

2020 年小学英语教师招聘模拟题（一）

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. Four and _____ half hours of discussion took us up to midnight, and _____ break for cheese, chocolate and tea with sugar.

- A. a; a B. the; the
C. /; the D. a; /

2. I did not choose any of the three offerings, because I found _____ satisfactory.

- A. neither of them B. none of it
C. either of them D. none of them

3. It's said that the power plant is now _____ large as what it was.

- A. twice as B. as twice
C. twice much D. much twice

4. I was sent to the village last month to see how the development plan _____ in the past two years.

- A. had been carried out B. would be carried out
C. is being carried out D. has been carried out

5. —You know what? I've got a New Year concert ticket.

—Oh, _____ You're kidding.

- A. so what? B. go ahead
C. come on D. what for?

6. At times he has to stay up late for the homework, _____ he doesn't like.

- A. and which B. as
C. this D. which

7. _____ a strange plant! I've never seen it before.

- A. Which B. What
C. How D. Whether

8. The _____ that there is life on other planets in the universe has always inspired scientists to explore the outer space.

- A. advice B. order
C. possibility D. invitation

9. I had a strong desire to reach in and play with the toy, but _____ thankfully by the shop window.

- A. am held back B. held back
C. hold back D. was held back

10. A panda's primary activity is sleep, _____ its waking hours looking for food.

- A. that it spends B. for spending
C. and it spends D. will spend

11. We _____ very early so we packed the night before.

- A. leave B. had left
C. were leaving D. have left

12. _____ students are required to take part in the boat race.

- A. Ten strong young Chinese B. Ten Chinese strong young
C. Chinese ten young strong D. Young strong ten Chinese

13. I need a new passport so I will have to have my photograph _____.

- A. taking B. taken
C. being taken D. take

14. Variables such as individual and corporate behaviour _____ nearly impossible for economists to forecast economic trend with precision.

- A. make B. make it
C. making D. makes it

15. There is a good social life in the village, and I wish I _____ a second chance to become more involved.

- A. had B. will have

C. would have had D. have had

二、完形填空（本题共 15 小题，每题 1 分，共 15 分）

Yesterday, a salesman called me by phone, on behalf of a telecommunication company, to sell his phone plans. I was at work and while I usually don't ___1___ to spend time with those conversations, I ___2___ myself that I couldn't talk yet and proposed him to call me back one hour later, at 6 pm.

That's what he did. So we ___3___ 15 minutes. He explained to me his different phone plans, which he stated to be better than my ___4___ one. While listening to him, sometimes I was lost in my thoughts. I gave several "hmm hmm", as a ___5___ of approbation (赞同) and to ___6___ to him that I was still there. Sometimes, I felt a bit ___7___, especially as he had a bit of difficulty in correctly talking in French. But I stayed calm and ___8___ until the end of the discussion.

At the end of the conversation, he ___9___ the following to me, "Thank you, Olivier. You are the first person in a long time, with whom I had a(n) ___10___ conversation. Usually, people ___11___ at us, insult us, and treat us as thieves. Today, since 10 am, I hadn't had a(n) ___12___ without an offense. I know you had a long day at work and you could have ___13___ in front of your TV or done something else. Instead, you listened carefully to me. I am ___14___ and I sincerely thank you. I wanted to tell it to you."

I thanked him for this revelation. I realized how much he could have been the subject of verbal ___15___, all through his working days. Yet, he was only doing his job. I hope he will have a good weekend.

- | | | | |
|------------------|------------------|-----------------|-----------------|
| 1. A. forget | B. pretend | C. like | D. dare |
| 2. A. comforted | B. excused | C. reminded | D. convinced |
| 3. A. talked | B. argued | C. waited | D. rested |
| 4. A. previous | B. useless | C. favorite | D. current |
| 5. A. sign | B. result | C. reward | D. rule |
| 6. A. whisper | B. lie | C. explain | D. confirm |
| 7. A. guilty | B. impatient | C. nervous | D. moved |
| 8. A. silent | B. patient | C. polite | D. concentrated |
| 9. A. revealed | B. recommended | C. promised | D. introduced |
| 10. A. awkward | B. enjoyable | C. usual | D. brief |
| 11. A. wave | B. signal | C. point | D. shout |
| 12. A. interview | B. order | C. conversation | D. quarrel |
| 13. A. worked | B. relaxed | C. complained | D. slept |
| 14. A. disturbed | B. embarrassed | C. exhausted | D. touched |
| 15. A. violence | B. communication | C. agreement | D. explanation |

三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

A

Three years ago I listened to a lecture on cognition (认知) that changed the way I think about intelligence. There are two types of cognition, the first is normal cognition: the ability to regain knowledge from memory. The second type of cognition is metacognition: the ability to know whether or not you know.

Does this affect intelligence? In traditional education, intelligence is measured by cognitive ability. Some people can easily produce everything they know on a test. But others are awarded with poor grades and considered inferior. But does this inability make them any less intelligent? If the question came up on a task, they could refer to a book or a quick Google search. In reality they're just as effective as the people that ace a test. They just can't prove it as easily.

Metacognition is more important to success than cognition. A person with poor cognitive ability, but great metacognitive ability might do poorly in school, but when faced with a challenge, they understand their abilities and take the best course of action. For example, when faced with a question, a person with strong metacognitive ability will deal with it like this. If he knows the answer, but can't come up with it, he can always do a bit of research. If he knows for sure that he doesn't know, then he can start educating himself. Because he's aware of his ignorance, he doesn't act with foolish confidence. These people might not seem intelligent at first glance, but because they know what they know, they make better decisions and learn the most important things.

However, people with great cognitive ability but poor metacognitive ability may be considered excellent at a young age for acing every test and getting great SAT scores. Unfortunately, they've been ruined by poor metacognition: they think they know everything but they really don't. They are arrogant (overconfident), fail to learn from mistakes, and don't understand the slight differences of personal relationships, showing disregard for persons with lower cognitive ability. They may make the worst decisions.

The most important mental power is the ability to know what you don't know. The recognition of a fault is the first step to improvement. Don't try to hide a lack of knowledge. For intelligent people this is the toughest lesson to learn.

1. People with great cognitive ability tend to _____.

A. do well in tests

B. be considered inferior

C. be more effective than others

D. do research when faced with a task

2. The underlined phrase “take the best course of action,” probably means _____.
- A. starting educating himself B. taking action during the course
C. making the right decision D. coming up with many ideas
3. People with poor metacognition may not succeed because they _____.
- A. lack basic moral values B. have improper self-evaluation
C. fail to communicate with others D. show little respect for others
4. The author probably supports the idea that _____.
- A. intelligence is measured by cognitive ability
B. cognition is the most important mental power
C. the toughest lesson is to distinguish the two types of cognition
D. the awareness of one’s ignorance contributes to one’s improvement
5. Which is TRUE according to the passage?
- A. The people with great cognitive ability are hard to learn from mistake
B. The people with great cognitive ability usually do poorly in school
C. The people with great cognitive ability always get great scores at a young age
D. The people with great cognitive ability but poor metacognitive ability might make the worst decision

B

Have your parents ever inspected your room to see if you cleaned it properly? Imagine having your entire houses, garage, and yard inspected at any time — with no warning. Inspections were a regular part of lighthouse (灯塔) living, and a keeper’s reputation depended on results. A few times each year, an inspector arrived to look over the entire light station. The inspections were supposed to be a surprise, but keeper sometimes had advance notice.

Once lighthouses had telephones, keepers would call each other to warn that the inspector was approaching. After boats began flying special flags noting the inspector aboard, the keeper’s family made it a game to see who could notice the boat first. As soon as someone spotted the boat, everyone would do last-minute tidying and change into fancy clothes. The keeper then scurried to

put on his dress uniform and cap. Children of keepers remember inspectors wearing white gloves to run their fingers over door frames and windowsills looking for dust.

Despite the serious nature of inspections, they resulted in some funny moments. Betty Byrnes remembered when her mother did not have time to wash all the dishes before an inspection. At the time, people did not have dishwashers in their homes. In an effort to clean up quickly, Mrs. Byrnes tossed all the dishes into a big bread pan, covered them with a cloth and stuck them in the oven. If the inspector opened the oven door, it would look like bread was baking. he never did. One day, Glenn Furst's mother put oil on the kitchen floor just before the inspector entered their house. Like floor wax, the oil made the floors shiny and helped protect the wood. This time, though, she used a little too much oil. When the inspector extended his hand to greet Glenn's mother, he slipped on the freshly oiled surface. "He came across that floor waving his arms like a young bird attempting its first flight," Glenn late wrote. After he steadied himself, he shook Glenn's mother's hand, and the inspection continued as though nothing had happened.

1. What does Paragraph 1 tell us about the inspection at the light station?

- A. It was carried out once a year. B. It was often announced in advance.
C. It was important for the keeper's fame. D. It was focused on the garage and yard.

2. The family began making preparations immediately after _____.

- A. one of the members saw the boat
B. a warning call reached the lighthouse
C. the keeper put on the dress uniform and cap
D. the inspector flew special flags in the distance

3. Mrs. Byrnes put the dishes in the oven because this would _____.

- A. result in some fun B. speed up washing them
C. make her home look tidy D. be a demand from the inspector

4. If the inspector had opened the oven door, he would have seen _____.

- A. an empty pan B. many clean dishes
C. pieces of baked bread D. a cloth covering something

5. The inspector waved his arms _____.

- A. to try his best to keep steady

- B. to show his satisfaction with the floor
- C. to extend a warm greeting to Glenn's mother
- D. to express his intention to continue the inspection

四、翻译（共 10 分）

1. It seems that the greatest obstacle on one's way forward may not be a high mountain or a deep valley but a grain of sand that is hardly visible. To avoid blame on a minor fault one may tell a lie. That adds a burden to a heavy heart and weighs it down.

2. Don't give up when you still have something to give. Nothing is really over until the moment you stop trying. Don't be afraid to admit that you are less than perfect. It is this fragile thread that binds us to each other. Don't be afraid to encounter risks. It is by taking chances that we learn how to be brave. Don't shut love out of your life by saying it's impossible to find. The quickest way to receive love is to give it; the fastest way to lose love is to hold it too tightly; and the best way to keep love is to give it wings.

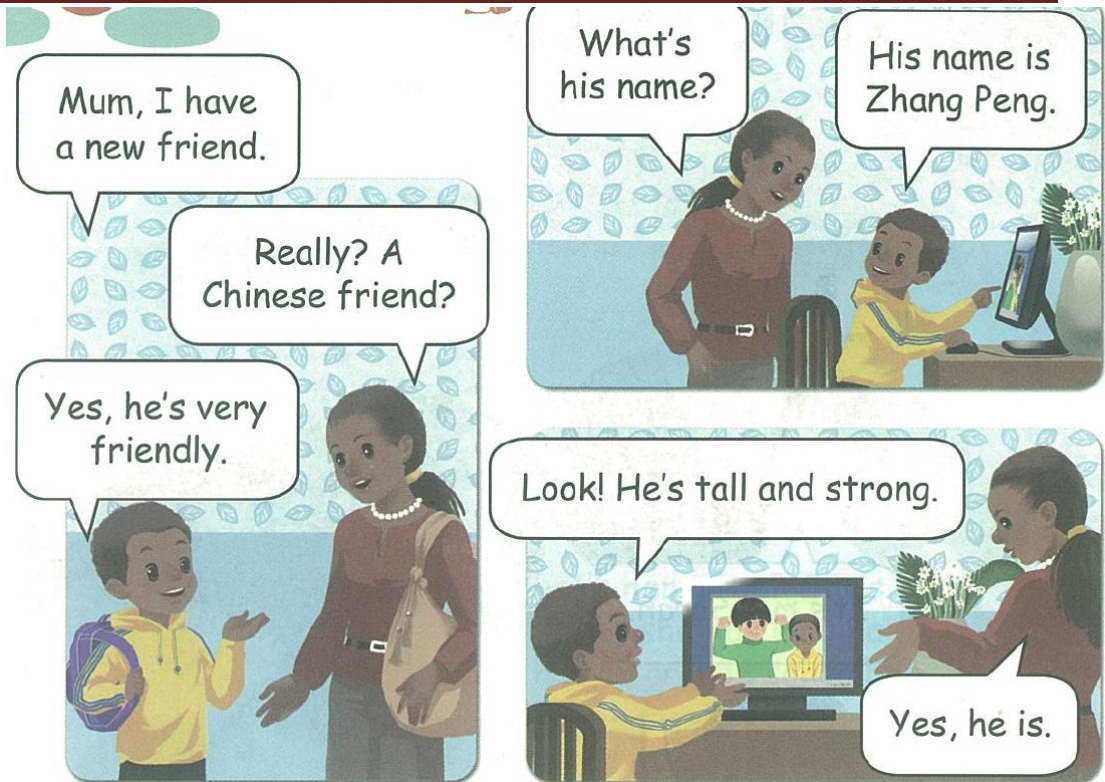
五、书面表达（共 15 分）

For this part, you are allowed 30 minutes to write a short essay on the topic of "Due Attention Should be Given to the Study of Chinese". You should write at least 150 words following the outline given below.

- ①近年来学生中出现了忽视中文学习的现象；
- ②出现这种现象的原因和后果；
- ③针对这种现象，我认为……

六、教学设计（共 15 分）

请根据人教版四年级下册 unit3 My friends Part A let's talk 部分内容，按要求完成下列教学设计任务。



【问题】

1. 请写出教学内容。
2. 请写出本课教学目标。
3. 请设计两个练习活动并说明设计意图。
4. 请设计一个活动来巩固和锻炼语言运用能力并说明设计意图。

七、案例分析（共 10 分）

【活动目标】1. 学习单词及词组：a sandwich, a hamburger, a packet of fries, a bowl of noodle, a piece of cake, a glass of juice 等。

2. 学习句型：Do you like sandwiches? What would you like? I'd like some hamburgers. 等。

【活动过程】

Step 1: Warm-up and Revision

1. Daily English

2. 教师出示图片（都是学生爱吃的食物，爱喝的饮料）导入新单词。

Step 2: Presentation and Practice

1. 教师出示图片，学生根据图片学习本节课的单词。学生学完单词以后每个单词都以个人-小组-全班的方式进行操练。

2. 教师将各种食物图片贴在黑板上并且学习 What would you like? I'd like sth.的句型。

3. 教师做动作，说英语，并且用食物图片提示引导学生用接龙的形式进行句型操练

T: I am hungry.

S: What would you like?

T: I'd like some What would you like?

S2: I'd like some—.

4. chant: What would you like for dinner?

Hamburgers and sandwiches, hamburgers and sandwiches

I'd like hamburgers and sandwiches.

5. Act out the dialogue out.全班同学共分六组：

第一组的同学在快餐厅吃饭

第二组的同学在西餐厅吃饭

第三组的同学和家长.亲戚在酒店吃饭

第四组的同学扮演小动物，参加小白兔的生日派对。

第五组的同学正在商场购物，准备参加学校的春游活动。

第六组的同学正在 KFC 参加一个同学的生日派对。

表演结束后，教师对学生的表演及时进行评价，对他们的进步加以肯定。对于他们的一些大胆的尝试也要给予鼓励。

Step 3: Extension and Consolidation

单词滚雪球活动，如：

What would you like for dinner?

I'd like some rice.

I'd like some rice and chicken.

I'd like some rich, chicken and vegetables.

(1) 指出本节课的 Step 2 与 Step 3 中出现的问题。(3 分)

(2) 针对课堂活动中教师对学生的评价进行评析。(4 分)

(3) 说说本案例的活动设计符合英语课程标准中的哪些基本理念？(3 分)

2020年小学英语教师招聘模拟题参考答案及解析（一）

一、单项选择（本题共15小题，每题1分，共15分）

1. 【答案】A

【解析】考查冠词。句意：四个半小时的讨论一直持续到半夜，我们休息了一下，吃了点奶酪、巧克力和含糖的茶。four and a half hours 表示“四个半小时”；后面 a break 表示“休息一下”。故选 A。

2. 【答案】D

【解析】考查代词。句意：这三样东西我都没有选，因为我发现没有一个令人满意。相对于两件事物来说，用 either 或 neither。none 是用在有三件或以上事物的情况中的。主句中出现 three offerings，故选 D。

3. 【答案】A

【解析】考查数词。句意：据说这个电厂是以前的两倍大。一般表达倍数有以下几种：（1）“A+倍数+形容词或副词的比较级+than+B”，表示“A比B大（长、高、宽等）多少倍”。（2）“A+倍数+as+形容词或副词的原级+as+B”，表示“A正好是B的多少倍”。（3）“A+倍数+the size/height/length/width,+of+B”，表示“A正好是B的多少倍”。故选 A。

4. 【答案】A

【解析】考查动词的时态。句意：我被派往那里去看看这个发展计划在过去的两年里实施的怎么样。根据前面的句子 I was sent to the village last month 可知，这是说明是过去的事实，而计划的事实是在派送我之前的两年里的事实，所以用过去完成时，而 the development plan 和动词 carry out 之间为逻辑上的动宾关系，所以用被动语态。故选 A。

5. 【答案】C

【解析】考查情景交际。句意：“你知道吗？我有一张新年音乐会票。”“哦，得了吧，你在开玩笑吧。”so what 意为“那又怎么样”，表达的是对之前的话语的不以为然，感觉那并不重要的一种态度；go ahead 意为“说吧，做吧，开始吧，进行吧”，表示同意或允许，表示同意对方的请求；come on 意为“得了吧，算了吧，（表示鼓励）来吧”，要视不同语言环境来理解它的具体意思；what for 意为“为何”。根据横线后面的 You're kidding 可知说话人不大相信另外一个人所说的话。故选 C。

6. 【答案】D

【解析】考查定语从句。句意：有时他不得不熬夜做作业，他不喜欢这样。从句为非限制性定语从句，修饰整个主句的事件，且从句是否定句或表示否定，只能用 which，不可用 as。故选 D。

7. 【答案】B

【解析】考查感叹句。句意：多么奇怪的植物啊！我以前从没见过。此处为 What+a/an+adj. + n. +it is/was 的省略结构，省略了 it is。故选 B。

8. 【答案】C

【解析】考查名词辨析。句意：宇宙中其他行星上存在生命的可能性一直激励科学家去探索外层空间。分析可知 that there is life on other planets in the universe 是同位语从句，其先行词就是横线处所填的名词。Advice 意为“建议，劝告，忠告”；order 意为“指示，命令”；possibility 意为“可能，可能性”；invitation 意为“招待，邀请；请柬，请帖”。根据句意，故选 C。

9. 【答案】D

【解析】考查动词的时态和语态。句意：我极其渴望进到商店去玩那个玩具，但是幸亏被橱窗挡住了。根据主句中的 had 可知时态是一般过去时；hold 与主语构成逻辑上的被动关系，因此用一般过去时的被动语态。故选 D。

10. 【答案】C

【解析】考查连词。句意：熊猫的基本活动是睡眠，睡醒的时候寻找食物。and 连接两个并列分句。故选 C。

11. 【答案】C

【解析】考查动词的时态。句意：我们将很早就动身，所以我们前一天晚上就收拾好了行李。根据后面句子的时间状语 the night before 可知是前一天晚上，准备第二天的事情，属于过去将来时，这里使用过去进行时表示过去将来时。故选 C。

12. 【答案】A

【解析】考查形容词。多个形容词作定语修饰名词的顺序为：序数词+基数词+描述性形容词+大小+形状+新旧+颜色+国家+材质+用途。所以本题应为：ten(基数词)，strong(描绘性形容词)，young(年龄)，Chinese(国籍)。故选 A。

13. 【答案】B

【解析】考查非谓语动词。句意：我需要一张新护照，所以我得照张相。have + sth (宾

语)+过去分词(宾语补足语)意为“让/叫/使/请别人做某事”, 宾语sth后面用过去分词作宾语补足语, 说明sth与过去分词表示的动作之间是被动关系 photograph与动词take之间是被动关系。故选B。

14.【答案】B

【解析】考查主谓一致。句意:个人和集体行为的变化使得经济学家几乎不可能精确地预测经济发展趋势。with, together with, along with, as well as, like, such as后的谓语动词,应与该连词前的主语保持一致,故本题谓语动词与复数名词variables保持一致,同时加上it作其形式宾语。故选B。

15.【答案】A

【解析】考查虚拟语气。句意:村里有一个很好的社交生活,我希望我有第二次机会更多地参与其中。虚拟语气通常用于wish后的宾语从句中,表示与事实相反或不大可能实现的愿望 通常有三种形式:①对将来发生的事情表示祝愿或愿望:主语+wish+从句主语+would (could, might)+动词原形 ②表示与现在事实相反的愿望:主语+wish (that)+从句主语+动词一般过去式 ③对过去发生的事情表示遗憾或后悔时:主语+wish (that)+从句主语+had+过去分词,前一句中使用了一般现在时,可知wish从句中表示与现在事实相反的愿望,故从句应该使用一般过去时。故选A。

二、完形填空(本题共15小题,每题1分,共15分)

【试题分析】本文为记叙文。讲述了作者跟一位销售员的电话通话,作者的行为令这位销售员非常感动。

1.【答案】C

【解析】考查动词。句意:我当时在上班,虽然我通常不喜欢花时间在那些谈话上,但我为自己暂时不能说话找了个借口,并建议他一小时后给我回电话,时间是下午6点。forget意为“忘记”;pretend意为“假装”;like意为“喜欢”;dare意为“敢”。根据这里while虽然,以及后面给自己找的借口,表示作者不喜欢将时间花在这些谈话上,故选C。

2.【答案】B

【解析】考查动词。句意:我当时在上班,虽然我通常不喜欢花时间在那些谈话上,但我为自己暂时不能说话找了个借口,并建议他一小时后给我回电话,时间是下午6点。comfort意为“安慰”;excuse意为“找借口”;remind意为“提醒”;convince意为“相信”。根据上文,作者虽然不喜欢这类谈话,但还是给自己找了个借口。故选B。

3.【答案】A

【解析】考查动词。句意:所以我们谈了15分钟。talk意为“谈话”;argue意为“争

论”；wait 意为“等待”；rest 意为“休息”。当销售员“依约”下午 6 点打电话来的时候，我跟他应该是谈话 15 分钟。故选 A。

4. 【答案】D

【解析】考查形容词。句意：他向我解释了他的不同的电话计划，他说比我现在的更好。previous 意为“以前的”；useless 意为“没用的”；favorite 意为“最喜爱的”；current 意为“目前的，现在的”。对方是想向我推销，希望我购买，所以他是希望替换掉我目前所用的（电话套餐）。故选 D。

5. 【答案】A

【解析】考查名词。句意：我给了几个“嗯嗯”，作为认可的标志，向他确认我还在。sign 意为“标志”；result 意为“结果”；reward “报酬”；rule 意为“规则”。我虽然不一定在认真听，但（可能出于礼貌）我依然以“嗯嗯”回应，作为一种赞同，也是向他确认我在（听）。a sign of...固定短语，“……的标志”，故选 A。

6. 【答案】D

【解析】考查动词。句意：我给了几个“嗯嗯”，作为认可的标志，向他确认我还在。whisper “低声说”；lie “撒谎”；explain “解释”；confirm 意为“确认，证实”。我“嗯嗯”的回应就是想让他知道我在听，向他证实我有在听他说。故选 D。

7. 【答案】B

【解析】考查形容词。句意：有时，我感到有点不耐烦，尤其是他在正确用法语表述方面有点困难时。guilty 意为“内疚的”；impatient 意为“不耐烦的”；nervous 意为“紧张的”；moved 意为“感动的”。根据上文，作者并没有认真听，只是在敷衍，所以当对方表述困难时，作者会有点不耐烦。故选 B。

8. 【答案】C

【解析】考查形容词。句意：但我一直保持冷静和礼貌，直到讨论结束。silent 意为“沉默的”；patient 意为“耐心的”；polite 意为“礼貌的”；concentrated 意为“专注的”。根据上文的描述，作者的行为可以算一位有礼貌的绅士行为。文章最后销售员对作者的感谢，也体现了作者的涵养。由此可以判断，作者是一直保持冷静和礼貌。故选 C。

9. 【答案】A

【解析】考查动词。句意：谈话结束时，他向我透露了以下情况：“谢谢你，Olivier。你是我这么长时间以来第一个和我愉快交谈的人。” reveal 意为“透露，揭露”；recommend 意为“推荐”；promise 意为“承诺”；introduce 意为“介绍”。根据下文“I thanked him for this revelation” 这里是谈话结束时，销售员将自己的其他谈话遭遇透露给作者。故选 A。

10. 【答案】B

【解析】考查形容词。句意：谈话结束时，他向我透露了以下情况：“谢谢你，Olivier。你是我这么长时间以来第一个和我愉快交谈的人。” awkward 意为“尴尬的”；enjoyable 意为

“愉快的”；usual 意为“平常的”；brief 意为“简短的”。根据下文销售员的遭遇，跟作者谈话时他接受到的是尊重。所以销售向作者表示感激，认为跟作者聊天很愉快。故选 B。

11. 【答案】D

【解析】考查动词。句意：通常，人们对我们大喊大叫，侮辱我们，把我们当作小偷。wave 意为“招手”；signal 意为“发信号”；point 意为“指向”；shout 意为“喊”。根据下文的侮辱我们，将我们当小偷，可见平常销售员们遭遇的都是非善意回应。shout at...固定短语，“朝……嚷”，故选 D。

12. 【答案】C

【解析】考查名词。句意：今天，从上午 10 点开始，我没有哪一次谈话没受到冒犯。interview 意为“采访”；order 意为“命令，订单”；conversation 意为“交谈”；quarrel 意为“争吵”。销售员是通过电话跟人交谈，实现向他人销售的目的。所以他是在谈话中受到语言冒犯。故选 C。

13. 【答案】B

【解析】考查动词。句意：我知道你工作了一整天，你本可以在电视机前放松一下，或者做点别的事情。work 意为“工作”；relax 意为“放松”；complain 意为“抱怨”；sleep 意为“睡觉”。工作了一天，在电视前看看电视是放松的一种方式。故选 B。

14. 【答案】D

【解析】考查形容词。句意：我很感动，我真诚地感谢你。disturb 意为“扰乱的”；embarrass 意为“尴尬的”；exhaust 意为“筋疲力尽的”；touch 意为“感动的”。对比之前的遭遇，作者的认真倾听，让销售员很感动。故选 D。

15. 【答案】A

【解析】考查名词。句意：我意识到，在他工作的日子里，他可能一直是言语暴力的对象。violence 意为“暴力”；communication 意为“交流”；agreement 意为“同意”；explanation 意为“解释”。根据上文销售员最后的话可知，在他整个工作期间，他很大程度上成为了语言暴力的对象。故选 A。

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。本文介绍了两种认知类型，即正常认知和元认知，并着重介绍了元认知的作用以及元认知能力低可能带来的问题。

1. 【答案】A

【解析】细节理解题。根据第二段前两句，可知认知能力强的人考试考得好。故选 A。

2. 【答案】C

【解析】细节理解题。根据第三段最后一句，可知元认知能力强的人能够意识到自己的

弱点并会做出正确的细节。故选 C。

3. 【答案】 B

【解析】 细节理解题。根据第四段第二句 “Unfortunately, they’ve been ruined by poor metacognition: they think they know everything but they really don’t.” 可以确定 B 选项为正确选项。故选 B。

4. 【答案】 D

【解析】 细节理解题。根据最后一段前两句话，可知作者认为意识到自己的无知会有助于提高。故选 D。

5. 【答案】 D

【解析】 细节理解题。根据倒数第二段的整段内容，可知认知能力强但元认知不好的人可能会考试考得好，但可能会做出最差的决定。故选 D。

B

【试题分析】 本文为记叙文。文章讲述了灯塔例行巡查时，大家为了能够通过检查，会提前通风报信的事，并介绍了在巡查过程中发生的趣事。

1. 【答案】 C

【解析】 细节理解题。根据第一段第三句 “and a keeper’s reputation depended on results” 可知，看守人的名声取决于结果的好坏。故选 C。

2. 【答案】 A

【解析】 细节理解题。根据第二段第三句 “As soon as someone spotted the boat, everyone would do last-minute tidying and change into fancy clothes” 可知，在建庭成员中一旦有人发现船的到来，全家人就开始快速准备。故选 A。

3. 【答案】 C

【解析】 细节理解题。根据第三段第二句 “Betty Byrnes remembered when her mother did not have time to wash all the dishes before an inspection” 可知，没有时间在检查之前去洗所有的碗，所以 Mrs. Byrnes 将所有的碗都丢进了烤箱避免被 inspection 发现。故选 C。

4. 【答案】 D

【解析】 细节理解题。根据第三段第四句 “Mrs. Byrnes tossed all the dishes into a big bread pan, covered them with a cloth and stuck them in the oven” 可知，当 inspection 打开烤箱的时候他只会看到一块盖着布的某物。故选 D。

5. 【答案】 A

【解析】细节推理题。根据第三段倒数第二句，inspection 挥动着他的双手保持平衡。故选 A。

四、翻译（共 10 分）

1. 【参考答案】看来，有时阻挠我们前进的不是高山或深渊，而是一粒极不起眼的沙子。为了避免因一次轻微的过失遭受指责，我们可能会编出谎言来掩盖。而这样做让我们有了沉重的心理负担并且与日俱增。

2. 【参考答案】在你还没有输得一无所有之前不要轻言放弃。只要你不停止努力，就永远有成功的可能。不要害怕承认你不完美。正因如此，我们才互相帮助，紧密相连。不要害怕面对风险。正是从一次又一次的冒险中，我们才学会了如何勇敢。不要借口真爱难寻而紧闭你的心扉。获得爱的最快办法就是付出你的爱；紧守着爱不放只会让你更快地失去爱；而维持爱的最好方式就是给爱插上一双翅膀。

五、书面表达（共 15 分）

【试题分析】

解题思路：

1. 写作内容为学生忽视中文学习的现象，分析原因和后果，并提出建议，字数 150 字左右；
2. 本文需用到第一人称；
3. 主要时态为一般现在时。

答案要求：

1. 文体格式规范；
2. 合理分段；
3. 标点使用规范。

【参考范文】

Due attention should be given to the study of Chinese

Along with the step of globalization, most students' attention has shifted from Chinese to foreign cultures. Such a shift brought about great worries among people because it is not good for the development of Chinese culture.

There may be several reasons accounting for this phenomenon. Firstly, the globalization greatly stimulated the spread of foreign cults; secondly, college students are forced to study certain foreign languages to pass exams; lastly, schools have no strict demand on students' Chinese standard. No doubt, neglecting the study of Chinese will ultimately hold back the development of

Chinese culture.

In order to change the situation, due attention should be paid to Chinese. Firstly, it's an instructive way for universities to take Chinese culture into part of examination; Then, schools can also make it a compulsory curriculum. Through these efforts, I believe Chinese culture will go hand in hand with western culture in a harmonious way.

六、教学设计（共 15 分）

【试题分析】

1. 本题为会话课教学内容；
2. 教学设计中要注重学生语言能力的培养；
3. 教学设计包含教学内容、教学目标、练习活动、巩固活动等环节。

【参考答案】

1. Teaching contents: This is a short dialogue of John and his mother. They are talking about friends. The main teaching content is to understand the dialogue and learn the sentence patterns: What's his name? He is... Students will understand the meaning of "friendly" and "strong".

2. Teaching objectives:

① Knowledge objective: Students will understand the dialogue about friends and learn some sentence patterns "What's his name?" "He is..." to ask about others' friends and describe others' characteristics.

② Ability objective: students will be able to listen for specific information and use the sentence patterns "What's his name?" "He is..." to describe others' appearance in real situations.

③ Emotional objective: Students will learn to appreciate others and don't judge others by the appearance.

3. Practice

① I point and you say

The teacher shows different photos of the classmates on the screen, and students work in pairs to play the game. One student points one of the photos and asks with "What's his name?", the other answers and describes with "He is ..."

T: You can work in pairs to play the game. The sentence patterns on the blackboard will give you some reference.

Intention: Through the game students will enhance the usage of the key sentence patterns and arouse students' learning interests.

② Read in different roles

Students can wear different head-wear, then each reads in the role. The students will read the dialogue in pairs and learn to dub the video without the subtitles.

T: You can first read the dialogue in different roles and then dub the video.

Intention: Through reading in different roles, students practice the dialogue and learn to dub; in this way students will learn more about the dialogue.

4. Production

The teacher creates a scene that we are lost in a world of magic, and students will not leave there unless they try to find out at least 2 best friends in the real world. Students work in a group of 6, they can communicate with group members about the short play, then invites some of the groups to give a performance in front of the class. Others and the teacher choose the best play.

T: In the process, please remind to use the key sentences in this class. Then give a performance.

Intention: The teacher adopting the task-based language teaching approach, students will learn to apply what have learned in the class to the communication, improving their comprehensive language using abilities.

七、案例分析（共 10 分）

【参考答案要点】

- (1) ①Step2中活动一单词新授内容较少，且操练形式过于单一，可用变换练习方式；
②Step2中活动3和活动4顺序不符合学生学习特点，step2中活动5和step3顺序也不符合学习习惯，都应遵循由易到难，循序渐进；Chant 活动是学生对单词的读音的认识。活动三考查的是学生对单词音、形、义的认识。活动5是巩固练习环节，而step3是机械操练，应先进进行练习，单个练习、chant、接龙、滚雪球活动，再进行巩固拓展完成表演活动；
- (2) 新课标指出评价要以激励学生学习为主，且要评价主体多元化、评价形式多样化，评价目标多维化。该案例中教师在活动5中对学生表演活动后的评价以激励性评价为主。但是在课堂上评价较缺乏，形成性评价应该贯穿整个教学活动，不仅有教师评价，还应该有学生自评和互评，达到评价主体多元化。
- (3) 本案例突出体现新课程标准下的素质教育理念，具体体现在：
 - a.以学生为主体，面向全体学生。该案例以学生为中心，采用活动引导学生进行学习；操练方式分为个人、小组、全班，鼓励学生全体参与，倡导体验和参与；
 - b.强调学习过程，重视语言学习的实践性和应用性。案例中设计到餐厅吃饭、评价任务，贴近学生的生活，给学生提供在真实的语言环境中运用语言的能力。
 - c.优化评价方式，着重评价学生的综合语言运用能力。该案例教师对学生的表演及时地进行评价，起到了一定的激励作用；
 - d.丰富课程资源，丰富和拓展英语学习的渠道。案例中教师充分利用各种图片、chant

等，大大提高了学生的学习兴趣。

