

## 2020年浙江省教师招聘考试英语学科专业知识和教材教法全真模拟试题1

## 第 1 题：单项选择题

\_\_\_\_\_ helps students facilitate their process of accumulating Vocabulary; broadening scope of vision, and increasing target language exposure.

- A. Scanning
- B. Extensive reading
- C. Skimming
- D. Intensive reading

【正确答案】： B

【试题解析】：

考查阅读策略。A项意为“寻读”，是针对某一部分进行较为详细的阅读，找到相关信息；B项意为“泛读”，是指进行广泛、大量的阅读，可以使学生通过频繁地接触语言材料，自觉或不自觉地学到或掌握大量词汇，开阔学生的视野；C项意为“读”，是指快速阅读文章以了解其内容大意的阅读方法；D项意为“精读”，是指深入细致、逐字逐句地阅读，可以通过深入钻研，加深知识的积累。根据题意可知，正确答案为B。

## 第 2 题：单项选择题

\_\_\_\_\_ may be defined as any kind of engaging with the language on the part of the learners, usually under the teacher supervision, whose primary objective is to consolidate learning.

- A. Presentation
- B. Practice
- C. Production
- D. Preparation

【正确答案】： B

【试题解析】：

考查3P教学法。A项是“新课展示”，是对新课内容进行教学的，B项是“练习”，练习是针对所学内容进行训练与巩固的，C项是“产出”，产出是指在熟练掌握所学内容的基础之上进行提高的部分，D项是“准备，通常是指在课前进行准备”。故选B。

## 第 3 题：单项选择题

\_\_\_\_\_ there is fresh air, there is oxygen.

- A. Wherever
- B. Whenever
- C. Unless
- D. Whether

【正确答案】： A

**【试题解析】：**

考查地点状语从句。句意为“凡是有空气的地方，就有氧气”。这里wherever表示无论哪里的意思，其他选项都不符合逻辑。

## 第 4 题：单项选择题

\_\_\_\_\_ you said is true, there are still other factors to be considered.

- A. Supposed that what
- B. Supposing what that
- C. Granted that what
- D. Considered what that

**【正确答案】： C****【试题解析】：**

考查固定搭配。granted that是一个固定搭配，表示“假定，即使”，what作said的宾语。A项应该是supposing，所以也不正确，B和D两项不符合语法要求，故排除。句意为“假设你说的是真的，还有其他的因素需要考虑”，故选C。

## 第 5 题：单项选择题

After working for the firm for ten years, he finally \_\_\_\_\_ the rank of deputy director.

- A. achieved
- B. approached
- C. attained
- D. acquired

**【正确答案】： C****【试题解析】：**

考查动词辨析。achieve“成就”，approach“接近”，attain“(通常指经过努力)获得，达到”，acquire“学到，取到”。句意为“在这个公司工作了十年之后，他终于了部门主管的职位”，可知应是获得主管的职位。故选C。

## 第 6 题：单项选择题

If a teacher asks "What does 'corrective feedback' mean?", this type of question is called \_\_\_\_\_

- A. referential question
- B. tag question
- C. rhetorical question
- D. display question

**【正确答案】： D**

**【试题解析】：**

考查课堂提问类型。展示性问题(display question)是教师自己已经知道答案的问题，考察学生是否知道这类知识；而参考性问题(referential question)是教师并不知道答案，力求学生扩展信息，积极思维，tag question是附加疑问句，即反意疑问句；rhetorical question是修辞疑问句，即反诘句。故选D。

## 第 7 题：单项选择题

If we \_\_\_\_\_ our test tomorrow, I would have gone to the concert.

- A. weren't to have
- B. had not been to have
- C. aren't to have
- D. had not had

**【正确答案】：A****【试题解析】：**

考查虚拟语气。此处if引导的从句是对将来事实的相反假设，固定的语法结构框架是if加上were to do形式，句意为“如果我们明天没有考试的话，我们就去参加音乐会”。故选A。

## 第 8 题：单项选择题

Teachers believing in the \_\_\_\_\_ model in a general sense usually follow the sequence of teaching new words, sentences and then the whole passage in the reading class.

- A. interactive
- B. bottom-up
- C. top-down
- D. interactional

**【正确答案】：B****【试题解析】：**

考查阅读教学模式。阅读课的教学模式通常包括bottom-up(自下而上), top-down(自上而下), interactive(交互补偿模式)。自下而上的模式是遵循从小的语言单位开始进行教学，直到最大的教学单位。即单词、句子和篇章，这也正是题目中说到的模式，故选B。

## 第 9 题：单项选择题

The activity of \_\_\_\_\_ may maximize the possibility of eliciting ideas, words or concepts from students when it is focused on a given topic.

- A. retelling
- B. assessing output
- C. brainstorming
- D. comprehension

【正确答案】：C

【试题解析】：

考查课堂学习活动。A项为“复述”，复述的作用在于机械练习，将学过的文本内容进行记忆和重复；B项为“评估输出内容”，这是对他人输出的学习内容进行评估，了解学生对知识的掌握程度；C项为“头脑风暴”，其作用在于在最短时间内将学生的观点尽可能地集中起来，激活存在于学生头脑中的所有的知识；D项为“理解”，理解是学生对于输入的内容进行理解消化。故选C。

第 10 题：单项选择题

The conversational implication of "John is a machine" as a response to "What do you think of John" is context-bound. It possesses all the following distinguishing properties but \_\_\_\_\_.

- A. non-detachability
- B. calculability
- C. conventionality
- D. defeasibility

【正确答案】：C

【试题解析】：

考查语言学中的会话含义理论。约翰是一台机器，需要在固定的语境中才能表达一种含义，因此和语境是分不开的，选项中A、B、D三项都是会话含义的特点。只有C项“约定俗成性”不是会话含义的特点，故选C。

第 11 题：单项选择题

The factory operated \_\_\_\_\_ until the order was filled.

- A. at times
- B. to the minute
- C. day by day
- D. around the clock

【正确答案】：D

【试题解析】：

考查语境分析和词语辨析。句意为“工厂地工作，直到把订的货物赶出来为止”。at times“有时”，to the minute“恰好，一分不差”，day by day“一天天”，around the clock“昼夜不停地”。根据语境，应为工厂昼夜不停地工作。故选D。

第 12 题：单项选择题

The \_\_\_\_\_ approach to writing teaching pays attention to not only what to write, but also how to write.

- A. product-oriented
- B. process-oriented
- C. form-focused
- D. meaning-focused

【正确答案】：B

【试题解析】：

考查写作教学模式。写作教学的模式通常有content-oriented approach(内容导向写作教学模式), process-oriented approach(过程写作教学模式), product-oriented approach(结果导向写作教学模式)等。几种模式中, 过程写作教学模式是将写作内容与过程并重的, 故选B。

第 13 题：单项选择题

When learners come across new words, they are required to focus on \_\_\_\_\_

- A. spelling
- B. semantic features
- C. form, meaning and use
- D. word formation

【正确答案】：C

【试题解析】：

考查词汇教学内容。词汇教学内容包括meanings, usage, basic information and strategies. basic information包括拼写、发音等, 四个选项中只有C项相对全面地包括了词语教学的内容, spelling(拼写), word formation(构词法)都是basic information的内容。B项中的语义特征不是英语词汇教学的内容, 而是语言学的内容, 故选C。

第 14 题：单项选择题

Which of the following consonants does not fall under the same category according to the voicing? \_\_\_\_\_

- A. [m]
- B. [b]
- C. [d]
- D. [p]

【正确答案】：D

【试题解析】：

考查辅音的分类。根据胡壮麟所著的《语言学教程》, 清辅音和浊辅音的分类标准是“distinguished by VOICING”。这里的voicing是指音标“带声还是不带声”。四个选项中, 只有D项不带声, 是清辅音, 其他为浊辅音。故选D。

第 15 题：单项选择题

Which of the following features is not exhibited by the deductive method?

- A. It saves time.
- B. It pays more attention to form.
- C. It teaches grammar in a decontextualized.
- D. It encourages students to work out the grammatical way rules.

【正确答案】：D

【试题解析】：

考查演绎法的特点。演绎法是先说明语法结构，之后让学生进行练习。可以节约时间，让学生尽快地掌握语法知识。另外演绎法也是针对语法结构的形式进行讲解，并不涉及该结构在文中的含义。A说的是节约时间，B的意思为更强调形式结构，C脱离了上下文语境，D是鼓励学生自己找出语法规则。A、B、C都是演绎法的特征，D是归纳法的特征，归纳法是指给出学生一些例子，让学生通过讨论等方式自己总结出语法规则。

第 16 题：单项选择题

Which of the following italicized parts is a subject clause?

- A. We are quite certain that we will get there in time.
- B. He has to face the fact that there will, be no pay rise this year.
- C. She said that she had seen the man earlier that morning.
- D. It's sheer luck that the miners are still alive after ten days.

【正确答案】：D

【试题解析】：

考查主语从句。A项是一个表语从句，是一个主系表的结构，B项是一个同位语从句。that引导的同位语从句补充说明先行词的内容，C项是一个宾语从句，that引导的宾语从句作谓语动词said的宾语，只有D项是一个主语从句，it是一个形式主语，真正的主语是后面的that从句部分。故选D。

第 17 题：单项选择题

Which of the following materials is NOT appropriate for a teacher to use in listening practice? \_\_\_\_\_

- A. Materials with different dialects.
- B. Comprehensible authentic materials.
- C. Materials with comprehensible new words for students.
- D. Materials with contents beyond students comprehension capacity.

【正确答案】：D

【试题解析】：

考查听力材料的选择。听力材料选择中有一条为Grade difficulty level appropriately. 即确定听力的适当难度，因此听力材料的难度应当与学生水平相当，并且有多样性。A为“听力

材料包含多种方言或者个人用语”，B为“是真实性的可理解的材料”，C为“指材料中包含新单词，但是新单词对学生来说可以理解”，D为“材料的内容超出学生的理解能力”。A、B、C中的材料与听力教学的原则一致，只有D难度过大，故选D。

第 18 题：单项选择题

Which of the following nominating patterns can a teacher adopt to ensure that all students are actively involved in classroom activities?

- A. Nominating those who are good at English.
- B. Asking questions in a predictable sequence.
- C. Nominating students after the question is given.
- D. Nominating students before giving the question.

【正确答案】：C

【试题解析】：

考查课堂活动中教师的行为。A项是说提问英语好的学生，这种做法忽了英语水平中等或稍差的学生，B项是指按照可预测的顺序来提问，这种做法让学生知道自己会被问到哪一题，就只会专注于该题目，而不会参与到其他问题之中，D项是说在提问之前就点一个学生来回答，这种做法会让其他没被点到的学生松懈下来，C项是指提问之后再点名，这种方式可以让学生积极去思考，因为不知道自己是否会被点名回答问题。故选C。

第 19 题：单项选择题

Which one below has the proper word stress? \_\_\_\_\_

- A. phoTographic
- B. photoGraphic
- C. photograPhic
- D. Photographic

【正确答案】：B

【试题解析】：

考查单词的重音。以-ic结尾的英语词汇的重音往往落在倒数第二个音节上。例如：photographic, romantic, economic。

第 20 题：单项选择题

请阅读短文。完成第小题。

Donna's fourth grade classroom looked typically traditional. Yet something seemed different that day when I entered it for the first time.

My job was to make classroom visits and encourage implementing a training program focusing on language arts, ideas that would empower students to feel good about themselves and take charge of their lives. Donna was one of the volunteer teachers in this project.

I sat in the back and watched. All the students were working on the task, filling their notebook paper with thoughts and ideas. A student next to me was filling her page with "I can't kick the ball."

Soccer "I can't do long division with more than three numerals." Her page was half full and she showed no signs of

letting up. I walked down the row glancing at students' papers. Everyone was writing down things they couldn't do. Lily this time the activity engaged my curiosity. I decided to check with the teacher to see what was going on but I noticed she too was busy writing "I can't get John's mother to come for a teacher conference." "I can't get my daughter to put gas in the car." "I can't ..."

Curious and puzzled about what they were doing, I returned to my seat and continued my observations.

Students wrote for another ten minutes. They were then instructed to fold the papers in half and bring them to the front. They placed their "I Can't" statements into all empty shoe boxes. Then Donna added hers. She put the lid on the box, tucked it under her arm and headed out the door and down the hall.

Students followed her. I followed the students. Half way down the hall way, Donna entered the custodian's room, came out with a shovel, and marched the students out to the farthest corner of the playground. There they began to dig. They were going to bury their "I Can't's"!

The digging took over ten minutes with dirt. The box of "I Can't's" was placed at the bottom of the hole and then quickly covered with dirt. Students stood around the freshly dug grave. At this point Donna announced, "Boys and girls, please join hands and bow your heads." They quickly formed a circle around the grave.

They lowered their heads and waited. Donna delivered the eulogy.

"Friends, we gathered here today to honor the memory of 'I Can't'. While he was with us on earth, he touched the lives of everyone, some more than others. We have provided 'I Can't' with a final resting place and a headstone that contains his epitaph. He is survived by his brothers and sisters, 'I Can', 'I Will', and 'I'm Going to'. They are not as well known as their famous relative and are certainly not as strong and powerful. Perhaps some day, with your help, they will make an even bigger mark on the world. May 'I Can't' rest in peace and may everyone present pick up their lives and move forward in his absence. Amen."

According to the context, the underlined word "they" in the last paragraph refers to \_\_\_\_\_  
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- A. the students
- B. Donna and her students
- C. The "I can't's"
- D. "I Can", "I Will" and "I'm Going to"

【正确答案】：D

【试题解析】：

从最后一段中“... ‘I Can’, ‘I Will’, and ‘I’m Going to’”. They are not as well known as their famous relative and are certainly not as strong and powerful.”可以看出它们指代的就是前文的“I Can”，“I Will”和“I’m Going to”。故选D。

#### 第 21 题：单项选择题

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According to the passage, which of the following statements is INCORRECT?

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- A. Donna was a volunteer teacher of the training program.
- B. The author knew what was going to happen when he/she entered the classroom.
- C. Donna's fourth grade classroom appeared to be traditional, resembling many others the author had seen in the past.
- D. Everyone, regardless of gender, age, and occupation, may encounter many "I can't's" in life.

【正确答案】：B

【试题解析】：

A项说Donna是参与该项目的一个志愿教师，由文章第二段中的“Donna was one of the volunteer teacher in this project.”可知A项正确。B项说作者一进教室就知道他们正在做什么，由文章第四段中“By this time the activity engaged my curiosity. I decided to check with the teacher to see what was going on.”可知，作者想看看他们做什么，说明作者进去的时候并不了解。因此B项错误。C项说该老师的班级看起来是很传统的班级。根据文章首句“Donna's fourth grade classroom looked typically traditional.”可知C项正确。D项说每个人一生都会有很多的“I Can't's”，这在文章最后一段中的“he touched the lives of everyone”有所体现，故选B。

## 第 22 题：单项选择题

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Donna's fourth grade classroom looked typically traditional. Yet something seemed different that day when I entered it for the first time.

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It can be inferred from the passage that what Donna and the students were doing in the classroom \_\_\_\_\_ the author's perceptions of touching.

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- A. agrees with
- B. contradicts
- C. goes beyond
- D. imparts

【正确答案】：A

【试题解析】：

本题要对作者的情感态度进行推测，说的是师生们在教室里所做的是否会让作者感动。我们通过对文章的阅读，从字里行间可以知道作者之前并没有接触过类似的课堂情况，在这个课堂上所发生的事情令作者很震撼，并且受到触动。故选A。

#### 第 23 题：单项选择题

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Curious and puzzled about what they were doing, I returned to my seat and continued my observations.

Students wrote for another ten minutes. They were then instructed to fold the papers in half and bring them to the front. They placed their "I Can't" statements into all empty shoe boxes. Then Donna added hers. She put the lid on the box, tucked it under her arm and headed out the door and down the hall.

Students followed her. I followed the students. Half way down the hall way, Donna entered the custodian's room, came out with a shovel, and marched the students out to the farthest corner of the playground. There they began to dig. They were going to bury their "I Can't's"!

The digging took over ten minutes with dirt. The box of "I Can't's" was placed at the bottom of the hole and then quickly covered with dirt. Students stood around the freshly dug grave. At this point Donna announced, "Boys and girls, please join hands and bow your heads." They quickly formed a circle around the grave.

They lowered their heads and waited. Donna delivered the eulogy.

"Friends, we gathered here today to honor the memory of 'I Can't'. While he was with us on earth, he touched the lives of everyone, some more than others. We have provided 'I Can't' with a final resting place and a headstone that contains his epitaph. He is survived by his brothers and sisters, 'I Can', 'I Will', and 'I'm Going to'. They are not as well known as their famous relative and are certainly not as strong and powerful. Perhaps some day, with your

help, they will make an even bigger mark on the world. May I Can't rest in peace and may everyone present pick up their lives and move forward in his absence. Amen."

The best title for the passage might be "\_\_\_\_\_"

查看材料

- A. Donna and Her Pupils
- B. The "I Can't" Funeral
- C. The "I Can't" and Its Relatives
- D. The "I Can't" Touches the Lives of Everyone

【正确答案】： B

【试题解析】：

从全文来看，从作者一进入教室，老师就和学生一起写着自己做不到的事情，然后老师将这些纸条装进瓶子，并带着学生一起将其埋葬，并且颂读了悼词。由此可以推知，文章重点就是在写“I Can...t的一个葬礼。故选B。

#### 第 24 题：单项选择题

请阅读短文。完成第小题。

Donna's fourth grade classroom looked typically traditional. Yet something seemed different that day when I entered it for the first time.

My job was to make classroom visits and encourage implementing a training program focusing on language arts, ideas that would empower students to feel good about themselves and take charge of their lives. Donna was one of the volunteer teachers in this project.

I sat in the back and watched. All the students were working on the task, filling their notebook paper with thoughts and ideas. A student next to me was filling her page with "I can't kick the ball."

Soccer "I can't do long division with more than three numerals." Her page was half full and she showed no signs of letting up. I walked down the row glancing at students' papers. Everyone was writing down things they couldn't do. I liked this time the activity engaged my curiosity. I decided to check with the teacher to see what was going on but I noticed she too was busy writing "I can't get John's mother to come for a teacher conference." "I can't get my daughter to put gas in the car." "I can't ..."

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The underlined word "eulogy" in the last paragraph but two means a(n) \_\_\_\_\_

查看材料

- A. address
- B. ceremony
- C. tribute

D. faith

【正确答案】：A

【试题解析】：

题目问倒数第二自然段中“eulogy”这个词是什么意思。从最后一个自然段我们可以看出这是一段悼词，老师带领学生埋葬了“I Can’t”，并致了一段悼词。A项有“演说，致辞”的意思，意义上最接近，B项意为“仪式”，C项意为“贡品”，D项意为“信仰”。故选A。

#### 第 25 题：问答题

根据题目要求完成下列任务，用中文作答。

《义务教育英语课程标准(2011年版)》指出，评价体系应包括形成性评价和终结性评价。解释形成性评价的定义，简述其目的与原则(分别写出三个要点)。并列举课堂收集形成性评价信息的三种方式。

【正确答案】：

【试题解析】：

- (1)定义：形成性评价是指在教学活动过程中，评价活动本身的效果，用以调节活动过程，保证目标的实现而进行的评价。是为指导教学过程顺利进行而对学生的学习过程中使用所学知识进行学习活动的情况的评价。
- (2)目的：形成性评价的主要目的是为了发现每个学生的学习潜能，促进学生的学习；为教师提供教学反馈；通过收集学生日常学习的情况和学习需要，随时调整教学内容和方法，帮助学生有效调控自己的学习过程，从而提高课堂教学效率。
- (3)原则：科学性原则、导向性原则、多元化原则、激励性原则、情感性原则、可行性原则等。(列举三种即可)
- (4)课堂收集形成性评价信息的方式：课堂学习活动评比、学习效果自评、问卷调查、访谈等。(列举三种即可)

#### 第 26 题：问答题

根据题目要求完成下列任务。用中文作答。

下列两个教学片段选自某初中课堂实录，阅读后回答问题。

片段一

S1: Have you ever been to Paris?

\$2: No, I haven't. Have you?

S1: Yes. It's wonderful.

\$2: How long did you stayed?

S1: One week.

\$2: The buildings are beautiful, yes?

S1: Yes, and the streets ... the river ...

\$2: Ah. Have you ever been in Rome?

S1: Is the Neon bigger than the Chevy?

\$2: Yes, it is. Is the Lexus cheap than ...

T: Cheap ...

\$2: Is the Lexus cheaper than the Chevy?

\$3: No, it isn't. Is the Lexus faster than the Neon?

S: Yes, it is. Is prettier the Neon ...

T: Is the ...

(1)哪一个片段属于准确性训练，哪一个片段属于流利性训练?(6分)

(2)你的判断依据是什么?(12分)

(3)准确性训练和流利性训练对语言学习而言各有何利弊?(12分)

【正确答案】：

【试题解析】：

(1)片段一属于流利性训练。片段二属于准确性训练。

(2)片段一属于流利性训练，因为语段中出现了语法错误，如How long did you stayed 明显不符合语法规则。但并没有及时纠正过来，可见其侧重的是对语言流利性的训练，而非语言精确性训练。

片段二属于准确性训练，因为语段中出现了语法错误，而教师立即引导学生纠正了错误，如S2: Yes, it is. Is the Lexus cheap than...T: Cheap...S2: Is the Lexus cheaper than the Chevy 由此可见此段侧重对语言准确性的训练，而弱化了流利性。

(3)①流利性训练

利：使学生英语口语流利，增强其自信心。

弊：经常出现不流利的英语，语法等常常出现错误，影响其英语写作的准确性。

②准确性训练

利：使学生在说英语时随时注意语法使用的正确性，使其在语言表达上精确恰当。

弊：因为太关注准确性，时常会纠正错误而导致口语不流利，因而导致学生因为常犯错误而自信心下降。

#### 第 27 题：问答题

根据提供的信息和语言素材设计教学方案。用英文作答。

设计任务!请阅读下面学生信息和语言素材，设计一节课的教学方案。教案没有固定格式，但须包含下列要点：

teaching objectives

teaching contents

key and difficult points

major steps and time allocation

activities and justifications

学生概况：某城镇普通中学八年级(初二)学生，班级人数40人，多数学生已达到《义务教育英语课程标准(2011年版)》三级水平，学生参与积极性一般。

Frank: Hi, Bob. How is your day.?

Bob: It's OK. I like Monday because I have P.E. and history. They're my favorite subjects.

Frank: Who's your P.E. teacher?

Bob: Mr. Hu. He always plays games with us.

Frank: That's great! But do you like history? It's boring.

Bob: Oh. I think history is interesting. What's your favorite day?

Frank: Friday.

Bob: Why?

Frank: Because the next day is Saturday.

Bob: Haha! That's for sure. I like Friday too.

【正确答案】：

【试题解析】：

【参考设计】

Teaching Contents: A dialogue about one's favorite subject, favorite teacher and favorite day.

Teaching Objectives:

(1) Knowledge objective

Students could master the names of subjects and the usage of "favorite".

(2) Ability objective

Students could know how to say different subjects, and develop the ability of describing them.

(3) Emotional objective

Students could have a better understanding of their classmates through the discussion, and cultivate their love for every day and every class.

Teaching Key Points:

Name words of subjects, descriptions of words, usage of "favorite"

Teaching Difficult Points:

Usage of "favorite", how to start a discussion

Teaching Aids:

Multimedia, a calendar, flash cards

Teaching Procedures:

Step 1 Warming-up (5 minutes)

The teacher will show a picture of English class, math class and Chinese class on the multimedia screen to ask,

"What classes are these "

Students will answer the questions.

(Justification: This step will warm up the class.)

Step 2 Presentation (25 minutes)

( 1 ) New words

① Students will be divided into 4 groups, and they have 5 minutes to think about the names of subjects. The

teacher will reward the group that think out the most words correctly.

All the correct names of subjects will be listed on the blackboard.

② The teacher guides students to master these subject words by offering some learning strategies like word- formation, for example, "What's the same part of the words 'biology' and 'geology' Can you guess the meaning of the suffix '-ology' "

(Justification: These activities can enhance students' memory of new words and help them master the study strategy of vocabulary learning. )

(2) Grammar

T: So which class do you like best

After students' answers, teacher writes "... is my favorite subject" on the blackboard and says,

"We can also use this sentence to say I like something best. English is my favorite subject. What's your favorite subject "

One student will be requested to answer the question and ask another one, and all of them need do the same action.

(Justification: This step will help students practice the grammar pattern of "... is my favorite subject".)

Step 3 Consolidation (10 minutes)

The teacher will ask the following questions:

( 1 ) What is your favorite fruit

(2) What is your favorite color

(3) What is your favorite season

(4) What is your favorite sport

(5) What is your favorite drink

All the students are possible to be pointed to answer.

(Justification: This step will use the words that students have learned to make sentences, and they will review and master the grammar.)

Step 4 Summary and Homework (5 minutes)

The teacher will show the flash cards of words and sentences to lead students to read and review.

The homework is to write 10 sentences at least to introduce 3 to 5 subjects.

(Justification: This step will help students to use the words to describe their academic life, and strengthen their interest and confidence in learning English.)

Blackboard Design:

Words:

history P.E. favorite

Sentences:

... is my favorite subject.

What is your favorite ...

Teaching Reflection.

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