

2020年小学英语教师招聘模拟题（九）

总分：100分

一、单项选择（本题共15小题，每题1分，共15分）

从A、B、C、D四个选项中，选出一个可以填入空白处的最佳选项，并在答题卡的相应位置上涂黑。

1. Mr. and Mrs. Lee prefer a trip in a small town to _____ in so large a city as New York.
A. this B. one
C. it D. that
2. The boss of the company is trying to create an easy atmosphere _____ his enjoy their work.
A. where B. which
C. when D. who
3. It was the training _____ he had as a young man _____ made him such a good engineer.
A. what; that B. that; what
C. that; which D. which; that
4. Why are some brands more popular than others _____ the products are of similar quality?
A. as though B. even if
C. so that D. in case
5. The policeman kept his eyes _____ on the screen of the computer to identify the criminal's footprints.
A. fixing B. fixed
C. to fix D. being fixed
6. At the foot of the mountain _____.
A. a village lies B. is lying a village
C. dose a village lie D. lies a village
7. But for the money from Tom, he _____ to buy the car.
A. would not be able B. would not have been able

C. had not been able D. was not able

8. I think we should accept that offer, for we _____ such bad luck up till now and time _____.

A. have, is run out B. have had, is running out
C. have had, is run out D. have, is running out

9. These figures are not _____ the results obtained in previous experiments.

A. patient with B. consistent with
C. identical to D. consistent to

10. Heavy foundation has a tendency to emphasize wrinkles and pores, and most French women avoid it, and they are _____ a bit blush.

A. be irrespective of B. in favor of
C. be short of D. be tired of

11. Tom's parents think that Tom doesn't have a gift for maths, so Tom has been demanded to _____ it with hard work.

A. go back on B. take away from
C. make up for D. catch up with

12. In a(n) _____ to help preserve history, the Greek government established a committee to undertake the professional restoration of the Acropolis.

A. order B. purpose
C. aim D. attempt

13. When his family first arrived in America, he wondered what the future might have _____ for his family.

A. in need B. in store
C. in preparation D. in time

14. The national flag of the United States is known as _____.

A. the Star-Spangled Banner B. Uncle Sam
C. Hot Dog D. Union Jack

15. "To be, or not to be—that is the question" is a line taken from _____.

A. Hamlet B. Othello

C. King Lear

D. The Merchant of Venice

二、短文填词（本题共 10 小题，每题 2 分，共 20 分）

The polar bear is found in the Arctic Circle and some big land masses as far south as new found land. While they are rare north of 88°, there is evidence ___1___ they range all the way across the Arctic, and as far south as James Bay in Canada. It is difficult to figure out a global population of polar bears as much of the range has been ___2___ (poor) studied; however, biologists calculate that there are about 20,000-25, 000 polar bears worldwide.

Modern methods ___3___ tracking polar bear populations have been employed only since the mid-1980s, and are expensive ___4___ (perform) consistently over a large area. In recent years some Inuit people in Nunavut ___5___ (report) increased in bear sightings around human settlements, leading to a ___6___ (believe) that populations are increasing. Scientists have responded by ___7___ (note) that hungry bears may be congregating (聚集) around human settlements, leading to the illusion (错觉) that populations are ___8___ (high) than they actually are. Of ___9___ nineteen recognized polar bear sub-populations, three are declining, six ___10___ (be) stable, one is increasing, and nine lack enough data.

三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

A

For thousands of years, people have known that the best way to understand a concept is to explain it to someone else.

“While we teach, we learn,” said Roman philosopher Seneca. Now scientists are bringing this ancient wisdom up-to-date. They’re documenting why teaching is such a fruitful way to learn, and designing innovative ways for young people to engage in instruction.

Researchers have found that students who sign up to tutor others work harder to understand the material, recall it more accurately and apply it more effectively. Student teachers score higher on tests than pupils who’re learning only for their own sake. But how can children, still learning themselves, teach others? One answer: They can tutor younger kids. Some studies have found that first-born children are more intelligent than their later-born siblings. This suggests their higher IQs result from the time they spend teaching their siblings. Now educators are experimenting with

ways to apply this model to academic subjects. They engage college undergraduates to teach computer science to high school students, who in turn instruct middle school students on the topic.

But the most cutting-edge tool under development is the “teachable agent”—a computerized character who learns, tries, makes mistakes and asks questions just like a real-world pupil. Computer scientists have created an animated figure called Betty’s Brain, who has been “taught” about environmental science by hundreds of middle school students. Student teachers are motivated to help Betty master certain materials. While preparing to teach, they organize their knowledge and improve their own understanding. And as they explain the information to it, they identify problems in their own thinking.

Feedback from the teachable agents further enhances the tutors’ learning. The agents’ questions compel student tutors to think and explain the materials in different ways, and watching the agent solve problems allows them to see their knowledge put into action.

Above all, it’s the emotions one experiences in teaching that facilitate learning. Student tutors feel upset when their teachable agents fail, but happy when these virtual pupils succeed as they derive pride and satisfaction from someone else’s accomplishment.

1. What are researchers rediscovering through their studies?

- A. Seneca’s thinking is still applicable today.
- B. Better learners will become better teachers.
- C. Human intelligence tends to grow with age.
- D. Philosophical thinking improves instruction.

2. What do we learn about Betty’s Brain?

- A. It is a character in a popular animation.
- B. It is a teaching tool under development.
- C. It is a cutting-edge app in digital games.
- D. It is a tutor for computer science students.

3. How does teaching others benefit student tutors?

- A. It makes them aware of what they are strong at.
- B. It motivates them to try novel ways of teaching.
- C. It helps them learn their academic subjects better.

D. It enables them to better understand their teachers.

B

There's a new frontier in 3D printing that's beginning to come into focus: food. Recent development has made possible machines that print, cook, and serve foods on a mass scale. And the industry isn't stopping there.

Food production

With a 3D printer, a cook can print complicated chocolate sculptures and beautiful pieces for decoration on a wedding cake. Not everybody can do that—it takes years of experience, but a printer makes it easy. A restaurant in Spain uses a Foodini to “re-create forms and pieces” of food that are “exactly the same,” freeing cooks to complete other tasks. In another restaurant, all of the dishes and desserts it serves are 3D-printed, rather than farm to table.

Sustainability

The global population is expected to grow to 9.6 billion by 2050, and some analysts estimate that food production will need to be raised by 50 percent to maintain current levels. Sustainability is becoming a necessity. 3D food printing could probably contribute to the solution. Some experts believe printers could use hydrocolloids (水解胶体) from plentiful renewables like algae (藻类) and grass to replace the familiar ingredients. 3D printing can reduce fuel use and emissions. Grocery stores of the future might stock “food” that lasts years on end, freeing up shelf space and reducing transportation and storage requirements.

Nutrition

Future 3D food printers could make processed food healthier. Hod Lipson, a professor at Columbia University, said, “Food printing could allow consumers to print food with customized nutritional content, like vitamins. So instead of eating a piece of yesterday's bread from the supermarket, you'd eat something baked just for you on demand.”

Challenges

Despite recent advancements in 3D food printing, the industry has many challenges to overcome. Currently, most ingredients must be changed to a paste (糊状物) before a printer can use them, and the printing process is quite time-consuming, because ingredients interact with each

other in very complex ways. On top of that, most of the 3D food printers now are restricted to dry ingredients, because meat and milk products may easily go bad. Some experts are skeptical about 3D food printers, believing they are better suited for fast food restaurants than homes and high-end restaurants.

1. What benefit does 3D printing bring to food production?

- A. It helps cooks to create new dishes.
- B. It saves time and effort in cooking.
- C. It improves the cooking conditions.
- D. It contributes to restaurant decorations.

2. What can we learn about 3D food printing from Paragraphs 3?

- A. It solves food shortages easily.
- B. It quickens the transportation of food.
- C. It needs no space for the storage of food.
- D. It uses renewable materials as sources of food.

3. What could be the best title of the passage?

- A. 3D Food Printing: Delicious New Technology
- B. A New Way to Improve 3D Food Printing
- C. The Challenges for 3D Food Production
- D. 3D Food Printing: From Farm to Table

C

When I was 17, I read a magazine article about a museum called the McNay, once the home of a watercolorist named Marian McNay. She had requested the community to turn it into a museum upon her death. On a sunny Saturday, Sally and I drove over to the museum. She asked, “Do you have the address?” “No, but I’ll recognize it, there was a picture in the magazine.”

“Oh, stop. There it is!”

The museum was free. We entered, excited. A group of people sitting in the hall stopped talking and stared at us.

“May I help you?” a man asked. “No,” I said. “We’re fine.” Tour guides got on my nerves.

What if they talked a long time about a painting you weren't that interested in? Sally had gone upstairs. The people in the hall seemed very nosy, keeping their eyes on me with curiosity. What was their problem? I saw some nice sculptures in one room. Suddenly I sensed a man standing behind me. "Where do you think you are?" he asked. I turned sharply. "The McNay Art Museum!" He smiled, shaking his head. "Sorry, the McNay is on New Braunfels Street." "What's this place?" I asked, still confused. "Well, it's our home." My heart jolted (震颤). I raced to the staircase and called out, "Sally! Come down immediately!"

"There's some really good stuff up there." She stepped down, looking confused. I pushed her toward the front door, waving at the family, saying, "Sorry, please forgive us, you have a really nice place." Outside, when I told Sally what happened, she covered her mouth, laughing. She couldn't believe how long they let us look around without saying anything.

The real McNay was splendid, but we felt nervous the whole time we were there. Van Gogh, Picasso. This time, we stayed together, in case anything else unusual happened.

Thirty years later, a woman approached me in a public place. "Excuse me, did you ever enter a residence, long ago, thinking it was the McNay Museum?"

"Yes. But how do you know? We never told anyone."

"That was my home. I was a teenager sitting in the hall. Before you came over, I never realized what a beautiful place I lived in. I never felt lucky before. You thought it was a museum. My feelings about my home changed after that. I've always wanted to thank you."

1. What do we know about Marian McNay?

- A. She was a painter.
- B. She was a community leader.
- C. She was a museum director.
- D. She was a journalist.

2. Why did the author refuse the help from the man in the house?

- A. She disliked people who were nosy.
- B. She felt nervous when talking to strangers.
- C. She knew more about art than the man.
- D. She mistook him for a tour guide.

3. How did the author feel about being stared at by the people in the hall?
- A. Puzzled. B. Concerned. C. Frightened. D. Delighted.
4. Why did the author describe the real McNay museum in just a few words?
- A. The real museum lacked enough artwork to interest her.
- B. She was too upset to spend much time at the real museum.
- C. The McNay was disappointing compared with the house.
- D. The event happening in the house was more significant.

四、短文改错（本题共 10 小题，每题 1 分，共 10 分）

文中共有 10 处语言错误，每句中最多有两处。每处错误仅涉及一个单词的增加、删除或修改。

增加：在缺词处加一个漏字符号（^），并在其下面写出该加的词。

删除：把多余的词用斜线（\）划掉。

修改：在错的词下画一横线，并在该词下面写出修改后的词。

注意：1）每处错误及其修改均仅限一词；

2）只允许修改 10 处，多者（从第 11 处起）不计分。

The other day, I together with several friends went back to a nearby hospital to do some voluntary works. We helped some patients cleaned their rooms and did everything we could serve them. I noticed a little girl between the patients. Though she was weak, yet she was lovely and active. He asked to sing a song for us in return for our kindness. Stood in front of us, she began to sing. Great to our surprise, her voice was so beautifully that it fascinated us all. After that, we had the talk with her. She told us that her wish was to become a singer. We encouraged her to follow her dream.

五、书面表达（共 10 分）

假设你是新华中学的学生李华，不久前在学校举办的英语竞赛中获得一等奖。校报请你写一篇稿件刊登在英文版面上，介绍你课外学习英语的经验。请根据以下提示用英语写一篇短文：（词数：120 左右）

- (1) 参加英语角的益处；
- (2) 坚持写英语日记的作用；
- (3) 英文阅读网站（Enjoy Reading）对你的帮助。

六、教学设计（共 15 分）

请根据人教版五年级上册 Unit 1 What's he like? Let's spell 部分内容，按要求完成下列教学设计任务。（设计意图可用中文表达）

教学材料：



【问题】

1. 请针对教学内容写出本课教学目标。
2. 请针对教学内容设计 Lead-in 环节，并写出设计意图。
3. 请针对教学内容 homework 环节，并写出设计意图。
4. 请针对教学内容设计板书。

七、案例分析（共 10 分）

【教学内容】

能听说、认读本课时有关食物的 4 个单词 juice, milk, bread, egg

能听懂、会说：I'm hungry. Have/Eat/Drink some bread. 并能在实际情景中运用以上各句子。

【教学过程】

Step 1. Lead in

...

Step 2. Presentation

为学生创设喜羊羊与灰太狼的情境。

1. I'm hungry.

T: I have a good friend. Look! This is...(Lan yangyang) (出示懒羊羊的图片)

Look at the clock. It's 7 in the morning

Listen, and tell me what does he say?

Mp3: I'm hungry

I'm hungry (practice)

1.1 Make a survey

T: Miss Li is hungry, too. Look! This is my breakfast.

What about you?

鼓励学生说出自己的早餐。

T: Lan yangyang is hungry. Can you help him to get breakfast?

2. Egg

T guides Ss: hungry, hungry, I'm hungry.

大屏幕展示沸羊羊的家

T: Listen and guess what's that?

T shows the sound of egg.

T: What's that?

Ss: It's an egg.

T: How many eggs do you see?

Ss: Two.

T: We can say, "two eggs" or "eggs".

Have some eggs.

引导学生做出动作并展示。

3. bread

T: Look! Mei yangyang has a bag.

Guess What's in it

拿出美羊羊的包，让学生摸一摸，感受一下

3.1 Practice

T: I'm hungry. Have some bread.

T asks, Ss answer, and then exchange.

T: Who's hungry?

Ss: I'm hungry

T: Have some bread

Ss: Thank you

T: You're welcome

Eat some bread

Eat some...

4. juice

教师出示果汁的图片: What's this? Guess

Ss: Juice

T: It's a juice

4.1 Game: Climb the mountain (Ss reading)

Train, train, train(S reading)

T asks Ss to ask: I'm hungry

Ss: Have some juice

T teaches Ss: Have some juice.

Have some juice

Ss pass the juice, read and do the actions.

5. milk

T: Is it a juice

Ss: No, it's a milk

T: I'm hungry.

Ss: Have some milk

T teaches: Drink some milk

Drink some...

Ss pass the milk, read and do the actions

(目的: 通过学生熟悉的单词入手, 降低学习难度, 提高学生的学习兴趣。再通过 TPR 教学方法与自编的 chant 和 Let's do 相结合, 既练习了主句型, 又练习了 Let's do.)

Step 3 Practice

1. Read the words

2. Hit the hamster

3. Lets do

(目的: 通过层层练习, 从音到形到义, 让学生有梯度地学习, 帮助学生更好地练习所学的内容)

Step 4. Consolidation

...

Step 5. Summary

Step 6. Homework

问题: (1) 请从活动设计和情境创设等角度对本案例进行评价。(4分)

(2) 本课使用了哪些教学方法? 请简要评析。(3分)

(3) 请对本案例中的教师角色进行简要分析。(3分)



2020 年小学英语教师招聘模拟题参考答案及解析（九）

一、单项选择（本题共 15 小题，每题 1 分，共 15 分）

1. 【答案】B

【解析】考查代词。句意：Scott 夫妇宁愿去一个小镇旅行也不愿意在一个像纽约这样大的地方去旅行。one 指代可数名词单数，是泛指。it 指代前面提到的同一事物；that 指代可数名词单数或者不可数名词，后面一定要有定语修饰，是特指。本题应该与前面的 a trip 保持一致。故选 B。

2. 【答案】A

【解析】考查定语从句。句意：这个公司的老板正在努力营造一种轻松的氛围，以便他的员工可以在这种轻松的氛围中享受工作。分析句子结构可知，空格处要填入的词引导后面的定语从句。先行词为 atmosphere，表示抽象地点，故定语从句要用可在从句中作地点状语的 where 引导。故选 A。

3. 【答案】D

【解析】考查定语从句和强调句。句意：就是他在年轻的时候接受的训练使他成为一个这么好的工程师。第一空填 which，_____ he had as a young man 是一个限制性定语从句，修饰 the training，在定语从句中 which 做宾语；第二空填 that，使用了强调句，强调的是 the training _____ he had as a young man。故选 D。

4. 【答案】B

【解析】考查让步状语从句连词。句意：即使这些产品质量相近，为什么有些品牌比其他品牌更受欢迎？as though“仿佛”；B: even if“即使”；C: so that“目的是，结果是”；D: in case“以防，以免”。故选 B。

5. 【答案】B

【解析】考查非谓语动词。句意：警察一直注视着电脑屏幕，来识别罪犯的脚印。这里用的是“keep+宾语+宾语补足语”的结构，因为“注视”是 fix one's eyes on，所以 eyes 和 fix 是被动关系，用过去分词做宾语补足语，故选 B。

6. 【答案】D

【解析】考查倒装句。句意：山脚下有一座小村庄。地点介词短语置于句首，谓语表示

运动的动词，句子需要全部倒装，即将句子中的谓语动词全部置于主语之前，故选 D。

7. 【答案】 B

【解析】考查虚拟语气。句意：要不是汤姆的钱，他就没钱买那辆车了。根据 But for 可以知道，“要不是”是对过去的虚拟，所以后半句要用 would have done 的形式。故选 B。

8. 【答案】 B

【解析】考查时态语态，现在完成时和现在进行时。句意：我认为我们应该接受帮助，因为我们一直到现在运气不佳，而且时间也快用光了。up till now=so far 是“到目前为止”的意思，是现在完成时的标志；run out 意思是“用光，用尽”，无被动。此句用现在进行时态表将来。故选 B。

9. 【答案】 C

【解析】考查形容词词义辨析。句意：这些数据和之前实验里面观察的结果不一致。Be consistent with 与...一致；be patient with...对...有耐心；be identical to/with 与...完全相同；be consistent to 干扰选项，没有此种用法。故选 C。

10. 【答案】 B

【解析】考查固定搭配。句意：太厚的粉底可能会加重皱纹、增大毛孔，所以大部分法国女人尽量避免使用粉底，只是涂点腮红。Be in favor of 支持，赞成；be irrespective of 不考虑，不顾及；be short of 缺乏，缺少；be tired of 厌倦。故选 B。

11. 【答案】 C

【解析】考查动词短语辨析。句意：Tom 的父母认为 Tom 没有数学天赋，所以 Tom 被要求通过勤奋努力来弥补不足。动词短语 go back on 背弃，违约；回到；take away from 夺走，剥夺；make up for 弥补...；补偿...；catch up with 追上，赶上。故选 C。

12. 【答案】 D

【解析】考查名词辨析。句意：为了帮助保存历史，希腊政府专门成立了一个委员会来承担雅典卫城的专业修复。A. order 命令；B. purpose 目的；C. aim 目标；D. attempt 企图，尝试。in an attempt to 固定短语，“为了，企图”，故选 D。

13. 【答案】 B

【解析】考查介词短语辨析。句意：当他的家人第一次到达美国时，他想知道他的家人将来会怎么样。in need 需要；in time 及时；in preparation 准备；in store 将要发生；就要出现；贮藏着；储备着。根据句意，故选 B。

14. 【答案】A

【解析】考查美国概况。美国的国旗是星条旗。故选 A。

15. 【答案】A

【解析】考查英国文学。这是《哈姆雷特》中的名句：“做还是不做，这是一个问题”。故选 A。

二、短文填词（本题共 10 小题，每题 2 分，共 20 分）

【试题分析】本文为说明文。文章介绍了近年来北极熊的生存状况。

1. 【参考答案】that

【解析】考查同位语从句。句意：有证据表明它们遍布北极。根据句子结构分析可知，主句为 there be 句型，且结构完整，空格后为同位语从句，解释说明中心词 evidence 的内容。故填入 that。

2. 【参考答案】poorly

【解析】考查副词。句意：因为大部分北极熊都没有得到很好的研究。根据句意和结构分析可知，此处用副词 poorly 修饰谓语动词 has been studied，意为“研究很少”。故填入 poorly。

3. 【参考答案】of/for

【解析】考查介词。句意：现代追踪北极熊数量的方法从 20 世纪 80 年代中期才开始使用。此处 tracking polar bear populations 作 Modern methods 的定语，用 of 连接，methods of doing sth. 意为“……的方法”，构成固定结构；或者意为“对于跟踪北极熊的方法”用 for。故填入 of/for。

4. 【参考答案】to perform

【解析】考查非谓语动词。句意：跟踪北极熊数量的现代方法只是从二十世纪八十年代中期以来才开始采用，并且在如此大区域内持续采用是昂贵的。主系表结构之后常用不定式作原因或目的状语。故填入 to perform。

5. 【参考答案】have reported

【解析】考查动词的时态。句意：近年来，一些因纽特人报告说，在人类住区周围看到熊的人数有所增加。根据上下文语境，尤其是时间状语 in recent years 可知，主句用现在完成时态。故填入 have reported。

6. 【参考答案】belief

【解析】考查名词。句意：导致人们相信人口正在增加。根据其前不定冠词和其后的同位语从句可知，空格处用名词形式。故填入 belief。

7. 【参考答案】 noting

【解析】考查非谓语动词。句意：科学家们注意到，饥饿的熊可能聚集在人类住区周围。根据其前介词 by 可知，此处用动名词作宾语。故填入 noting。

8. 【参考答案】 higher

【解析】考查形容词。句意：导致人们产生一种错觉，认为北极熊的数量高于实际水平。根据其 after than they actually are 可知，此处为形容词的比较级。故填入 higher。

9. 【参考答案】 the

【解析】考查冠词。句意：在 19 个公认的北极熊亚群中。此处为特指，后面具体说明 19 个的情况。故填入 the。

10. 【参考答案】 are

【解析】考查主谓一致。句意：三种是减少的，另外六种是稳定的。根据 three are declining, 此处数词 six 作主语，要用复数谓语，时态为一般现在时。故填入 are。

三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

A

【试题分析】本文为说明文，主要讲述了一种新的教学方式“边教边学”，并开发了一种工具“可教代理”，以及它对学习的影响。

1. 【答案】 A

【解析】细节理解题。根据第二段第一句“While we teach, we learn,” said Roman philosopher Seneca. Now scientists are bringing this ancient wisdom up-to-date.” 罗马哲学家塞内卡说：“我们在教书的同时，也在学习。”现在，科学家们正在把这种古老的智慧更新。可知研究发现塞卡内的思想如今仍然适用。故选 A。

2. 【答案】 B

【解析】细节理解题。根据第四段第一句和第二句“‘But the most cutting-edge tool under development is the “teachable agent”...who has been “taught” about environmental science by hundreds of middle school students.’” 目前开发中最前沿的工具是“可教代理人”，计算机科学家创造了一个动画人物 Betty’s Brain，数百名中学生向它传授有关环境科学的知识。可知 Betty’s brain 是一个正在开发中的教学工具；该 app 是针对教学领域，故 C 项错误；它是模仿学生学习，D 项错误。故选 B。

3. 【答案】 C

【解析】细节理解题。根据第三段第一句“Researchers have found that students who sign up to tutor others work harder to understand the material, recall it more accurately and apply it more effectively.” 研究人员发现，那些报名辅导他人的学生更努力地去理解材料，更准确地回忆材料，更有效地运用材料。可知通过辅导其他学生能够帮助他们更好地理解专业知识，故选 C。

B

【试题分析】本文是一篇说明文，对 3D 打印技术在食物上的应用取得的进步进行了介绍了，但仍面临着许多方面的挑战。

1. 【答案】B

【解析】推理判断。Food production 部分中叙述了没有经验的人可以用 3D 打印机做出复杂的巧克力雕塑和美丽的婚礼蛋糕，以及餐厅能够用 3D 打印出所有的菜肴和甜点，从而可以推断出 3D 打印的优势是节省了做饭的时间和精力。故选 B。

2. 【答案】D

【解析】细节理解题。根据 Sustainability（可持续性）部分中的“Some experts believe printers could use hydrocolloids（水解胶体）from plentiful renewables like algae（藻类）and grass to replace the familiar ingredients（烹饪原料）。”可知，3D 打印机可以使用可再生材料作为食物来源。故选 D。

3. 【答案】A

【解析】主旨大意题。纵观全文可知，本文介绍了 3D 打印技术在食物上的应用取得了进展，但目前仍面临着许多方面的挑战。所以用标题 3D Food Printing: Delicious New Technology，故选 A。

C

【试题分析】本文是一篇记叙文，作者和朋友原想参观 McNay 博物馆，却误将一个私人住宅当成 McNay 博物馆。30 年后，一位女士认出误撞入自己住宅的作者，指出正是因为作者的误撞入才让她意识到自己住的地方有多么美丽。

1. 【答案】A

【解析】细节理解题。根据第一段中的“When I was 17, I read a magazine article about a museum called the McNay, once the home of a watercolorist named Marian McNay.”可知，

Marian McNay 是一名水彩画家。故选 A。

2. 【答案】D

【解析】细节理解题。根据第四段中的“‘May I help you?’ a man asked. ‘No’ I said. ‘We’re fine.’ Tour guides got on my nerves.”可知，导游令作者心烦，作者误认为屋子里的男人是位导游。故选 D。

3. 【答案】A

【解析】推理判断题。根据第四段中的“The people in the hall seemed very nosy (爱窥探的), keeping their eyes on me with curiosity. What was their problem?” 大厅的人看起来都非常爱窥探的，眼睛不停的好奇的看着我。他们有什么问题？可以推断出，作者当时感到困惑不解。故选 A。

4. 【答案】D

【解析】推理判断题。根据全文可知，作者主要在叙述参观误当成 McNay 博物馆的私人住宅上，这才是文章的重心，所以将真正的 McNay 博物馆叙述一带而过。故选 D。

四、短文改错（本题共 10 小题，每题 1 分，共 10 分）

【试题分析】本文为记叙文。作者和几个小朋友去一家医院做志愿工作时，遇到了一个生病的小女孩，她的举动很令他们感动。

1. 【参考答案】去掉 back

【解析】考查介词。句意：前几天，我和几个朋友一起去附近的医院做一些志愿工作。根据句意可知，go to 意为“去……”，而 go back to 意为“回到”。故将 back 去掉。

2. 【参考答案】works →work

【解析】考查名词。句意：前几天，我和几个朋友一起去附近的医院做一些志愿工作。根据句意可知，work 做“工作”讲时，是不可数名词，故 works 改为 work。

3. 【参考答案】cleaned →clean

【解析】考查非谓语动词。句意：我们帮助一些病人打扫他们的房间，尽我们所能服务他们。根据句意可知，help sb. do 固定短语，“帮助某人做”，故 cleaned 改为 clean。

4. 【参考答案】在 serve 前加 to

【解析】考查非谓语动词。句意：我们帮助一些病人打扫他们的房间，尽我们所能服务他们。分析句子结构可知，we could 是定语从句修饰 everything，再根据句意可知，to do 是动词不定式表示目的，故在 serve 前加 to。

5. 【参考答案】between →among

【解析】考查介词。句意：我注意到病人中有一个小女孩。根据句意可知，between 表示某人（物）在两个或者两个以上的为数不多的单独的人或物之间；而 among 表示某人（物）在一群人/一组人/一堆人或物中间，通常是三者以上，是不被单独看待的。句子中 the patients 指的是三者以上，故此处用 among，因此 between 改为 among。

6. 【参考答案】He → She

【解析】考查代词。句意：她要求为我们唱首歌以回报我们的好意。根据句意可知，此处指代的是小女孩，要用 she 指代，故 He 改为 She。

7. 【参考答案】stood → standing

【解析】考查非谓语动词。句意：站在我们前面，她开始唱歌。分析句子结构可知，此处用 stand 这个动作做逻辑主语 she 的伴随状语，且和逻辑主语之间是主动关系，故 stood 改为 standing。

8. 【参考答案】Great → Greatly

【解析】考查副词。句意：令我们大为惊讶的是，她的声音如此动听，我们都听得入了迷。根据句意可知，much/greatly to one's + n. = to one's great+n. 固定短语，“令某人怎么样的是”，故 great 改为 greatly。

9. 【参考答案】beautifully → beautiful

【解析】考查形容词。句意：令我们大为惊讶的是，她的声音如此动听，我们都听得入了迷。分析句子结构可知，此处作表语，应使用形容词，故 beautifully 改为 beautiful。

10. 【参考答案】the → a

【解析】考查冠词。句意：之后，我们和她谈了谈。根据句意可知，have a talk with sb. 固定短语“和……交谈”，故将 the 改为 a。

五、书面表达（共 10 分）

【题目分析】

解题思路：

- (1) 文章要求介绍自己的英语学习经验；
- (2) 第一段简单介绍自己学习英语的途径；第二段详细阐述每种途径的作用；第三段进行总结，鼓励大家努力学习；
- (3) 文章以一般现在时为主，主要是用第一人称。

答案要求：

- (1) 语言力求准确、简洁；
- (2) 按顺序安排好材料，适当增减细节。

【参考范文】

As a high school student, I consider English as a very important subject. I took an active part in English corner and other after-class English activities, which benefit me a lot.

In the English corner, I meet many friends, who share the same interest with me. Besides, sometimes, some foreigners are glad to join us. By talking with them, my oral English improved a lot. I also find it useful to keep English diaries. I keep on doing it these years and it is helpful to my English. As a saying goes, practice makes perfect. Finally, some good English study websites contribute a lot to my improvement. Through these websites, I can read some classic English passages, poems and stories.

All in all, every road leads to Rome, but I believe hard work pays off.

六、教学设计（共 15 分）

【试题分析】

1. 本题为语音课教学设计；
2. 教学设计中要注重学生口语能力的培养；
3. 教学设计包括教材目标、教学过程和板书设计等环节。

【参考答案】

1. Teaching objectives:

Knowledge objective: Students will be able to pronounce /i/ correctly in different words.

Ability objective: Students will enhance their oral English and pronunciation skills by working together with their peers.

Emotional objective: Students can be more interested in English speaking.

2. Lead-in

Tells a story which includes /i/, asks Ss to count how many times /i/ appears, the story goes like this:

There is a baby. She is happy. Because the weather is sunny. But later the weather is going to be windy. Her mom feels sorry.

【设计意图】通过讲故事导入新课有利于培养学生的英语兴趣，同时，故事中包含了含有/i/的词汇，引导学生数一数，关注发音规律。

3. Homework

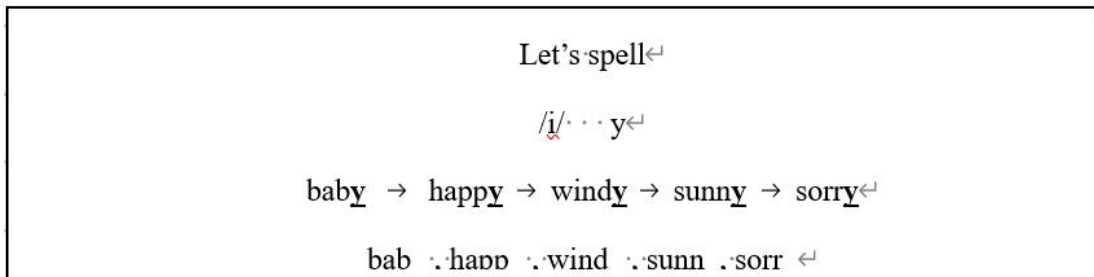
Homework 1: finish the exercise in the book

Homework 2: make a story with words given by the teacher and share with classmates next class.

【设计意图】通过完成课本作业，自编故事并分享等活动，学生能够巩固本课所学知识，提高

学习效果。

4. Blackboard design



七、案例分析（共 10 分）

【参考答案】

(1) ①本节课以受小学生喜爱的喜羊羊与灰太狼为主线开展，以帮助懒羊羊找到早餐为任务学习新的单词，通过听觉，触觉，视觉等，积极调动了学生的感官参与，把本节课的主句型串联起来，使课堂活动生动活泼，学生学习热情高涨。②以学生为主体，讲练结合。教学的活动形式较为丰富，从全体到小组到同桌到个人，都有进行一定的操练，让学生在英语的课堂里多开口。同时，也注意到了学生才是学习的主体，在教授完新句型后，放手让学生来进行 pair work，给予学生更多的机会和话语权。③本课的情感目标的教学没有很好的达成，没有给予学生一个适当的情感教育或者情感引导。④课堂操练活动丰富有趣，但大多数为机械操练，意义操练较少。

(2) 本课采用的教学方法有听说法、全身反应法以及交际法。通过多种教学方法的综合运用，能够从多方面调动学生感官，提高学习效果，并且全身反应法的运用，能够充分调动学生的学习积极性，提高课堂参与度。

(3) 根据英语课程标准，教师要转变教育教学观念，不仅要关注学生的语言学习，而且要关注学生整体素质的发展，把学生的全面发展作为教学的基本出发点。教师要转变在教学中的角色，不应仅是知识的传授者、课堂教学的控制者，同时也是学生学习的评价者、促进者、指导者、组织者、帮助者等。教师要有意识地引导学生发展自主学习能力，使学生真正成为学习的主体，在教学各个环节中要面向全体学生。在本课的教学过程中，教师在组织课堂教学活动的同时，为学生提供教学资源，引导和促进学生展开英语学习，体现了教师角色的多样化。