

2020 年中学英语教师招聘模拟题（三）

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. Having battled with their \_\_\_\_\_ over whether to offer help to an aged man or woman who has fallen over, most people choose to help.

- A. compromise  
B. contradiction  
C. conscience  
D. competence

2. Dave was a \_\_\_\_\_. Because of his misconduct in class, the whole class had to stay after school.

- A. wet blanket  
B. leading light  
C. black sheep  
D. dark horse

3. If you see things in a negative light, you will find faults everywhere and problems where there are really \_\_\_\_\_.

- A. none  
B. some  
C. many  
D. nothing

4. —Long time no see. What have you been up to these days?

—I've been working on a research report, which was \_\_\_\_\_ easy.

Which of the following can't be put in the blank?

- A. anything but  
B. little more than  
C. far from  
D. nowhere near

5. \_\_\_\_\_ it rain tomorrow, the meeting would be put off.

- A. Should  
B. Would  
C. Could  
D. Must

6. I failed in the final exam last term and only then \_\_\_\_\_ the importance of study.

- A. I realized  
B. I realize



- A. It
- B. What
- C. That
- D. Which

15. \_\_\_\_\_ the days \_\_\_\_\_ I spent with Jane on the farm, I still can't figure out what went wrong.

- A. Looking forward to; when
- B. Looking back on; that
- C. Looking into; which
- D. Looking back on; when

二、完形填空（本题共 20 小题，每题 1 分，共 20 分）

It was a cold and rainy day. I had no \_\_\_1\_\_\_ to drive up the winding mountain road to my daughter Carolyn's house. But she \_\_\_2\_\_\_ I come to see something at the top of the mountain.

\_\_\_3\_\_\_ as I was, I made the two-hour journey \_\_\_4\_\_\_ the fog that hung like veils (面纱). By the time I saw how \_\_\_5\_\_\_ it was near the summit, I had gone too far away. Nothing could be worth this, I \_\_\_6\_\_\_ as I drove slowly along the dangerous highway.

"I'll stay for lunch, but I'm heading back as soon as the fog \_\_\_7\_\_\_." I announced. "But I want you to drive me to the garage to pick \_\_\_8\_\_\_ my car." Carolyn said. "How far is it?" I asked. She replied, "About three minutes and I'll drive you there."

After ten minutes on the mountain road, I looked at her \_\_\_9\_\_\_. "I thought you said three minutes." She smiled. "This is a detour." Turning down a narrow track, we parked the car and got out. We walked a long path that was thick with pine trees. Gradually the peace and silence of the place began to fill my mind. Then we turned a corner and stopped. I was \_\_\_10\_\_\_.

From the top of the mountain to the folds and valleys \_\_\_11\_\_\_ several acres of daffodils (水仙花) rich in a variety of colors. It looked as if God had painted something gorgeous in front of us. Many questions \_\_\_12\_\_\_ my mind. Who created such beauty? Why? How? As we approached the home that stood in the centre of the property, we saw a \_\_\_13\_\_\_ that read: "Answers to the Questions I know you are asking." The first answer was: "One Woman-Two Hands, Two Feet, and Very Little Brain." The second was: "One at a Time." The third: "Started in 1958."

As we drove home, I was so \_\_\_14\_\_\_ by what we had seen. I could \_\_\_15\_\_\_ speak. "She changed the world." I finally said, "one bulb (水仙球茎) at a time. She started almost 40 years ago, probably just the beginning of an idea, and she \_\_\_16\_\_\_ at it."

The \_\_\_17\_\_\_ of it would not let me go. I said: "Imagine if I'd had a \_\_\_18\_\_\_ and worked on it, just a little bit every day, what might I have \_\_\_19\_\_\_? Carolyn looked at me sideways, smiling." \_\_\_20\_\_\_ tomorrow," she said. "Better yet, start today."

- |                   |                |                 |              |
|-------------------|----------------|-----------------|--------------|
| 1. A. ambition    | B. desire      | C. challenge    | D. way       |
| 2. A. invited     | B. wished      | C. insisted     | D. hoped     |
| 3. A. Cautious    | B. Surprised   | C. Eager        | D. Unwilling |
| 4. A. through     | B. over        | C. across       | D. beyond    |
| 5. A. fresh       | B. bright      | C. thick        | D. cloudy    |
| 6. A. doubted     | B. declared    | C. hesitated    | D. thought   |
| 7. A. lifts       | B. cleans      | C. raises       | D. sinks     |
| 8. A. out         | B. up          | C. off          | D. on        |
| 9. A. eagerly     | B. desperately | C. anxiously    | D. calmly    |
| 10. A. shocked    | B. amazed      | C. amused       | D. concerned |
| 11. A. contained  | B. lay         | C. presented    | D. located   |
| 12. A. filled     | B. disturbed   | C. occurred     | D. confused  |
| 13. A. signal     | B. symbol      | C. note         | D. sign      |
| 14. A. encouraged | B. inspired    | C. moved        | D. thrilled  |
| 15. A. hardly     | B. rarely      | C. simply       | D. totally   |
| 16. A. brought    | B. continued   | C. made         | D. kept      |
| 17. A. wonder     | B. doubt       | C. mystery      | D. idea      |
| 18. A. view       | B. vision      | C. sight        | D. scene     |
| 19. A. predicted  | B. expected    | C. accomplished | D. explored  |
| 20. A. Behave     | B. Take        | C. Set          | D. Start     |

### 三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

#### A

There is extraordinary exposure in the United States to the risks of injury and death from motor vehicle accidents. More than 80 percent of all households own passenger cars or light trucks and each of these is driven an average of more than 11, 000 miles each year. Almost one-half of fatally injured drivers have a blood alcohol concentration (BAC) of 0.1 percent or higher. For the average adult, over five ounces of 80 proof spirits would have to be consumed over a short period of time to attain these levels. One third of drivers who have been drinking, but fewer than 4 percent of all drivers, demonstrate these levels. Although less than 1 percent of drivers with BACs of 0.1 percent or more are involved in fatal crashes, the probability of their involvements is 27 times higher than for those without alcohol in their blood. There are a number of different approaches to reducing injuries in which drinking plays a role. Based on the observation that

excessive consumption correlates with the total alcohol consumption of a country's population, it has been suggested that higher taxes on alcohol would reduce both. While the heaviest drinkers would be taxed the most, anyone who drinks at all would be punished by this approach.

To make drinking and driving a criminal offense is an approach directed only at drinking drivers. In some states, the law empowers police to request breath tests of drivers committing any traffic offense and higher BAC can be the basis for arrest. The National Highway Traffic Safety Administration estimates, however, that even with increased arrests, there are about 700 violations for every arrest. At this level there is little evidence that laws are effective ways to reduce drunk driving. In Britain, motor vehicle accidents fell 25 percent immediately following implementation of the Road Safety Act in 1967. As Britishers increasingly recognized that they could drink and not be stopped, the effectiveness declined, although in the following three years the death-rate seldom reached that observed in the seven years prior to the Act.

Whether penalties for driving with a high BAC or excessive taxation on consumption of alcoholic drinks will **deter** the excessive drinker responsible for most accidents is unclear. One thing is clear, however: unless we deal with automobile and highway safety and reduce accidents in which alcoholic drinking plays a role, many will continue to die.

1. The author is primarily concerned with \_\_\_\_\_.
  - A. interpreting the results of surveys on traffic accidents
  - B. reviewing the effectiveness of attempts to reduce drunk driving
  - C. analyzing the causes of the large number of annual traffic deaths
  - D. making an international comparison of experience with drunk driving
2. It can be inferred that the 1967 Road Safety Act in Britain \_\_\_\_\_.
  - A. changed an existing law to lower the BAC level which defined drunk driving
  - B. made it illegal for the drunk driver to drive
  - C. increased the number of drunk driving arrests
  - D. placed a tax on the sale of alcoholic drinks
3. The author implies that a BAC of 0.1 percent \_\_\_\_\_.
  - A. is unreasonably high as a definition of drunk driving
  - B. penalizes the moderate drinker while allowing the heavy drinker to consume without limit
  - C. is well below the BAC of most drivers who are involved in fatal crashes
  - D. proves that a driver has consumed five ounces of 80 proof spirits over a short time
4. The author cites the British example in order to \_\_\_\_\_.
  - A. show that the problem of drunk driving is worse in Britain than in the U.S.
  - B. prove that stricter laws against drinking drivers would reduce traffic deaths
  - C. prove that a slight increase in the number of arrests of drunk drivers will not deter drunk driving
  - D. suggest that taxation of alcohol consumption may be more effective than criminal laws
5. The word "deter" in the last paragraph probably means \_\_\_\_\_.

A. prevent

B. encourage

C. punish

D. threaten

## B

The Norwegian Government is doing its best to keep the oil industry under control. A new law limits exploration to an area south of the southern end of the long coastline; production limits have been laid down (though these have already been raised); and oil companies have not been allowed to employ more than a limited number of foreign workers. But the oil industry has a way of getting over such problems, and few people believe that the Government will be able to hold things back for long. As one Norwegian politician said last week, "We will soon be changed beyond all recognition."

Ever since the war, the Government has been carrying out a programme of development in the area north of the Arctic Circle. During the past few years this programme has had a great deal of success: Tromsø has been built up into a local capital with a university, a large hospital and a healthy industry. But the oil industry has already started to draw people south, and within a few years the whole northern policy could be in ruins.

The effects of the oil industry would not be limited to the north, however. With nearly 100 percent employment, everyone can see a situation developing in which the service industries and the tourist industry will lose more of their workers to the oil industry. Some smaller industries might even disappear altogether when it becomes cheaper to buy goods from abroad.

The real argument over oil is its threat to the Norwegian way of life. Farmers and fishermen do not make up most of the population, but they are an important part of it, because Norwegians see in them many of the qualities that they regard with pride as essentially Norwegian. And it is the farmers and the fishermen who are most critical of the oil industry because of the damage that it might cause to the countryside and to the sea.

1. The Norwegian Government would prefer the oil industry to \_\_\_\_\_.

- A. provide more jobs for foreign workers.      B. slow down the rate of its development.  
C. sell the oil it is producing abroad.      D. develop more quickly than at present.

2. The Norwegian Government has tried to \_\_\_\_\_.

- A. encourage the oil companies to discover new oil sources.  
B. prevent oil companies employing people from northern Norway.  
C. help the oil companies solve many of their problems.  
D. keep the oil industry to something near its present size.

3. According to the passage, the oil industry might lead northern Norway to \_\_\_\_\_.

- A. the development of industry.  
B. a growth in population.  
C. the failure of the development programme.  
D. the development of new towns.

4. In the south, one effect to the development of the oil industry might be \_\_\_\_\_.
- A. a large reduction on unemployment.  
B. a growth in the tourist industry.  
C. a reduction in the number of existing industries.  
D. the development of a number of service industries.
5. Norwegian farmers and fishermen have an important influence because \_\_\_\_\_.
- A. they form such a large part of Norwegian ideal.  
B. their lives and values represent the Norwegian ideal.  
C. their work is so useful to the rest of Norwegian society.  
D. they regard oil as a threat to the Norwegian way of life.

#### 四、翻译（共 5 分）

对于人类而言，无论是开拓太空殖民地，还是探索外星系的行星以求弄清生命与宇宙的关系，都并非出于客观需求。没有这些旅程或知识，人类也能生存下去。但是一些人看到了其中的可能性，心存敬畏的同时着手制定计划。他们不一定会成功，也许万般努力换回的不过都是些贫瘠的岩石行星，无边无际的宇宙可能最终不过是个空果壳。但是话又说回来，也许它不是呢。

#### 五、书面表达（共 15 分）

当今社会生活节奏快，竞争激烈，许多人产生了不同程度的心理健康问题。请结合生活实际分析人们产生心理健康的原因并谈谈该如何保持心理健康。

要求：

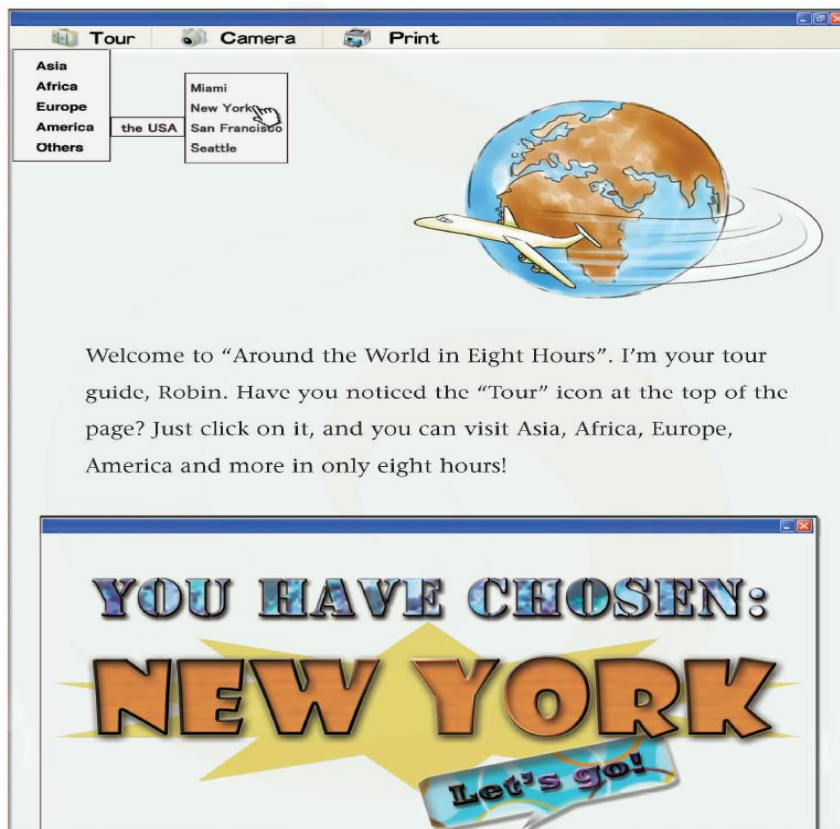
1. 分析产生心理健康问题的原因不少于 3 点；
2. 行文流畅，逻辑严密；
3. 150 字左右

#### 六、教学设计（共 15 分）

请根据以下所给阅读材料按要求完成以下教学设计。其中设计意图可用中文。

阅读材料：

Daniel is looking at a website called “Around the World in Eight Hours”. Here is what the website’s guide says.



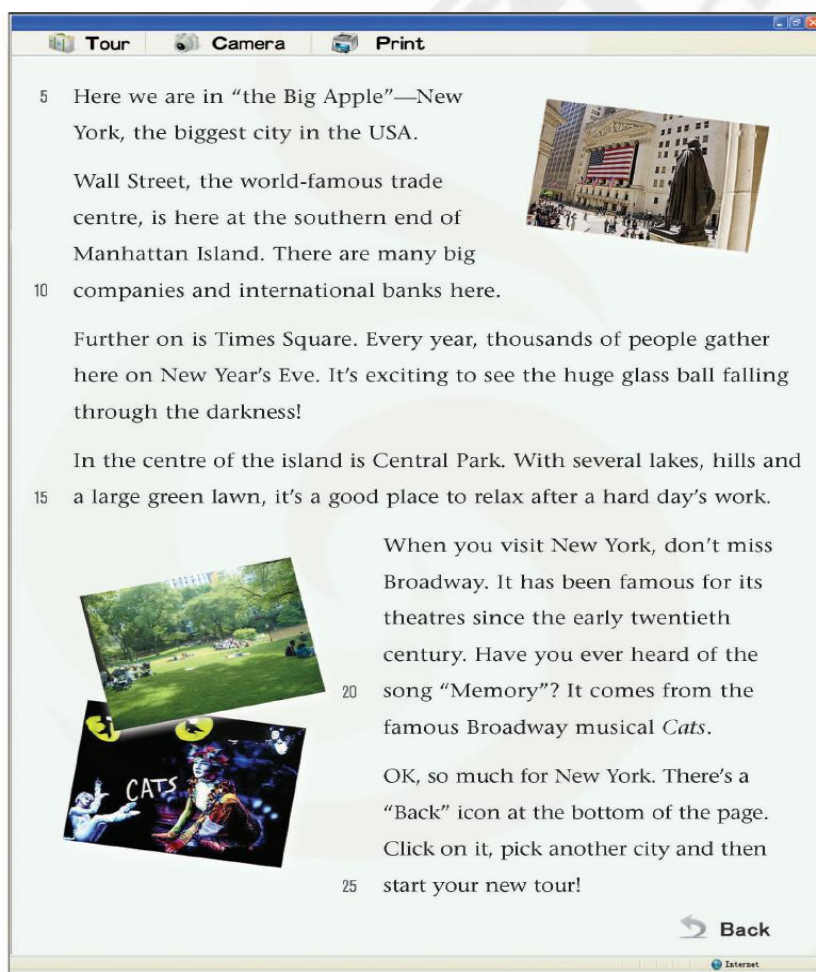
Tour Camera Print

Asia  
 Africa  
 Europe  
 America  
 Others

the USA  
 Miami  
 New York  
 San Francisco  
 Seattle

Welcome to "Around the World in Eight Hours". I'm your tour guide, Robin. Have you noticed the "Tour" icon at the top of the page? Just click on it, and you can visit Asia, Africa, Europe, America and more in only eight hours!

**YOU HAVE CHOSEN:**  
**NEW YORK**  
 Let's go!



Tour Camera Print

5 Here we are in "the Big Apple"—New York, the biggest city in the USA.

Wall Street, the world-famous trade centre, is here at the southern end of Manhattan Island. There are many big

10 companies and international banks here.

Further on is Times Square. Every year, thousands of people gather here on New Year's Eve. It's exciting to see the huge glass ball falling through the darkness!

In the centre of the island is Central Park. With several lakes, hills and

15 a large green lawn, it's a good place to relax after a hard day's work.

When you visit New York, don't miss Broadway. It has been famous for its theatres since the early twentieth century. Have you ever heard of the song "Memory"? It comes from the famous Broadway musical *Cats*.

20 OK, so much for New York. There's a "Back" icon at the bottom of the page. Click on it, pick another city and then

25 start your new tour!

Back



问题:

1. 请补充本节课的文化意识目标。
2. 请设计一个读中活动帮助学生理解文章内容。
3. 请设计一个读后活动, 写出主要过程及设计意图。
4. 请写出至少 3 条 online tour 的优点。

## 七、案例分析 (共 10 分)

教学材料:

### The Rest of Elias' Story

You cannot imagine how the name of Robben Island made us afraid. It was a prison from which no one escaped. There I spent the hardest time of my life. But when I got there Nelson Mandela was also there and he helped me. Mr. Mandela began a school for those of us who had little learning. He taught us during the lunch breaks and the evenings when we should have been asleep. We read books under our blankets and used anything we could find to make candles to see the words.

I became a good student. I wanted to study for my degree but I was not allowed to do that. Later, Mr. Mandela allowed the prison guards to join us. He said they should not be stopped from studying for their degrees. They were not cleverer than me, but they did pass their exams. So I knew I could get a degree too. That made me feel good about myself.

When I finished the four years in prison, I went to find a job. Since I was better educated, I got a job working in an office. However, the police found out and told my boss that I had been in prison for blowing up government buildings. So I lost my job.

I did not work again for twenty years until Mr. Mandela and the ANC came to power in 1994. All that time my wife and children had to beg for food and help from relatives or friends. Luckily Mr. Mandela remembered me and gave me a job taking tourists around my old prison on Robben Island. I felt bad the first time I talked to a group.

All the terror and fear of that time came back to me. I remembered the beatings and the cruelty of the guards and my friends who had died. I felt I would not be able to do it, but my family encouraged me. They said that the job and the pay from the new South African government were my reward after working all my life for equal rights for the Blacks. So now I am proud to

show visitors over the prison, for I helped to make our people free in their own land.

教学过程:

**Teaching aims:**

①Students can know about the qualities a great person should have.

②Students can use the reading strategies, like scanning, word-guessing and summarizing and so on, to grasp the main idea and some key information of the article and express their views.

**Teaching key and important points:**

Students can know the good qualities of Mandela through the narration of Elias.

**Step 1 Brainstorming (10 minutes)**

Put forward a question: When talking about a person, what adjectives can we use to describe his or her qualities?

Positive: hard-working, friendly, warm-hearted, active, wise, generous, reliable...

Negative: lazy, cruel, unkind, stubborn, selfish, mean...

The teacher provides some difficult words and makes an explanation.

Optimistic believing that good things will happen in the future

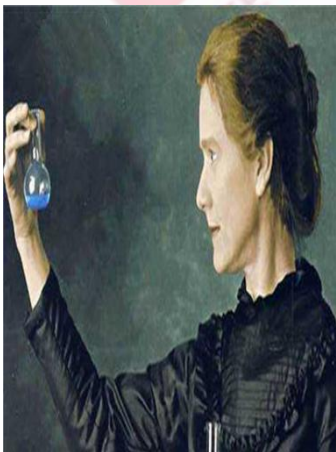
Earnest very serious and sincere

Energetic having a lot of energy

【设计意图】通过问题讨论激活学生已有知识，建立新旧知识联系，导入新课。

**Step 2 Pre-reading (5 minutes)**

T: Are you familiar with them? Do you know who are they? Do you think they are great people? Why or Why not?



Madame Curie

Yuan Longping

Stephen William Hawking

Students give their judgments and reasons. The teacher should give her feedback instantly.

【设计意图】通过图片展示，学生思考引出新课内容。

Step 3 While-reading (10 minutes)

T: We have introduced some great people. And today, we will read about Nelson Mandela.

Now open your book to page 34 and read the title of the text. Can you guess what kind of writing the text is? (The title is Elisa's story. A story is usually a piece of narrative writing.)

**Fast reading (2 minutes)**

Read the text for the first time and conclude the main idea of each paragraph.

Elias' self-introduction

Elias' trouble—poor education and job

Mandela helped Elias

Black people's sufferings

Elias' true feeling and actions

Para 2

The life before  
Elias met Mandela

Para 4

The life after  
Elias met Mandela

Para 5

**Detailed reading (5 minutes)**

Activity 1 Read the text again and then finish the information card of Elias.

Name	Elias
Birthplace	South Africa
profession	A worker in a gold mine
education	Studied for only 2 years

Activity 2. (3 minutes)

...

**Step 4 Post-reading (14 minutes)**

Activity 1 Summarize the story and retell it. (4 minutes)

According to what we have learned before, retell the story in your own words. Show the 4c principles on the screen.

【设计意图】通过复述故事，加深学生对文章整体把握和理解。

Activity 2 (10 minutes)

...

### Step 5 Summary

The passage is about the hero—Mandela, and students should learn from him to be a great person.

### Step 6 Homework

- (1) Preview the article;
- (2) Find more information about Mandela.

以下各题可用英语或汉语作答，答案均完整地写在答题卡上。

(1) 请写出 Step 1 Brainstorming 和 Step 5 Summary 设计的不足之处，各 1 点，并说明理由。(4 分)

(2) 请对 Step 3 While-reading 的设计进行评价，并说明理由。(6 分)

## 2020 年中学英语教师招聘模拟题参考答案及解析（三）

### 一、单项选择（本题共 15 小题，每题 1 分，共 15 分）

#### 1. 【答案】C

【解析】考查名词辨析。compromise 意为“妥协”；contradiction 意为“否认”；conscience 意为“良知”；competence 意为“胜任”。句意：在与自己的良知作斗争之后，大多数人选择了帮助跌倒的老人或妇女。根据“over whether to offer help to an aged man or woman who has fallen over”可知，此处表示“与良知做斗争”，故选 C。

#### 2. 【答案】C

【解析】考查名词短语辨析。句意：Dave 是害群之马，由于他上课表现不好，下课后全班都不得不留下来。wet blanket 意为“扫兴的人”；leading light 意为“重要人物”；black sheep 意为“害群之马”；dark horse 意为“黑马”。根据句意，此处指害群之马，故选 C。

#### 3. 【答案】A

【解析】考查代词辨析。句意：如果你用消极的眼光看待事物，你会发现到处都是错误，到处都是问题。none 意为“没有任何东西”；some 意为“一些”；many 意为“许多”；nothing 意为“无事，无物”。此处指没有问题的地方也有问题，故选 A。

#### 4. 【答案】B

【解析】考查短语辨析。句意：“好长时间没见了。这些天在忙什么？”“我一直在进行一个研究报告，它非常的难。”anything but 意为“根本不”；little more than 意为“仅仅是”；far from 意为“完全不，远离，远非”；nowhere near 意为“绝不，差得远，远不及”。由所给语境可知，这个研究报告不容易，故 A，C，D 都比较符合语境，利用排除法，故选 B。

#### 5. 【答案】A

【解析】考查虚拟语气，句意：要是明天下雨的话，会议将被推迟。句子表示与将来的事实相反，故从句用 should + v 原形。此处是 if 引导的非真实条件句，如果把 if 省略，则将情态动词 should 提到主语的前面。故选 A。

#### 6. 【答案】D

【解析】考查倒装句。句意：我上学期期末考试不及格，直到那时我才意识到学习的重要性。首先由时间状语 then 确定时态为一般过去时，而时间状语由 only 引出放于句首，句

子产生部分倒装，即助动词提前到主语之前，其他成分保持位置不变。故选 D。

7. 【答案】 A

【解析】考查介词。句意：这个男孩在发烧。你最好把毛巾弄湿，铺在他的额头上。across 意为“从表面上穿过”；within 意为“在……里面”；through 意为“从里面穿过”；beyond 意为“超过”。根据句意可知在额头上，故用 across，故选 A。

8. 【答案】 C

【解析】考查非谓语动词。句意：《红楼梦》被认为是一部半自传性质的小说，它反映了曹雪芹自己家族的命运。Dream of the Red Chamber is believed to be semi-autobiographical 是主句，\_\_\_\_\_ the fortunes of Cao's own family 是定语，修饰 Dream of the Red Chamber，Dream of the Red Chamber 和 mirror 之间是主动关系，故用现在分词做定语，故选 C。

9. 【答案】 B

【解析】考查动词的时态。句意：我已经决定了在研讨会上要说什么，但是，研讨会被取消了。“make up one's mind”这个行为发生在研讨会被取消之前，根据“it was cancelled”可知，研讨会被取消是过去的事情，那么，make up one's mind 是发生在过去某个动作之前的行为，故该空应用过去完成时态。故选 B。

10. 【答案】 B

【解析】考查连词。句意：我出去的时候，妈妈总是警告我：“不要在车正要停的时候下车。”这里 stopping 表示车正在停止的动作，也就是车还没完全停下来，while 意为“当……的时候”，故选 B。

11. 【答案】 D

【解析】考查特殊句式。句意：我不知道是什么让她与众不同。what it is that makes her different from others 是 know 的宾语从句，因此要用陈述语序。从句是一个强调句，被强调部分是主语 what。故选 D。

12. 【答案】 A

【解析】考查定语从句。句意是：可能人们在城市里能呼吸新鲜空气的日子就快到了。when 引导定语从句修饰 the day，因为在定语从句中缺少时间状语，所以用 when。故选 A。

13. 【答案】 D

【解析】考查状语从句。句意：“Patrick，我们要尝试些新的方法去促销新产品。”“好的，但不管你选择哪个方法，一定要确保适合顾客的需要。”此处需要使用让步状语从句表

示“无论……”，并且依据前一句提到的“new methods”可知，是有一定范畴的，故选 D。

14.【答案】B

【解析】考查主语从句。句意：“所以你还没有阅读信息表格？”“更糟糕的是我没有副本。”由句子结构知，该处连接主语从句且从句中缺少主语，表示“事情”要用 what 来引导主语从句且充当主语。故选 B。

15.【答案】B

【解析】考查动词短语辨析和定语从句。句意：回想我和 Jane 在农场度过的那段时间，我仍然搞不明白哪里出问题了。look forward to 意为“期待”；look back on 意为“回顾，回想”；look into 意为“调查”。根据句意可知，第一空用 look back on 的现在分词的结构做状语；第二空构造了定语从句，先行词 the days，定语从句要用关系代词 that 或者 which 在定语从句中作宾语；故选 B。

二、完形填空（本题共 20 小题，每题 1 分，共 20 分）

【试题分析】本文为记叙文。作者应女儿之邀，开车去找女儿，在女儿的带领下发现了满地的水仙花，并由此产生了感悟。

1.【答案】B

【解析】考查名词。ambition 意为“雄心”；desire 意为“欲望”；challenge 意为“挑战”；way 意为“道路”。根据语境可知，天气很冷，有雾，需要开车走两个小时的弯曲的山路，因此作者应该是不愿意去女儿家，故选 B。

2.【答案】C

【解析】考查动词。invite 意为“邀请”；wish 意为“希望”；insist 意为“坚持”；hope 意为“希望”。根据上文可知，作者不愿意去女儿那儿，因此，此处是指女儿坚持让她去，故选 C。

3.【答案】D

【解析】考查形容词。Cautious 意为“谨慎的”；Surprised 意为“吃惊的”；Eager 意为“渴望的”；Unwilling 意为“不情愿的”。根据上文可知，此处要表达尽管不情愿，我还是冒着面纱般的雾走了两个小时的山路，故选 D。

4.【答案】A

【解析】考查介词。through 意为“穿过”；over 意为“越过”；across 意为“穿过”；beyond 意为“超过”。此处是指作者从雾中穿过，through, over 和 across 都有穿过的意思，over 是指从上方过去，across 是指从面上穿过，跨过，而 through 是指从空间穿过，故选 A。

5. 【答案】C

【解析】考查形容词。fresh 意为“新鲜的”；bright 意为“明亮的”；thick 意为“浓的”；cloudy 意为“多云的”。根据上文语境可知，此处是指雾非常的浓，故选 C。

6. 【答案】D

【解析】考查动词。doubt 意为“怀疑”；declare 意为“声明”；hesitate 意为“犹豫”；think 意为“认为”。根据上文，作者的女儿坚持让作者上山，作者不太愿意，天气也不好，因此，此处是指作者上山时认为此行一点都不值得，故选 D。

7. 【答案】A

【解析】考查动词。lift 意为“消散，升起”；clean 意为“打扫”；raises 意为“举起”；sink 意为“下沉”。根据上文，作者本不太想来，当时雾很大，由此可知，作者对女儿说吃过午饭雾散了就回去，故选 A。

8. 【答案】B

【解析】考查动词短语。句意：但是我想让你开车送我去车库取我的车。pick out 意为“挑出”；pick up 意为“开车接某人”；pick off 意为“摘掉”；pick on 意为“挑选”。根据句意可知，此处要用 pick up 开车接人，故选 B。

9. 【答案】C

【解析】考查副词。eagerly 意为“渴望地”；desperately 意为“绝望地”；anxiously 意为“焦急地”；calmly 意为“镇定地”。作者的女儿说只有三分钟的路程，结果走了十分钟的山路还没有到，因此作者是感到焦急，故选 C。

10. 【答案】B

【解析】考查形容词。shocked 意为“震惊的”；amazed 意为“惊奇的”；amused 意为“有趣的”；concerned 意为“关心的”。根据下文作者看到满山的水仙花可知，此处是指作者感到非常惊奇，故选 B。

11. 【答案】B

【解析】考查动词。句意：从山顶到山谷铺满了几英亩的富含多种颜色的水仙花。contained 意为“包含”；lay 意为“位于，铺放”；presented 意为“展示”；located 意为“位于”。根据句意可知，此处是指水仙花铺满了山谷，故选 B。

12. 【答案】A

【解析】考查动词。filled 意为“装满”；disturbed 意为“打扰”；occurred 意为“发生”；confused 意为“困惑”。根据下文可知，此处是指我脑子里装满了问题，故选 A。

13. 【答案】D

【解析】考查名词。signal 意为“信号”；symbol 意为“象征”；note 意为“笔记”；sign 意为“指示牌”。根据下文提到“上面写着……”可知，此处是指指示牌，故选 D。

14. 【答案】C



【解析】考查动词。encouraged 意为“鼓励”；inspired 意为“激励”；moved 意为“感动”；thrilled 意为“激动”。根据上文 Who created such beauty? Why? How? As we approached the home that stood in the centre of the property, we saw a \_\_\_13\_\_\_ that read: ‘Answers to the Questions I know you are asking.’ The first answer was: ‘One Woman-Two Hands, Two Feet, and Very Little Brain.’ The second was: ‘One at a Time.’ The third: ‘Started in 1958.’”以及下文‘She changed the world.’ I finally said, ‘one bulb (水仙球茎) at a time. She started almost 40 years ago, probably just the beginning of an idea, and she \_\_\_16\_\_\_ at it.可知，作者应该是被种花的人感动，从 1958 年开始，一个女人开始种植水仙花，终于让几英亩的土地上长满了美丽的水仙花，故选 C。

15. 【答案】A

【解析】考查副词。hardly 意为“几乎不”；rarely 意为“罕见地”；simply 意为“简单地”；totally 意为“完全地”。根据上文可知，此处是指景色美的让我几乎说不出话来，故选 A。

16. 【答案】D

【解析】考查动词。brought 意为“带来”；continued 意为“继续”；made 意为“做”；kept 意为“保持，坚持”。根据上文可知，她坚持下去，一次一个水仙球茎，从四十年前开始。故选 D。

17. 【答案】A

【解析】考查名词。句意：这个惊奇让我不能忘怀。wonder 意为“惊奇”；doubt 意为“怀疑”；mystery 意为“神秘”；idea 意为“主意”。根据语境可知，作者对满山谷的水仙花感到非常惊奇，故选 A。

18. 【答案】B

【解析】考查名词。view 意为“风景”；vision 意为“愿景”；sight 意为“视野”；scene 意为“场景”。根据上文可知，此处要表达如果我有一个愿景并一天天坚持下去，我将会完成什么。故选 B。

19. 【答案】C

【解析】考查动词。predict 意为“预测”；expect 意为“期望”；accomplish 意为“完成”；explore 意为“探索”。根据上文的如果我每日都坚持一点一点的做下去可知，此处是问“我会完成什么呢？”，故选 C。

20. 【答案】D

【解析】考查动词。Behave 意为“表现”；Take 意为“拿”；Set 意为“树立”；Start 意为“开始”。根据下文 Carolyn 说最好从今天开始可知，此处是作者说从明天开始，故选 D。

三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

A

【试题分析】本文为议论文。主要讲述了美国机动车事故造成的伤亡风险非常大，主要原因是因为酒精，美国也采取了一些措施和出台了一些法律政策，但没有从根源上解决这个问题。

1. 【答案】B

【解析】主旨大意题。本文探讨了饮酒和汽车事故率的关系，以及相应的限制酒后驾驶的法律对事故率的影响。这在最后一段体现得最为明显。故选 B。

2. 【答案】B

【解析】推理判断题。根据第二段，In Britain, motor vehicle accidents fell 25 percent immediately following implementation of the Road Safety Act in 1967 可知，英国于 1967 年颁布法令，规定酒驾是违法行为。故选 B。

3. 【答案】A

【解析】推理判断题。根据第一段第 8 行，the probability of their involvements is 27 times higher than for those without alcohol in their blood 可知，作者认为这个比例还是挺危险的。故选 A。

4. 【答案】C

【解析】细节理解题。根据第二段 Britishers increasingly recognized that they could drink and not be stopped, the effectiveness declined 可知，英国颁布的法令成效也是甚微的。故选 C。

5. 【答案】A

【解析】词义猜测题。文章最后一段 Whether penalties for driving with a high BAC or excessive taxation on consumption of alcoholic drinks will deter the excessive drinker responsible for most accidents is unclear. 根据句意，该词意应为“阻止”。故选 A。

B

【试题分析】本文为说明文。文章介绍挪威政府看似在限制石油行业的发展，但是实际上还是在尝试保持石油行业现在的规模，石油行业可能会导致挪威北部发展计划的失败。

1. 【答案】B

【解析】细节理解题。根据文章第一段首句 The Norwegian Government is doing its best to keep the oil industry under control. 文章开始就阐明挪威政府正竭尽全力把石油工业控制起来，制定新法律来限制勘探开采，限制产量，限制雇佣外国工人人数。故选 B。

2. 【答案】D

【解析】细节理解题。从文章第一段第二句 “A new law limits exploration to an area south of the southern end of the long coastline; production limits have been laid down (though these

have already been raised); and oil companies have not been allowed to employ more than a limited number of foreign workers.”可知挪威政府已经尝试保持石油行业现在的规模，故选 D。

### 3. 【答案】 C

【解析】细节理解题。从文章第二段尾句：But the oil industry has already started to draw people south, and within a few years the whole northern policy could be in ruins.可知石油行业可能会导致挪威北部发展计划的失败，故选 C。

### 4. 【答案】 C

【解析】细节理解题。从文章第三段 “With nearly 100 percent employment, everyone can see a situation developing in which the service industries and the tourist industry will lose more of their workers to the oil industry. Some smaller industries might even disappear altogether when it becomes cheaper to buy goods from abroad”可知在南方，对发展石油行业的影响可能是减少现有的行业的数量。故选 C。

### 5. 【答案】 B

【解析】细节理解题。从文章最后一段 Farmers and fishermen do not make up most of the population, but they are an important part of it, because Norwegians see in them many of the qualities that they regard with pride as essentially Norwegian.可知挪威的渔夫和农民有着重要的影响，因为他们的生活和价值观代表挪威人的理想。故选 B。

## 四、翻译（共 5 分）

【参考答案】 There is no objective need for people to colonize space or for them to look at planets in other solar systems in order to answer questions about life's place in the universe. People can survive without such journeys or knowledge. Some, though, see the possibilities, stand in awe, and start making plans. They may not succeed. The planets may turn out to be barren rocks. Infinite space, in the end, might be just a nutshell's worth of emptiness. But, then again, it might not.

## 五、书面表达（共 15 分）

### 【题目分析】

解题思路：

1. 本文写作内容为分析产生心理健康问题的原因及措施，字数为 150 字左右，可分析 3-4 点原因；
2. 本文需用到第二、三人称；
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】

There is no denying that mental health is of great importance to people. Nowadays, many people suffer from mental illness, which severely affects their life.

The cause of mental health problems often varies a lot from one case to another. In today's society, a good number of people are suffering from heavy pressure. Others lack communication skills. In addition, a lot of people are ignorant of psychological knowledge about how to keep mentally fit.

Obviously, it is necessary that effective actions should be taken to prevent problems. Firstly, you can find the real cause of your mental health problem and see whether you can do something about it. Secondly, it's better to learn to relax yourself and take exercises to release the pressure. Lastly, you may find it helpful to talk to your partner or friend about your problem, or seek support and advice from a psychological consultant.

六、教学设计 (共 15 分)

【题目分析】

1. 本题为阅读课教学内容。
2. 教学设计包含: 教学目标、巩固活动等环节; 就 online tour 进行简要论述。

【参考答案】

1. Culture objective: Students will get to know the main city—New York in the USA and gain more detailed information about its famous places in virtual reality.

2. while-reading

Students read the text and try to finish the mind-map below, finding out the specific information.

T: While you are reading, pay attention to the capital words and places, then choose the suitable vocabulary to fill in the blanks.

设计意图: 通过阅读完成思维导图, 可以有效引导学生利用大写字母和地点名词进行信息定位, 获取文章细节信息, 培养学生的阅读策略提升。

3. post-reading

The teacher shows the website on the screen with the main cities all over the world, then

students work in a group of 4 to discuss their favorite cities and work as a tour guide, leading other members to go on an online tour. Then 5 minutes later, some students will be invited to the front of the class and show the class around his/her favorite city online. Others and the teacher are the judges for the best tour guide.

T: When you show others around, try your best to make it more interesting and attracting. The winner will get a mystery gift.

设计意图: 通过模拟“云旅游”激发学生们的表达兴趣, 在介绍的过程中巩固已学的知识, 同时锻炼学生模仿文章的介绍方式, 在游戏中培养学生的综合语言运用能力。

#### 4. advantages:

① With online tour, we can easily get everywhere in a minute without long boring travel or journey.

② The online tour will cost nothing but the internet and time, which is of great convenience.

③ The online tour will help broaden students' horizon without money and time.

### 七、案例分析 (共 10 分)

#### 【参考答案】

(1) ① Step1 brainstorming 在时间分配上不合理, 该环节安排了 10 分钟, 时间过长会导致后面内容不能详细展开, 建议此环节可以缩短至 3-5 分钟;

② Step5 summary 中是教师进行总结, 没能体现学生为主体的思想。建议教师引导学生进行总结, 教师可以适当进行补充, 且注意引导学生情感态度的升华。

#### (2)

① 新课标提倡加强学习策略指导, while-reading 环节按照 fast-reading, detailed reading 展开, 符合阅读课教学自上而下的教学模式, 先从总体上把握文章大意, 再对细节信息进行理解, 有利于学生阅读策略培养。

② 新课标提倡以学生为主体, 教师为主导。While-reading 环节教师不断引导学生学习, 充分调动学生的积极性, 很好地体现了学生为主体, 教师为主导的理念。

③ While-reading 环节教学活动设计形式多样, 借助连线、表格、问答等不同形式, 有利于学生思维习惯培养, 信息获取能力培养。