





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）

Start with the end and work backwards

When Jason Hoelscher was an undergraduate of fine art studies, there weren't any professional development classes. So ambition and the timely realization \_\_\_1\_\_\_ he would have to determine "what's next" on his own urged Jason to engage his future self to find direction. It was 1996, and he was finishing his BFA (Bachelor of Fine Art) in Denver. He was faced with the choice of sitting back to wait for something \_\_\_2\_\_\_ (happen), or pursuing a path into the unknown. He chose the latter. Jason set up a plan that in five years he \_\_\_3\_\_\_ (show) his work in the top gallery in that area of the country. This five-year goal gave him a starting point \_\_\_4\_\_\_ which to work backwards.

By setting the goal, all of Jason's efforts \_\_\_5\_\_\_ (point) in the same direction. He showed up at different art show openings, and researched as best he could to make \_\_\_6\_\_\_ familiar with the market environment.

As a result of showing up, Jason took opportunities \_\_\_7\_\_\_ got him closer to his goal. He sent work to a student show and was accepted by Robin Rule, the owner of Rule Gallery. \_\_\_8\_\_\_ (inspire), Jason spent the next month making new work. In April of 1997, Jason went back to Rule Gallery with his new work. \_\_\_9\_\_\_ scared to death, he looked confident at the gallery meeting. When he left, he left as the newest addition to the rule gallery roster (花名册). He had his first exhibition there one year later.

Jason could have stopped with the show selection, but what he really wanted was gallery representation. He struck while the iron was hot, and in \_\_\_10\_\_\_ (do) so, shortened his five-year plan into a year-and-a-half.

## 三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

A

## My First Marathon

A month before my first marathon, one of my ankles was injured and this meant not running

for two weeks, leaving me only two weeks to train. Yet, I was determined to go ahead.

I remember back to my 7th year in school. In my first P.E. class, the teacher required us to run laps and then hit a softball. I didn't do either well. He later informed me that I was "not athletic".

The idea that I was "not athletic" stuck with me for years. When I started running in my 30s, I realized running was a battle against myself, not about competition or whether or not I was athletic. It was all about the battle against my own body and mind. A test of wills!

The night before my marathon, I dreamed that I couldn't even find the finish line. I woke up sweating and nervous, but ready to prove something to myself.

Shortly after crossing the start line, my shoe laces became untied. So I stopped to readjust. Not the start I wanted!

At mile 3, I passed a sign: "GO FOR IT, RUNNERS!"

By mile 17, I became out of breath and the once injured ankle hurt badly. Despite the pain, I stayed the course walking a bit and then running again.

By mile 21, I was starving!

As I approached mile 23, I could see my wife waving a sign. She is my biggest fan. She never minded the alarm clock sounding at 4 a.m. or questioned my expenses on running.

I was one of the final runners to finish. But I finished! And I got a medal. In fact, I got the same medal as the one that the guy who came in first place had.

Determined to be myself, move forward, free of shame and worldly labels, I can now call myself a "marathon winner".

1. Why did the author mention the P.E. class in his 7th year?

- A. To acknowledge the support of his teacher.
- B. To amuse the readers with a funny story.
- C. To show he was not talented in sports.
- D. To share a precious memory.

2. How was the author's first marathon?

- A. He made it.
- B. He quit halfway.

- C. He got the first prize.
- D. He walked to the end.
3. What does the story mainly tell us?
- A. A man owes his success to his family support.
- B. A winner is one with a great effort of will.
- C. Failure is the mother of success.
- D. One is never too old to learn.

B

Steven Stein likes to follow garbage trucks. His strange habit makes sense when you consider that he's an environmental scientist who studies how to reduce litter, including things that fall off garbage trucks as they drive down the road. What is even more interesting is that one of Stein's jobs is defending an industry behind the plastic shopping bags.

Americans use more than 100 billion thin film plastic bags every year. So many end up in tree branches or along highways that a growing number of cities do not allow them at checkouts. The bags are prohibited in some 90 cities in California, including Los Angeles. Eyeing these **headwinds**, plastic-bag makers are hiring scientists like Stein to make the case that their products are not as bad for the planet as most people assume.

Among the bag makers' arguments: many cities with bans still allow shoppers to purchase paper bags, which are easily recycled but require more energy to produce and transport. And while plastic bags may be ugly to look at, they represent a small percentage of all garbage on the ground today.

The industry has also taken aim at the product that has appeared as its replacement: reusable shopping bags. The stronger a reusable bag is, the longer its life and the more plastic-bag use it cancels out. However, longer-lasting reusable bags often require more energy to make. One study found that a cotton bag must be used at least 131 times to be better for the planet than plastic.

Environmentalists don't dispute these points. They hope paper bags will be banned someday too and want shoppers to use the same reusable bags for years.

1. What has Steven Stein been hired to do?

- A. Help increase grocery sales.
  - B. Recycle the waste material.
  - C. Stop things falling off trucks.
  - D. Argue for the use of plastic bags.
2. What does the word “headwinds” in paragraph 2 refer to?
- A. Bans on plastic bags.
  - B. Effects of city development.
  - C. Headaches caused by garbage.
  - D. Plastic bags hung in trees.
3. What is a disadvantage of reusable bags according to plastic-bag makers?
- A. They are quite expensive.
  - B. Replacing them can be difficult.
  - C. They are less strong than plastic bags.
  - D. Producing them requires more energy.

C

Adults understand what it feels like to be flooded with objects. Why do we often assume that **more is more** when it comes to kids and their belongings? The good news is that I can help my own kids learn earlier than I did how to live more with less.

I found the pre-holidays a good time to encourage young children to donate less-used things, and it worked. Because of our efforts, our daughter Georgia did decide to donate a large bag of toys to a little girl whose mother was unable to pay for her holiday due to illness. She chose to sell a few larger objects that were less often used when we promised to put the money into her school fund (our kindergarten daughter is serious about becoming a doctor)

For weeks, I've been thinking of bigger, deeper questions: How do we make it a habit for them? And how do we train ourselves to help them live with, need, and use less? Yesterday, I sat with my son, Shepherd, determined to test my own theory on this. I decided to play with him with only one toy for as long as it would keep his interest. I expected that one toy would keep his attention for about five minutes, ten minutes, max. I chose a red rubber ball-simple, universally

available. We passed it, he tried to put it in his mouth, he tried bouncing it, rolling it, sitting on it, throwing it. It was totally, completely enough for him. Before I knew it an hour had passed and it was time to move on to lunch.

We both became absorbed in the simplicity of playing together. He had my full attention and I had his. My little experiment to find joy in a single object worked for both of us.

1. What do the words “more is more” in paragraph 1 probably mean?

- A. The more, the better.
- B. Enough is enough.
- C. More money, more worries.
- D. Earn more and spend more.

2. What made Georgia agree to sell some of her objects?

- A. Saving up for her holiday
- B. Raising money for a poor girl
- C. Adding the money to her fund.
- Giving the money to a sick mother

3. Why did the author play the ball with Shepherd?

- A. To try out an idea
- B. To show a parent’s love
- C. To train his attention
- D. To help him start a hobby

4. What can be a suitable title for the text?

- A. Take It or Leave It
- B. A Lesson from Kids
- C. Live More with Less
- D. The Pleasure of Giving

#### 四、短文改错（本题共 10 小题，每题 1 分，共 10 分）

文中共有 10 处错误。错误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（\）花掉。

修改：在错的词下划一横线，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 11 处起）不计分。

Dear Mr. Chen,

I'm very delight to have you as our English teacher. As the world is becoming a global village, English is getting more and more important. Therefore, master English means we can see the world through a new window.

To be honesty my English is just OK. There are two mainly problems in my English study. First, I feel it difficult to learn words by the heart. Besides, I often feel nervous when spoken English. I'd appreciate if you could give me some good advices on how to memorize new words. Another suggestion is to give us more chance to practice speaking English in class. I'm certain that we can make much progress in English under your help. I'm dreaming that you will be more than our English teacher.

Thank you.

Li Hua

### 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）

根据人教版八年级上册 Unit 9 Can you come to my party? Section B 3a-3b 写作部分，按要求进行相应的教学设计。（设计意图可用中文表达）

教学材料：

**3a** Read the invitation and answer the questions.

Dear Parents,

I would like to invite you to the opening of our new library at No. 9 High School. The opening will be on the morning of Wednesday, January 8th at 9:00. After this, you can enjoy our school concert. Then lunch will be in the school hall at 12:00. I would also like to invite each parent to bring one book as a gift for the new library. Please reply in writing to this invitation by Friday, December 20th.



Larry Smith  
Headmaster

1. Who is making the invitation?  
\_\_\_\_\_
2. What is the invitation for?  
\_\_\_\_\_
3. When will the event happen?  
\_\_\_\_\_
4. What will happen after this?  
\_\_\_\_\_
5. Do parents have to bring anything?  
\_\_\_\_\_
6. How should people reply to this invitation, and when?  
\_\_\_\_\_

**3b** Write an invitation to a party or any other event. Reply to your partner's invitation. If you turn down the invitation, give a good reason.

**Include the following information:**

- kind of party or event
- when and where it will be
- if guests should bring anything
- if guests should reply to the invitation
- when and how guests should reply

**Use the following words and phrases:**

- would like to
- will be
- after this
- please
- reply

**【问题】**

1. 请针对 3a-3b 的教学内容写出本课教学重难点。
2. 请针对 3a-3b 的教学内容设计 Pre-writing 环节的活动，并说明设计意图。
3. 请针对 3a-3b 的教学内容设计 Post-writing 环节的活动，并说明设计意图。
4. 请针对 3a-3b 的教学内容设计板书。

**七、案例分析（共 10 分）**

教学材料：

学生已经学习过人教版必修 5 Unit5 First Aid 的阅读内容。

Heroic teenager receives award

Seventeen-year-old teenager, John Janson, was honored at the Lifesaver Awards last night

in Rivertown for giving lifesaving first aid on his neighbour after a shocking knife attack.

John was presented with his award at a ceremony which recognized the bravery of ten people who had saved the life of another.

John was studying in his room when he heard screaming. When he and his father rushed outside, a man ran from the scene. They discovered that Anne Slade, mother of three, had been stabbed repeatedly with a knife. She was lying in her front garden bleeding very heavily. Her hands had almost been cut off.

It was John's quick action and knowledge of first aid that saved Ms. Slade's life. He immediately asked a number of nearby people for bandages, but when nobody could put their hands on any, his father got some tea towels and tape from their house. John used these to treat the most severe injuries to Ms. Slade's hands. He slowed the bleeding by applying pressure to the wounds until the police and ambulance arrived.

"I'm proud of what I did but I was just doing what I had been taught," John said.

John had taken part in the Young Lifesaver Scheme at his high school. When congratulating John, Mr. Alan Southerton, Director of the Young Lifesaver Scheme said, "There is no doubt that John's quick thinking and the first aid skills he learned at school saved Ms. Slade's life. It shows that a simple knowledge of first aid can make a real difference."

Before receiving their awards last night, John and the nine other Life Savers attended a special reception yesterday hosted by the Prime Minister.

请模仿上文材料并根据以下内容完成一篇报道。

时间：11月26日星期六上午六点

地点：在我家附近

事件：我和朋友在河边散步，突然听到有人呼救，我们跳入河中救出溺水男孩并对他进行急救。我们……

教学过程：

Step 1 Pre-writing

1. Listening

Listen and fill in the banks. (instructions)

T: Please listen to the tape and fill in the blanks.

Now listen carefully	Follow these instructions
Watch out for ...	Look out for... and ...
Take care to...	1. _____
Make sure that...	2. Mind _____

【设计意图】学生听听力完成填表格的任务，能够在写作前完成语言积累的任务。

2. Pre-writing: Speaking

Task 1

...

Task 2

...

Task 3 Order the description by D. H. Lawrence.

Task 4 Coherence — Time expressions/Sentences.

Task 5 Finish the open-ended story by putting an end to it.

Task 6 Sentence Structures.

Rewrite the description below to make it more interesting. Use the following expressions to replace the expression “as soon as”:

As soon as we saved the boy, we called his parents.

eg: As soon as the boy came to life, we sent him to the nearby hospital.

= No sooner had the boy come to life than we sent him to the nearby hospital.

no sooner... than...

immediately

hardly...when...

Task 7 Retell the story again. (if necessary)

【设计意图】欣赏大文豪 D. H. Lawrence 关于溺水施救的描写，扩充视野，加强文化修养，增强学习信心；设置开放式结尾能提高学生的想象力与创造力，激发学习兴趣。

3. Reading (an authentic Module)

Organization Focus

T: Suppose we're going to cover the accident of the drowning boy.

How to organize our news report? What shall we do before writing?

This is a model text for our writing, please read it.

(若学生感到困难, 教师提供问题启发学生进行思考)

【设计意图】通过引导学生观察分析, 确定新闻写作的框架, 同时学生已经对作文的评价标准有了感性的认识。

Step 2 While-writing

...

Step 3 Post-writing

1. How to make sure that the passage is a good one? This is the evaluation for today's writing.

Now let's enjoy our peers' work and try to evaluate it.

2. Polish it.

3. Appreciation

作文评价表

items	Criteria	Self			Peer		
Structures	1. Be familiar with the wing						
	2. The event is stated clearly						
	3. Well organized (beginning, middle, end) language						
Language	1. 2. ....						
Handwriting							
Cooperation							

A: excellent

B: satisfactory

C:

need improvement

【设计意图】学生通过自评和同伴互评，学会评价作文。

Step 4 Summary (略)

Step 5 Assignment

Surf the Internet for more sample news.

Polish the essay and decorate it, making it a part of your files.

【设计意图】学生再次修改润色自己的作文，然后放入自己的学习档案中归档，增强学生的写作热情。

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) 请简述 Step 1 Pre-writing 中 Listening 的优点和缺点 (各 1 个)。(3 分)
- (2) 请简述 Step 1 Pre-writing 中 Speaking 和 Writing 环节的优点 (至少 2 个)。(4 分)
- (3) 请评述 Step 3 Post-writing 环节的优点 (至少 3 点)。(3 分)

## 2020 年中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 and 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】本文是记叙文。主要介绍了 Jason Hoelscher 的事迹，他面临两个选择时，他自己决定自己要做什么，给自己设定了一个目标，并最终实现目标。

1. 【参考答案】that 或 which

【解析】考查定语从句。句意：他的雄心壮志和及时的领悟将促使他自己决定“下一步该做什么”，这促使他投身于未来的自我，寻找方向。分析句子可知，he would have to determine “what’s next” on his own 为限制性定语从句，修饰先行词 ambition and the timely realization，从句缺乏 have 的宾语，故用关系代词 that 或者 which。故填入 that 或 which。

2. 【参考答案】to happen

【解析】考查非谓语动词。句意：他面临两个选择，第一个坐着等待事情的发生，另一个选择就是去探索未知的路。分析句子可知，happen 作后置定语修饰 something，故用不定式 to happen。故填入 to happen。

3. 【参考答案】would show

【解析】考查时态语态。句意：他给自己设定了一个目标，用五年的时间，他要让他自己的作品在全国顶尖艺术馆里被展出。分析句子可知，本句缺乏谓语，show 与 he 为主谓关系，故用主动语态，由于陈述过去的计划和打算，故用过去将来时，综述用 would show。故填入 would show。

4. 【参考答案】from

【解析】考查介词。句意：这个五年时间的目标给了他一个起点，他可以从这个起点方向努力。分析句子可知，\_\_\_\_\_ which to work backwards 为定语从句结构修饰先行词 starting point，从句缺乏介词，根据先行词，故用介词 from。故填入 from。

5. 【参考答案】pointed

【解析】考查时态语态。句意：通过设定目标，他的所有努力能向着同一个方向。分析句子可知，本句缺乏谓语，point 与主语 efforts 为主谓关系，故用主动语态，陈述过去事情，故用一般过去时 pointed。故填入 pointed。

6. 【参考答案】 himself

【解析】考查反身代词。句意：他会出现在各个艺术展览开幕式，尽可能做研究来让自己熟悉市场环境。分析句子可知，本句缺乏宾语，由于主语为 he，宾语与主语为同一人称，故宾语用反身代词 himself。故填入 himself。

7. 【参考答案】 and

【解析】考查连词。句意：由于经常露面，他抓住所有机会，朝着自己的目标不断前进。分析句子可知，took opportunities 和 got him closer 都是句子谓语，为并列关系，故用并列连词 and。故填入 and。

8. 【参考答案】 Inspired

【解析】考查非谓语动词。句意：深受启发，他花了一个月时间来创作新的作品。分析句子可知，inspire 作状语修饰 he，与其属于动宾关系，故用过去分词形式 Inspired。故填入 Inspired。

9. 【参考答案】 Although

【解析】考查状语从句。句意：尽管害怕的要死，但是在展览会上他看起来信心满满。分析句子可知，前后句属于转折让步关系，故用连词 Although。故填入 Although。

10. 【参考答案】 doing

【解析】考查非谓语动词。句意：他趁热打铁，通过这样做，把五年的目标用一年半的时间就实现了。in 为介词后接动词 ing 形式，故用 doing。故填入 doing。

三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

A

【试题分析】这是一篇记叙文，作者在参加马拉松前一个月受了伤，训练时间不足，且在初一时就被体育老师说没有运动天赋，但是 30 多岁的他依然坚持跑完马拉松，突破自我，挑战不可能。

1. 【答案】 C

【解析】细节理解题。将题干中的 P.E. class in his 7th year 定位在第二段，作者自己在 7 年纪的时候做得不是很好，后来被老师认为不是一个擅长运动的人，并且第三段提到老师的 not athletic 一直影响着他，故选 C。

2. 【答案】 A

【解析】细节理解题。从文章倒数第二段 I was one of the final runners to finish. But I finished! And I got a medal 可知作者坚持到最后，终于做到了，故选 A。

3. 【答案】B

【解析】主旨大意题。这是一篇记叙文，在最后一段点题：Determined to be myself, move forward, free of shame and worldly labels(世俗标签), I can now call myself a “marathon winner” 可知，作者是一个意志坚定，通过不懈努力，最终获得了成功的胜利者，故选 B。

B

【试题分析】本文为议论文，是一篇环保类文章。通过喜欢跟在垃圾车后面的环境科学家 Steven Stein 引出话题，指出更为有趣的是，他被聘请为被禁止使用的塑料购物袋背后的行业而辩护。塑料袋因为污染环境而遭到禁止，但是纸质购物袋却消耗了大量能源，同样越是用的时间长的袋子消耗的能源越多。

1. 【答案】D

【解析】细节理解题。题干中的 hire 可以定位到第二段最后一句 plastic-bag makers are hiring scientists like Stein to make the case that their products are not as bad for the planet as most people assume 可知塑料袋制造商雇请 Stein 是为了说明他们的产品不是大部分人想象的那样对地球有害。另外根据第一段最后一句 one of Stein’s jobs is defending an industry behind the plastic shopping bags 可知 Stein 的工作是为塑料袋背后的行业辩护，故选 D。

2. 【答案】A

【解析】词义猜测题。由 headwinds 前的 these 可知该词指前文提到内容。所以前一句 The bags are prohibited in some 90 cities in California, including Los Angeles (塑料袋在加利福尼亚 90 个城市被禁用)，prohibit 与 ban 同义，故选 A。

3. 【答案】D

【解析】细节理解题。由题干中的 reusable bags 可知答案在倒数第二段第二、三句，However, longer-lasting reusable bags often require more energy to make 正是在陈述可重复使用袋子的缺点——它们需要更多的能源来制造。故选 D。

C

【试题分析】本文为议论文。通过夹自身的经历谈论人们并不是拥有东西越多越好，在

家庭教育中，要在孩子很小的时候灌输一种用更少的物品活出更精彩的生活来的观念，从而在简单的东西中找到生活的快乐。

1. 【答案】A

【解析】词义猜测题。在第一段中作者通过 Why do we often assume 这样的语句来说明他并不支持 more and more 这一观点，随之提出了 live more with less（有的更少，活得更精彩）这一主张，并在后文中加以印证，所以这里 more is more 与下文的 live more with less 形成了一种对比，便是“越多越好”的意思，故选 A。

2. 【答案】C

【解析】细节理解题。根据题干中的 Georgia 可将定位在第二段，注意题干中的“sell”而非“donate”，所以答案在 She chose to sell a few larger objects that were less often used when we promised to put the money into her school fund 中，是他们答应女儿把卖掉的钱当作她的教育基金时她才卖掉一些不经常用的玩具，故选 C。

3. 【答案】A

【解析】细节理解题。由题干中的 Shepherd 可定位于第三段的 I sat with my son, Shepherd, determined to test my own theory on this，作者通过和 Shepherd 玩球的目的是“检验他自己的理论”，故选 A。

4. 【答案】C

【解析】主旨大意题。本文在第一段最后一句提出了 live more with less，然后记叙的内容其实就是对这一观点的印证。让女儿捐玩具卖物品、陪儿子玩单一的物品得到快乐，都是围绕用简单的东西得到更多的快乐这一主题，故选 C。

#### 四、短文改错（本题共 10 小题，每题 1 分，共 10 分）

【试题分析】本文为应用文。作者有了一名新的英语老师，给老师写了一封信表达了自己对英语的看法，说明了自己学习英语的情况，并向老师征求一下建议。

1. 【参考答案】delight → delighted

【解析】考查形容词。因为这里是系表结构，be 动词后面应该是表语，所以 delight 应该变成能做表语的形式，故 delight 改为 delighted。

2. 【参考答案】master → mastering

【解析】考查非谓语动词。由于 master 是动词，如果要做主语必须加 ing 用动名词的形式，故 master 改为 mastering。

3. 【参考答案】honesty → honest

【解析】考查形容词。to be honest 固定短语，“说实话”，故 honesty 改为 honest。

4. 【参考答案】mainly → main

【解析】考查形容词。后面的 problems 是名词，mainly 是副词，副词不能修饰名词，是由形容词能够修饰，故 mainly 应该改为 main。

5. 【参考答案】by the heart 去掉 the

【解析】考查冠词。句意：我感到很难用心学习单词。by heart 固定短语，“用心”，故去掉 by 后面的 the。

6. 【参考答案】spoken → speaking

【解析】考查非谓语动词。此处主语和 speak 之间是主动关系，所以现在分词，故 spoken 改为 speaking。

7. 【参考答案】appreciate 后加 it

【解析】考查固定搭配。appreciate it if...是固定句式，“如果.....会很感激”，故 appreciate 后加 it。

8. 【参考答案】advices → advice

【解析】考查名词。advice 是不可数名词，没有复数形式，故 advices 改为 advice。

9. 【参考答案】chance → chances

【解析】考查名词。chance 是可数名词，应用复数形式，故 chance 改为 chances。

10. 【参考答案】under → with

【解析】考查介词。句意：我很确定在你的帮助下我们能在英语上取得很大的进步。with one's help 固定短语，“在某人的帮助下”，故 under 改为 with。

## 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. 本题为写作课教学设计；
2. 教学设计中要注重学生写作的培养；
3. 教学设计包括教学重难点、教学过程和板书。

### 【参考答案】

#### 1. Teaching key and difficult points

(1) Teaching key point: To learn to write an invitation with a clear outline, using the right format.

(2) Teaching difficult point: Use the appropriate vocabularies and sentences to write an invitation.

#### 2. Pre-writing

##### Read and answer

Students read the passage and answer some questions in 3a. They can discuss with their partners. Then the teacher guides students to pay attention to the main content what, who, where, when and how in the invitation letter, and ask them to make an outline for their own composition.

【设计意图】通过阅读 3a 的邀请信并回答问题，帮助学生提炼邀请信中的要点，即 5W: what, who, where, when and how；学生以 5W 为参考确定写作提纲。

#### 3. Post-writing

1. Students can check their letters by themselves and exchange them with other groups to find the mistakes and good expressions. They can check the capitalization, punctuation and spelling;

they also can check the future present tense and 5W.

2. Get one group to show their compositions in the front of the class.

【设计意图】学生通过自评、互评发现作文中的问题并改正，有助于训练学生的写作能力

4. Blackboard design

How to write an Invitation	
5 W: What, Who, Where, When, How	Tense: be going to; will be
Dear _____, How are you? I'm having ___(what)___ on/in___(when)____. It will be lots of fun and there'll be many people there. ___(How)____. My house is on/next to ___(where)____. You can _____. _____. _____ Who _____	
Words and phrases: would like to ...; please; reply; Hope you can come;	

### 七、案例分析（共 10 分）

#### 【参考答案】

(1) ①写前设置听力环节激发学生的写作兴趣，听力环节进行语言积累，完成表格环节引导学生进行语言输出，将语言输入与输出很好的结合在一起。

②在听力任务完成之后缺少反馈环节，学生并不能把握所填内容的准确性，教师可以将听力材料交给学生学习，供学生查看。

(2) ①教师通过听和读的环节激发学生的学习兴趣，突破学习难点，实现了语言积累。

②在读的环节中通过合作学习归纳新闻写作的基本框架及基本要素，教师关注到了学生的认知水平，合理利用教材，进一步扫清学生的写作障碍。

(3) ①该教师的评价方式体现了学生的主体地位，学生不仅是学习的主体，也是评价的主体，有助于学生写作水平的提高。

②该教师通过作文评价表实现了评价目标的多维化，建立了多元化和多样化的评价体系，学生通过自评和互评对好作文的标准有了更加直观的认识。

③该教师在此环节中强调小组合作学习，通过评价学会欣赏与合作。学生在此环节中体会英文写作，提高沟通能力，让学生体验学习的成功和快乐。