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小学英语《Welcome to Africa》

1.题目：Welcome to Africa 2.内容： Welcome to Africa, my friend. Thank you. Who are these people? What are they doing? They are farmers. They are planting corn. Wow, giraffes. Look at that woman. What does she do? She's a vet. She helps animals. Look, that is my father. He is an ice cream man. Great, I like ice cream. Oh, no! My ice cream. 3.基本要求： (1)要有适当的板书； (2)全英语授课； (3)体现师生互动。
答辩题目
1.请谈谈你这节课的重点？【教学设计类】 2.你是如何巩固新知的？【教学设计类】

《Welcome to Africa》主要教学过程及板书设计

(一)教学过程

Step 1 Warming-up and Lead-in

1. Greeting the students with “nice to see you again”.

2. Ask about some students about their experiences of vacations in other countries.

Step 2 Pre-reading

Show students a picture of Africa on the PPT and ask some students what they can see in the picture.

The teacher will guide the students to think about the people and what they are doing in the picture.TheThe conclude their opinions and show them the new words of: farmer; vet; ice cream man.

Step 3 while-reading

1. Fast reading

The teacher asks the students to read the passage fast and try to answer the following questions according to the passage.

What is the main idea of the passage.

What do the people do in the passage?

What are the people doing in the passage?

2. Careful reading

The teacher asks the students to read the passage carefully and complete the True or False questions:

(1) The farmers are planting corn. ( )

(2) The vet doesn’t like animals. ( )

(3) My father is an ice cream man. ( )

Step4 Post-reading

1. Listen to the radio carefully and pay attention to the pronunciation and intonation.

2. Ask several students to role-play the conversation in groups of 2 in front of the class.

3. After their play, other students give their evaluations on their plays, and the teacher make a comment.

Step5 Summary and Homework

Summary: Ask some students what they have learned in this class and the teacher make a summary.

Homework:

1. Retell the conversation to your friends in your own words.

2. Search more jobs on the internet and share them in the next class.

(二)板书设计

Blackboard Design:

Welcome to Africa farmer; vet; ice cream man What are they doing? What does she do?

答辩题目解析

1.请谈谈你这节课的重点?【教学设计类】

【参考答案】

这节课的重点是学生能够学会一些关于工作的词汇和如何来询问某人的职业，并且能够提升一些阅读技能，比如：跳读和浏览的方式。

2.你是如何巩固新知的?【教学设计类】

【参考答案】

巩固新知对于吸收本节课的重点内容是非常重要的。我在本节课的设计中，设计了角色扮演的活动，这样学生能在运用语言的过程中把所学新知转化为自己的语言，提高自己的综合语言运用能力，同时也加强了小组合作能力。

小学英语《Can I have a drink?》

1.题目：《Can I have a drink?》

2.内容：

Amy: Mum, can I have a drink?
Mom: Yes, you can. Here you are.
Amy: Can I have an ice cream, mum?
Mom: No, you can't. No ice cream.
Amy: Can I go to shop an ice cream?
Mom: No, you can't! You are ill. But you can have these biscuits.
Amy: Thanks mum.

3.基本要求：

（1）全英授课；

（2）须互动环节；

（3）锻炼学生表演和口语表达能力。

答辩题目
1.请谈谈小学英语听说课可以分为什么类型？【专业知识类】 2.在这堂听说课中，你让课堂气氛活跃起来了吗？【教学实施类】

《Can I have a drink?》主要教学过程及板书设计

(一)教学过程

Step1 Warming up:

Daily greeting, and sing a song named Edelweiss with students.

Step 2 Pre-listening

Ask students two questions “What do you like to drink” and “What do you like to eat?” Invite some students to answer the questions and get some answers. Show two pictures of an ice cream and biscuits, then teach the two words.

Step 3 While- listening

Play the tape for the first time, and ask students to answer the question “Who are talking in the tape?” Invite one student to answer the question. Divide students into two groups, play the tape for the second time, and ask one group to find answers about the question “What does Amy can eat in the tape” and the other group to find answers about the question “What does Amy can’t eat?” Then check the answer, and write down structures of Can I… / Yes, you can. /No, you can’t on the blackboard. Play the tape for the third time, and ask students to read after the tape, paying attention to the pronunciation.

Step 4 Post- listening

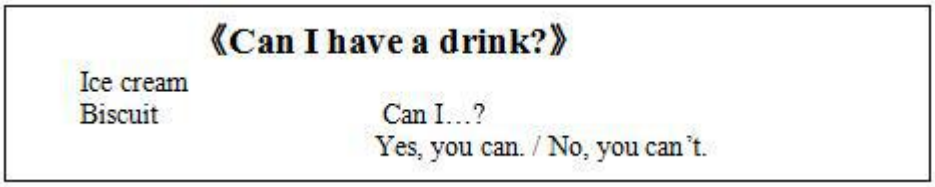
Ask students to do role-play with their desk mates, acting Mum and Amy in turn. Then invite two pairs to perform the role-play and give them proper evaluations.

Step 5 Summary and homework

Ask one student to share what he learned in this class. Then give a little task to all the students, that is, when they go home, they could use the structures learned today to describe other kinds of drink or food to their parents.

(二)板书设计

Blackboard Design:



答辩题目解析：

1.请谈谈小学英语听说课可以分为什么类型?【教学设计问题】

【参考答案】

小学英语的课型中，听说课占了很大的比重，所以学会设计听说课，理解听说课的设计思路是一个重难点。小学听说课的课型分为 let’s learn 和 let’s talk 两类，其中前者侧重于单词的操练，而后者更侧重于句型的操练。不管是侧重单词还是侧重于句型的练习，在设计该课型的时候需秉承一个理念，即不可直接呈现单词与句型(即把单词句型写在黑板上，告诉学生是什么意思)，而是在情境之中把这些重点的单词与句型引出来。

2.在这堂听说课中，你让课堂气氛活跃起来了吗?【教学实施问题】

【参考答案】

在这堂课上，我认为我让课堂气氛活跃起来了。首先，在热身阶段，我和同学们一起唱了一首歌曲。小孩子喜欢轻松活泼，因此，这样的开场方式，使得气氛开始活跃。其次，在授课的过程中，我通过组织不同的活动启发学生进行思考和参与，调动了他们的积极性，使得课堂气氛活跃。

初中英语《What are you going to be when you grow up?》

1.题目：What are you going to be when you grow up？ 2.内容： A: What are you going to be when you grow up？ B: I'm going to be a reporter. A: Well, how are you going to do for what? B: I'm going to write articles to magazines. A: Where are you going to work? B: I'm not sure yet. Maybe Shanghai or Beijing. 3.基本要求： （1）适当板书； （2）全英授课； （3）教学生学会应用。
答辩题目
1.为什么你想成为一名英语老师呢？2.你本节课的难点是什么呢?你是如何克服的？ 【答辩题目类型】结构化、教学实施

《What are you going to be when you grow up?》主要教学过程及板书设计

(一)教学过程

Step1 Warming-up:

Listen to a song, “Be what you wanna be”. And after listening, I will ask a question: what can you hear from the song? Yes, many professions, such as lawyer, doctor and so on. And then I will ask students, “ what do they want to be when they grow up” and ask some students to answer the question. And then I will tell students we can also say “what are you going to be when you grow up” and lead to today’s class.

Step2 Pre-listening:

I will show some pictures on the PPT, the first picture is about reporter and the second picture is about the article. I will write down the two words on the blackboard and then I will ask the students to read after me.

Step3 While-listening:

I will ask students to listen to the radio for the first time and then match the sentence with the picture on the PPT. The first picture is about the reporter, thee second picture is about writing magazines and the third picture is about Shanghai.

Then I will ask students to listen to the radio for the second time and after listening, I will ask them to answer three questions on the blackboard, the first one is “What is he going to do when he grows up”, the second one is “how is he going to do for that” and the third one is “where is he going to work”.

I will ask students to listen to the radio for the third time and they need to read after the radio. And then I will divide the students into two groups, group A acts as A, and group B acts as B, and read the passage.

Step 4 Post-listening

We will play a game called “ hot potato”. When the music begins to play, students need to pass the flower. And when the music stops, the students who is holding the flower need to answer the question about “what is he going to do when he grows up, how is he going to do for that or where is he going to work”.

And then we will have a group work, four students as a group and students need to make a survey about what is their group members going to be, how is he or she going to do for that and where is he going to work. Five minutes later, I will ask some groups to show their report.

Step5 Summary and homework

I will ask students to read the passage to summarize what we have learned today. After class, they need to search more information about the job they want to do.

(二)板书设计

Blackboard Design:

What are you going to be when you grow up?
How are you going to do for that?
Where are you going to work?

答辩题目解析

1.为什么你想成为一名英语老师呢?【结构化类】

【参考答案】

因为我的妈妈是一名老师，她为学生奉献的精神深深感动了我。她告诉我教师这个职业是非常伟大的，对于整个国家的意义重大。当面对学生那渴望知识的眼睛，能够帮助学生掌握知识，认识社会，见证他们一点一滴的成长和进步，你会为此感到欣慰和骄傲。所以我从小的愿望就是和妈妈一样成为一名老师。学习英语之后，我一直很喜欢英语，英语成绩一

直不错，所以我想成为一名英语老师。在今后的工作中，我会继续深化自己的专业知识，掌握一定的教学方法和班级管理方法等，争取成为一名优秀的英语教师。

2.你本节课的难点是什么呢?你是如何克服的?【教学实施类】

【参考答案】

这节课的难点是让学生把所学知识用于实际生活的表达中，学会阐述他们想做的工作以及他们决定怎么做。本节课的主要内容都是围绕重难点展开，花了大篇幅去讲解并且让同学理解具体意义，让学生体会其在现实生活中是如何应用的。并且通过一些图片描述让学生对其含义和使用范畴有更清晰的了解。通过组织班级游戏以及小组活动来让学生把句型用在真实情境中，游戏及小组活动能够吸引学生的兴趣，并且游戏和小组活动都是全班同学共同参与，这让全班同学都得到了练习，并且也能帮助老师检验学生对于所学知识的掌握程度，最终帮助学生克服本节课的难点。

初中英语《Cartoon》

1.题目：《Cartoon》 2.内容： When people say "culture", we think of art and history. But one very famous symbol in American culture is a cartoon. We all know and love the black mouse with two large round ears—Mickey Mouse. Over 80 years ago, he first appeared in the cartoon Steamboat Willies. When this cartoon came out in New York on November 18, 1928, it was the first cartoon with sound and music. The man behind Mickey was Walt Disney. He became very rich and successful. In the 1930s, he made 87 cartoons with Mickey. 3.基本要求： （1）用视频导入； （2）全英授课； （3）教学过程中要有相应的板书。
答辩题目
1.简述下，阅读教学中每次阅读的作用/目的分别是什么？【教学设计类】 2.你怎么理解为人师表?【结构化类】

《Cartoon》主要教学过程及板书设计

(一)教学过程

Step 1 Lead-in

1. Greeting to Ss.

2. Show a cartoon Steamboat Willie to Ss, and then ask them some questions:

----Do you like to watch cartoon?

----What is your favorite cartoon?

----Why do you like it?

Step 2 Pre-reading

According to the pictures on ppt. and the movie they saw in Lead-in part, Ss need to predict which one is the main idea of this passage.

The options present on PPT:

----Mickey Mouse, a famous symbol in American culture.

----Some cartoons with Mickey Mouse.

----Disney theme parks around the world.

----What people think of cartoons?

Step 3 While-reading

1. Fast reading

Ask students to read the passage quickly and then check their prediction answers.

2. Careful reading

Have Ss to read this passage carefully and talk about the main character in the cartoon. And then work with their partners to discuss the following chart:

	When did he first appeared in the cartoon?	Who created him?	How many cartoons did Walt Disney make with Mickey?
Mickey Mouse			

Then talk about their favorite Disney characters. T writes down their answers on the blackboard and ask Ss vote for their favorite Disney characters and write the number of vote on the board.

Disney characters: Mickey Mouse, Minnie Mouse, Donald Duck, Mulan, Goofy, Snow White…

Then four students a group to discuss why people love this Disney characters.

Step 4 Post-reading

Four students in a group, find another cartoon character just as famous as Mickey, and then to discuss why is the character popular.

Step 5 Summary and Homework

1. Summary: ask students to review what they’ ve learnt today, and then T makes a conclusion.

2. Homework: Does a role play

Divide the class into several groups; each group has 5-6 students. They need to choose their favorite carton and each group member act as a role of the cartoon.

(二)板书设计

Blackboard Design:

Cartoon			
	When did he first appeared in the cartoon?	Who created him?	How many cartoons did Walt Disney make with Mickey?
Mickey Mouse			

Key words:
Culture
Famous
Successful
come out

答辩题目解析

1. 简述下，阅读教学中每次阅读的作用/目的分别是什么?【教学设计类】

【参考答案】

首先，在快速阅读环节中，让学生第一遍快速阅读全文，判断自己在 pre-reading 部分所做的推测是否正确。该步骤训练学生的阅读技巧，旨在获取文章的大意，不要求学生获取所有细节信息。带着期待去阅读，并在阅读中检测和不断修正自己的预测，这种交互式阅读能够促进学生对文章内容的理解。

其次，在快速阅读环节中，让学生再次快速阅读全文，并所搜集几个信息，完成该活动。该步骤的目的是培养学生寻读的策略。寻读一般要求搜索一些特殊的细节信息，该信息提供的信息是一个动画片的名字和两个时间，这些信息在文字形式上有特点，目的就是培养学生学会根据这些信息特点快速找出答案。

最后，在精读环节，让学生放慢速度再次阅读文章，并补全表格信息。此处涉及到文章中的一些细节信息，学生需要理解文章传递的基本信息和深层含义。有助于学生理清文章的脉络，理解其中的深层次含义。

2. 你怎么理解为人师表? 【结构化类】

【参考答案】

古语有云“师者，所以传道、授业、解惑也。”对于我们目前的教学来看，学生经过教师的教导，才能具备知识，掌握技能，培养道德，启发思想，教师对学生的影响既深又远。我认为，一名合格的教师应该具备以下的基本素质：

首先传道。身为老师，其教导的内容要合乎道德、合乎伦理、合乎人间正义、合乎做人道理。要教授学生传统美德，并时刻以身作则，不做有违道德伦理的事情，不损害教师的形象。其次授业。教师除了交给学生专业基础知识以外，还要教授一些基本技能。让学生在今后的人生路上受益无穷，无论是在职场、人际关系、学习能力上，都能发挥更大的能量，具有良好的表现。解惑。学生在学习的过程中，难免会遇到这样或那样的问题，作为教师，一定要对学生进行专业化的指导。除此之外，还要加强对教师内心的指导，帮助学生克服遇到的挫折和困难。要正确的引导学生，能正确的看待生活中遇到的问题，积极的面对生活中的难题，体会战胜困难的喜悦。示范。所谓“身教重于言传”。教师要时刻意识到自己的身份，不能随意妄行，要以更高的标准来要求和规范自己的言行举止，并且要时刻的提高自己的各项技能。要以身作则，树立模范形象，潜移默化的影响学生。

高中英语《How to bathe a bird?》

1.题目：How to bathe a bird?

2.内容：

John: Mary, do you know how to bathe a bird?

Mary: Well, washing a bird is necessary so that it will keep away from dirty. If you've never heard of washing a bird, don't worry, it's not hard.

John: Oh, it's very nice of you.

Mary: First, check the weather to ensure that it's sunny and warm; you wouldn't want to wash and get a poor bird all wet in the cold weather! Second, select a bathing container, ensure that the container is just wider than the bird, but deep enough to be half full and still submerge each bird entirely, except for the head. This keeps the bathwater from displacing and spilling over. A narrow container also restrains their flapping, which is important to reduce panic and mess. Then, you can towel-dry it carefully by putting a dry bath towel and pressing without rubbing--simply pat very gently. The bathing should keep a shorter time because bird does not like dampness.

John: Thank you, I really learn a lot.

3.基本要求：

（1）设置学生犯错环节，并予以纠正；

（2）根据语篇设计一个听力教学活动；

（3）全英试讲。

答辩题目
1. 谈谈板书的作用。2. 新课标中提到学生和教师是合作者，请谈谈你的看法? 【答辩题目类型】教学设计、专业知识

《How to bathe a bird?》主要教学过程及板书设计

(一)教学过程

Step 1 Lead in

Doing a report: Ask a student on duty to give an oral report while other students listen to him/her carefully, and after that I will ask some questions about her report.

Possible answer: my family, including a pet.

Q: Who is special in her family? (A pet)

Who is going to look after a dog or a cat?

What does she do every day? (I’ ll feed it, bathe it and walk it every day!)

Step 2 Pre-listening

1. Discussion: Show a question and ask them to discuss with their partner.

Q: If you have a pet, but it is very dirty, what will you do? And how to do?

(to encourage students to try their best to speak in English)

2. Word study: Before listening, give Ss some new words and expressions that can help them have a good understanding about the listening material.

Step 3 While-listening

First of all, let’ s look at the pictures. Guess what happened to them or get the Ss to guess the answers to the questions. Then let them listen to the tape. For the first time, let them listen carefully and get the general idea. For the second time, let them answer the questions according to what they hear.

Extensive listening:

At the first listening, students will be required to get the main idea. After that, ask students to talk about it in their own language.

At the second time, students will listen to the dialogue carefully again and fill the following blanks according to what they hear.

Three minutes later, the Ss give different answers.

Step 4 Post-listening

1. Repeat the dialogue. Play the tape for the last time, and ask students to pay more attention to the pronunciation and intonation while imitating .

2. Retell the story. Show some important phrases on the screen and ask the Ss to retell the story in the first person.

Step 5 Summary and homework

Summary: The students share what they have learnt today, and teacher can emphasize the emotional attitude (we should protect the little animal, love the nature).

Homework: Change the dialogue into a composition.

(二)板书设计

Blackboard Design:

How to bathe a bird?

bathe
submerge

First, check_____ to ensure that it's _____.
Second, select_____, ensure that the container is just_____ than the bird. A narrow container also restrains their flapping, which is important to reduce _____.
Then, you can _____ it carefully. The bathing should _____ because bird does not like _____.

答辩题目解析

1.谈谈板书的作用。【教学设计类】

【参考答案】

恰当合理的板书，不仅有助于教师的“教”，对于传授双基、培养能力、提高教学质量都有着重要作用。

首先，有助于完成教学目标。设计科学是板书能较好地呈现教学内容，有利于教师传授知识和学生掌握知识。

其次，有助于突破教学重难点。设计合理的板书能对教学内容删繁就简，讲重难点和关键点条理清晰地展示出来，使学生一目了然所学内容。

最后，有助于培养学生的审美情趣以及认真严谨的学习态度。

2.新课标中提到学生和教师是合作者，请谈谈你的看法?【结构化类】

【参考答案】

在教学过程中学生和老师的角色定位，直接关系到学生在知识交流互动学习过程中的效率和态度。在新课程改革的背景下，教师被定义为学生学习的合作者，传统意义上的以教师的“教”为主体的课堂教学转变成了“以教师和学生的合作”为导向的课堂教学。具体到教学过程中，我会在课堂上努力营造一个民主平等、宽松和谐的学习氛围。课堂上关注每一位学生，鼓励学生课堂上发表不同意见，即使说错了，对学生思维中合理的因素也加以肯定，保护学生的自尊心，激发学生的自信力。鼓励学生课堂上提出问题，对教师的讲授、学生的

发言，大家随时可以发问。对提问的学生给与表扬鼓励，这样就形成了课堂上生生、师生的互动交流。学习活动不再是教师填鸭式的教学下学生被动的学习，而是相互合作，共同学习，这更加强调教师与学生平等的地位，所以说教师是学生学习的合作者。

高中英语《Computer》

1.题目：《Computer》

2.内容：

Over time I have been changed quite a lot. I began as a calculating machine in France in 1642. Although I was young II could **simplify** difficult **sums**. I developed very slowly and it took nearly two hundred years before I was built as an analytical machine by Charles Babbage. After I was programmed by an **operator** who used cards with holes. I could "think" **logically** and produce an answer quicker than any person. At that time it was considered a **technological revolution** and the start of my "**artificial intelligence**". In 1936 my real father, Alan Turing, wrote a book about how I could be made to work as a "universal machine" to **solve** any difficult mathematical problem. **From** then **on**, I grew rapidly both in size and in brainpower. By the 1940s I had grown as large as a room, and I wondered if I would grow any larger. However, this **reality** also worried my designers. As time went by, I was made smaller. First as a PC(**personal** computer) and then as a laptop, I have been used in offices and homes since the 1970s.

3.基本要求：

（1）全英试讲；

（2）要求讲解加黑单词；

（3）设计成阅读课。

答辩题目
1.本节课开头你采用了猜谜的方式，为什么要这样设计？【教学设计类】 2.试讲中你用到了略读和扫读两种方法，请简单介绍下？【教学设计类】

《Computer》主要教学过程及板书设计

(一)教学过程

Step 1: Warming up(5mins)

Play a guessing game with students. These riddles are related to computer:

I am a machine. My shape is not large. I can help people calculate sum. Who am I?

I am a machine. I am very diligent and can help you do house work. Maybe I can talk to you in the future. Who am I?

Step 2: Pre-reading (5mins)

Show a picture of prototype of computer and ask students to guess what’s this.

Step 3: While-reading (20mins)

1. Global reading (5mins):

Read the whole passage quickly and find the time line of the development of Computers.

Invite one student to write it on the blackboard.

2. Detailed reading (15mins):

Ask students to scan the following questions, look up the new words in these sentences by themselves. And then ask several students to read loudly one by one according to the timeline and other students should circle the related information.

Q: What Can I do when I was young?

Q: When is the start of my artificial intelligence?

Q: Why did my designer become worried in 1940s?

After students find out the answers, I will ask them to guess the new words in their answers such as simplify and reality by telling them the prototype of the two words: simple and reality.

Step 4: Post-reading (10mins)

1. Give them further information about the key words: simplify, reality.

2. Ask students to have a group discussion. List the advantage and the disadvantage of internet.

Step 5: Summary & Homework (5mins)

1. Ask students to summarize the development of computer according to the timeline on the blackboard.

2. After class, please search some famous pieces of Shakespeare and write an small article of the development of Chinese.

(二)板书设计

Blackboard Design:

Computer

1. Development of Computer

1642---1822---1936---1940---1970

2.Questions:

What Can I do when I was young?

When is the start of my artificial intelligence?

Why did my designer become worried in 1940s?

答辩题目解析

1.本节课开头你采用了猜谜的方式，为什么要这样设计?【教学设计类】

【参考答案】

在课程导入部分，设计了猜谜的游戏，通过对计算机的描述，让学生猜测。这样做不仅可以激发学生学习的兴趣，还能为下面学习阅读篇章奠定基础。

2.试讲中你用到了略读和扫读两种方法，请简单介绍下?【教学设计类】

【参考答案】

Skimming 主要是用来抓住文章的主要要点的(chief points)，即找一篇文章的主旨大意或是文章的高潮，可通过抓住每一自然段的中心论点或中心句来判断一篇文章的大意。实际上，这就是一种整体阅读的方法。

Scanning 为了寻找某一特定信息而大致地快速地浏览。在扫读之前要有明确的题目，根据题目找出定位词，然后再到文章里找相关信息，最后进行对比;我们没有必要从头到尾地、逐字逐句地阅读，只要找准定位词，快速地在文章内“扫描”出定位词，问题也就迎刃而解。

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面试班型	学科	课程内容	上课时间	课程费用	上课地点	点击报名
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中小学 面试协议班	语文 数学 英语 科学 音乐 体育 美术 物理 化学 生物 政治 历史 社会 中职	结构化面试 试讲 答辩	**4月29日-5月1日** 共计3天2晚课程 （分科目授课）	**2280** 协议班未进退1800 全程包住宿封闭上课	各地区 当地授课	报名
中小学 面试名师班			**4月29日-5月3日** 共计5天4晚课程 （分科目授课）	**3880元** （未通过退3000元） （全程包住宿）		报名
中小学 面试特训班			**4月29日-5月1日** 共计3天2晚课程 （分科目授课）	**980元** （特训班不退费） （全程包住宿）		报名
幼儿园/中小学 面试1V6验收班	各学科	结构化面试 试讲 答辩/展示	**5月12日-14日** 共计3天2晚课程	**5980元** （未通过全额退费） （全程食宿全包）	杭州总部 教学点	报名

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