them down.

S: ...

T: You are so clever at applying what you've learned. The forms are...let's say together. Yes, sb./sth. will do..., will sb./sth. do...? And what will ...? All of you have grasped it well. Now I have another question. How do you think of the environment in the future? Jim, what's your idea?

S: ...

T: Yes, it will be worse. There will be fewer trees. There will be more pollution. 【板书句子】 How about the people?

S: ...

T: Great. There will be more people. And there will be less free time. 【板书句子】 Now look at the sentences on the blackboard.

There will be more people.

There will be fewer trees.

There will be more pollution.

There will be less free time.

T: Pay attention to these words. Can you figure out the usage of these words according to what you've learned before and these three sentences? You can also work in groups to summarize.

S: ...

T: OK, time is up. Which group can tell us your result? OK, group 4.

S: ...

T: Good. They say that the words *fewer* and *more* are the comparative degrees of *few* and *many*. They are used before countable nouns. That's correct. Any other supplements? Let's invite group 1.

S: ...

T: Yeah, more is also the comparative degree of much. You have sharp eyes. What about less? Whose comparative degree is it?

S: ...

T: Great, it's little and just as their positive degree, they should be used before uncountable nouns. You are so clever and good at summarizing.

### Step 3. Practice

T: Boys and girls, look at the screen! 【做出指向大屏幕的手势】 I prepared several sentences for you. But some words are missing. Can you put more, less or fewer back into their corresponding blanks?

(1) In the future, there will be \_\_\_\_\_ fresh water because there will be \_\_\_\_\_ pollution in the sea.

(2) There will be \_\_\_\_\_ jobs for people because \_\_\_\_\_ robots will do the same jobs as people.

(3) There will be \_\_\_\_\_ cities because people will build \_\_\_\_\_ buildings in the country.

S: ...

T: Have you finished? Who would like to show me your answers? Mike, you please.

S: ...

T: Great. The answers are less, more; fewer, more; more, more. Has he got all the answers right? Do you agree with him?

S: ...

T: Excellent! Please remember to pay attention to the nouns. Look at the screen again. I have several pictures about the future. Can you make predictions according to the pictures? Jessica, please. Can you make a prediction according to this picture?

S: ...

T: Great. Robots will do all the housework for us in the future. And, Charly, what about this picture?

S: ...

T: Excellent. Students will learn at home through computers in the future. And this one? Anna.

S: ...

T: Nice. This girl will go to study in France in 3 years. Well done.

#### Step 4. Consolidation

T: Boys and girls, are you interested in future life?

S: ...

T: Yes, it may be very interesting. Do you want to draw it out? You can work in groups of four and work together to draw a picture of an ideal city. You can add your imagination to it, OK?

S: ...

T: OK, Time is up! Have you finished it? Who wants to show your picture? Group 2, please.

S: ...

T: Wow, you are so imaginative. You will live in quite comfortable surroundings. Any other group wants to try? Group 3, please!

S: ...

T: A beautiful one. There will be railways among buildings and there will be different layers of streets to avoid traffic jams. So creative.

#### Step 5. Summary

T: OK, boys and girls, you all did well today. Now who can tell me what we have learned? John, please.

S: ...

T: Good Job! Today we have learned how to express future things with "will". And we know about the usage of several comparative words. Guys, I hope you can keep your creativity and keep a positive attitude towards the changes in the future.

#### Step 6. Homework

T: So much for this lesson. After class, please share with your family members about your ideal city in

the future and ask about their thoughts.

S: ...

T: Goodbye! See you!

## II. Blackboard design

←

### Unit 7 Will people have robots? Section A 3a—3c

#### Grammar focus

The city will be smart in the future.

The simple future tense:

People will have enough time to enjoy life.

...will + do/be...

Robots will help to do the homework for students.

What will...? Will sb/sth...?

←

There will be more people.

more + countable nouns

There will be fewer trees.

fewer + countable nouns

There will be more pollution.

more + uncountable nouns

There will be less free time.

less + uncountable nouns



Good morning, dear judges! I'm very glad to be here to present my class today. I'm No. 1 candidate applying for middle school English teacher. And my topic today is Unit 7 Will people have robots? In order to make my presentation much clearer, I'm going to divide it into 6 parts, 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.

### **I. Analysis of the teaching material**

First of all, I will give a brief analysis of teaching material. My teaching material today is Grammar Focus, from the unit 7 of Book A of Grade 8, which was published by PEP. The main content is about making predictions about the future. Students can get to know the development of robots and the seriousness of environment pollution around the world. The topic is closely related to students' daily life and can arouse students' awareness of protecting the environment.

#### Teaching Objectives

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students can understand the basic meaning of the simple future tense and learn to use the simple future tense correctly.
2. Students can tell the difference of the words: more, less, fewer to describe the quantity in the comparative degree.
3. Students can use the simple future tense to talk about the predictions in the future.
4. Students can use the comparative degree correctly.
5. Cultivate students' positive attitude towards the changes in the future.

#### Key and Difficult Points

Based on the objectives, I make the teaching key points and difficult points as follows:

Using the simple future tense correctly to talk about the changes and things in the future is the teaching key point. To foster students' positive attitude towards future life is the teaching difficult point.

### **II. Analysis of students**

After the analysis of teaching material, now I will analyze the students. Students in grade 8 are around the age of 15. With the increase of their age, students' cognitive capacity has been improved significantly and their abstract thinking ability is developing quite obviously. They can control themselves much better and can be more focused on language study. They have learned the way of deducing and inducing in the process of learning grammar. They have already learned the sentence pattern "be going to", which is closely related to "will". But their ability of deducing and inducing still need to be improved. They need the guidance of the teacher.

### **III. Teaching methods**

According to the analysis of teaching materials and students, I am going to arrange my lesson by mainly adopting the task-based language teaching method, inducing method and deducing method. That exactly meets the requirement of modern foreign language teaching, which emphasizes that students should be encouraged to develop effective learning strategies and autonomous learning abilities by means of experiencing, practicing, participating, exploring and cooperating under the teacher's guidance.

#### IV. Learning methods

Students will acquire the English knowledge and to improve their English skills by autonomic learning, cooperating, exploring, and so on.

#### V. Teaching procedure

According to the above analysis, teaching procedures —the most important part are designed as follows:

##### Step 1. Lead-in

At the beginning of the class, I will show some pictures of future life in the movies, such as *Artificial Intelligence* and *The Day After Tomorrow*, and then I will ask students to talk about the future life. I will ask some questions like “What are these pictures on the screen about? What do you know about the future life?” I will lead student to answer with “will” sentences and write the sentences on the blackboard.

The purpose of this step is to elicit the topic of predicting future life and to arouse students’ learning interests. Meanwhile, I can prepare the sentences that will be used in the next step.

##### Step 2. Presentation

As for presentation part, I will show some sentences used in the conversation, such as

The city will be smart in the future.

People will have enough time to enjoy life.

Robots will help to do the homework for students.

And ask students to induce what the sentences have in common, thus to get the usage and sentence structure of simple future tense. Then, I will ask students to work in groups to work out the affirmative form, the negative form and the general question form of the simple future tense.

This step is designed to present today’s new sentence structure: the simple future tense. Inducing method is used here to promote students’ thinking ability. They can induce according to the sentences they have learned before, which can help them have a comprehensive understanding of English learning.

Then, I will show students another four sentences which include the words *fewer*, *less* and *more*.

There will be more people.

There will be fewer trees.

There will be more pollution.

There will be less free time.

I will ask students to discuss in groups again and summarize the usage of these words. Before this lesson, students have already learned comparative degree in unit 3. So they have got some knowledge in comparative degree. It is not very hard for them to figure out the usage of *fewer*, *less* and *more* in groups. Meanwhile, they can have a better understanding of how to cooperate with others.

##### Step 3. Practice

To practice what they have learned in this lesson, I have 2 activities.

Activity one is to ask students to fill in the blanks with *more*, *less* or *fewer*. I will show students the sentences on the screen and lead them to apply what they’ve just learned.

(1) In the future, there will be \_\_\_\_\_ fresh water because there will be \_\_\_\_\_ pollution in the sea.

(2) There will be \_\_\_\_\_ jobs for people because \_\_\_\_\_ robots will do the same jobs as people.

(3) There will be \_\_\_\_\_ cities because people will build \_\_\_\_\_ buildings in the country.

Activity two is to ask students to make predictions according to the pictures on the screen with “will” sentence structure. The pictures are dynamic pictures which are easy for students to predict.

In this way, the new grammar will be practiced through the deducing method and students can apply flexibly what they have learned in this lesson.

#### Step 4. Consolidation

Task: Draw and describe

To consolidate, I will first divide students into groups and ask them to work in groups to draw a picture of what an ideal city in the future will be like. Then I will guide them to talk about their pictures. Some of them will be invited to the front of the class to share their drawings and make an introduction. During this process, the other students and I will choose the most imaginative picture.

The task-based language teaching method adopted in this step can improve students' communication skills and cultivate their imagination.

#### Step 5. Summary

Students will be asked to summarize what they have learned in this class. Then I will make some supplements and ask students to keep a positive attitude towards the changes in the future.

Thus, students can summarize what the learned and the teacher can check the effect of the class and make plans for the next class.

#### Step 6. Homework

For the final part of this lesson, I will ask students to share with their family members about the ideal city in the future and collect their family members' ideas. They can share these opinions in the next class.

By doing the homework, students can strength what they have learned after class. And they can use the key sentences and words in their real life.

### VI. Blackboard design

After finishing the part of teaching procedure, I will come to the last part: design of the blackboard. As you can see, I will write several sentences on the blackboard to help students induce and summarize the grammar focus.

By looking at the blackboard, it is helpful and clear for students to get the main content of this lesson quickly.



←

Unit 7 Will people have robots? Section A 3a—3c

Grammar focus

The city will be smart in the future.

The simple future tense:

People will have enough time to enjoy life.

...will + do/be...

Robots will help to do the homework for students.

What will...? Will sb/sth...?

←

There will be more people.

more + countable nouns

There will be fewer trees.

fewer + countable nouns

There will be more pollution.

more + uncountable nouns

There will be less free time.

less + uncountable nouns

The above is my lesson presentation. Thank you very much.



《Why don't you talk to your parents? Section B 2a-2e》

UNIT 4

**2a** Check (✓) the after-school activities you and your classmates usually do.

- |  |  |
|--|--|
| <input type="checkbox"/> do homework               | <input type="checkbox"/> use the Internet        |
| <input type="checkbox"/> have after-school lessons | <input type="checkbox"/> hang out with friends   |
| <input type="checkbox"/> watch movies              | <input type="checkbox"/> play sports or exercise |

**2b** Read the article and answer the questions.

1. What is the common problem for Chinese and American families?
2. Who gives their opinions about the problem?

**Maybe You Should Learn to Relax!**

These days, Chinese children are sometimes busier on weekends than weekdays because they have to take so many after-school classes. Many of them are learning exam skills so that they can get into a good high school and later a good university. Others are practicing sports so that they can **compete** and win. However, this doesn't only happen in China.

The Taylors are a **typical** American family. Life for Cathy Taylor's three children is very busy. "On most days after school," Cathy says, "I take one of my two boys to basketball practice and my daughter to football **training**. Then I have to take my other son to piano lessons. Maybe I could cut out a few of their activities, but I believe these activities are important for my children's future. I really want them to be successful." However, the tired children don't get home until after 7:00 p.m. They have a quick dinner, and then it's time for homework.

Linda Miller, a mother of three, knows all about such **stress**. "In some families, competition starts very young and **continues** until the kids get older," she says. "Mothers send their small kids to all kinds of classes. And they are always **comparing** them with other children. It's crazy. I don't think that's fair. Why don't they just let their kids be kids? People shouldn't push their kids so hard."

Doctors say too much pressure is not good for a child's **development**. Dr. Alice Green says all these activities can cause a lot of stress for children. "Kids should have time to relax and think for themselves, too. Although it's normal to want successful children, it's even more important to have happy children."

**Guessing the Meaning**  
When reading something for the first time, do not worry about words you do not know. Use the context to help you guess the meaning.



.....Why don't you talk to your parents? ..... UNIT 4 .....

**2c** Look at the words in bold in the article. Can you guess their meanings?  
Try to match them with the meanings below.

1. Keeps on happening \_\_\_\_\_
2. Physical exercise and practice of skills \_\_\_\_\_
3. Worries about things at home, school or work \_\_\_\_\_
4. Usual or common \_\_\_\_\_
5. Try to be the best or the first to finish something \_\_\_\_\_
6. Getting better or bigger \_\_\_\_\_
7. Looking for differences and similarities between things \_\_\_\_\_

**2d** Read the article again and answer the questions.

1. Does Cathy Taylor think it's important for kids to join after-school activities?
2. Does Linda Miller agree with Cathy? What's her opinion?
3. Does Dr. Green agree with Cathy or Linda? What does she say?

**2e** Discuss the questions with your partner.

1. What do you think of after-school activities?
2. What should you do to relax?

《Why don't you talk to your parents? Section B 2a-2e》教案

**I. Teaching objectives**

1. Students can understand the text and retell it correctly and fluently.
2. Students can grasp and use the key words such as stress, continue, training, development and so on according to the context.
3. After learning, students' reading skills of predicting, skimming, and scanning are improved through different kinds of reading activities and they can guess the meaning of the words in bold according to the context.
4. Students will understand the attitudes and deeds that American and Chinese parents have about after-school classes, which helps them to look at the problem from different perspectives and foster positive values of keeping balance between study and relaxation.

**II. Key points**

1. Students can understand the main idea of the text and guess the meaning of the key words in the text better.
2. It's difficult to help students improve different reading skills, such as predicting, skimming, and scanning through different reading activities.

**III. Difficult points**

It's hard for students to keep balance between study and relaxation.

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**

Step 1. Lead-in

Play a video of a schoolboy's busy weekend when he attends various after-school activities including ping-pong training, calligraphy courses and piano practice. And ask students some questions: What's your opinion about the phenomenon? Why is the boy unhappy?

The teacher invites some students to answer them to lead in the new lesson.

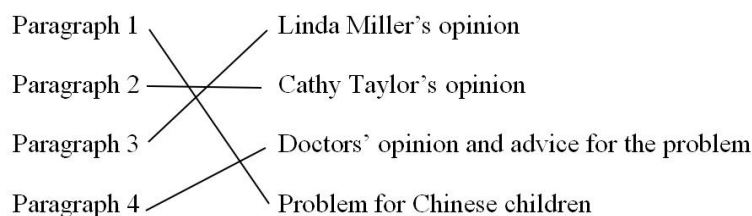
Step 2. Pre-reading

1. Students think about what the problem is for Chinese students nowadays.
2. Students guess if American children have the same problem.

Step 3. While-reading

Skimming

1. Students read the text quickly and answer the question "What problem do American students have?"
2. Students discuss with their partners and match the headings with the paragraphs.



3. Check the answers together.

Scanning

Task 1: Guess the meaning of some key words according to the context

T: American students are busy on weekends, too. But what for? Students are asked to read and choose



the best answer.

1. ( ) Many children learn a lot on weekends so that they can compete and win. What does “compete” mean?

A. try to be the best of the first to finish something

B. make their parents happy

2. ( ) “In some families, competition starts very young and continues until the kids get older” What does “continues” mean?

A. begins

B. goes on

3. ( ) Doctor says too much pressure is not good for a child’s development. “Kids should have time to relax……”

A. getting better or bigger

B. getting worse or smaller

Task 2: Answer questions

(1) Does Cathy Taylor think it’s important for kids to join after-school activities? Why?

(2) Does Linda Miller agree with Cathy? What’s her opinion?

(3) Does Dr. Green agree with Cathy or Linda? What does she say?

Intensive reading

1. Read the passage again and fill in the following chart

Names	Opinions
_____	She believes it’s important for her children’s _____. She wants her children to be _____.
_____	She thinks it’s _____ and unfair. Why don’t they just _____ the kids be kids? People shouldn’t _____ their kids so hard.
Doctors	Too much _____ is not good for a child’s _____.
Alice	It can cause lots of _____ for children.

2. Try to retell different opinions from different people with the guidance of the chart above.

Step 4. Post-reading

Task: Hold a discussion

Students work in groups to discuss “What do you think of after-school activities?” Students are asked to express their opinions and then give a report.

Sentence patterns for reference:

Ways of expressing opinions: I think...; I don’t think...; In my opinion...; I agree with... because ...; I don’t agree/ disagree with... because...

Step 5. Summary

Students summarize what they have learned in this lesson and the teacher gives supplement if necessary, and reminds them that the importance of keeping balance between study and relaxation.

Step 6. Homework

1. Retell the whole text.

2. Make a weekend plan including balanced learning and relaxing activities and share it next class.

## VI. Blackboard design

Unit 4 Why don't you talk to your parents? Section B 2a-2e

Cathy Taylor ———▶ to be successful

Linda Miller ———▶ it's crazy

Dr. Alice ———▶ cause a lot of stress



## 《Why don't you talk to your parents? Section B 2a-2e》试讲稿

**I. Teaching procedure**

Good afternoon, distinguished judges. I'm No. X candidate, applying for middle school English teacher. My topic is Why don't you talk to your parents. Now I'm ready.

**Step 1. Lead-in**

T: Class begins! Hello, boys and girls! Before our class, I have a video to share with you. Now, look at the screen. 【做出指屏幕动作】What is going on in the video? Any volunteers? Betty, you please!

S: ...

T: Yes, the boy in the video has to take ping-pong course in the morning, calligraphy course in the afternoon, and piano course in the evening. But what day is it?

S: ...

T: Right. It is weekend. Then what's your opinion about this? Lucy, can you show your idea?

S: ...

T: Yes. You think it's very tired. Is the boy happy or unhappy? Why is the boy unhappy? Bob, can you have a try?

S: ...

T: May be the boy stressed out if he keeps taking so many after-school classes like this.

**Step 2. Pre-reading**

T: Guys, now please discuss with your partner about what the main problem is for Chinese children nowadays, OK? Do you know what the main problem is?

S: ...

T: Yes, most children are suffering from various after-school activities and have no time for relaxing. OK. Have you ever thought about if American children face the common problem? Who wants to share your idea? The last boy, please.

S: ...

T: Oh, you say yes. What about the others? Do you all agree with him?

S: ...

T: Good. Let's see whether you are right or not.

**Step 3. While-reading**

T: Boys and girls, please read the text quickly, then tell me "What problem do American students have?" OK. Finish. Who can have a try? Jack. You please.

S: ...

T: The text is about the common problem for Chinese and American children and argues children should learn to relax. Wow, do you think so?

S: ...

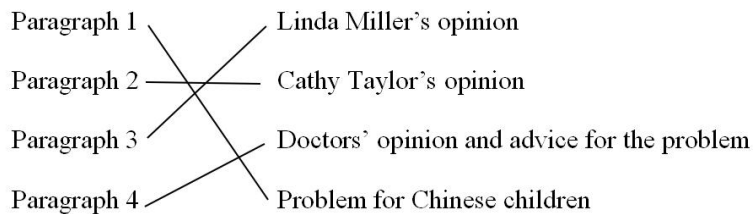
T: So nice. Thank you. We know that like Chinese students, American students are also faced with similar problems. In this passage, the author not only tells us the problems of Chinese students, but also shares with us different people's opinions. Do you want to know more about it? Look at the screen. There are 4 sentences summarizing the main idea of each paragraph. Now let's read the text for the second time and match the paragraph with them. Here we go. Have you finished?

S: ...

T: Let's check the answers together. Paragraph 1 is about the problem for Chinese children. Paragraph 2



is mainly about Cathy Taylor's opinion. The next part tells Linda Miller's idea and the last paragraph is the doctors' opinion on the problem. Well done.



T: Just now, we knew that American students and Chinese students share some problems in common. In this passage, we can find some new words describing these problems. I want to check whether you can understand them or not. Are you ready? Look at the screen. I have prepared some multiple choices. Please choose the answer that best describes the words. ... Most of you have finished. Who can share your answers? The boy on the right, please.

S: ...

T: Yes, your answers are right. Compete means try to be the best of the first to finish something. Continue means goes on and development means getting better or bigger. Read after me, compete, continue, development. It seems that you can understand the text very well. The text shares the opinions from Cathy Taylor, Linda Miller and Dr. Green.

Does Cathy Taylor think it's important for kids to join after-school activities? Why?

Does Linda Miller agree with Cathy?

Does Dr. Green agree with Cathy or Linda?

You can discuss the questions with your partner. I will give you five minutes. Start. Have you finished? Bob, can you have a try?

S: ...

T: Yeah. Joining after-school activities can help children to be successful in the future. Excellent. Next, who knows the second question? The girl in the middle.

S: ...

T: Linda Miller disagrees with Cathy. Then what's her opinion?

S: ...

T: That's right. She thinks it is crazy. People shouldn't push their kids too hard. Good job. OK. What about the last question? Altogether, tell me the answer.

S: ...

T: Perfect. Dr. Alice agrees with Linda. Kids should learn to relax so that they can be happy. Up to now, we have a clear understanding of different opinions from different people. A more challenging task for you. Can you try to fill in the chart according to your memory of the text? If you think it's a little difficult, please feel free to open the book and read the text again. John, can you try to fill in the table?

S: ...

T: How about his answers? Yes, it's right.

Names	Opinions
__Cathy Taylor __	She believes it's important for her children's __future__. She wants her children to be __successful__.
__Linda Miller__	She thinks it's __crazy__ and unfair.

	Why don't they just ___let___ the kids be kids? People shouldn't ___push___ their kids so hard.
Doctors	Too much ___pressure___ is not good for a child's ___development___.
Alice	It can cause lots of ___stress___ for children.

#### Step 4. Post-reading

T: Well, guys, after reading the text, what is your opinion about after-school activities? Discuss in pairs.

S: ...

T: Time is up. Volunteers? OK. Please.

S: ...

T: Oh, you think children should take after-school activities properly. Anyone else? Jessica, please.

S: ...

T: The after-school activities should be chosen according to students' interests. Very good. In fact, children can attend after-school activities, but bear in mind balance should be kept between study and relaxation. Do you agree?

S: ...

T: Good. You agree with her.

#### Step 5. Summary

T: Boys and Girls, today we have learned so much about after-school activities. So can anyone make a detailed summary about what we have learned in this class? Well, Bret, you are so brave today!

S: ...

T: Good Job, Bret! These are the key points of this class. 【做出指黑板动作】 More importantly, we know we need enough relax besides learning, so keeping balance between them is a must. All work and no play make Jack a dull boy. Remember?

S: ...

T: Good.

#### Step 6. Homework

T: After class, you have two tasks. Retell the whole text and make a weekend plan including balanced learning and relaxing activities. Next class I will ask you to have a share. OK, so much for today's class! Bye!

## II. Blackboard design

### Unit 4 Why don't you talk to your parents? Section B 2a-2e

Cathy Taylor → to be successful

Linda Miller → it's crazy

Dr. Alice → cause a lot of stress

### 《Why don't you talk to your parents? Section B 2a-2e》说课稿

Good morning, 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 middle school. And my topic today is Unit 4 Why don't you talk to your parents. In order to make my presentation much clearer, I'm going to divide it into 6 sections, that is, 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.

### **I. Analysis of the teaching material**

First of all, I will give a brief analysis of teaching material. The topic of this unit is "After-school activities", which comes from section B of *Unit 2, Book 3, Go for It*, published by PEP. Students can better know the common problems for American and Chinese students. The topic of this unit is closely related to our daily life. After learning, students will understand the importance of keeping balance between study and relaxation.

#### Teaching Objectives

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students can understand the text and retell it correctly and fluently.
2. Students can grasp and use the key words such as stress, continue, training, development and so on according to the context.
3. After learning, students' reading skills of predicting, skimming, and scanning are improved through different kinds of reading activities and they can guess the meaning of the words in bold according to the context.
4. Students will understand the attitudes and deeds that American and Chinese parents have about after-school classes, which helps them to look at the problem from different perspectives and foster positive values of keeping balance between study and relaxation.

#### Key and Difficult Points

Based on the objectives, I make the key points and difficult points as follows:

Teaching key points include the main idea of the text and reading skills such as guessing the meaning of the key words in the text better.

While the teaching difficult points are students' ability of reading comprehension and to learn to keep balance between study and relaxation.

### **II. Analysis of students**

After the analysis of teaching material, now I will analyze the students. The students are from grade 8 of middle school. They have studied English for at least 5 years and grasped a certain amount of English knowledge. They are eager to show and eager to learn new knowledge. They can cooperate with their classmates to finish a task. On the other hand, students' ability of using English is limited; their abstract thinking ability is not fully developed. Therefore, all of these should be taken into consideration into today's teaching plan.

### **III. Teaching methods**

Based on the analysis of the teaching material and students, I will choose situational, audio-lingual and task-based language teaching method for this lesson. By using these teaching methods, students can positively get involved in the class and focus their attention in the class.

### **IV. Learning methods**

As for learning method, the students will be suggested to finish each task through self-work and cooperating

with their partners. With these methods, it can make the class active and stimulate students' enthusiasms.

V. Teaching procedure

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

For this step, first, I will play a video of a schoolboy's weekends when he attends various after-school activities including ping-pong training, calligraphy courses and piano practice, and then I will ask students their opinions about the phenomenon.

The purpose of this step is to stimulate students learning interest and build up a relaxing and friendly atmosphere.

Step 2. Pre-reading

In this step, students will be asked to think about what the problem is for Chinese children nowadays and then guess if American children have the same problem.

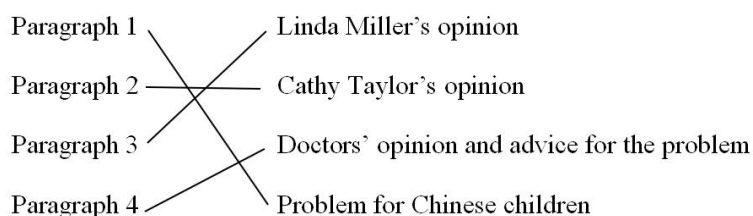
Through two related questions, students' guessing ability can be improved and they are well prepared for the following reading part.

Step 3. While-reading

In this step, I will set up three activities.

Skimming

I will ask the students to read the text quickly, and answer the question "what problem do American students have" and then discuss with their partners and match the headings with the paragraphs. The whole class will check the answers together.



Scanning

Students need to read the text again. There are two tasks for them.

Task 1: Guess the meaning of some key words according to the context

Students are asked to read and choose the best answer.

1. ( ) Many children learn a lot on weekends so that they can compete and win. What does "compete" mean?

- A. try to be the best of the first to finish something
- B. make their parents happy

2. ( ) "In some families, competition starts very young and continues until the kids get older" What does "continues" mean?

- A. begins

B. goes on

3. ( ) Doctor says too much pressure is not good for a child's development. "Kids should have time to relax..."

A. getting better or bigger

B. getting worse or smaller

Task 2: Answer questions

(1) Does Cathy Taylor think it's important for kids to join after-school activities? Why?

(2) Does Linda Miller agree with Cathy? What's her opinion?

(3) Does Dr. Green agree with Cathy or Linda? What does she say?

Intensive reading

In this activity, I will ask students to recall what opinions different people shared in the text and fill in the chart. Then they're asked to try to retell according to the chart.

Names	Opinions
_____	She believes it's important for her children's _____. She wants her children to be _____.
_____	She thinks it's _____ and unfair. Why don't they just _____ the kids be kids? People shouldn't _____ their kids so hard.
Doctors	Too much _____ is not good for a child's _____.
Alice	It can cause lots of _____ for children.

After finishing the three activities above, the students can understand the text and grasp key words. At the same time, they are able to master the reading skills of guessing the meaning from the context, predicting, skimming and scanning.

Step 4. Post-reading

In this step, I designed one task.

Students work in groups to discuss "What do you think of after-school activities?" Students are asked to express their opinions and then give a report.

Sentence patterns for reference:

Ways of expressing opinions: I think...; I don't think...; In my opinion...; I agree with... because ...; I don't agree/ disagree with... because...

The task-based language teaching method adopted in this step will help to review the key points and students' comprehensive ability is improved at the same time.

Step 5. Summary

For the summary of this lesson, firstly, students summarize what they have learned in this class. Secondly, the teacher makes supplement. Thirdly, the teacher reminds students of keeping balance between study and relaxation.

Thus, students can summarize what they learned and teacher can check the effect of the class and make plans for the next class. In addition, the teaching objective can be achieved.

Step 6. Homework

For the final part of this lesson, I will ask students to retell the whole text and make a weekend plan including learning and relaxing activities. Share it in the next class.

By doing the homework, students can strength what they have learned after class.

**VI. Blackboard design**

After finishing the part of teaching procedure, I will come to the last section: blackboard design. As you can see, I have summarized the key points on the blackboard so that students will understand the text better.

**Unit 4 Why don't you talk to your parents? Section B 2a-2e**

Cathy Taylor —————> to be successful

Linda Miller —————> it's crazy

Dr. Alice —————> cause a lot of stress

The above is my presentation, your comment is appreciated. Thank you!



《I think that mooncakes are delicious! Section B 3a-3b》

**3a** Your English-speaking pen pal wants to know about your favorite Chinese festival. Make some notes about the festival.

What is the name of the festival?	
When is it?	
What do people eat?	
What do people do?	
Why do you like it so much?	

15

..... UNIT 2 .....

**3b** Write a letter to your pen pal and tell him/her about your favorite Chinese festival. Use your notes in 3a.

**Use the following expressions to help you:**

My favorite Chinese festival is ...

It is celebrated in/on ...

During this festival, people ...

It's my favorite festival because ...

It makes me feel ...

**In your letter:**

First, introduce the festival and when it is celebrated.

Then talk about what people do and eat.

Finally, explain why you like it best and how it makes you feel.



《I think that mooncakes are delicious! Section B 3a-3b》教案

**I. Teaching objectives**

1. Students can master the basic structure of a letter and get more information about Chinese festivals.
2. Students can improve their writing and speaking abilities and express their opinions about their favorite Chinese festival in daily life.
3. Students can foster the interest and desire of learning English, and fond of taking part in class activities.
4. Students can get the awareness of loving and protecting Chinese festivals and cultures.

**II. Key points**

Teaching key point: Students can get to know how to write a letter to introduce their favorite Chinese festival.

**III. Difficult points**

Teaching difficult point: Students can know the importance of loving and protecting Chinese festivals and cultures.

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**

Step 1. Lead-in

The teacher can present some pictures about Chinese and foreign festivals and lead students to review some familiar words and phrases.

Step 2. Pre-writing

The teacher can lead students to work in groups to talk about their favorite Chinese festival and make some notes. They can discuss from the five questions in 3a.

Step 3. While-writing

The teacher leads students to analyze the structure of the composition. Students need to write a letter to a pen pal according to the expressions in 3b, and they have five minutes to finish their first draft. While they write, the teacher can give some instructions.

Step 4. Post-writing

- ① Students need to check their draft by themselves and then exchange with group members to do peer editing.
- ② Students can choose some good ones to present.

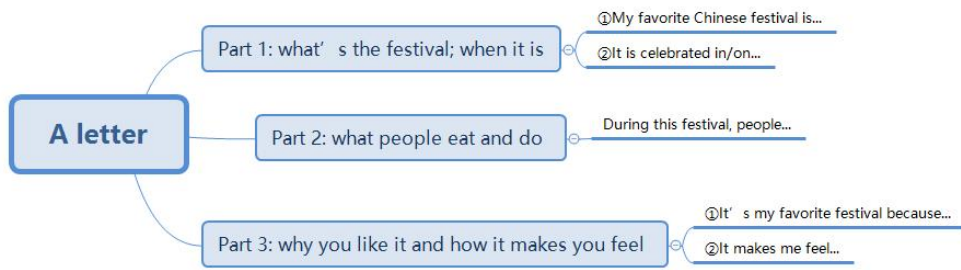
Step 5. Summary

The teacher leads students to make a summary of what they have learned in this lesson and reminds them of the importance of Chinese festivals and cultures.

Step 6. Homework

Ask parents what their favorite Chinese festival is and write it down. Share with classmates next time.

**VI. Blackboard design**



《I think that mooncakes are delicious! Section B 3a-3b》试讲稿

**I. Teaching procedure**

Good afternoon, distinguished judges. I'm No. 1 candidate, applying for middle school English teacher. My topic is I think that mooncakes are delicious! Now I'm ready.

**Step 1. Lead-in**

T: Class begins! Hello, boys and girls! Glad to see you again. Before our class, I want to share some pictures with you. Please look at the screen. Do you know what they are?

S: ...

T: Good, some foreign and Chinese festivals. What festival can you see?

S: ...

T: Great, Christmas. What do we usually say at Christmas?

S: ...

T: Wow, Merry Christmas. And do you know when it is celebrated?

S: ...

T: Good! It is celebrated on December 25th. Any other festivals? You please.

S: ...

T: Very good, there is a big moon and many rabbits in the picture. So, it is the Mid-Autumn festival. It is celebrated on August 15th. Do you like the mooncakes?

S: ...

T: Ah, you think they are very delicious and you prefer the sweet ones with fruits in them.

**Step 2. Pre-writing**

T: Your oral English is so good. Now you can work in groups to talk about your favorite Chinese festival and make some notes. You can introduce its name and its day to celebrate. What's more, you can say more, like what people eat and do on the day and why you like it so much. You can find these questions in 3a. Clear? Good. Six minutes for you.

S: ...

T: Time is up. Could you show me your note?

S: ...

T: Uh, your favorite festival is the Lantern Festival. Great, you can eat Yuanxiao (rice glue ball), right? What else can you do on that day?

S: ...

T: Nice. You can go out with your parents to see the beautiful lanterns and guess the riddles on the lanterns. That's interesting. How about Charles?

S: ...

T: Ah, your favorite festival is the Spring Festival, which means the beginning of a new year. What do people usually do on that day?

S: ...

T: Yes. They gather together with their families and put on the couplets. There are always red packets for children like you. Wow, you must have saved some money. Very good.

### Step 3. While-writing

T: Good, everybody. Now look at the notes you've made just now and the form in 3a. What essential points do you think we need to contain when we are introducing a festival?

S: ...

T: The name of the festival, great. Anything else?

S: ...

T: Yes, the time we celebrate it and what we do on that day. Is that all?

S: ...

T: Great supplementation. What we eat and what we feel can also be contained to make people know more details about the festival. Good job. Now we have some foreign students who want to know something about Chinese traditional festivals. Can you help them?

S: ...

T: Great. Imagine one of them is your pen pal and you write a letter to him/her according to the notes you've just taken and the expressions in 3b. Are you clear?

S: ...

T: OK, you can write your own composition now. If you need any help, you can raise your hand and let me know. Five minutes for you.

S: ...

T: OK, time's up. I saw you work hard and carefully. Now, let's think about one question. Do you follow the outline of your writing? How many students write your passage according to your own outline? Please put up your hands. Perfect! All of you make it! I am so glad to see that. I want to applaud you all.

### Step 4. Post-writing

T: Now, since all of you have finished your composition, I need you to check it by yourselves and make your composition better. Please look at the screen. Here is the check-list.

Are there any logical mistakes?

Are there any spelling mistakes?

Are there any grammatical mistakes?

Is your handwriting good?

S: ...

T: Great. I see most of you have finished editing. Is your composition wonderful now?

S: ...

T: I see some of you are nodding, while others are shaking your heads. How about we turn around and form groups of four. Exchange your work and help each other improve their writings? And you can choose the best one from your group, OK?

S: ...

T: OK, who would like to show the best one in your group? Group 3.

S: ...

T: Wow, this composition is an introduction of the Qixi Festival, which is the Valentine's Day in China. It introduces the moving story of Niulang and Zhinv and tells the way that his parents celebrate it. Very good. Any other groups? OK, group 1.

S: ...

T: Aha, you think it is the best because you think it sounds delicious. There is a famous porridge in the composition called Laba porridge. You want to eat it very much and you believe the foreigners may also be interested in it. That's nice.

T: Alright. Boys and girls, from what I saw this class, I really feel the big progress you have made. Some of you have beautiful handwriting and others have a complete structure. I appreciate your hard work.

### Step 5. Summary

T: We have written the passage now. So who can help me to sum up what we have learned today? Now look at the PPT. Any volunteers?

S: ...

T: Right! We have learned how to write a letter to introduce our favorite festival. And I have another question. Who can summarize the steps of writing?

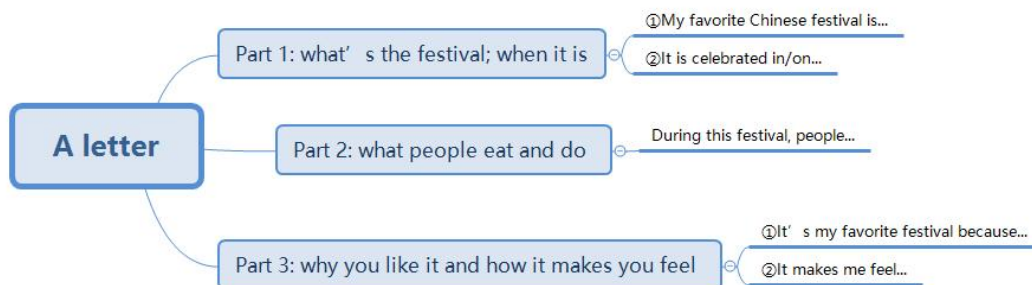
S: ...

T: Perfect! Three parts. You've got the most important points. Besides, we should know that Chinese festivals are important and we should love and protect our cultures.

### Step 6. Homework

T: After class, you have one task. Ask your parents what their favorite festival is and write it down. Next class we will choose some to share together. So much for today. See you tomorrow.

## II. Blackboard design



### 《I think that mooncakes are delicious! Section B 3a-3b》说课稿

Good morning, dear judges! I'm very glad to be here to present my class today. I'm number 1 candidate applying for middle school English teacher. And my topic today is Unit 2 I think that mooncakes are delicious! In order to make my presentation much clearer, 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.

#### I. Analysis of the teaching material

First of all, I will give a brief analysis of the teaching material. The topic of this unit is "I think that mooncakes are delicious!", which is the unit 2 of Grade 9, published by the People's Education Press. Students can master the basic structure of a letter and get more information about Chinese festivals. The topic of this unit is closely related to our daily life and many students know some basic expressions about festivals but not enough. In view of this, this lesson of Unit 2 is very important for eliciting more about Chinese festivals.

Teaching Objectives:

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students can master the basic structure of a letter and get more information about Chinese festivals.
2. Students can improve their writing and speaking abilities and express their opinions about their favorite Chinese festival in daily life.
3. Students can foster the interest and desire of learning English, and fond of taking part in class activities.
4. Students can get the awareness of loving and protecting Chinese festivals and cultures.

Key and Difficult Points

Based on the objectives, I make the teaching key points and difficult points as follows:

Key point is that students can get to know how to write a letter to introduce their favorite Chinese festival.

While the difficult point is that students can know the importance of loving and protecting Chinese festivals and cultures.

#### II. Analysis of students

After the analysis of teaching material, now let me analyze the students. Students in grade 9 are around age of 15 or 16. With the increase of their age, students' cognitive capacity has been improved significantly. The abstract thinking ability of students is developing quite obviously, compared with grade 8. They can control themselves much better and can be more focused on language study. They have mastered some basic knowledge of this topic "Chinese festivals". For example, they know how to express the names and the days of some festivals. Whereas students' ability of communicating in English still needs to be improved. Students can learn more words and sentences to improve their language ability through self-study and cooperative study. Meanwhile, the importance of Chinese festivals and cultures can be taught through this topic.

#### III. Teaching methods

Based on the analysis of the teaching material and students, I will choose task-based language teaching approach for this lesson.

#### IV. Learning methods

According to teaching objectives and students' characteristics, students will work in groups to grasp the ideas, structure and writing skills.

### V. Teaching procedure

According to the above analysis, teaching procedures—the most important part—are designed as follows:

#### Step 1. Lead-in

For this step, first, I will present some pictures about Chinese and foreign festivals and then I will lead students to review some familiar words and phrases.

The purpose of this step is that the pictures are more intuitive and can attract students' attention. At the same time, reviewing the learned words and phrases can pave the way for the next writing.

#### Step 2. Pre-writing

In this step, I will lead students to work in groups to talk about their favorite Chinese festival and make some notes. They can discuss from the five questions in 3a.

The purpose of this step is that group discussion can strengthen their cooperative spirit and they can get the logic to introduce a festival.

#### Step 3. While-writing

For this step, I will lead students to analyze the structure of the composition first. Then students need to write a letter to a pen pal according to the expressions in 3b, and they have five minutes to finish their first draft. While they write, I can give some instructions.

The purpose of this step is that students will cultivate their ability to write a letter within certain minutes and their good habits of writing will be formed as well.

#### Step 4. Post-writing

In this step, I designed 2 tasks.

Task 1: Students can check their draft by themselves and then exchange with group members to do peer editing.

Task 2: Students can choose some good ones to put on the display area.

The purpose of this step is that editing can provide perfect writing for students, meanwhile the comments will help students learn more from others and improve their writing ability promptly.

#### Step 5. Summary

For the summary of this lesson, firstly, students summarize what they have learned in this class. Secondly, the teacher makes supplement. Thirdly, the teacher reminds them of the importance of Chinese festivals and cultures.

The purpose of this step is that students can have a review of the important points of this lesson and get teaching objectives.

#### Step 6. Homework

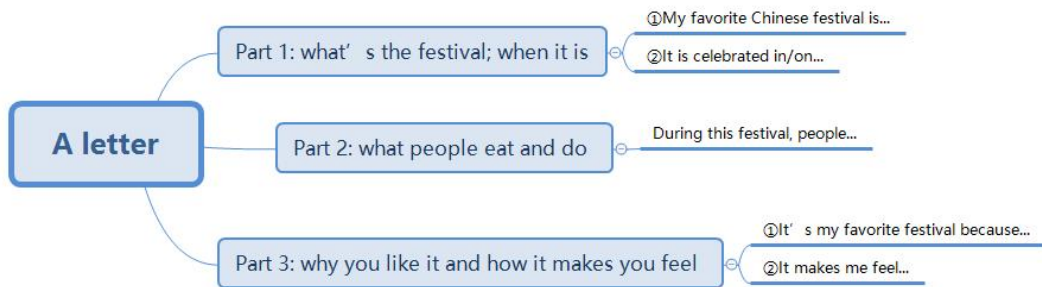
For the final part of this lesson, I will ask their parents what their favorite Chinese festival is and write it down. Then share with classmates next time.

By doing the homework, students can consolidate the important language points.

### VI. Blackboard design



After finishing the part of teaching procedures, I will come to the last section: design of the blackboard. As you can see, I have shown the structure of the composition and some useful expressions so that students will understand the format of a letter better and introduce more about Chinese festivals in real life.

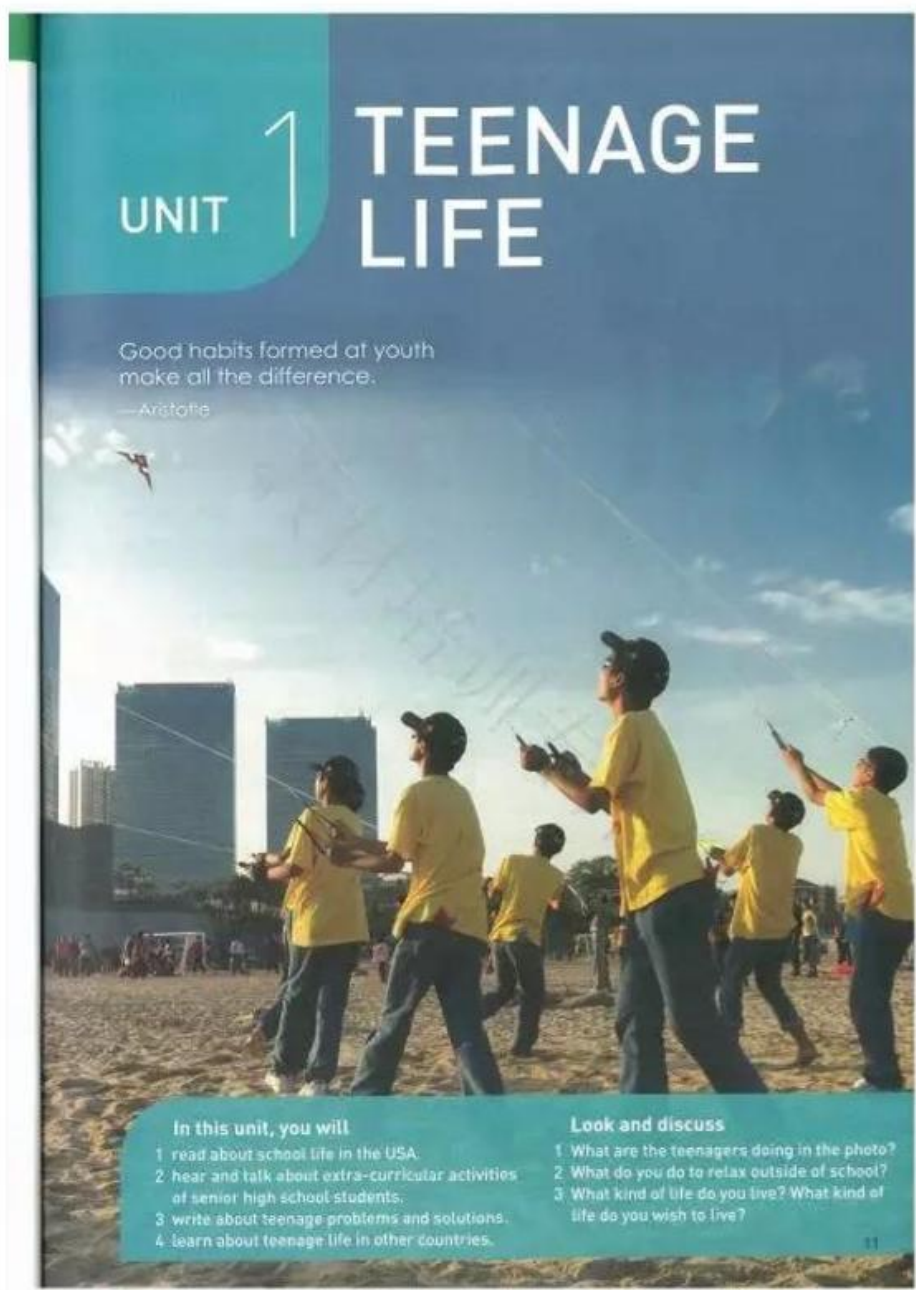


The above is my lesson presentation. Your comment is appreciated.



## 高中英语

### 《Unit 1 Teenage life》



## Reading and Thinking

### Compare school life in different places

1 Work in groups. Discuss the questions.

- 1 What do you want to know about school life in other countries?
- 2 What would you tell a teenager from another country about school life in China?

2 Read the text quickly to find the main idea of each paragraph.

Paragraph 1: Senior high school is a challenge.

Paragraph 2: \_\_\_\_\_

Paragraph 3: \_\_\_\_\_

Paragraph 4: \_\_\_\_\_



Skim

You can find main ideas by first taking a quick look at the title, picture(s), key words and phrases, and topic sentences.



### THE FRESHMAN CHALLENGE

Hi! My name is Adam and I'm a freshman at senior high school. Going from junior high school to senior high school is a really big challenge. The first week was a little confusing.

First, I had to think very carefully about which courses I wanted to take. The school adviser helped me choose the suitable ones: maths, English, chemistry, world history, and Chinese. I know that Chinese is a very difficult language, but I hope to be **fluent** when I **graduate**. My adviser **recommended** that I should sign up for advanced **literature** because I like English and I'm good at it.

I had to choose extra-curricular activities, too. I tried to join the school football team, but the coach told me that I didn't play well enough. **Obviously**, I was unhappy, but I won't **quit**. I'll find a way to improve on my own so that I can make the team next year. I joined a volunteer club instead. Every Wednesday, we work at a soup kitchen and hand out food to homeless people in the community.

I know I'll have to study harder as a senior high school student and get used to being **responsible** for a lot more. I'm a bit worried about keeping up with the other students in my advanced course, and it'll be quite difficult to get used to all the homework. Still, I'm happy to be here. Studying hard isn't always fun, but I'll be well prepared for university or whatever else comes in the future.

3 Read the text again and answer the questions.

- 1 What courses did Adam choose? Which one do you think would be his favourite? Why?
- 2 What does "make the team" in Paragraph 3 mean?
- 3 What is Adam worried about?
- 4 Is Adam confident that he will get used to senior high school life? How do you know?

4 Complete the outline. Then discuss the questions below with a partner.

Paragraph	Challenge	How Adam feels	Solution
1		Confused	
2	Choosing _____ courses		The school adviser _____
3			He will find a way to _____
4			He will _____

- 1 What kind of person do you think Adam is? Why?
- 2 Do you face the same challenges as Adam? What other challenges are you facing? How do you deal with them?
- 3 What are some differences between Adam's school life and your school life?

5 Complete the sentences with the correct forms of the new words from the text.

- 1 I'm good at maths, so my teacher \_\_\_\_\_ that I should choose advanced maths in my first year.
- 2 Finding time for both studies and extra-curricular activities is a big \_\_\_\_\_, so I need to make a workable **schedule**.
- 3 It's a little \_\_\_\_\_ to choose suitable courses. I hope that my adviser can help me make a good decision.
- 4 We can try a course for two weeks after we \_\_\_\_\_ up for it. After that, we cannot change it.
- 5 The main purpose of the course is to help \_\_\_\_\_ each student's reading ability.
- 6 Some of the students want to become writers or **editors** after they \_\_\_\_\_, so the teacher advised them to start a writing club.
- 7 The school is \_\_\_\_\_ for the safety of all the students.
- 8 Whenever I'm facing a difficulty, I always tell myself, "Don't let anything stop you. Don't ever \_\_\_\_\_."

## 《Unit 1 Teenage life》教案

### I. Teaching objectives

1. Students are able to understand the words and some useful expressions and get the main idea of the text.
2. Students can compare the differences in senior high school life in different places.
3. Students can improve the skill of scanning by using the title, pictures, key words and the topic sentences.
4. Students can cultivate their awareness of enjoying senior high school life and improve the optimistic and open-minded attitude towards the challenges of senior high school life.

### II. Key points

Students can compare the differences in senior high school life in different places, cultivate the skill of quick capturing the main information by scanning and analyze the organization structure of the text.

### III. Difficult points

Students can use the skill of quick capturing the main information by scanning and analyzing the organization structure of the text into other texts.

### IV. Teaching preparation

Pictures, radios, and dictionaries.

### V. Teaching procedure

#### Step 1. Lead-in

The teacher guides students to discuss the differences of school life between China and other countries by looking at the pictures on the screen. The teacher can ask them "Let's look at the pictures of school life in China and other countries. What do you think of the differences?" The answer is open. The teacher guides students to watch the video about school life in the past few days of the students and asks the students: "Did you enjoy senior high school life? What do you think of the school life?" Then the teacher leads in the new lesson.

#### Step 2. Pre-reading

The teacher asks students to look at the picture and read the title of the passage in the book and predict "What the passage is probably about?" The answer is "The passage is probably about the freshman's challenge in senior high school."

#### Step 3. While-reading

##### Fast reading

Students can skim the passage and generalize the main idea of each paragraph. The answers are as follows:

Paragraph 1: Senior high school is a challenge.

Paragraph 2: Adam had to think very carefully about which courses he wanted to take.

Paragraph 3: Adam had to choose extra-curricular activities.

Paragraph 4: Adam will have to study harder in the future and get used to being responsible for a lot more.

##### Careful reading

Students scan the passage and talk about some questions they want to know with their partners.

Questions:

- (1) What courses did Adam choose? Which one do you think would be his favourite? Why?
- (2) What is Adam worried about?
- (3) Is Adam confident that he will get used to senior high school life? How do you know?
- (4) What does “make the team” in Paragraph 3 mean?

The answers are as follows:

(1) Adam chose maths, English, chemistry, world history, and Chinese. Advanced literature would be his favourite subject because he likes English and he is good at it.

(2) He is worried about keeping up with the other students in his advanced course and getting used to all the homework.

(3) Adam seems confident because he says that he is happy to be there, and he will be well prepared for university or whatever else comes in the future.

(4) “Make the team” means to try out and then be allowed to join a sports team.

Step 4. Post-reading

Students do the activity 4, complete the outline.

Paragraph	Challenge	How Adam feels	Solution
1	Going from junior high school to senior high school.	Confused	
2	Choosing the suitable courses.	Serious/Careful	The school adviser helped him choose suitable courses.
3	Making the school football	Unhappy	He will find a way to improve in order to make the team next year.
4	Keeping up with the other students in his advanced course and getting used to all the homework.	Worried but still happy, confident about his future.	He will try to study harder and get used to being responsible for a lot more.

Step 5. Summary

Students summarize the knowledge about they have learned and the teacher points out that they should be optimistic towards school life.

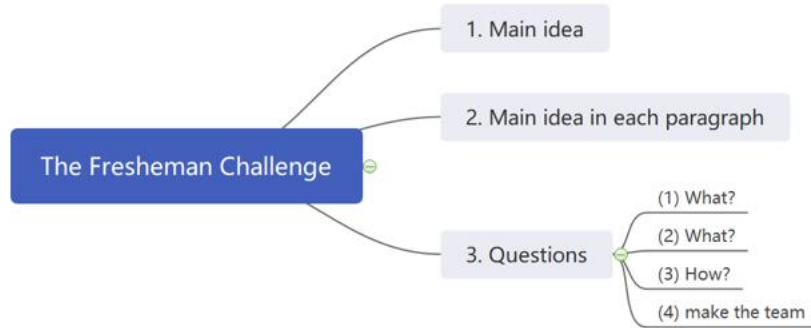
Step 6. Homework

Students can interview their friends about the attitude towards school life and record it by video and share it next class.

## VI. Blackboard design



### The Freshman Challenge



### 《Unit 1 Teenage life》试讲稿

#### I. Teaching procedure



Step 1. Lead-in

T: Good morning, boys and girls. Let's look at the pictures of school life in China and other countries. What do you think of the differences?

S: ...

T: Great. You all have brilliant ideas. Did you enjoy senior high school life? What do you think of the school life?

S: ...

T: Wonderful. Challenging. Everyone holds their own ideas. Now let's move to today's lesson The Freshman Challenge.

Step 2. Pre-reading

T: Let's look at the picture and read the title of the passage in the book, please predict what the passage is probably about?

S: ...

T: Wow, you are so quick-minded. The passage is probably about the freshman's challenge in senior high school.

Step 3. While-reading

T: Now let's skim the passage and generalize the main idea of each paragraph.

S: ...

T: Great, you've all read it quickly. Vicky, could you tell us the main idea of the first paragraph?

S: ...

T: Well, the first paragraph is that senior high school is a challenge. Jason, the second paragraph?

S: ...

T: Yes, it's about Adam had to think very carefully about which courses he wanted to take. Yeah, Jason, please share your idea about next paragraph.

S: ...

T: Exactly! Adam had to choose extra-curricular activities. Any volunteer wants to share your idea about last paragraph with us? So many students, nice, Neil please!

S: ...

T: Perfect. It's about Adam will have to study harder in the future and get used to being responsible for a lot more. Now, I'll divide you into four groups. Please, read the passage again and talk about these questions with your partners. (1) What courses did Adam choose? Which one do you think would be his favourite? Why? (2) What is Adam worried about? (3) Is Adam confident that he will get used to senior high school life? How do you know? (4) What does "make the team" in Paragraph 3 mean? Let's go!

S: ...

T: Pay attention to the new words. Try to find out the key words. Aha, you all discussed these questions thoroughly. And you did a very good job! Now I'll invite the representatives of each group to share with us the answers. Question 1 for group 1 please.

S: ...

T: Wonderful idea, right? Adam chose maths, English, chemistry, world history, and Chinese. Advanced literature would be his favourite subject because he likes English and he is good at it. Let's move to question 2. Group 2 please.

S: ...

T: Nice work. He is worried about keeping up with the other students in his advanced course and getting used to all the homework. Question 3, yeah, group 3, it's your turn.

S: ...

T: Adam seems confident because he says that he is happy to be there. Remember the latter question. Could you all help group three?

S: ...

T: Yes, the answer is he will be well prepared for university or whatever else comes in the future. Now the last question, what's the answer?

S: ...

T: You are erudite! "Make the team" means to try out and then be allowed to join a sports team.

Step 4. Post-reading

T: Wow, you have made so many questions! Can you complete the outline in the book?

T:

Paragraph	Challenge	How Adam feels	Solution
1	_____	Confused	_____
2	Choosing _____ courses.	Serious/Careful	The school adviser _____
3	_____	_____	He will find a way to _____
4	_____	_____	He will _____

S: ...

T: 5 minutes for you.

S: ...

T: Time's up now! Let's look at the screen and check the answers.

Paragraph	Challenge	How Adam feels	Solution
1	Going from junior high Confused school to senior high school.	Confused	
2	Choosing the suitable courses.	Serious/Careful	The school adviser helped him choose suitable courses.
3	Making the school football	Unhappy	He will find a way team to improve in order to make

			the team next year.
4	Keeping up with the other students in his advanced course and getting used to all the homework.	Worried but still happy, confident about his future.	He will try to study harder and get used to being responsible for a lot more.

Step 5. Summary

T: OK, boys and girls, who can summarize what we have learned today? Nice, could my monitor summarize it for us?

S: ...

T: Nice work! We have learned the freshman challenge and master the skill of skimming. In daily life, we should be optimistic towards school life.

Step 6. Homework

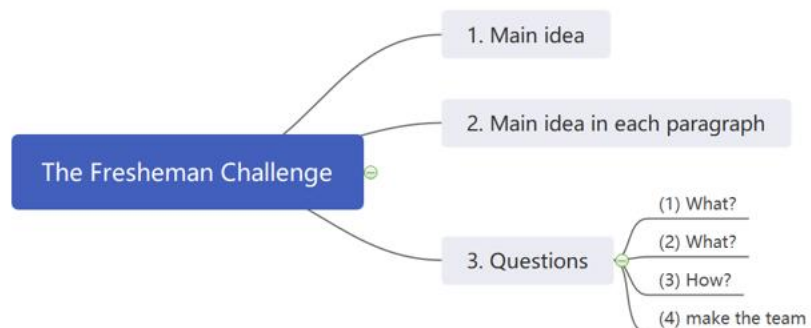
T: How time flies! The class is almost over. After class, you can try to interview your friends about the attitude towards school life and record it by video. Share it with us next class. Would you like to do that?

S: Yeah!

T: Excellent! You are all great guys. OK, class is over. See you.

## II. Blackboard design

### The Freshman Challenge



## 《Unit 1 Teenage life》说课稿

Good morning, 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 high school. Today my topic is the reading and thinking part of Unit 1 Teenage life. In order to make my presentation much clearer, I'm going to divide it into 6 sections, that is, the 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.

### **I. Analysis of the teaching material**

The lesson I am going to present is the reading and thinking part of Unit 1 Teenage life which is taken from PEP book 1, senior high school. This part is about a passage talking mainly about the freshman challenge. Students are living in the real freshman's life and have real experience of freshman, which lays a good foundation for this part — The Freshman Challenge.

#### Teaching Objectives

1. Students are able to understand the words and some useful expressions and get the main idea of the text.
2. Students can compare the differences in senior high school life in different places.
3. Students can improve the skill of scanning by using the title, pictures, key words and the topic sentences.
4. Students can cultivate their awareness of enjoying senior high school life and improve the optimistic and open-minded attitude towards the challenges of senior high school life.

#### Teaching Key and Difficult points

##### 1. Teaching Key Points

Students can compare the differences in senior high school life in different places, cultivate the skill of quick capturing the main information by scanning and analyze the organization structure of the text.

##### 2. Teaching Difficult Points

Students can use the skill of quick capturing the main information by scanning and analyzing the organization structure of the text into other texts.

### **II. Analysis of students**

Students in this grade have acquired some basic knowledge of the development of English and they are active in mind. A freshman in senior school has gradually formed the competence of processing information and analyzing problems, however their reading skills are not enough. Therefore, in this lesson, I will stress the importance of their ability of skimming, which is also the main reading strategy of this unit.

### **III. Teaching methods**

I'll use task-based language teaching method, communicative method, group cooperation method in this lesson, which can attract students' attention to the class as well as arouse their learning interest. I will design some tasks, like discussing the main and detailed information to make sure they can improve their reading ability.

### **IV. Learning methods**

Students will accomplish these activities through self-learning, pair work and group work. With these methods, students' potential will be maximized.

### **V. Teaching procedure**

In order to realize the teaching process systematically, properly and efficiently, under the principle of "students

as the teaching subject, teachers as the leading role”, I divide the teaching procedures into six steps.

#### Step 1. Lead-in

I will guide students to discuss the differences of school life between China and other countries by looking at the pictures on the screen. I will ask them “Let’s look at the pictures of school life in China and other countries. What do you think of the differences?” The answer is open. I will guide students to watch the video about school life in the past few days of the students and ask the students: “Did you enjoy senior high school life? What do you think of the school life?” Then I will lead in the new lesson. Discussing can arouse students’ interests and lead in new lesson naturally.

#### Step 2. Pre-reading

I will ask students to look at the picture and read the title of the passage in the book and predict “What the passage is probably about?” Then the students make answers. The answer is “The passage is probably about the freshman’s challenge in senior high school.”

Predicting the content of the text can lay the foundation of the next part.

#### Step 3. While-reading

In this step, I will design these following activities.

##### Fast reading

Firstly, I will ask students to skim the passage and generalize the main idea of each paragraph. Then the representatives of each group should show the answer one by one. The answers are as follows: Paragraph 1: Senior high school is a challenge. Paragraph 2: Adam had to think very carefully about which courses he wanted to take. Paragraph 3: Adam had to choose extra-curricular activities. Paragraph 4: Adam will have to study harder in the future and get used to being responsible for a lot more.

##### Careful reading

Secondly, I will lead students to scan the passage and talk about some questions with their partners. Questions are as follows: (1) What courses did Adam choose? Which one do you think would be his favourite? Why? (2) What is Adam worried about? (3) Is Adam confident that he will get used to senior high school life? How do you know? (4) What does “make the team” in Paragraph 3 mean? Then the students will be encouraged to answer the questions. I will give them optimistic comments and make complement if necessary. The answers will be shown on the screen. (1) Adam chose maths, English, chemistry, world history, and Chinese. Advanced literature would be his favourite subject because he likes English and he is good at it. (2) He is worried about keeping up with the other students in his advanced course and getting used to all the homework. (3) Adam seems confident because he says that he is happy to be there, and he will be well prepared for university or whatever else comes in the future. (4) “Make the team” means to try out and then be allowed to join a sports team.

In the step, students discuss main ideas and detailed information of each paragraph, which can not only help students understand, abstract and generalize information but also cultivate the ability of critical thinking.

#### Step 4. Post-reading

I will ask students to do the activity 4 from the book, complete the outline. Five minutes later, I will show the answer on the screen.

In this step, students fill in the chart by vocabulary and use the new words and phrases from the text. And the article can also be reviewed.

Step 5. Summary

I will lead students to summarize the knowledge about they have learned and I will point out that they should be optimistic towards school life.

In this step, summarizing by themselves can show the students' dominant role. Moreover, the complement from the teacher can lead students to form right view of value.

Step 6. Homework

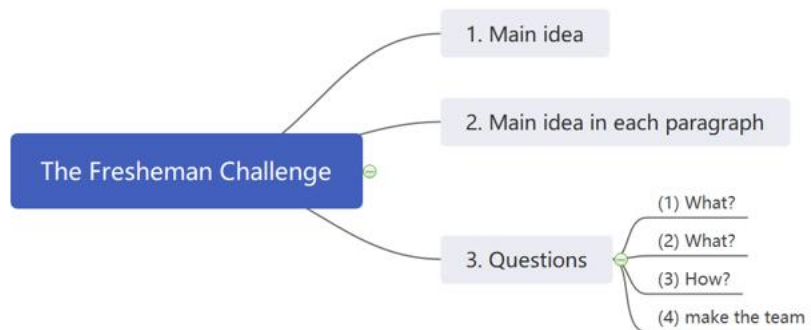
I will ask students to interview their friends about the attitude towards school life after class. Students can record it by video and share it next class.

In this way, students can get better understanding of this lesson and use it into real life.

VI. Blackboard design

This is my blackboard design. It mainly shows the title and the key points of this passage. Students can make better understanding of this passage.

The Freshman Challenge



That's all my presentation. Thanks for your listening.

《Unit 2 Travelling Around Discovering useful structures》

## Discovering Useful Structures

### Talk about your future plans

1 Look at the sentences. What do you think the tense in the sentences expresses?

- I'm travelling around Europe for two weeks with my aunt and uncle.
- We're renting a car and driving!
- My parents are taking me to Hong Kong during the October holiday.

2 Read the conversation and underline verbs in the present continuous tense. Discuss with a partner when and how these verbs are used.

**Amy:** Hello, Jeremy! What are you doing this weekend?

**Jeremy:** Hi, Amy! Some friends and I are going to that new water park on Saturday. Do you want to join us?

**Amy:** Sure, I'd love to! What time and where?

**Jeremy:** We're meeting at 10:00 a.m. at the bus stop near our school.

**Amy:** How about lunch? Are you eating at the water park?

**Jeremy:** Well, I'm bringing my own lunch. I think some of the others are eating at the park, but the food there is really expensive.

3 Read the sentences and tick those that express future plans. Rewrite them in the present continuous tense.

- 1 \_\_\_ I've just booked my air ticket! I'll visit my grandparents in December.
- 2 \_\_\_ Gary might visit China next year, but he's still not sure.
- 3 \_\_\_ Kate has been invited to a meeting in Iceland. She will apply for a visa soon.
- 4 \_\_\_ Could you help me with this box, please? I'm afraid I'm going to drop it.
- 5 **A:** Hey, are you free for dinner tonight?  
**B:** I'm sorry, no. I'll have dinner with my cousins tonight.

4 Discuss weekend plans with a partner, based on the weather report below.

Saturday			Sunday		
Morning	Afternoon	Evening	Morning	Afternoon	Evening
20°C ☀	25°C ☀	19°C ☀	21°C ☁	20°C ☔	17°C ☁
weather: sunny ☀	weather: sunny ☀	weather: clear ☀	weather: cloudy ☁	weather: rainy ☔	weather: cloudy ☁
wind: light 🌬	wind: light 🌬	wind: strong 🌬	wind: strong 🌬	wind: light 🌬	wind: none 🌬

#### EXAMPLE

**A:** What are you doing on Saturday morning?

**B:** Well, it's going to be sunny in the morning and not very windy, so I'm having a picnic with my friends.



### **I. Teaching objectives**

1. Students can understand the function of the present continuous tense in future topics.
2. Students can remember rules of the present continuous tense expressing future plans.
3. Students can put the present continuous tense in actual use to talk about future plans flexibly.
4. Through kinds of reading activities, students' comprehensive language abilities will be improved.
5. Students will learn to cherish time and make reasonable plans for a better future.

### **II. Key points**

Students can master the rule of the present continuous tense expressing future plans.

### **III. Difficult points**

Students can talk about future plans with the present continuous tense flexibly.

### **IV. Teaching preparation**

Pictures, radios, and dictionaries.

### **V. Teaching procedure**

#### Step 1. Lead-in

The teacher shares weekend plan and students have a free talk about their weekend plans with simple future tense.

#### Step 2. Presentation

1. The teacher shows some pictures of different activities and asks students to describe them with the present continuous tense. The teacher will present the sentences. Students observe the two groups of sentences and tell the differences in tense and meanings.

2. Students read the conversation in the book and underline verbs in the present continuous tense and discuss with a partner the rules in common.

3. Students generalize the function and the teacher concludes and explains the rules.

#### Step 3. Practice

1. Students will read the sentences in exercise 3 and tick those that express future plans and then rewrite them in the present continuous tense.

2. The teacher gives out some pictures of different activities selected from movies. Students will describe their pictures with the present continuous tense to their partners.

#### Step 4. Consolidation

The teacher shows the weather report of this weekend. Students work in groups of four to make their own weekend plans and interview their group members about their plan. The results will be shared in the class 5 minutes later. And the teacher will make comments.

#### Step 5. Summary

Students summarize what they have learnt according to the blackboard and the teacher makes a supplement that the present continuous tense can sometimes express the future and stresses the rules again. Meanwhile the teacher will point out that the future will soon become the present so as to arouse students' awareness of cherishing time. And the teacher will encourage students to apply what they have learnt into practice when sharing their

plans.

Step 6. Homework

1. Students search information about other tenses or expressions expressing the future and try to find out their differences.

2. Students make new conversations with partners to discuss their plans in a month.

**VI. Blackboard design**

### Unit 2 Travelling Around

What are you doing this weekend?  
We're meeting at 10:00 a.m.

**Rule:**

**function:** the present continuous tense → future plans

**verbs:** arrive, come, go, leave, return, start, travel  
do, have, buy, meet, play, stay, finish



Good morning, dear judges! I'm very glad to be here to present my class today. I'm number X candidate applying for senior school English teacher. And my topic today is Unit 2 Travelling Around. May I begin?

### **I. Teaching procedure**

#### **Step 1. Lead-in**

T: Class begins! Hello, boys and girls! The weekend is coming! What is your weekend plan? As for me, I will meet my friends and we will visit around the town on Saturday. And on Sunday I will do some chores at home. So what about you?

S: ...

T: Oh, Jack you will read novels? Good! Alice? You will go shopping with Linda. Nice! And you?

S: ...

T: Thank you! I see all of you have many things to do. But do remember to study and relax reasonably and make plans properly, will you? We have learnt how to express the future with "will". What other ways do you know can express future? Today we are going to learn something interesting to talk about future plans.

#### **Step 2. Presentation**

T: Boys and girls, look at the pictures on the screen. What can you see from them? Various daily activities, right? Now can you describe these pictures with the present continuous tense? Let me give you an example first. Look at this one. She is visiting the science museum. Cindy, can you try the second one?

S: ...

T: Thank you. They are having a party. Lingling, please, the next one.

S: ...

T: She is travelling in Japan. Good! I have put them on the blackboard. Class, what does it mean when we use the present continuous tense in these sentences?

S: ...

T: Right! It means these things are happening at present. But now, boys and girls, look carefully. Here I will add a word or a phrase of future time to each sentence. For example, they are having a party next Friday. Try to compare the two groups of sentences. What is the difference in meaning? Try to think about this question on your own.

S: ...

T: Maybe some of you have spotted the difference. Now please open your books and look at the conversation. Please read it with your partner and underline verbs in the present continuous tense. You can have a discussion about their functions in the sentences. Pay attention to the time.

S: ...

T: OK, Jenny, what verbs do you find?

S: ...

T: Right. "What are you doing this weekend?" What does it mean when we say "what are you doing"?

S: ...

T: Exactly. It means we want to know what you are doing right now. But here in this sentence, we can

see a future temporal phrase “this weekend”. What do you think? What is the function of the present continuous tense here?

S: ...

T: You are so clever! Very close! Thank you. The tense here means the future activities. Bob? What's your idea?

S: ...

T: Excellent! It is used to talk about future plans. You are good at generalizing. Boys and girls, look at the blackboard. The present continuous tense can also express the future activities that we plan to do. And in this case, it always works with adverbials of future time. Are you clear? Look at the two groups of sentences. You can find the difference more easily, right?

S: ...

T: And here is something really important in this rule. Remember that only some verbs can express future plans in present continuous tense. Usually they are verbs denoting displacement such as come, go, leave, return, arrive, travel, start and so on. Other words like do, have, buy, meet, play, stay, finish have the same function when working with future time. Understand?

### Step 3. Practice

T: OK, don't worry if you feel a bit hard. Let's do some practice together. Now please read the sentences in exercise 3 in the book. You should tick those that express future plans, and try to rewrite them in the present continuous tense. You have 3 minutes.

S: ...

T: OK, Stop here! Elsa.

S: ...

T: Very good! I'll visit my grandparents in December. I am visiting my grandparents in December. Is she right?

S: ...

T: Great! Thank you. Next I will give each of you some pictures. They are famous movie scenes and you will have different pictures. Now imagine the scene will happen in the future and it is what the character plans to do. Can you describe your pictures with the present continuous tense in pairs?

S: ...

T: Excellent! Some of you are even pretending to be the character. That's a good idea. Jess, can you share your pictures with us?

S: ...

T: Perfect! Jack and Rose are meeting each other on Titanic in a week. Sam is appearing in court next Monday. Lily, what about you?

S: ...

T: Excellent. All of you did a good job. And I want to thumb up for you guys.

### Step 4. Consolidation

T: Class, look at the screen. Here is the weather report for this weekend. Oh, we can see it is a little cold this Saturday. But it is going to be sunny on Sunday. Now can you make your own weekend plan according to the weather condition? And then four students work in one group to interview your group members about their plans, ok? I will invite some of you to share your report 5 minutes later. Are you clear? Let's go.

S: ...

T: OK, have you finished? Group three, come on!

S: ...

T: Wonderful! All of you have been working very hard and your reports are very clear. Thank you. Group five, have a try.

S: ...

T: I am so proud of all of you. I was surprised by your passion and your pronunciation. I appreciate your teamwork.

### Step 5. Summary

T: OK, boys and girls, it's about to say good bye. Let's look at the blackboard, would you like to summarize what we have learned today?

S: ...

T: Yes! The present continuous tense can sometimes express the future and it always comes adverbials of future time. So, we should be careful and distinguish the different functions the present continuous tense has in sentences. But actually, in our real life, the future can soon become the present. That's why we should cherish our time and make good use of it. And don't forget to apply what we learnt today into practice when sharing your plans.

### Step 6. Homework

T: After this class, you should make new conversations with partners to discuss your plans in a month. Besides, try to search information about other tense or expressions expressing the future and find out their differences. OK, so much for today's class! Bye!

## II. Blackboard design

<b>Unit 2 Travelling Around</b>		
What are you doing this weekend?		
We're meeting at 10:00 a.m.		
<b>Rule:</b>		
<b>function:</b> the present continuous tense	→	future plans
<b>verbs:</b> arrive, come, go, leave, return, start, travel		
do, have, buy, meet, play, stay, finish		

That's all my presentation. Thanks for your listening.



### 《Unit 2 Travelling Around Discovering useful structures》说课稿

Good morning, dear judges! I'm number X candidate applying for senior school English teacher. It's my great honor to be here to share my presentation. And my topic today is Unit 2 Travelling Around. In order to make my presentation much clearer, I'm going to divide it into 6 parts, which are analysis of the teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

#### **I. Analysis of the teaching material**

First of all, I will give a brief analysis of the teaching material. This lesson is a grammar lesson, taken from unit 2 of Book 1 for senior school students, published by People's Education Press. It mainly deals with some sentences and a conversation where the present continuous tense expresses future plans. By studying the lesson, students can learn a new function of the tense and learn to describe plans in a different way, during which students can also improve their abilities of induction and deduction.

### Teaching Objectives

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students can understand the function of the present continuous tense in future topics.
2. Students can remember rules of the present continuous tense expressing future plans.
3. Students can put the present continuous tense in actual use to talk about future plans flexibly.
4. Through kinds of reading activities, students' comprehensive language abilities will be improved.
5. Students will learn to cherish time and make reasonable plans for a better future.

Accordingly, I set the following teaching key and difficult points:

### Key Point

Students can master the rule of the present continuous tense expressing future plans.

### Difficult Point

Students can talk about future plans with the present continuous tense flexibly.

## II. Analysis of students

In order to make our teaching more targeted, it is necessary for us to analyze the situation of students. Students in senior high school have studied English for at least 7 years and grasped a certain amount of English grammar knowledge. But grammar is still a difficult point for them. Meanwhile, students' ability of using English is limited. Their abstract thinking is not fully developed and they can be easily distracted. Therefore, it is important to help them to have a clear understanding of grammar rules.

## III. Teaching methods

As suitable teaching methods are crucial to classes, I will specially employ the task-based language teaching method, communicative approach and situational approach. These different teaching methods can guarantee various activities to enliven our class so that students can participate in the class actively. Therefore, they can learn by doing various interesting activities.

## IV. Learning methods

Modern foreign language teaching emphasizes that students should be encouraged to develop effective learning strategies and autonomous learning abilities by means of experiencing, practicing, participating, exploring and cooperating under the teacher's guidance, so I will guide students to do tasks by independent exploration and group work.

## V. Teaching procedure

Teaching procedures are the core part of my presentation. And I design my teaching procedures in the following several parts based on the above analysis.

### Step 1. Lead-in

Before the class, I will share my weekend plan with the simple future tense, such as "I will meet my friends and we will visit around our town on Saturday. And on Sunday I will do some chores at home". This is to elicit students' weekend plans and they will talk about their plans in the same way. This topic can catch students' attention and arouse their learning interest. Free talk can bridge what they have learnt with what they are to learn, so as to lead in today's topic naturally.



### Step 2. Presentation

1. I will show some pictures of different activities such as travelling, visiting museums, meeting friends and so on, and ask students to describe them with the present continuous tense. Then I will add a word or phrase of future time to each sentence. Students will observe the two groups of sentences and tell the differences in tense and meanings. Students can have a general understanding of the different functions of the present continuous tense.

2. Students then will read the conversation in the book and underline verbs in the present continuous tense to discuss with a partner the forms and functions in common. I will give some hints like the temporal words.

3. Minutes later students will share their findings. After that I will explain the usage of the tense that the present continuous tense is used here to express future plans, and that in this case, it always works with adverbials of future time.

### Step 3. Practice

#### Activity 1

Students will read the sentences in exercise 3 in the book and tick those that express future plans, and then rewrite them in the present continuous tense. Answers will be checked when they finish it.

#### Activity 2

To help students remember the rules better, I will give out pictures of some famous movie scene randomly. I will set situations like "imagine the scene will happen in the future and it is what the character plans to do". Students are to describe their pictures with the present continuous tense to their partners.

In this way, students can understand and grasp the rule step by step. At the same time, they can practice the rule and their listening and speaking abilities.

### Step 4. Consolidation

After learning this passage, the whole class will be divided into groups of four. I will show the weather report of this weekend and students will make their own weekend plans according to the weather condition. And then they should interview their group members about their plans to make a report. Five minutes later I will invite some groups to share their reports and I will make comments.

During the process, students can apply the new knowledge in real situation, and their comprehensive language ability, as well as cooperating ability can be enhanced, too.

### Step 5. Summary

Students summarize the main idea and what they have learnt according to the blackboard and I will make a supplement that the present continuous tense can sometimes express the future and it always comes adverbials of future time. Then I will stress that students should be careful and distinguish the different functions the present continuous tense has in sentences. Meanwhile I will point out that the future will soon become the present. This is to arouse students' awareness of cherishing time. And I will encourage students to apply what they have learnt into practice when sharing their plans.

### Step 6. Homework

As for the homework, students make new conversations with partners to discuss their plans in a month and

search information about other tense or expressions expressing the future and try to find out their differences.

### VI. Blackboard design

Last but not least, the final part of my presentation is the blackboard design. As you can see, it I make it simple but clear to organize today's knowledge.

### Unit 2 Travelling Around

What are you doing this weekend?  
We're meeting at 10:00 a.m.

**Rule:**

**function:** the present continuous tense → future plans

**verbs:** arrive, come, go, leave, return, start, travel  
do, have, buy, meet, play, stay, finish

That's all my presentation. Thanks for your listening.

《Unit 2 Wildlife protection Reading for writing》

## Reading for Writing

### Make an effective poster

1 Look at the posters below. Which emotions do the photos communicate?

funny   
  surprising   
  frightening   
  sad   
  ...

	poster on the left	poster on the right
I think it's ...		

2 Read the posters and write a one-sentence summary for each.



**Give Ugly a Chance!**

When it comes to wildlife protection, all species—the good, the bad, and the ugly—should be treated equally. Pandas, **dolphins**, and other cute wildlife are important, but we must pay attention to less cute animals, too. The world needs all kinds—without variety, our planet cannot survive. So if you want the future to be beautiful, you have to give ugly a chance.



**Don't Make Paper with My Home!**

Billions of trees are being cut down every year to make paper for humans. Every tree that is cut down is a part of the habitat of animals such as these koalas. In this way a lot of animal homes are being destroyed! Is it right to make animals homeless so that humans can have more paper?

3 Look at the posters again. Discuss the questions in groups.

- 1 What does each poster use to stir up **emotions**?
- 2 Who do you think is the intended audience for each poster? Why do you think so?
- 3 What does each poster want people to do? How do you know?
- 4 In your opinion, which poster is more effective? Why?

4 Work in pairs. Make a poster about an endangered animal.

1 Choose one of the animals below or one of your own. Do some research to add to the animal fact sheet.



South China Tiger

Why is it endangered? Hunted for its skin and fur

Population: 0 in the wild; 30—80 still living

What is being done? A plan is being carried out to increase the number of wild tigers.

What can we do? Do not buy fur or other tiger products!



Yangtze River Dolphin

Why is it endangered? Habitat loss and pollution

Population: 1,000—1,800

What is being done? The dolphins are being moved to a clean and safe habitat.

What can we do? Clean up the rivers!

2 Follow these steps to organise your poster.

- 1 Write a title that is simple, interesting, and unusual, and then collect the information you need.
- 2 Write the name of the species and why it is endangered.
- 3 Use a powerful image to attract the readers' attention to the facts and problems.
- 4 Tell the readers what you want them to think and do.

5 Exchange posters with another pair. Use this checklist to give them helpful feedback.

- ✓ Does the poster include key information about the animal?
- ✓ Does the poster explain why it is endangered?
- ✓ Does the poster support its information with facts?
- ✓ Is the message of the poster clear, i.e. can you tell clearly what the designer wants the reader to think or do?
- ✓ Is the image on the poster effective?

6 Put up the poster in your classroom or in a public place.

《Unit 2 Wildlife protection Reading for writing》教案

**I. Teaching objectives**

1. Students can learn the features of an effective poster through the reading materials;
2. Students can organize a poster by themselves to deliver some information;
3. Students can improve their abilities of getting information and writing through this lesson;
4. Students can cultivate their awareness of protecting wildlife.

**II. Key points**

Students are able to organize a poster by themselves to deliver some information.

**III. Difficult points**

Students can improve their skills in writing and can cultivate their awareness of protecting wildlife.

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**

Step 1. Lead-in

At the beginning of the class, the teacher plays a video of endangered animals and asks them whether they know the condition of the wildlife. Then, the teacher guides students to begin the new lesson.

Step 2. Pre-writing

Lead students to read the passage first and answer the following questions:

What dose each poster use to stir up emotions?

What dose each poster want people to do? How do you know?

In your opinion, which poster is more effective and why?

Step 3. While-writing

Work in pairs to make a poster about an endangered animal:

First, choose one animal between South China Tiger and Yangtze River Dolphin. Then, follow these steps to organize a poster: write a title; write the name of the species and why it's endangered; use a powerful image to attract attention; tell the readers what you want them to think and do.

Step 4. Post-writing

1. Students exchange posters with another pair and use the checklist in the textbook to check their writings.
2. Students modify their own writings.
3. Select best ones.

Step 5. Summary

Students summarize what they have learned today and the teacher gives proper supplements. Then, the teacher reminds students to protect the wildlife and develop positive system of values and attitudes. In addition, the teacher also tells students that they can use posters to deliver information in their daily life.

Step 6. Homework

1. Guide students to put up these posters in our school;
2. Encourage students to search more information about wildlife protection and share it next class.

## VI. Blackboard design

### • Unit 2 Wildlife Protection



1. write a title

2. write the name of the species and why it's endangered

3. use a powerful image

4. tell the readers what you want them to think and do



《Unit 2 Wildlife protection Reading for writing》试讲稿

Good afternoon, distinguished judges. I'm No. X candidate, applying for primary school English teacher. My topic is Wildlife protection. Now I'm ready.

**I. Teaching procedure**

**Step 1. Lead-in**

T: Hello boys and girls! How are you?

S: ...

T: Wow, I'm fine too, thank you. Before the class, I will show you a video. Let's watch it together.

S: ...

T: What is the video about?

S: ...

T: Yes, it is about the endangered animals. Many animals now are in danger, do you know some information about their condition?

S: ...

T: Yes, I heard many guys said yes. Animals are human's friends. We should take actions to protect them right? Ok, now let's move to the new lesson, Wildlife protection.

S: ...

**Step 2. Pre-writing**

T: Now, boys and girls, please open your book. You can see there are two posters in the book and today's task is to organize your own posters like these ones. Before starting your own writing, let's read these two examples first and answer the following questions. Look at the screen 【指向大屏幕方向】:

What dose each poster use to stir up emotions?

What dose each poster want people to do? How do you know?

In your opinion, which poster is more effective and why?

Now, read these posters carefully and you can discuss with your partners. Then I will invite some students to answer these questions. Go!

T: Have you finished? Ok, the first question: What dose each poster use to stir up emotions? Any volunteers? Wow, Lily you please. 【伸手做出请学生回答问题的动作】

S: ...

T: Yes! There are unusual titles that contain the information of this topic. What's more, they use powerful images to attract attention and detailed information to list the facts. Do you agree with her? Great. Next question: What dose each poster want people to do? How do you know? Kathy.

S: ...

T: Ok. So, in your opinion, which poster is more effective and why?

S: ...

T: Oh, I heard different answers. Someone said the picture of the first one is more attractive, while others said the second one referred to animals' homes which can draw more attention. Oh, both are ok, your ideas are great! I



think when we make a poster, we can follow the format and features of these to make our posters more effective.

S: ...

### Step 3. While-writing

T: Now let's make our own posters. You can work in pairs to make a poster about an endangered animal. Look at the PPT, there are two animals with their fact sheets. You can choose one animal between South China Tiger and Yangtze River Dolphin to make a poster for them. You can also do some research to add to the animal fact sheet. Are you clear? OK.

S: ...

T: Then, follow these steps to organize a poster: write a title; write the name of the species and why it's endangered; use a powerful image to attract attention; tell the readers what you want them to think and do. Understand? Begin! 【教师巡视】

S: ...

### Step 4. Post-writing

T: Boys and girls, have you finished? Ok, now please exchange posters with another pair and use the checklist in the textbook to check your writings.

S: ...

T: You are really careful. Now please modify your own writings.

S: ...

T: Ok, just now you have exchanged your posters, which one do you think is the best one? Nancy and Jill's? Ok, let's look at their poster together. Wow, there is a really attractive picture! The title is simple and unusual, and the fact can draw our focus too. Let's clap for them!

### Step 5. Summary

T: Now, who can help us to summarize what we have learned today? Cathy, you please. 【伸手做出请学生回答问题的动作】

S: ...

T: Well done. Today we have learned to make a poster and I think you can use posters to deliver effective information in your daily life! And animals are our friends, I hope you can love and protect animals.

### Step 6. Homework

After class, I think you can put up these posters in our school. And when you go back to your home, you can search more information about wildlife protection and let's share it next class. Are you clear?

S: ....

T: Well done, see you next time.

## II. Blackboard design

• Unit 2 Wildlife Protection



1. write a title

2. write the name of the species and why it' s endangered

3. use a powerful image

4. tell the readers what you want them to think and do



### 《Unit 2 Wildlife protection Reading for writing》说课稿

Good morning, dear judges! I'm very glad to be here to present my class today. I'm number X candidate applying for primary school English teacher. My topic today is Unit 2 Wildlife protection. In order to make my presentation much clearer, 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.

#### I. Analysis of the teaching material

This lesson is from the part of reading for writing, unit 2, book 2, published by People's Education Press for senior high school students. This lesson is to guide students to organize an effective poster which is a useful topic for students. By studying this lesson, students will be able to know the format of an effective poster and their awareness of wildlife protection can be also improved.

#### Teaching Objectives

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

1. Students can learn the features of an effective poster through the reading materials;
2. Students can organize a poster by themselves to deliver some information;
3. Students can improve their abilities of getting information and writing through this lesson;
4. Students can cultivate their awareness of protecting wildlife.

On account of the above analysis, the key points and difficult points are as follows.

#### Key Point

Students are able to organize a poster by themselves to deliver some information.

#### Difficult Points

Students can improve their skills in writing and can cultivate their awareness of protecting wildlife.

#### II. Analysis of students

A senior student in high school has learned English for several years. Students in this grade have acquired some basic knowledge and they are able to express some ideas in English. A freshman in senior school has gradually formed the competence of processing information and analyzing problems, however their writing skills are not high enough. Using proper words and sentence structures is a bit difficult for them. Therefore, in this lesson, I will stress the importance of their ability of expressing opinions in English in a correct way.

#### III. Teaching methods

According to the teaching objectives and students' characteristics, in this class, I will mainly employ multi-media teaching approach and task-based language teaching method.

#### IV. Learning methods

For students, they will work in pairs and in groups to explore the new knowledge referring to the students' physical and physiological characteristics.

#### V. Teaching procedure

In order to realize the teaching process systematically, properly and efficiently, I divide the teaching process into six steps:

Step 1. Lead-in

At the beginning of the class, I will play a radio of endangered animals and ask them whether they know the condition of the wildlife. Then guide students to begin the new lesson.

Through this step, students can be interested in today's lesson.

Step 2. Pre-writing

I will lead students to read the passage first and answer the following questions:

What dose each poster use to stir up emotions?

What dose each poster want people to do? How do you know?

In your opinion, which poster is more effective and why?

Through this step, students can know the format and features of an effective posters and lay a foundation for the writing.

Step 3. While-writing

Students work in pairs to make a poster about an endangered animal:

First, I will lead students to choose one animal between South China Tiger and Yangtze River Dolphin. Then, they should follow these steps to organize a poster: write a title; write the name of the species and why it's endangered; use a powerful image to attract attention; tell the readers what you want them to think and do.

Through this step, students can organize a poster by themselves and improve their writing skills by logic.

Step 4. Post-writing

1. Students exchange posters with another pair and use the checklist in the textbook to check their writings.
2. Students modify their own writings.
3. Select best ones.

Modification in pairs can help students to correct their errors and form a better poster.

Step 5. Summary

Students summarize what they have learned today and the teacher gives proper supplements. Then, I will remind students to protect the wildlife and develop positive system of values and attitudes. In addition, I also will tell students that they can use posters to deliver information in their daily life.

Step 6. Homework

1. Guide students to put up these posters in our school;
2. Encourage students to search more information about wildlife protection and share it next class.

**VI. Blackboard design**

Now let me introduce my blackboard design. I attempt to remind how to write an effective poster by the blackboard design so that the teaching efficiency can be improved.

• Unit 2 Wildlife Protection



1. write a title

2. write the name of the species and why it' s endangered

3. use a powerful image

4. tell the readers what you want them to think and do

That's all for my presentation, thank you for listening!







**《Unit 5 Languages around the world Reading and thinking》教案**
**I. Teaching objectives**

1. Students can understand the main idea of the passage and grasp new words and expressions.
2. Students will learn how Chinese writing system develops and have deeper understanding of our writing history.
3. Through kinds of reading activities, students' reading skills and strategies, such as predicting, skimming, scanning and information collecting by timeline, can be improved.
4. Students are able to talk about Chinese writing system and writing history with newly-learnt expressions.
5. Students will learn to appreciate Chinese writing and the history can help students cultivate cultural confidence.

**II. Key points**

Students can grasp the vocabulary and basic information of the history of Chinese writing system and improve their reading abilities.

**III. Difficult points**

Students can use timeline to deal with detailed information.

**IV. Teaching preparation**

Pictures, radios, and dictionaries.

**V. Teaching procedure**
**Step 1. Lead-in**

The teacher shows pictures of oracle bone inscriptions from Shang Dynasty and students will guess the meaning of each word.

**Step 2. Pre-reading**

The teacher shows the picture in the book and the title of the passage. Students should predict what the text will be about.

**Step 3. While-reading**
**Skimming**

Students read the passage quickly for the first time to check their predictions and share their feelings about our Chinese writing. And they should answer some simple questions:

- a. Was Chinese writing system all the same in history?
- b. Since when the system began to develop in one direction?

**Scanning**

(1) Students read the passage for the second time to find the words and phrases that describe a time to make a timeline of Chinese writing history.

Time	Important things
Several thousand years ago	
Shang Dynasty	
Over the years	



Qin Dynasty	
-------------	--

(2) Students discuss the questions about detailed information:

- a. How did written Chinese unify Chinese people divided by geography and dialects?
- b. How does written Chinese connect Chinese people today with those of the past?

Intensive reading

Students read the passage again and try to make a mind map according to the passage in pairs.

Step 4. Post-reading

Students work in groups of four and discuss what other factors help the Chinese language and culture survive.

They are required to make a report and 5 minutes later share their results in class.

Step 5. Summary

Students summarize the main idea and what they have learnt according to the blackboard and the teacher makes a supplement that the passage introduces the history of Chinese writing system and how it carries Chinese culture into modern society. The teacher should help students to feel proud of Chinese writing and feel confident in our Chinese culture. And the teacher encourages students to promote Chinese writing actively to the world.

Step 6. Homework

Students work in groups to search information about the history of Confucian culture and make a presentation next class.

#### VI. Blackboard design

<b>Unit 5 Languages around the world</b>	
<b>Time</b>	<b>Important things</b>
Several thousand years ago	
Shang Dynasty	
Over the years	
Qin Dynasty	

《Unit 5 Languages around the world Reading and thinking》试讲稿

Good morning, dear judges! I'm very glad to be here to present my class today. I'm number X candidate applying for senior school English teacher. And my topic today is Unit 5 Languages around the world. May I begin?

**I. Teaching procedure**

**Step 1. Leading in**

T: Class begins! Hello, boys and girls! Today I will share something interesting things with you. Before that, do you know how many Chinese characters you can read and write? ... Well, that's not an easy question. Now here I have some pictures for you. Look at this one. What is this?

S: ...

T: Yeah! In Chinese we say "Jiaguwen". And in English they are oracle bone inscriptions. Every word looks like a picture itself. So can you guess their meanings? Linda? The first one.

S: ...

T: Yeah, exactly. It's easy. The sun. The next one. Tom, what do you think?

S: ...

T: Good! It is a bird! What about this? Jim?

S: ...

T: Really? A bird, too? Well, it is a head. How funny, isn't it? What we write today began from these simple pictures. Today let's go and explore the history of our Chinese writing.

**Step 2. Pre-reading**

T: Boys and girls, look at the picture here, and the title of the passage. Can you guess what the passage is about?

S: ...

T: Brilliant! From the picture we can predict it is about the history of the Chinese writing system. Very close. What about "connecting the past and the present"?

S: ...

T: The changes from the past to the present? Maybe.

**Step 3. While-reading**

T: Now let's check your answer. Please read the passage quickly to have a general understanding of the passage. Are you ready?

S: ...

T: OK, Stop here! Cindy, what's the main idea?

S: ...

T: Very good! The passage explains how the Chinese writing system develops and keeps Chinese civilization alive. Well, may I ask your feelings about Chinese writing after reading this passage? Jenny.

S: ...

T: Thank you. You feel much clear about its history. And feel proud. That's good. Now I have two questions.

The first one: From the passage, was Chinese writing system all the same in history? Tom?

S: ...

T: Good. No, it changes all the time. And who knows since when the system began to develop in one direction?

S: ...

T: You guys are good at Chinese history. Yes! It's since Qin Dynasty. So, what happened then? Please read the passage again to find the words and phrases that describe a time. And list the big changes of writing system in that time. Are you clear?

Time	Important things
Several thousand years ago	
Shang Dynasty	
Over the years	
Qin Dynasty	
Modern times	

T: Time's up. You, please. What words do you find?

S: ...

T: Several thousand years ago, Shang Dynasty, Qin Dynasty. Very good. Please look at the chart on the screen. Let's fill it together. What happened several thousand years ago?

S: ...

T: Yes, written Chinese was a picture-based language. Then? By the Shang Dynasty, it had become a well-developed writing system. And? You, please.

S: ...

T: Alright. Over the years, the system developed into different forms. And in modern times, we can also read ancient works. Anything else? Frank, you want to have a try?

S: ...

T: Perfect! An art form developed from it, known as Chinese Calligraphy. This is how Chinese writing system develops. Class, look at the third paragraph. How did written Chinese unify Chinese people divided by geography and dialects?

S: ...

T: The girl by the window, please.

S: ...

T: Smart girl! Yeah, no matter where Chinese people live or what dialect they speak, they use the same writing system. So, they can still communicate in writing. And how does written Chinese connect Chinese people today with those of the past?

S: ...

T: Excellent! We modern people can read works in ancient times because we use the same writing system. Ok, it looks like you have grasped the details in the passage. Now work in pairs to read the passage again and try to make a mind map according to the passage. I will invite some of you to share your mind maps.

S: ...

T: Time's up. Charles, can you?

S: ...

T: Good boy! Thank you. Your mind map covers most of the details. And your handwriting looks beautiful. All of you did a good job!

#### Step 4. Post-reading

T: Class, look at paragraph one. According to the writer, the Chinese writing system is one factor that has helped the Chinese language and culture survive. What other factors can you think of? Now, 4 students work in a group to discuss other factors that may have the same function and make a report. Are you clear? Let's go.

S: ...

T: Group one, come on!

S: ...

T: Great! Sounds interesting. Chinese traditions. Very nice idea. Many of our traditions like respecting the old, the conception of family and other rites make an invisible string connecting us together. Thumb up for your group.

#### Step 5. Summary

T: OK, boys and girls, so much for this class. Look at the blackboard, would you like to summarize what we have learned today?

S: ...

T: Yes! The passage introduces the history of Chinese writing system and how it carries Chinese culture into modern society. Besides writing, our country embraces abundant culture and traditions. And the Chinese characters are very beautiful and unique in languages around the world. I feel so proud and we should have confidence in our Chinese culture. Let's work together to promote Chinese writing to the world, will you?

S: ...

#### Step 6. Homework

T: After this class, please work in groups to search information about the history of Confucian culture. I'd like to invite some students to make a presentation next class. OK, so much for today's class! Bye!

### II. Blackboard design

### Unit 5 Languages around the world

Time	Important things
Several thousand years ago	
Shang Dynasty	
Over the years	
Qin Dynasty	

That's all my presentation. Thanks for your listening.



### 《Unit 5 Languages around the world Reading and thinking》说课稿

Good morning, dear judges! I'm number X candidate applying for senior school English teacher. It's my great honor to be here to share my presentation. And my topic today is Unit 5 Languages around the world. In order to make my presentation much clearer, I'm going to divide it into 6 parts, which are analysis of the teaching material, analysis of students, teaching methods, learning methods, teaching procedures and blackboard design. Now I am going to present them one by one.

#### I. Analysis of the teaching material

First of all, I will give a brief analysis of the teaching material. *Languages around the world* is a reading text, taken from unit 5 of Book 1 for senior school students, published by People's Education Press. The passage The Chinese writing system: connecting the past and the present talks about the history of Chinese writing system and how it helps Chinese culture survive. By studying the lesson, students can have deeper understanding of Chinese writing and traditional culture, during which students can also improve their reading abilities.

##### Teaching Objectives

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students can understand the main idea of the passage and grasp new words and expressions.
2. Students will learn how Chinese writing system develops and have deeper understanding of our writing history.
3. Through kinds of reading activities, students' reading skills and strategies, such as predicting, skimming, scanning and information collecting by timeline, can be improved.
4. Students are able to talk about Chinese writing system and writing history with newly-learnt expressions.
5. Students will learn to appreciate Chinese writing and the history can help students cultivate cultural confidence.

Accordingly, I set the following teaching key and difficult points:

##### Key Points

Students can grasp the vocabulary and basic information of the history of Chinese writing system and improve their reading abilities.

##### Difficult Points

Students can use timeline to deal with detailed information.

#### II. Analysis of students

Students are the core of a class, so the analysis of students can contribute to a better class. Students in grade one of senior middle school have mastered a large number of English words and expressions, and have quite abundant knowledge about Chinese traditional culture. However, they haven't developed their reading ability fully and systematically, and they are unfamiliar with some reading strategies like scanning and timeline. And the topic is not so common in English, so I will stress both the text itself and some reading strategies in the class.

#### III. Teaching methods

To achieve this, I will adopt communicative method and task-based language teaching method in this lesson.

I will lead students to communicate to exchange ideas and improve their spoken English, and set tasks to help students better understand the passage and get everyone involved in the class activities.

#### IV. Learning methods

Students can learn this passage by individual work and group work, during which they can practice their reading strategies such as skimming, scanning, intensive reading and so on. Students will be encouraged to solve problems on their own and then through discussion, they can develop communicative ability.

#### V. Teaching procedure

Then comes the most important part of my presentation: teaching procedures. And I design my teaching procedures in the following several parts based on the above analysis.

##### Step 1. Lead-in

Before the class, I will show some pictures of oracle bone inscriptions from Shang Dynasty and ask students to guess the meaning of each picture. Pictures are used to catch students' attention and arouse their learning interest. Oracle bone inscriptions can lead in today's topic naturally.

##### Step 2. Pre-reading

I will show the picture in the book and the title of the passage and let students guess the main idea. This is to arouse students' enthusiasm for study and students can get well-prepared for the reading.

##### Step 3. While-reading

###### Skimming

Then students will read the text quickly for the first time to check their predictions and share their feelings about our Chinese writing. And they should answer some simple questions like "Was Chinese writing system all the same in history? Since when did the system begin to develop in one direction?"

###### Scanning

(1) In this step, students read the text for the second time to find the words and phrases that describe a time to make a timeline of Chinese writing history.

Time	Important things
Several thousand years ago	
Shang Dynasty	
Over the years	
Qin Dynasty	

(2) After they finished, to help students better understand the passage, I will ask two detailed questions:

- a. How did written Chinese unify Chinese people divided by geography and dialects?
- b. How does written Chinese connect Chinese people today with those of the past?

###### Intensive reading

Next, I will guide students to work in pairs to read the passage again and try to make a mind map according to the passage. I will invite some students to share their mind maps.



In this way, students can develop their reading ability and apply reading skills such as skimming, scanning and intensive reading. They will understand the details of the passage step by step.

Step 4. Post-reading

After learning this passage, I will divide students into groups of 4. Students will discuss what other factors help the Chinese language and culture survive. They are required to make a report and 5 minutes later share their results in class.

Group discussion can improve students' comprehensive language ability and develop their divergent thinking ability. And during the process, students can have deeper understanding of traditional culture.

Step 5. Summary

Students summarize the main idea and what they have learnt according to the blackboard and I will make a supplement that the passage introduces the history of Chinese writing system and how it carries Chinese culture into modern society. Then I will point out that we should feel proud of Chinese writing and have confidence in our Chinese culture. Meanwhile I will encourage students to promote Chinese writing actively to the world.

Step 6. Homework

As for the homework, students work in groups to search information about the history of Confucian culture and make a presentation next class.

**VI. Blackboard design**

Last but not least, the final part of my presentation is the blackboard design. As you can see, I made it simple but clear to organize today's knowledge.

Unit 5 Languages around the world	
Time	Important things
Several thousand years ago	
Shang Dynasty	
Over the years	
Qin Dynasty	

That's all my presentation. Thanks for your listening.

《Festivals and celebrations Reading and thinking》

## Reading and Thinking

### Discover the reasons for festivals and celebrations

- 1 Before you read, discuss these questions in groups.
  - 1 What festivals do you celebrate with your family each year?
  - 2 Why do you think people celebrate different festivals?
- 2 Read the text and find out the answer to the question in the title.

### WHY DO WE CELEBRATE FESTIVALS?



Festivals are celebrated all around the world. They have a wide **range of origins**, such as the seasons of the year, religions, famous **figures**, and important events. Every festival has its different customs and unique charms. However, no matter how different they may seem, all over the world, the spirit of sharing **joy**, gratitude, love, or peace is common in all festivals.

Of all the traditional festivals, the **harvest** festival can be found in almost every culture. This important agricultural festival takes place after all the **crops** have been **gathered** in. People celebrate to show that they are **grateful** for the year's supply of food. In ancient Egypt, the harvest festival was celebrated during the springtime—the Egyptian harvest season. It **featured** a parade and a great feast with music, dancing, and sports. Today, in some European countries, people **decorate churches** and town

halls with flowers and fruit, and get together to celebrate over a meal. During the Mid-Autumn Festival in China, families gather to admire the shining moon and enjoy delicious mooncakes.

Customs play a **significant** role in festivals, but sometimes they can change over time. With the development of modern society and the spread of new ideas, some traditions may fade away and others may be established. One example is the **typical** Chinese Spring Festival custom of lighting firecrackers to drive away the evil spirits and celebrate the new year. Nowadays, many big cities have given up this custom in order to avoid air pollution. Another example is Halloween, which slowly became an exciting festival for children, in spite of its religious origins.

4 UNIT 1 FESTIVALS AND CELEBRATIONS

Festivals are becoming more and more **commercial**, with businesses taking advantage of the celebrations. Online shopping websites and social **media** apps have made it much easier for the public to spend more on gifts for their loved ones. Although some believe festivals should not be commercialised, others believe the increase in spending is good for the economy and public happiness.



Festivals are an important part of society. They **reflect** people's wishes, **beliefs**, **faiths**, and attitudes towards life. They are **occasions** that allow us to relax and enjoy life, and forget about our work for a little while. They help us understand where we came from, who we are, and what to appreciate. And if you study festivals carefully, you may be surprised to find that different cultures actually have a lot in common after all.

**Identify the main idea of a paragraph**

Identifying the main ideas of paragraphs is necessary when analysing a text. Most paragraphs will have a "topic sentence" that tells you the paragraph's main idea. It is often the first sentence, but sometimes it is found elsewhere in the paragraph.

**3 Read the text again and underline the topic sentence of each paragraph that gives the main idea.**

**4 In pairs, discuss the following questions.**

- 1 What do most festivals seem to have in common? Why do you think people around the world find these things important?
- 2 How do you feel about festival customs that have already faded away?
- 3 What is the writer's attitude towards the commercialisation of festivals?

**5 Complete the following passage using suitable words from the text. Be sure to use the correct forms.**

Today's festivals have a wide \_\_\_\_\_ of origins, including the seasons of the year, famous \_\_\_\_\_, important events, and religions. The \_\_\_\_\_ festival is one of the most popular festivals and is celebrated in many cultures. Customs play a \_\_\_\_\_ role in festivals, but they can change over time. For example, some Chinese cities no longer allow firecrackers during the Spring Festival, as they can increase air pollution. These days, festivals are becoming more \_\_\_\_\_, with people spending more money on gifts. Festivals \_\_\_\_\_ people's wishes, beliefs, faiths, and attitudes towards life. They are \_\_\_\_\_ to spend time with family, and to relax and enjoy life.

### **I. Teaching objectives**

1. Students will be able to understand the passage.
2. Students will be able to read and understand the words.
3. Students can use the reading skills to get the information they need.
4. Students will be able to enhance the self-confidence toward our culture.

### **II. Key points**

Students should understand the passage and master the new words.

### **III. Difficult points**

Students may have difficulties in getting information by using the reading skills.

### **IV. Teaching preparation**

Pictures, radios, and dictionaries.

### **V. Teaching procedure**

Step 1. Lead-in

Students should listen to the song *Silent night* and answer the question.

Question: Which festival is it?

Step 2. Pre-reading

Students should look at the title and pictures to guess what will be discussed in this passage.

Step 3. While-reading

Skimming

Students read the passage quickly and check if their guessing is right and find out the topic sentence of each paragraph.

Scanning

Students read the passage again and answer the following questions.

1. Why do people celebrate festivals?
2. Why does the author mention commercialization of festivals? How is it influencing people's way of celebrating festivals?
3. What are some other reasons for celebrating festivals?

Careful reading

Students should learn the new words according to the context.

Step 4. Post-reading

Students need to have a discussion about the view on commercialization of festivals in groups and share with the whole class.

Step 5. Summary

Students summarize what they have learned in this lesson, and the teacher gives some supplements if necessary. Then the teacher can suggest students to enhance their self-confidence toward our culture.

Step 6. Homework

Students can write a short passage about their view on commercialization of festivals. The passage is no less

than 150 words.

#### VI. Blackboard design

### Why do we celebrate festivals?

1. Main idea: The reasons and changes of festivals.

2. Detailed information: Why celebrate

Commercialization of festival

Other reasons



《Festivals and celebrations Reading and thinking》试讲稿

#### I. Teaching procedure

Good morning, dear judges! I'm very glad to be here to present my class today. I'm number X candidate applying for the senior high school English teacher. And my presentation today is a reading lesson from the Unit 1 Festivals and celebrations. Now I'm ready.

**Step 1. Lead-in**

T: Class begins! Hello, boys and girls! Before our class, I have a song to share with you. The song is *Silent night*. Now, let's listen.

S: ...

T: Let's stop here. Do you know which festival it is? Wonderful! You all know that! It's Christmas. Today we will learn a passage about festivals. Let's go to our today's class.

**Step 2. Pre-reading**

T: Guys, please look at the title and pictures. Can you guess what the passage may talk about according to the title and picture?

S: ...

T: Anyone wants to share your opinion? Tom!

S: ...

T: Wonderful answer! And anyone else?

S: ...

T: Good job! Lily! Different people have different ideas. Now let's read the passage to find the answer.

S: ...

**Step 3. While-reading**

T: Please read the passage quickly and check if your guessing is right and try to find out the topic sentence of each paragraph. Shall we begin?

S: ...

T: OK! Stop here! Now, who can tell me the main idea of the passage? Who wants to try? John, you please!

S: ...

T: Well done! The main idea of this passage is that the reason and changes of celebrating festivals. How about the topic sentences? Who can read for us? Jane!

S: ...

T: Excellent! Your pronunciation is very good. The topic sentence is the first sentence of each paragraph.

T: Now please read the passage again and try to answer the questions on the PPT. You can discuss the questions with your partner. Begin!

S: ...

T: Time's up! Who can answer the first question? Why do people celebrate festivals? Paul, please!

S: ...

T: He said the answer is the second sentence in the first paragraph. Do you agree?

S: ...

T: Good! Paul, you are right. Sit down, please. Festivals have a wide range of origins. Who knows the



meaning of range and origin? The boy in blue, please.

S: ...

T: Your translation is concise and right. I'm proud of you! Now who can answer the second question? Why does the author mention commercialization of festivals? How is it influencing people's way of celebrating festivals? Emma, please.

S: ...

T: Great! Because the commercialization of festivals can influence people's decisions to spend more money on festivals. And it is an encouragement to celebrate festivals. The last question? What are some other reasons for celebrating festivals? Any volunteers? Bob, please!

S: ...

T: Your thinking is active. You are a smart boy.

#### Step 4. Post-reading

T: Now that we all know the main idea and some detailed information of the passage, let's have a discussion with your group members. What do you think of the commercialization of festivals? After 10 minutes, I will choose some representatives to share your ideas with us. Begin!

S: ...

T: Have you finished? Who can share your idea with us? Group 1, have a try?

S: ...

T: Very good! Your idea is unique! Any other groups? Group 3, please.

S: ...

T: Wow, you are quick in mind. All of you did a good job.

#### Step 5. Summary

T: Boys and Girls, today we have learned so much knowledge. So can anyone make a detailed summary about what we have learned in this class? Well, Jenny, you are so brave today!

S: ...

T: Good Job, Jenny! Today we have learned a passage about the festivals. More importantly, we should enhance our self-confidence in our culture.

#### Step 6. Homework

T: After class, please write a short passage about your opinion on commercialization of festivals. The passage should no less than 150 words. Next class, we will share your passages. OK? Good. Goodbye everyone.

#### II. Blackboard design



### Why do we celebrate festivals?

1. Main idea: The reasons and changes of festivals.
2. Detailed information: Why celebrate
  - Commercialization of festival
  - Other reasons



### 《Festivals and celebrations Reading and thinking》说课稿

Good morning, dear judges! I'm very glad to be here to present my class today. I'm number X candidate applying for the senior high school English teacher. And my presentation today is a reading lesson from Unit 1 Festivals and celebrations. In order to make my presentation much clearer, 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.

#### I. Analysis of the teaching material

First of all, I will give a brief analysis of teaching material. This is a reading lesson about festivals, which is from unit 1 of Book 3, published by the People's Education Press. This unit is the second part in book 3. Students have been familiar with the topic. In view of this, this lesson is very important for students to grasp the information of the passage.

##### Teaching Objectives

Given the analysis of teaching materials, the teaching objectives are designed as follows:

1. Students will be able to understand the passage.
2. Students will be able to read and understand the words.
3. Students can use the reading skills to get the information they need.
4. Students will be able to enhance the self-confidence toward our culture.

##### Teaching Key and Difficult Points

Based on the objectives, I make the teaching key points and difficult points as follows:

Teaching key point is to understand the passage and learn the new words. While the teaching difficult points are to get information by using the different reading skills.

#### II. Analysis of students

After the analysis of teaching material, now let me analyze the students. Students are not only the target of teaching, but also the active subject of study. Thus, a thorough analysis of students becomes a necessity. After seven years' basic English learning, they have already mastered large numbers 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 they still need guidance and help on using reading skills to get information. Therefore, in this lesson, I will stress students' skills in reading.

#### III. Teaching methods

Based on the analysis of the teaching material and students, I will choose situational teaching method and task-based language teaching method for this lesson.

#### IV. Learning methods

According to teaching objectives and students' characteristics, I will ask students work in pairs and in groups to understand the passage.

#### V. Teaching procedure

According to the above analysis, teaching procedures –the most important part is designed as follows:

Step 1. Lead-in

For this step, first, I will ask students to listen to the song *Silent night* and answer the questions “Which festival is it?”

The purpose of this step is to arouse students’ interest in learning this passage, and make a preparation for the reading task.

#### Step 2. Pre-reading

In this step, I will guide students to look at the title and pictures and guess the main idea of the passage.

Through this activity, students can train their ability of guessing.

#### Step 3. While-reading

##### Skimming

I will let students read the passage quickly and check if their guessing is right and find the topic sentence of each paragraph. After reading, we can summarize the main idea is the reasons and changes of celebrating festivals and the topic sentence is the first sentence of each paragraph.

##### Scanning

I will let students read the passage again and try to answer the following questions:

1. Why do people celebrate festivals?
2. Why does the author mention commercialization of festivals? How is it influencing people’s way of celebrating festivals?
3. What are some other reasons for celebrating festivals?

In this way, students can know more detailed information of the passage and have a better understanding of the passage.

##### Careful reading

I will let students underline the new words and try to translate them according to the context.

By doing this, students can know the meaning of the new words.

#### Step 4. Post-reading

In this step, I only design one task. I will ask students to have a discussion about their views on commercialization of festivals in groups and then share their ideas with the whole class.

Through this task, students can deeply understand the passage and improve their comprehensive skills.

#### Step 5. Summary

For the summary of this lesson, firstly, I will invite some students to summarize what they have learned in this class. Secondly, I will make some supplements and suggest students to enhance their self-confidence to culture.

Thus, students can summarize what they have learned and achieve the teaching objective.

#### Step 6. Homework

For the final part of this lesson, I will ask students to write a short passage of their own view on commercialization of festivals.

By doing the homework, students can strengthen what they have learned after class and improve their writing skills.

## VI. Blackboard design

After finishing the part of teaching procedure, I will come to the last section: design of the blackboard. As you can see, I have mainly used the key points so that students will grasp them better and use them in the actual life.

### Why do we celebrate festivals?

1. Main idea: The reasons and changes of festivals.
2. Detailed information: Why celebrate
  - Commercialization of festival
  - Other reasons

The above is my lesson presentation, your comment is appreciated.

