**019下半年高中英语学科教师资格证面试试题（精选）第一批**

2020-01-04 09:52:07

考生回顾

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**本次教资面试试题来源于学员回忆，与真实试题存在偏差，仅供参考。**

2019年下半年教师资格面试-英语学科-考题解析

高中英语 写作

一、考题回顾

题目来源1月5日 上午 陕西省 西安市 面试考题

试讲题目1.题目：写作

2.内容：

The South Korean pop star and actress Sulli, who had spoken out against cyber-bullying, was found dead at her home south of Seoul on Monday, announced local police. According to her manager, the 25-year-old had long grappled with severe depression and constant online bullying directed against her. The investigation into the cause of her death is ongoing. The preliminary investigation found no signs of foul play, and police did not find a suicide note.

3.基本要求：

(1)组织学生谈谈对该现象的看法;

(2)涉及议论文的写作结构;

(3)全英授课。

答辩题目1.How should we design pre-writing?

2.How should we give a wonderful writing class?

二、考题解析

【教案】

What caused the death?

Teaching aims:

Knowledge aims:

Students can master the writing pattern of argumentation.

Students can collect various opinions on latest news.

Ability aim:

Students can improve their writing skill in writing an argumentation.

Emotional aim:

Students can develop a positive attitude towards their life.

Key and difficult point:

Key point:

Know how to show their opinions in a logical way and can collect different insights to a topic

Difficult point:

Know how to write an argumentation and will form a correct life value.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Show students a short music video about Sulli.

3. Ask students, “What happened to this girl”? Then lead to the new topic “what caused sulli’s death?”

Step 2: Pre-writing

1. Ask student to read the material and figure out the main idea.

2. Ask students to have a group discussion about “what caused the death” and reasons.

3. Ask students to give their solutions and opinions on the issue.

4. At last, teach students the structure of argumentation according to the discussion on the blackboard. Tell them that they can briefly introduce the news and explain the reasons in the first paragraph, give solutions and opinions in the second paragraph, and make conclusions in the last paragraph.

Step 3: While-writing

Ask students to write the composition within 15 minutes, then ask students to pay attention to the structure, grammar, punctuation. In their writing, the teacher will give a proper instruction.

Step 4: Post-writing

1. Ask students to do a self- editing and then do a peer-editing.

2. Ask one or two students to share their compositions.

3. The teacher will give proper evaluations.

Step 5: Summary and Homework

Summary: do a summary together, and tell students that we should form a positive attitude towards life and know how to release pressure.

Homework: ask students to find more methods to release pressure and share it next class.

Blackboard design:

What caused the death?

Event - Korea actress and singer sulli’s dead

Reason - Severe depression and constant online bullying

Personality

Loss of family love

Solution and opinion - Release pressure properly

Form a positive attitude towards life

Do a psychotherapy

Teaching reflection

【答辩题目解析】

1. How should we design the pre-writing?

如何设计写前环节?

【参考答案】

Pre-writing plays an important role in writing class. Students will know the topic, structure and the content they are going to write through pre-writing, which will give them a guideline for writing, thus pre-writing should be designed carefully.

Firstly, we can use give reading material to analyze the content, topic and structure through reading and listening. Secondly, we can organize some activities, such as brainstorming or group discussion to collect different opinions about the topic. What’s more, a clear mind map or blackboard design is necessary. Finally, we can ask students to show their ideas freely to broaden their mind.

写前环节在写作课中扮演着一个非常重要的作用，学生将会通过写前环节知道写作的话题、内容和结构，为给学生写作提供指导，因此写前环节需要仔细认真地设计。

首先，我们应该让学生通过读或听所给的范文分析写作内容、话题、结构。其次，我们需要组织一些活动，例如头脑风暴、小组讨论等方式来收集不同的观点。再次，清晰的思维导图和板书设计也是必要的。最后，我们要让学生自由地表达想法，拓宽思路。

2.你认为如何高中生上好一堂写作课?

How should we give a wonderful writing class?

【参考答案】

Writing is an important way to express and communicate with words.

Firstly, we need to stimulate the interest of writing. Normally students are afraid of writing, since they are not interested in it their writing skill is weak. So, the teacher should create situations to help students to write. The teacher can organize various interesting activities to arouse their passion in writing and thus improve writing skill.

What’s more, the writing process should be stressed. The teacher should give proper instructions. They should ask students to write a draft, read carefully and think over again and again.

Finally, collection is also important, so the teacher should encourage students to read more and think more, for example, they could write opinions after reading.

写作是运用语言文字进行表达和交流的重要形式。

首先，重视对学生写作兴趣的激发，学生对作文感到头疼的原因就是写作能力较弱，所以在写作教学活动中要为学生创设写作情境，组织丰富多彩的活动，产生写作欲望，进而提高写作能力。

其次，重视作文的生成过程，老师应对学生进行必要的指导，让学生写成腹稿之后反复阅读，认真推敲。

最后，写好作文必须注重写作素材的积累，课后鼓励学生多阅读，多思考，例如让学生写新闻的读后感等。

**2019下半年高中英语学科教师资格证面试试题（精选）第一批**

2020-01-04 09:52:07

考生回顾

2019年下半年教师资格面试-英语学科-考题解析

高中英语 语法

一、考题回顾

题目来源1月5日 上午 陕西省 西安市 面试考题

试讲题目1.题目：Adverbial clause of result

2.内容：

In fact, his English in one of these articles was so good that Engles wrote him a letter and praised him for it. He made such a rapid progress that before long he began to write articles in English for an American newspaper.

3.基本要求：

(1)根据文本讲解结果状语从句;

(2)10分钟试讲;

(3)全英授课。

答辩题目1.What will you do after this examination?

2.你认为如何给高中生上好一堂语法课?

二、考题解析

【教案】

Adverbial clause of result

Teaching aims:

Knowledge aim:

Students can master the grammar rule of adverbial clause of result.

Ability aim:

Students will improve their analytical ability, and know how to use the grammar point.

Emotional aim:

Students will develop great interest in learning grammar.

Key and difficult point:

Key point:

The structure of “such…that” and “so…that”.

Difficult point:

Know how to analyze and summarize the grammar structure and be active in learning grammar.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Show students two short videos called Old Friends.

3. Ask students to watch them carefully and then to find the descriptions in different friends, in which some words or phrases like “as a result”, “so” and “therefore” are used. Later, tell students that we will learn another way to describe result. Lead to the new topic.

Step 2: Presentation

1. Ask students to read the passage and ask them two questions, “Why does Engles praised him? And why can he write articles for American newspaper?”

2. Show students a new passage and ask them to find more sentences with same structure.

3. Guide students to find the similarity among the sentences. They could work in groups of 4 for discussion.

4. Then summarize the rules: “such+a/an+adj/adv+that clause” “so+adj/adv+that clause”, and tell them that the structures are used to describe result.

Step 3: practice

Sentence master:

Divide students into four groups with ten students in each group. Ask students to have a competition by using the grammar structure to make sentences as more as they can. The group who makes sentences the most will be the sentence master.

Step 4: Production

Look and say:

Ask students to make a short story in groups of 4. Any topic is fine. They need to use the grammar point we learned today as much as possible. 5 minutes will be given before inviting a few representatives to present. Give encouragement.

Step 5: Summary and Homework

Summary: do a summary together and arouse students’ passion to learn grammar.

Homework: ask students to draw a picture of one of their friends, introduce him or her by using the grammar structure next class.

Blackboard design

Adverbial clause of result

His English was so good that Engles wrote him a letter.

He is so beautiful that everyone likes her.

He made such a rapid progress that he began to write articles for an American newspaper.

He is such a naughty boy that his father criticizes him.

Structure: such+a/an+adj/adv+that clause so+adj/adv+that clause

Teaching reflection

【答辩题目解析】

1. What will you do after this examination?

这场考核之后你想做什么?

【参考答案】

This exam is very important to me, because I am eager to be a teacher. The certificate is the first step for me to continue to be a teacher, and I have prepared for a long time. Therefore, I will try to relax after this exam, for example, sleep, go shopping, or go traveling. Then I will continue studying, as the road to being a teacher is still long, so I need to work hard constantly, for example, to learn professional knowledge, teaching method, and oral English.

All in all, I think we should alternate work with rest well.

此次考试对于我来说十分重要，因为我想当一名老师，这个证书则是我成为老师的第一步，对此我也准备了许久。所以这次考试结束之后我会短暂的放松一下，例如首先好好睡一觉、购物、旅游等。短暂的休息之后我会继续学习，因为成为一名教师的道路还很长，所以我需要继续不断地学习，例如一些学习专业知识，教学方法以及口语。

总之，我认为我们应该劳逸结合。

2. 你认为如何给高中生上好一堂语法课?

How should we give a good grammar lesson for senior students?

【参考答案】

高中的语法内容逐渐变的深入抽象。如果直接讲授很容易使课堂变得枯燥无趣。我认为如何让语法课变得愉快有趣又能使学生理解习得，可以采取以下方法：

第一，生动导入。导入是上好一节课的重要环节，学生只有对英语学习产生了兴趣，才能连结学习的动力。

第二，巧妙地使用归纳法进行教学。高中的学生已经形成较强的抽象思维意识，所以学生需思考总结出语法规则，使学生成为课堂的主人，并让学生能够对语法的理解更加深入。

第三，加强学生对语法知识的实际应用，可以在课堂中融入一些情景，组织学生利用语法知识进行应用，这样才能避免学生学会知识而不会运用知识。

As grammar points in senior high is getting more difficult and abstract, explaining grammar rules directly will make a grammar class boring. Thus, I think the following ways can help make the grammar class interesting and easy to learn.

First of all, vivid warming-up. Lead-in is the important part for a wonderful class. Students will keep motivated in studying as long as they are interested in it.

Besides, using inductive method skillfully. Senior high students have already formed strong abstract thinking, so the teacher should instruct students to summarize the grammar rule so that students can be the host of the class and have a deep perception on the grammar rule.

At last, the teacher should make students really use a grammar point. Scenes could be set in English class for students to practice the grammar structure. Only by this way can we make students learn and master the knowledge they learned.

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考生回顾

2019年下半年教师资格面试-英语学科-考题解析

高中英语 语法

一、考题回顾

题目来源1月5日 上午 陕西省 西安市 面试考题

试讲题目1.题目：Starts to Classify Garbage

2.内容

China does have a lot of free land, but it also has a large population. China is feeding 1/5 of all human beings with 1/15 of the land on Earth. It's a hard job that is made even harder due to imported waste.

And now China is fed up. The country started limiting waste imports roughly since 2016 and completely banned 24 types of solid waste in January 2018. It's easy to understand: You can't expect China to deal with the world's garbage forever. But to stop the imports is not enough for China to become sustainable. Now the country is targeting its own people to prevent pollution. One of the first steps is forced garbage classification. Sort the garbage, then we can talk about recycling.

Shanghai is the first city to try this by dividing all trash carts in the city into four kinds: Dry, wet, hazardous and recyclable. to deal with it on your own, one day or another.

3.基本要求：

(1)设计合理的阅读课;

(2)10分钟试讲;

(3)全英授课。

答辩题目

1. What do you think of garbage classification?

2. How do you think of the so-called “bad students”? What will you do to help them to make progress in study?

二、考题解析

【教案】

Starts to classify garbage

Teaching aims:

Knowledge aim:

Students can master the main idea of the passage.

Ability aim:

Students will improve their reading ability including scanning and skimming.

Emotional aim:

Students will develop a good awareness of classifying garbage.

Key and difficult point:

Key point:

Students will know the main content of the reading material.

Difficult point:

Know how to find the information though different reading skills and will realize the importance of classifying garbage.

Teaching procedure:

Step 1: Warming-up

1. Greetings.

2. Show students a short video about garbage in wasteland and ask students about their feelings after watching the video.

3. Lead to the new topic.

Step 2: Pre-reading

Ask students a question, “What do you think of garbage classification?” Then give them 3 minutes and let them have a free talk. Then ask students to share their opinions. Ask students to make predictions according to the topic they discussed.

Step 3: while-reading

1. Read the passage quickly and tell the teacher the main idea of the short passage (2 minutes).

2. Read the passage for the second time and answer, “Why does china stop importing waste?” (4 minutes)

3. Read the passage for the last time and answer, “What will china do to achieve recycling?” (4 minutes)

Step 4: Post-reading

Show students different garbage, such as glass, rot apple, and used batteries Then, organize students to have a group discussion in groups of four to share how to classify different garbage, and 5 minutes will be given. After the hot discussion, volunteers will show their ideas, and proper evaluations will be given.

Step 5: Summary and Homework

Summary: do a summary together and tell them that we should develop a good habit in classifying garbage.

Homework: ask students to teach their parents the importance of garbage classification, and do a survey on how to classify garbage.

Blackboard design



Teaching reflection

【答辩题目解析】

1. What do you think of garbage classification?

1. 你是如何看待垃圾分类的?

【参考答案】

传统的垃圾填埋处理方式会占用许多土地，造成地下水资源污染，蚊子和以及其他的环境二次污染，直接的垃圾填埋会导致“垃圾资源”的浪费，不能循环利用。

在许多国家，例如英国，美国，日本，澳大利亚等已经实行了多年的垃圾分类。垃圾分类和循环利用将会使我们的家园保持美丽。如果实行垃圾分类和循环利用，这就意味着循环的资源可以被二次利用，从而减少生产更多材料，而其中的一些材料可能在垃圾中断送了这种价值。

所以我认为这是一个很好的政策。The traditional landfill occupies a lot of land, causing pollution to the groundwater source, mosquitoes, and other environmental secondary pollution. The direct landfill leads to the waste of “garbage resources”, and cannot be recycled.

In many countries, such as in the United Kingdom, the United States, Japan, and Australia, waste sorting has been practiced for many years. Garbage sorting and recycling will help keep our land beautiful. If garbage is sorted and recycled, it means that the recycled material can be reused and raw materials used in manufacturing can be reduced, which otherwise are wasted in the way of landfill.

So I think it is a wonderful policy.

2.How do you think of the so-called “bad students”? What will you do to help them to make progress in study?

2. 你是怎么样看待所谓的“差生”?你会如何帮助他们进步?

【参考答案】

首先，所有的学生都是平等的，即便是一些表现不太好的学生，我会尊重他们。同时，我也会更多地关注他们的学习，不断地鼓励他们，促使他们不断地进步。

其次，我会在情感上为他们付出，因为当学生感到你的爱和关怀，他们会听你的指导。

第三，我将会试着发现他们的爱好和优点，从而帮助他们赢得同学的尊重。当然，我也会提供更多的机会，不断地鼓励他们积极参加能够凸显其优势的课堂活动，从而帮助他们建立自信。

First, all students are equal. Even some students may not be so good at class, I will treat them with no preference but total respect. Yet at the same time, I will pay more attention to their studies, so I can offer timely encouragements for them to make constant progress.

Second, I will be emotionally devoted to every one of them. Because when they feel your love and care for them, they will give feedback by following your instructions.

Third, I will try to find out their hobbies and strengths to help them to earn respect from his or her classmates. Also, I will provide more chances to build up their confidence by encouraging them to take part in class activities in which their advantages could be highlighted.