

无材料型教学设计备考指导

一、题型概述

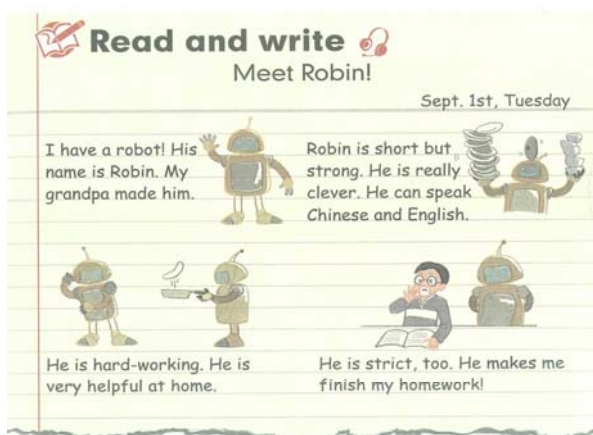
教学设计题型一直是历年来教师招聘考试的重点题型，所占分值在 10-20 分之间，属于不容忽视的主观题。近年来教学设计题型的考查主要分为两种，一种是有材料型教学设计，即题目提供教材内容或材料，考生需要参考题干提供的材料内容设计教学环节（见真题示例 1）；另外一种无材料型教学设计，即只在题干中提供教学设计所要针对的相关语言知识内容，并不规定具体的教材内容，考生可结合题目要求及自身对教材的熟悉程度设计教学环节（见真题示例 2、真题示例 3）。

【真题示例 1】

【江西 小学 2019】

【阅读材料】

请根据人民教育出版社《义务教育教科书（PEP）（三年级起点）》五年级上册 Unit 1 What's he like? Part B Read and write 部分的教学内容，按要求完成下列教学设计任务。



Read and write Meet Robin!

Sept. 1st, Tuesday

I have a robot! His name is Robin. My grandpa made him.

Robin is short but strong. He is really clever. He can speak Chinese and English.

He is hard-working. He is very helpful at home.

He is strict, too. He makes me finish my homework!

What is Robin like? Read and tick or cross.

tall	<input checked="" type="checkbox"/>	strong	<input type="checkbox"/>	helpful	<input type="checkbox"/>
short	<input checked="" type="checkbox"/>	old	<input type="checkbox"/>	strict	<input type="checkbox"/>
thin	<input type="checkbox"/>	hard-working	<input type="checkbox"/>	clever	<input type="checkbox"/>

Design a robot of your own. Draw and write about him/her.

- _____ is _____.
- _____ is _____.
- _____ is _____.



【问题】

1. 根据教学内容确定本课时阅读部分的知识与技能目标。（4分）

2.设计3个读中（while-reading）活动。（7分）

3.设计本课时的板书。（4分）

【真题示例 2】

【云南 小学 2019】

Directions: You are required to design a detailed teaching plan with information given below.

Topic: Sports

Student level: Grade 5 in Primary School

Teaching time: 45 minutes

【真题示例 3】

【内蒙古 中学 2019】

（二选一，要求写出教学目标、教学过程、时间以及设计意图）

(1) Design a teaching activity for the instruction of “-ing” tense to students of the Year 4 or 5 in primary school.

(2) Design a teaching activity that combining reading and writing instructions to junior highschool students.

例如【真题示例 1】的有材料型教学设计题，书中已经进行了详细的讲述，本篇我们主要针对无材料型教学设计的相关教学环节展开，希冀能为大家的备考提供帮助。

二、题型分析

1. 认真审题，确定教学设计的要求

无材料型教学设计题没有具体的教学材料限制，考生需要认真审题，确定教学设计的相应学段、教学主题、语言知识、课堂时间、课型等内容，以保证教学设计符合题目要求。

以【真题示例 2】为例，通过分析题干我们可以确定，这是一篇针对小学五年级学生、并且与“Sports”话题有关的教学设计，课堂教学时间为 45 分钟。因题目未明确规定课型，考生可以围绕“Sports”这个话题设计小学常见的词汇课、会话课，有能力的同学也可设计不太常见的语音课，阅读课等课型。

而【真题示例 3】的题干要求课型就比较明显了，第（1）题是一个针对小学四、五年级学生的“-ing”时态教学，属于《义务教育英语课程标准（2011）》英语语言基础知识语

法的内容，但因为学生水平有限，教师可结合进行时态设计成小学会话课；第（2）题是针对初中学生的读写相结合的教学活动，并未规定主题或者语言知识内容，考生可根据自己对教材的掌握程度，选取熟悉的话题完成教学设计。

2. 熟悉教材，准确提取教材的内容

参考【真题示例 2】、【真题示例 3】，我们不难发现，无材料型教学设计对考生对英语教材的熟悉程度要求较高，若考生无法大致把握英语常见教材的单元主题、话题、语言结构、目标语言等内容，面对无材料型教学设计可谓是“无米之炊”。在此，给各位考生两点建议，其一，广大考生可以参照本书第三部分第一章第一节教材分析部分的知识，梳理人教版教材的主要内容；其二，考生在备考时，要根据自身报考的岗位，分析相应学段和版本的教材，归类整理常见的话题、语言知识等内容，以便在考试过程中能够准确提取。

3. 确定课型及教学内容，撰写教学设计

在明确题目要求、准确提取教材的基础上，考生就可以参考本书中所提供的教学设计相关知识解题了。根据【真题示例 2】所要求的针对小学五年级的“Sports”话题，将其设计成了一节小学词汇课，选取了符合小学生知识水平的词汇 basketball, football, swim, run 及句型 What sports do you like? I like swimming。各位考生也可围绕“Sports”这一话题选取符合小学阶段的其他词汇或句型。

【真题示例 2 答案解析】

【题目分析】

1. 本题为小学词汇课教学设计；
2. 教学设计中要注重学生听说能力的培养；
3. 教学设计包括教学目标、教学重难点、教学方法、教学过程等环节。

【参考答案】

1. Teaching Objectives

(1) Knowledge objective

Students can read and use the new words: basketball, football, swim, run and the new sentence patterns: What sports do you like? I like swimming.

(2) Ability objectives

- ① Students can use the words and sentences to express their favorite sports.
- ② Students can improve their listening and speaking ability through completing the activities

in class.

(3) Emotion objective

Build up students' confidence in learning English and cultivate their awareness of loving sports.

2. Teaching Key Point

Students can understand and use the new words and sentences about sports.

3. Teaching Difficult Point

Students can use the sentences to talk about their favorite sports freely and correctly.

4. Teaching Methods

Audio-visual method, TPR and TBLT method.

5. Teaching Procedures

Step 1: Lead-in (5 mins)

The teacher shows a video of the 29th Olympic Games held in Beijing and asks students to say something based on it.

Intention: Students' learning interest can be aroused by watching a video and the teacher can lead in today's class fluently.

Step 2: Presentation (20 mins)

(1) The teacher draws pictures of basketball, football, swimming and running, and teaches these new words.

(2) Students read the new words after the tape and the teacher corrects the pronunciation.

(3) The teacher asks students "What sports do you like?". And the teacher leads students to answer "I like swimming." Then teach the new sentences.

Intention: Help students to understand these new words and sentences through drawing and reading.

Step 3: Practice (10 mins)

Activity 1: Remember words

The teacher shows some pictures about sports activities on the PPT and students speak them in English as soon as possible.

Activity 2: Pair work

Students work in pairs to practice the dialogue of “What sports do you like? I like swimming/running....” according to their own situation.

Intention: Students can improve their speaking ability through the game and get more familiar with new knowledge.

Step 4: Consolidation (5 mins)

Do a survey

Students work in groups of four to do a survey about what sports their group members like and make a list. Five minutes later, the representatives of each group need to do a report to the whole class.

Intention: Cultivate students’ awareness of cooperation and improve their comprehensive ability.

Step 5: Summary (3 mins)

Students summarize what they have learned in this class and the teacher makes proper supplements. In addition, the teacher will stress that it is meaningful to do some sports regularly.

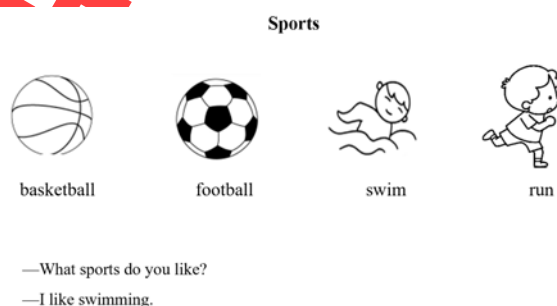
Intention: Check whether students have grasped the new knowledge and achieve the emotional objective.

Step 6: Homework (2 mins)

After class, ask students to share the knowledge with their parents and do a survey about their parents’ favorite sports.

Intention: Students can review the new knowledge and use it in real situation.


Step 7: Blackboard design



根据【真题示例 3】第 2 个选做题所要求的设计初中读写教学的要求，这里选取了人教

版八年级上册 Unit 7 Will people have robots Section B 2b 部分的教材内容，围绕阅读材料设计阅读及写作等教学活动。（附教材截图）

Do You Think You Will Have Your Own Robot?

1. When we watch movies about the future, we sometimes see robots. They are usually like human servants. They help with the housework and do jobs like working in dirty or dangerous places.
2. Today there are already robots working in factories. Some can help to build cars, and they do simple jobs over and over again. Fewer people will do such jobs in the future because they are boring, but robots will never get bored.
3. Scientists are now trying to make robots look like humans and do the same things as we do. Some robots in Japan can walk and dance. They are fun to watch. However, some scientists believe that although we can make robots move like people, it will be difficult to make them really think like a human. For example, scientist James White thinks that robots will never be able to wake up and know where they are. But many scientists disagree with Mr. White. They think that robots will even be able to talk like humans in 25 to 50 years.
 
4. Some scientists believe that there will be more robots in the future. However, they agree it may take hundreds of years. These new robots will have many different shapes. Some will look like humans, and others might look like animals. In India, for example, scientists made robots that look like snakes. If buildings fall down with people inside, these snake robots can help look for people under the buildings. This was not possible 20 years ago, but computers and rockets also seemed impossible 100 years ago. We never know what will happen in the future!

【真题示例 3 答案解析】

【题目分析】

1. 本题为初中读写课的教学设计；
2. 教学设计中要注重学生阅读以及写作能力的培养；
3. 教学设计围绕主要教学过程展开。

【参考答案】

Teaching procedures

Step 1: Lead-in

Show students pictures of robots of different sizes and functions, and invite students to have a free talk about their ideas on robots.

Intention: To stimulate their interests and activate their original background knowledge.

Step 2: Pre-reading

The teacher will guide students to look at the title and the picture of the text to cultivate their predicting ability. Some students will be invited to talk about their predictions on the text.

Intention: To catch students' attention and enable them to learn the new knowledge in a relaxed atmosphere.

Step 3: While-reading

Skimming

Students need to read the text fast to check their predictions and match each paragraph with the question it discusses.

Scanning

1. The teacher guides students to read the passage again and complete the sentences about what robots can do now.

- (1) Robots can build _____ in factories.
- (2) They can do _____ jobs many times and never get bored.
- (3) Some can _____ and _____.
- (4) Some can help _____ people under _____.

2. The teacher asks students to fill in the blanks in this paragraph with words from the article.

Some robots are very human-like. They can walk and _____ like people. Some scientists think that in the future they will _____ robots more like humans. This may not _____ in the near future, but at some point, robots will even be able to _____ like people. However, some scientists _____. James White believes that robots will not be able to do the _____ things as we can. For example, he thinks that robots will _____ be able to wake up and know where they are. Which side do you _____ with?

Intention: To cultivate students' ability of obtaining detailed information by skimming and scanning; to cultivate their ability of expression.

Careful reading

Play the tape recorder paragraph by paragraph, and guide students to read. Then some students will be asked to translate some key sentences, and the teacher will elaborate some words, phrases and sentences to help students further understand the text.

Intention: Help students master some unknown words, phrases and complex sentence structures and make a foundation for the following activities.

Step 4: Post-reading

1. The teacher will ask students some questions and students can discuss them with their partner.

Questions:

What kinds of animals might robots look like in the future?

What do you think these robots will be able to do?

2. Then the teacher will offer students a sample and guide them to write their ideas.

I think some future robots might look like _____. They will

3. Students can check their writing by themselves and exchange them with other groups to find the mistakes and good words after writing.

Intention: Students can talk about their ideas freely and improve their writing ability.

以上是华图教师事业部教研中心针对无材料型教学设计的分析,以期能为广大考生提供备考帮助。