

2020 年中学英语教师招聘模拟题（十）

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. According to \_\_\_\_\_ announcement by Guangzhou Prices Bureau, \_\_\_\_\_ new measures which have been taken recently are expected to cut the price of consumer durables.

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

2. It is a truly delightful place, \_\_\_\_\_ looks the same as it must have done 100 years ago with its winding streets and pretty cottages.

- A. as
- B. where
- C. that
- D. which

3. Sometimes the message you intend to convey through words may be the exact opposite of others \_\_\_\_\_ actually understand.

- A. what
- B. why
- C. how
- D. which

4. \_\_\_\_\_ you understand the rule, you will have no further difficulty.

- A. While
- B. Once
- C. Though
- D. Unless

5. It was not until I came here \_\_\_\_\_ I realized this place was famous for not only its beauty but also its weather.

- A. who
- B. that
- C. where
- D. before

6.—What happened to the young trees we planted last week?

—The trees \_\_\_\_\_ well, but I didn't water them.

- A. might grow
- B. needn't have grown



- C. James Madison
- D. Abraham Lincoln

15. When the teacher attempts to elicit more information from the students by saying “And...?”, “Good. Anything else?”, etc., he/she is playing the role of a \_\_\_\_\_.

- A. promoter
- B. participant
- C. manager
- D. consultant

二、完型填空（本题共 20 小题，每题 2 分，共 20 分）

From childhood to old age, we all use language as a means of broadening our knowledge of ourselves and the world about us. When humans first \_\_\_1\_\_\_, they were like newborn children, unable to use this \_\_\_2\_\_\_ tool. \_\_\_3\_\_\_ once language developed, the possibilities for humankind’s future Achievements and culture growth increased.

Many language experts believe that evolution is \_\_\_4\_\_\_ for our ability to produce and use language. they \_\_\_5\_\_\_ that our highly evolved brain provides us with an innate language ability not found in lower. Those who support this innateness theory say that our \_\_\_6\_\_\_ for language is inborn, but that language develops \_\_\_7\_\_\_, as a function of the growth of the brain during childhood. Therefore, there are critical \_\_\_8\_\_\_ times for language development.

Current \_\_\_9\_\_\_ of innateness theory are mixed; however, evidence supporting the existence of some innate abilities cannot be denied. \_\_\_10\_\_\_, more and more schools are discovering that foreign languages are best taught in \_\_\_11\_\_\_ grades. Young children often can learn several languages by being \_\_\_12\_\_\_ to them, while adults have a much harder time learning another language \_\_\_13\_\_\_ the rules of their first language have become firmly \_\_\_14\_\_\_.

Although some aspects of language are innate, language does not develop \_\_\_15\_\_\_ in a vacuum. Children who have been \_\_\_16\_\_\_ from other human beings do not possess language, this demonstrates that \_\_\_17\_\_\_ or communication with other human beings is necessary for proper language development. Some language experts believe this is even more basic to human language acquisition than any innate abilities. Those theorists view language as imitative, learned behavior. \_\_\_18\_\_\_, children learn language from their parent imitative. Parents gradually \_\_\_19\_\_\_ child’s language skills by giving \_\_\_20\_\_\_ feedback to precise imitations and negative feedback to imprecise ones.

- |                       |                  |                   |                  |
|-----------------------|------------------|-------------------|------------------|
| 1. A. produced        | B. related       | C. evolved        | D. originated    |
| 2. A. favorite        | B. appropriate   | C. artificial     | D. valuable      |
| 3. A. Yet             | B. therefore     | C. otherwise      | D. so            |
| 4. A. suitable        | B. available     | C. reliable       | D. responsible   |
| 5. A. assure          | B. claim         | C. inform         | D. convince      |
| 6. A. preference      | B. performance   | C. potential      | D. passion       |
| 7. A. gradually       | B. universally   | C. rapidly        | D. successfully  |
| 8. A. personal        | B. social        | C. biological     | D. psychological |
| 9. A. responses       | B. reviews       | C. systems        | D. standards     |
| 10. A. In fact        | B. In summary    | C. Indeed         | D. In a sense    |
| 11. A. various        | B. different     | C. lower          | D. higher        |
| 12. A. revealed       | B. exposed       | C. engaged        | D. involved      |
| 13. A. once           | B. before        | C. although       | D. whether       |
| 14. A. obeyed         | B. interpreted   | C. informed       | D. fixed         |
| 15. A. systematically | B. automatically | C. immediately    | D. theoretically |
| 16. A. distinguished  | B. presented     | C. singed         | D. isolated      |
| 17. A. interaction    | B. abortion      | C. presentation   | D. submission    |
| 18. A. as a result    | B. after all     | C. in other words | D. above all     |
| 19. A. display        | B. replace       | C. require        | D. shape         |
| 20. A. creative       | B. positive      | C. sensitive      | D. passive       |

三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

A

Find Your Adventure at the Space and Aviation Center

If you're looking for a unique adventure, the Space and Aviation Center (SAC) is the place to be. The Center offers programs designed to challenge and inspire with hands-on tasks and lots of fun.

More than 750,000 have graduated from SAC, with many seeking employment in engineering, aviation, education, medicine and a wide variety of other professions. They come to

camp, wanting to know what it is like to be an astronaut or a pilot, and they leave with real-world applications for what they're studying in the classroom.

For the trainees, the programs also offer a great way to earn merit badges. At Space Camp, trainees can earn their Space Exploration badge as they build and fire model rockets, learn about space tasks and try simulated flying to space with the crew from all over the world. The Aviation Challenge program gives trainees the chance to earn their Aviation badge. They learn the principles of flight and test their operating skills in the cockpit (驾驶舱) of a variety of flight simulators. Trainees also get a good start on their Wilderness Survival badge as they learn about water- and land-survival through designed tasks and their search and rescue of "downed" pilot.

With all the programs, teamwork is key as trainees learn the importance of leadership and being part of a bigger task.

All this fun is available for ages 9 to 18. Families can enjoy the experience together, too, with Family Camp programs for families with children as young as 7.

Stay an hour or stay a week—there is something here for everyone!

For more details, please visit us online at [www.oursac.com](http://www.oursac.com).

1. Why do people come to SAC?

- A. To experience adventures.
- B. To look for jobs in aviation.
- C. To get a degree in engineering.
- D. To learn more about medicine.

2. To earn a Space Exploration badge, a trainee needs to \_\_\_\_\_.

- A. fly to space
- B. get an Aviation badge first
- C. study the principles of flight
- D. build and fire model rockets

3. What is the most important for trainees?

- A. Leadership.
- B. Team spirit.
- C. Task planning.
- D. Survival skills.

## B

While famous foreign architects are invited to lead the designs of landmark buildings in China such as the new CCTV tower and the National Center for the Performing Arts, many excellent Chinese architects are making great efforts to take the center stage.

Their efforts have been proven fruitful. Wang Shu, a 49-year-old Chinese architect, won the 2012 Pritzker Architecture Prize—which is often referred to as the Nobel Prize in architecture—on February 28. He is the first Chinese citizen to win this award.

Wang serves as head of the Architecture Department at the China Academy of Art (CAA). His office is located at the Xiangshan campus of the university in Hangzhou, Zhejiang Province. Many buildings on the campus are his original creations.

The style of the campus is quite different from that of most Chinese universities. Many visitors were amazed by the complex architectural space and abundant building types. The curves of the buildings perfectly match the rise and fall of hills, forming a unique view.

Wang collected more than 7 million abandoned bricks of different ages. He asked the workers to use traditional techniques to make the bricks into walls, roofs and corridors. This creation attracted a lot of attention thanks to its mixture of modern and traditional Chinese elements.

Wang's works show a deep understanding of modern architecture and a good knowledge of traditions. Through such a balance, he had created a new type of Chinese architecture, said Tadao Ando, the winner of the 1995 Pritzker Prize.

Wang believes traditions should not be sealed in glass boxes at museums. "That is only evidence that traditions once existed," he said.

"Many Chinese people have a misunderstanding of traditions. They think tradition means old things from the past. In fact, tradition also refers to the things that have been developing and that are still being created," he said.

"Today, many Chinese people are learning Western styles and theories rather than focusing on Chinese traditions. Many people tend to talk about traditions without knowing what they really are," said Wang.

"The study of traditions should be combined with practice. Otherwise, the recreation of traditions would be artificial and empty," he said.

1. Wang's winning of the prize means that Chinese architects are \_\_\_\_\_.
- A. following the latest world trend
  - B. getting international recognition
  - C. working harder than ever before
  - D. relying on foreign architects
2. What made Wang's architectural design a success?
- A. The mixture of different shapes.
  - B. The balance of East and West.
  - C. The use of popular techniques.
  - D. The harmony of old and new.
3. What should we do about Chinese traditions according to Wang?
- A. Spread them to the world.
  - B. Preserve them at museums.
  - C. Teach them in universities.
  - D. Recreate them in practice.

C

In some countries where racial prejudice is acute, violence has so come to be taken for granted as a means of solving differences, that it is not even questioned. There are countries where the white man imposes his rule by brute force; there are countries where the black man protests by setting fire to cities and by looting and pillaging. Important people on both sides, who would in other respects appear to be reasonable men, get up and calmly argue in favor of violence – as if it were a legitimate solution, like any other. What is really frightening, what really fills you with despair, is the realization that when it comes to the crunch, we have made no actual progress at all. We may wear collars and ties instead of war-paint, but our instincts remain basically unchanged. The whole of the recorded history of the human race, that tedious documentation of violence, has taught us absolutely nothing. We have still not learnt that violence never solves a problem but makes it more acute. The sheer horror, the bloodshed, the suffering mean nothing. No solution ever comes to light the morning after when we dismally contemplate the smoking ruins and

wonder what hit us.

The truly reasonable men who know where the solutions lie are finding it harder and harder to get a hearing. They are despised, mistrusted and even persecuted by their own kind because they advocate such apparently outrageous things as law enforcement. If half the energy that goes into violent acts were put to good use, if our efforts were directed at cleaning up the slums and ghettos, at improving living-standards and providing education and employment for all, we would have gone a long way to arriving at a solution. Our strength is sapped by having to mop up the mess that violence leaves in its wake. In a well-directed effort, it would not be impossible to fulfill the ideals of a stable social programme. The benefits that can be derived from constructive solutions are everywhere apparent in the world around us. Genuine and lasting solutions are always possible, providing we work within the framework of the law.

Before we can even begin to contemplate peaceful co-existence between the races, we must appreciate each other's problems. And to do this, we must learn about them: it is a simple exercise in communication, in exchanging information. 'Talk, talk, talk,' the advocates of violence say, 'all you ever do is talk, and we are none the wiser.' It's rather like the story of the famous barrister who painstakingly explained his case to the judge. After listening to a lengthy argument the judge complained that after all this talk, he was none the wiser. 'Possible, my lord,' the barrister replied, 'none the wiser, but surely far better informed.' Knowledge is the necessary prerequisite to wisdom: the knowledge that violence creates the evils it pretends to solve.

1. What is the best title for this passage?

- A. Advocating Violence.
- B. Violence Can Do Nothing to Diminish Race Prejudice.
- C. Important People on Both Sides See Violence As a Legitimate Solution.
- D. The Instincts of Human Race Are Thirsty for Violence.

2. Recorded history has taught us \_\_\_\_\_.

- A. violence never solves anything.
- B. nothing.
- C. the bloodshed means nothing.
- D. everything.

3.It can be inferred that truly reasonable men \_\_\_\_\_.

- A. can't get a hearing.
- B. are looked down upon.
- C. are persecuted.
- D. have difficulty in advocating law enforcement.

4. "He was none the wiser" means \_\_\_\_\_.

- A. he was not at all wise in listening.
- B. He was not at all wiser than nothing before.
- C. He gains nothing after listening.
- D. He makes no sense of the argument.

四、短文改错（本题共 10 小题，每题 1 分，共 10 分）

At first I was not quite willing to sit down and watched the 90-minute football match. Usually I just checked the results because I thought that was dull to watch a game in which players kicked a ball each other. Therefore, my father loves football. During the World Cup in 2002, my dad stays up late just to watch his favorite sport. Seeing his strong interest in this game of 22 men run after a ball, I decided to sit down to watch the game. I found the game excited, and my dad explained for the rules. We shared our joy. Football is not too badly as long as I watch it with my dad!

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_
- 7. \_\_\_\_\_
- 8. \_\_\_\_\_
- 9. \_\_\_\_\_
- 10. \_\_\_\_\_

五、书面表达（共 10 分）

最近学校举行了关于高中新生军训是否有必要的辩论，大家莫衷一是，你对此持何观点，请根据下面题目写一篇英语短文，字数 120 左右，题目已给。

**Is Military Training Necessary for Freshmen?**

六、教学设计（共 15 分）

请根据人教出版社高中必修 5 Unit 4 Making the news Reading 部分的教学内容，设计一节语法课的教案，旨在使学生掌握倒装句的用法。（设计意图可用中文表达）

教学材料:

**My first work assignment**

*“Unforgettable”, says new journalist*

Never will Zhou Yang (ZY) forget his first assignment at the office of a popular English newspaper. His discussion with his new boss, Hu Xin (HX), was to strongly influence his life as a journalist.

HX: Welcome. We're delighted you're coming to work with us. Your first job here will be an assistant journalist. Do you have any questions?

ZY: Can I go out on a story immediately?

HX: (*laughing*) That's admirable, but I'm afraid it would be unusual! Wait till you're more experienced. First we'll put you as an assistant to an experienced journalist. Later you can cover a story and submit the article yourself.

ZY: Wonderful. What do I need to take with me? I already have a notebook and camera.

HX: No need for a camera. You'll have a professional photographer with you to take photographs. You'll find your colleagues very eager to assist you, so you may be able to concentrate on photography later if you're interested.

ZY: Thank you. Not only am I interested in photography, but I took an amateur course at university to update my skills.

HX: Good.

ZY: what do I need to remember when I go out to cover a story?

HX: You need to be curious. Only if you ask many different questions will you acquire all the information you need to know. We say a good journalist must have a good “nose” for a story. That means you must be able to assess when people are not telling the whole truth and then try to discover it. They must use research to inform themselves of the missing parts of the story.

ZY: What should I keep in mind?

HX: Here comes my list of dos and don'ts: don't miss your deadline, don't be rude, don't talk too much, but make sure you listen to the interviewee carefully.

ZY: Why is listening so important?

HX: Well, you have to listen for detailed facts. Meanwhile you have to prepare the next question depending on what the person says.

ZY: But how can I listen carefully while taking notes?

HX: That is a trick of the trade. If the interviewee agrees, you can use a recorder to get the facts straight. It's also useful if a person wants to challenge you. You have the evidence to support your story.

ZY: I see! Have you ever had a case where someone accused your journalists of getting the wrong end of the stick?

HX: Yes, but it was a long time ago. This is how the story goes. A footballer was accused of taking money for deliberately not scoring goals so as to let the other team win. We went to interview him. He denied taking money but we were skeptical. So we arranged an interview between the footballer and the man supposed to bribe him. When we saw them together we guessed from the footballer's body language that he was not telling the truth. So we wrote an article suggesting he was guilty. It was a dilemma because the footballer could have demanded damages if we were wrong. He tried to stop us publishing it but later we were proved right.

ZY: Wow! That was a real "scoop". I'm looking forward to my first assignment now. Perhaps I'll get a scoop too!

HX: Perhaps you will. You never know.

**【问题】**

1. 请针对本课教学内容写出本课教学目标。
2. 请针对本课的教学内容设计 Presentation 环节的活动，并说明设计意图。
3. 请针对本课的教学内容设计 Practice 环节的活动，并说明设计意图。
4. 请针对本课的教学内容设计板书。

**七、案例分析（共 10 分）**

教学材料：

Part 1: Narration part.

Can I help you?

Zhou Yang (ZY) is hoping to interview Liu Ming, a famous tennis player, about his decision

to work abroad. So he calls Liu Ming's assistant, Lily Wong (LW), to make an appointment.

Part 2: Listening part

LW: Hello. This is Lily Wong, Liu Ming's assistant. Can I help you?

ZY: Hello. I'd like to speak to Liu Ming, please.

LW: I'm sorry but he's busy now. Who's speaking?

ZY: This is Zhou Yang from China Daily. I'd like to interview Liu Ming about his decision to play professional tennis abroad.

LW: It'll be difficult. You know that he's leaving Beijing at the end of this week.

ZY: Well, I'm free tomorrow afternoon and all of Wednesday.

LW: Now, let me see... Liu Ming's going to see his family tomorrow and then talk to some students on Wednesday morning. Then at four o'clock, he'll go to a special party given by the leaders of our city. What about meeting him in the early afternoon?

ZY: How about over lunch? Our readers will be very interested in his views.

LW: Hmm... I know that he's very happy about going abroad and hopes to return to China in a few years. Then he wants to improve Chinese tennis.

ZY: Many of his fans will be sorry not to see him play in person. Watching him on TV is not quite the same.

LW: Yes, I understand, but he needs to develop his skills. On TV you can still enjoy his play.

ZY: What if he never comes home? We'll have lost a great sportsman.

LW: I don't think that he'll stay abroad. He says that he has no intention of doing that.

ZY: I'm glad to hear that. But what if he gets a wonderful offer to stay?

LW: I think you'll have to discuss that with him yourself.

ZY: So will 12 o'clock be OK? Where would be the best place to meet?

LW: Why not meet at the Garden Hotel at 12 o'clock? I'll put it in his diary for Wednesday so he's sure to come.

ZY: Thank you so much. Goodbye.

LW: Goodbye.

教学目标

通过本节课的学习，学生能够：

- (1) 在听的过程中，捕捉细节信息，排除干扰项，同时能够同义转化所听到的内容；
- (2) 研读文本，分析讨论并归纳出“进行约定”的注意点；
- (3) 根据具体创设的情境，输出一段完整且符合“约定”要求的对话。

教学过程

Step 1: Lead-in

Question: Have you ever made appointments with someone else?

T: Today we are going to learn how to make an appointment. Have you ever tried to make an appointment with someone?

Ss: No.

T: OK. I'll offer you a good chance to learn how to make an appointment.

【设计意图】在教学活动正式展开之前，采用直接问答的方式，引起学生对于本堂课教学任务重点的注意，并且在教学进行之前可以设想到绝大部分学生很少有进行过正式“约会”的经历，因此在得到否定答案之后，可以更好地激发学生的学习兴趣，并为后面的输出部分做好铺垫。

Step 2: Listening

Task 1: Listening for the main idea

本环节一开始要求学生先快速浏览选项，并听第一部分（独白部分）的内容，并选择出正确的概要。在学生给出答案之后，之后引导学生关注第二部分（how to arrange an interview），并提示学生以下要进行的对话即为“约定时间”的一段对话。

Listen to the tape and choose the correct summary of the interview.

- A. This is about a young man who is refused an interview with Liu Ming.
- B. This is about a young man who is trying to arrange an interview with Liu Ming.
- C. This is about a young man who wants to ask Liu Ming about how to work abroad.

【设计意图】采用选择题的方式可以让学生在较短时间内快速判断选择听力部分内容的大意，帮助学生做好准备。

Task 2: Listen for details

教师会给学生大约 20 秒的读题时间，并会提示学生注意标划题干中的关键，做好听前准备。播放听力材料两遍之后，全班一起来分析校对答案。

Listen to the tape twice and choose the best answer

1. Why does Zhou Yang want to interview Liu Ming?

- A. He wants to report Liu Ming's achievements in playing professional tennis.
- B. He wants to meet Liu Ming in person.
- C. He wants to interview Liu Ming about his decision to go abroad to play tennis.

2. When will Liu Ming go to a special party?

- A. At four o'clock on Wednesday afternoon.
- B. At the end of this week.
- C. In the early afternoon.

3. How do the fans of Liu Ming feel about his going abroad?

- A. Delighted.
- B. Regretful.
- C. Unhappy.

4. When does Lily Wong suggest they meet?

- A. At 4 p.m.
- B. At noon
- C. At 2 p.m.

【设计意图】该部分的题目设计将简答题改编选择题,听力任务考虑到学生的听力特点,并且结合之后教学环节中所必备的信息点,让学生在听的过程中,自然输入了该部分信息。同时,在分析讲解过程中,让学生学会把握题干关键词,排除干扰项,并且能够进行适当的词汇同义转换。

### Step 3 Discussion

Task 1 Read the listening material and underline the necessary parts in making an appointment.

本环节要求学生大声朗读听力文本,并在读的过程中标划出在“约定过程”中所需要注意的要点或一些常用的句式。

【设计意图】听后大声朗读文本,一方面可以帮助学生更好地理解文本中所没有听清楚的信息,另一方面可以为最后输出环节中的 speaking 部分作准备,降低学生说时的输出难度;同时,这一环节的设置也为学生的讨论提供了讨论的素材,避免了讨论过程中的无话可说或是泛泛而谈。

Task 2 Discuss in a group of four about the question: How to make an appointment with someone important?

本环节要求学生 4 人一组进行分享讨论并最终归纳。

【设计意图】小组讨论活动有利于学生进行思维碰撞,并且有利于降低归纳概括地难度,学生可以更好地完成任务。除此之外,小组讨论结束后的汇报部分可以将不同小组之间的讨论结果进行互补,可以更加完整的了解在“约定过程”中所需要注意的事项。

#### Task 3 Presentation

学生小组讨论之后,汇报讨论结果。

【设计意图】帮助学生再次明确讨论中的重点。

#### Step 4 Speaking

...

#### Step 5 Summary

Students try to summarize what we have learned this lesson and be aware of the importance of appointment, both in work or life.

#### Step 6 Homework

Practice your dialogue with your partner.

【设计意图】将输出活动设置为作业,可以鼓励学生去说,增强学生对于说的自信心。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) 请就教学目标进行评析并说明理由。(2分)
- (2) 请写出 Step 1 Lead-in 的 1 点优点和 1 点不足并说明理由。(4分)
- (3) 请对 Step 2 Listening 进行评析并说明理由。(4分)

## 2020 年中学英语教师招聘模拟题参考答案及解析（十）

### 一、单项选择（本题共 15 小题，每题 1 分，共 15 分）

#### 1. 【答案】B

【解析】考查冠词。句意：根据广州物价局的公告，近期已采取新措施有望减少耐用消费品的价格。名词后带有限制性定语来修饰这个名词，表明这个名词是特定的某一个。这两个名词都有限制性后置定语，故选 B。

#### 2. 【答案】D

【解析】考查定语从句。句意：这真是一个令人愉快的地方，这里的蜿蜒的小路和美丽的小村庄一定和 100 年前看起来是一模一样的。此句为非限制性定语从句，先行词是 place，在定语从句中是做主语的，所以用关系代词引导，排除 B；as 引导非限定性定语从句有“正如……”的意思，故排除 A；that 不能引导非限制性定语从句，故排除 C。故选 D。

#### 3. 【答案】A

【解析】考查宾语从句，关系代词 what 引导的宾语从句。句意：你想通过话语传达的信息也许正与其他人实际理解的相反。介词 of 后的宾语从句中的 understand 后缺少宾语且表示物，故选 A。

#### 4. 【答案】B

【解析】考查状语从句。句意：一旦你理解规则，你将不会有任何困难。once 指的是“一旦”。故选 B。

#### 5. 【答案】B

【解析】考查强调句。句意：直到来到这儿我才意识到，这个地方不仅以它的美而且还以它的天气而有名。去掉 it was 和空格，句子依然成立，由此可知该句是强调句。强调句型的基本结构为“*It is/was + 被强调部分 + that/who...*”，这里强调的是时间状语，而非人，因此使用 that。故选 B。

#### 6. 【答案】C

【解析】考查虚拟语气。句意：——我们上周种的小树怎么了？——这些树本来会长得很好，但我没有给它们浇水。would have done 表示对过去已发生的事情的推测，表示“可能……”，故选 C。

#### 7. 【答案】C

【解析】考查动词时态，进行时态与副词 *always* 连用，表示感情色彩。句意：这个男孩在课堂上从来不听课，也不做作业，但在这次考试中他又得了一个好分数。他总是在考试中作弊。他从《天才枪手》中学到的是错误的。进行时态与副词 *always* 连用，表示感情色彩，故选 C。

8. 【答案】A

【解析】考查倒装句。句意：只有在特殊的条件下，一年级新生才被允许参加补考。*only* 修饰状语位于句首，句子用倒装结构，故选 A。

9. 【答案】A

【解析】考查形容词词义辨析。句意一个不结婚的女人会被视为不正常或低人一等，这其实是一种社会偏见。*be inferior to* 不如…的；*be superior to* 优于…的；*be next to* 仅次于…的；*be only to* 仅次于…，根据句意，故选 A。

10. 【答案】B

【解析】考查固定搭配。*In particular* 特别；*In general* 大体上；*In secret* 秘密地；*In sight* 看得见。句意：通常，如果你曾做过一些兼职，就更有可能找到一份合适的工作。*in general* 相当于 *generally speaking*，意为“大体上，总的来说”。故选 B。

11. 【答案】A

【解析】考查动词短语辨析。句意：这些学生们还不太了解这个世界，那就是他们这么容易受骗的原因。动词短语 *take in* 意为“欺骗；吸收”；*take on* 意为“呈现；承担；从事”；*take up* 意为“拿起；开始从事；占据(时间，地方)”；*take off* 意为“起飞；成功。故选 A。

12. 【答案】A

【解析】考查名词辨析。句意：克莱尔进城去买了窗帘、坐垫、地毯和床上用品。*cushions* “坐垫”；*carriages* “客车厢”；*cupboards* “壁橱，衣柜”；*conflicts* “冲突，干扰”。根据语境可知，克莱尔去买的东西包括坐垫，故选 A。

13. 【答案】D

【解析】考查介词短语辨析。句意：要不是爱迪生的发明，今天我们身边享用的很多东西都将不复存在。*thanks to* “多亏”，如将题干改成“\_\_\_\_\_ Thomas Edison, now we can benefit from many of the things around us.”则选 A 项；*regardless of* “不管，不顾”；*aside from* “除了”；*but for* “要不是”，常用于隐藏式（含蓄式）虚拟条件句；故选 D。

14. 【答案】D

【解析】考查美国概况。美国历史上的第一位共和党总统是亚伯拉罕·林肯。故选 D。

15. 【答案】A

【解析】考查教师角色。句意：当教师尝试通过说“还有吗？”“好，还有其他的吗？”等来启发学生得出更多信息，他/她在扮演着一个的角色。在新课程理念下，教师是学生自主学习的“促进者”角色。在以学生为中心的教学活动中，教师把对课堂的控制权基本上移交给学生，让学生自主学习、自由发挥，以学生为学习的主体，教师“引导”“鼓励”和“促进”学生学习。题干中教师希望学生给出更多回答，并用语言给予提示，教师在这里起到引导促进的作用，因此体现了教师在扮演促进者角色。B、C、D 三项不符合，排除。故选 A。

## 二、完型填空（本题共 20 小题，每题 2 分，共 20 分）

【试题分析】本文为说明文，主要讲述了人类发展与语言的关系，语言的理论以及语言的发展。

1. 【答案】C

【解析】考查动词辨析。句意：当人类刚刚开始进化，他们如同新生儿一样不会运用语言这种工具。produced 意为“生产”；related 意为“与……有联系”；evolved 意为“逐渐发展”；originated 意为“起源”，因此 C 项符合语境。故选 C。

2. 【答案】D

【解析】考查形容词辨析。句意：当人类刚刚开始进化，他们如同新生儿一样不会运用语言这种珍贵的工具。favorite 意为“最喜欢的”；appropriate 意为“合适的，适当的”；artificial 意为“人工的”；valuable 意为“珍贵的”，语言并不是人类选择的结果，而是人类在进化过程中慢慢发展起来的，对人类来说，应当是珍贵的。故选 D。

3. 【答案】A

【解析】考查上下文语境及连词辨析。句意：但是一旦语言发展起来，人类获得未来成就和取得文化发展的可能性就会增加。yet 意为“但是”；therefore 意为“因此”；otherwise 意为“否则”；so 意为“所以”。前文说到人类刚开始不会语言，这里形成对比，因此 yet 符合语境。故选 A。

4. 【答案】D

【解析】考查形容词辨析及固定搭配。句意：许多语言学家认为进化使人们产生和具备了语言的能力。suitable 意为“合适的”；available 意为“可获得的”；reliable 意为“可靠的”；

固定短语 be responsible for 表示“对……负责，是……的原由”。故选 D。

5. 【答案】 B

【解析】考查动词辨析。句意：他们声称，我们高度进化的大脑为我们提供了一种先天的语言能力，这种能力是低等动物所没有的。assure 意为“确保”；claim 意为“声称”；inform 意为“通知”；convince 意为“说服”，根据语境，故选 B。

6. 【答案】 C

【解析】考查名词辨析。句意：那些支持这种天赋理论的人说，人类的语言潜力是与生俱来的。preference 意为“偏爱”；performance 意为“表演”；potential 意为“潜力”；passion 意为“激情”，根据句意，C 项符合语境。故选 C。

7. 【答案】 A

【解析】考查副词辨析。句意：但是语言本身作为童年时期大脑生长的一种功能，其发展是缓慢的。gradually 意为“缓慢地”；universally 意为“普遍地”；rapidly 意为“迅速地”；successfully 意为“成功地”。故选 A。

8. 【答案】 C

【解析】考查形容词辨析。句意：因此，对于语言发展而言，存在关键的生物变化时期。personal 意为“个人的”；social 意为“社会的”；biological 意为“生物的”；psychological 意为“心理的”。根据前文“语言是童年时期大脑发育的一项功能”可知，biological 符合语境。故选 C。

9. 【答案】 B

【解析】考查名词辨析。句意：目前人们对“先天论”评论观点不一，但是支持某些天生能力的证据却是确凿无疑的。responses 意为“反应，回答”；reviews 意为“评论”；systems 意为“系统”；standards 意为“标准”，故选 B。

10. 【答案】 C

【解析】考查词义辨析。甚至越来越多的学校发现，最好在低年级教授外语。in fact 意为“事实上”；in summary 意为“总之”；indeed 意为“甚至”；in a sense 意为“在某种意义上”。从上一题可看出，作者是倾向于先天论的，为了进一步证明先天论是有道理的，作者选择了以学校为例加以说明，因此这里应填一个表示递进关系的词 indeed（甚至）。故选 C。

11. 【答案】 C

【解析】考查形容词辨析。句意：甚至越来越多的学校发现，最好在低年级教授外语。

various 意为“不同的”；different 意为“不同的”；lower 意为“较低的”；higher 意为“较高的”，根据常识（低年级学外语较容易）以及后文的“Young children often can learn several languages by being \_\_\_\_\_ to them, while adults...”可知，此处 lower 符合语境，故选 C。

## 12. 【答案】B

【解析】考查固定搭配。句意：通过接触多种语言，孩子们可以学会好几种语言。be exposed to 表示“接触到”。reveal sth. to sb 意为“向某人揭露”，不合题意；其余选项不与 to 搭配。engage in 表示“从事”；be involved in 表示“参与”。故选 B。

## 13. 【答案】A

【解析】考查连词辨析。句意：一旦母语的规则被深深印入脑海中，成年人就很难再学好另一种语言。once 意为“一旦”；before 意为“在……之前”；although 意为“尽管”；whether 意为“是否”，根据句意，故选 A。

## 14. 【答案】D

【解析】考查动词辨析。句意：一旦母语的规则被深深印入脑海中，成年人就很难再学好另一种语言。obeyed 意为“遵守”；interpreted 意为“解释”；informed 意为“通知”；fixed 意为“固定”，此处指的是思维被固定，fix 符合语境。故选 D。

## 15. 【答案】B

【解析】考查副词辨析。句意：尽管语言的某些方面肯定是先天的，语言也不会与人隔绝的状况下自行发展。systematically 意为“系统地”；automatically 意为“自动地”；immediately 意为“马上地”；theoretically 意为“理论地”，根据句意，故选 B。

## 16. 【答案】D

【解析】考查动词辨析。句意：与人隔绝的儿童不能掌握好一门语言。distinguished 意为“区别的，杰出的”；presented 意为“提出”；signed 意为“署名”；isolated 意为“孤立的，与世隔绝的”，根据下文“无法掌握语言”可知，isolated 符合语境。故选 D。

## 17. 【答案】A

【解析】考查名词辨析。句意：必须通过与他人交往，语言才能够发展。interaction 意为“互动，相互作用”；abortion 意为“失败，夭折”；presentation 意为“展示”；submission 意为“提交”。根据下文的“or communication”可知，此处应填 interaction，故选 A。

## 18. 【答案】C

【解析】考查固定搭配。句意：那些理论家将语言视为模仿，换言之，孩子从父母的模

仿中学习语言。as a result 表示“结果是”；after all 表示“毕竟”；in other words 表示“换言之，换句话说”；above all 表示“首先”，本句是在解释前文中的“imitative, learned behavior.”（模仿性的后天行为），结合语境，故选 C。

19. 【答案】D

【解析】考查动词辨析。句意：父母通过积极地强化精确模仿和消极地强化不精确模仿来逐渐形成孩子的语言技能。display 意为“展示”；replace 意为“替代”；require 意为“需要”；shape 意为“形成”，根据下文父母提供反馈的行为可知，他们是为了让孩子发展语言技能，根据句意，故选 D。

20. 【答案】B

【解析】考查形容词辨析。句意：父母通过积极地强化精确模仿和消极地强化不精确模仿来逐渐形成孩子的语言技能。creative 意为“有创造力的”；positive 意为“积极的”；sensitive 意为“敏感的”；passive 意为“被动的”。根据后文的“negative feedback”可以判断，这里指“积极反馈”。故选 B。

三、阅读理解（本题共 10 小题，每题 2 分，共 20 分）

A

试题分析：本文为应用文。这是一篇广告，介绍一个寻求冒险的乐园——Space and Aviation Center (SAC)。

1. 【答案】A

【解析】细节理解题。根据第一句 If you're looking for a unique adventure, the Space and Aviation Center (SAC) is the place to be 可在 SAC 的目的是为了体验冒险的经历，故选 A。

2. 【答案】D

【解析】细节理解题。题干中的 Space Exploration badge 和 trainee 定位在第三段第二句 At Space Camp, trainees can earn their Space Exploration badge as they build and fire model rockets, 故选 D。

3. 【答案】B

【解析】细节理解题。根据第四段 With all the programs, teamwork is key as trainees learn the importance of leadership and being part of a bigger task 可知，对于受训者来说，团队精神与协作是最为重要的，故选 B。

## B

试题分析：本文为说明文，是一篇人物传记，主要介绍了获得普利策奖的中国建筑师王澍独特的建筑风格——他的建筑独具匠心，能够唤起往昔，却又不直接使用历史的元素。

## 1. 【答案】B

【解析】推理判断题。根据题干中的 winning of the prize 将答案定位在第二段中的 won the 2012 Pritzker Architecture Prize，通过对本段的研读我们可知普利策奖是建筑届的诺贝尔奖，而他是第一个获得此荣誉的中国人，从而可以推断出王澍得到了世界的认可，故选 B。

## 2. 【答案】D

【解析】细节理解题。根据题干中的 Wang's architectural design 可知应定为到第五段最后一句 This creation attracted a lot of attention thanks to its mixture of modern and traditional Chinese elements，所以他的设计成功的原因在于把现代艺术与传统中国元素结合起来，modern and traditional 即 old and new，而 mixture 即 harmony，故选 D。

## 3. 【答案】D

【解析】推理判断题。根据最后一段中 The study of traditions should be combined with practice 可知王澍主张对传统的研究应该与实践相结合，故选 D。

## C

试题分析：本文为议论文。讨论了暴力的存在并提出可以将人们的精力转移到其他方面进而缓解暴力。

## 1. 【答案】B。

【解析】细节理解题。作者想要表达的观点是暴力难以消除种族偏见。文章中提出了人们认为暴力是公认的一种解决方法，后面进一步说明“交流、对话”是了解双方问题的前提。故选 B。

## 2. 【答案】B。

【解析】细节理解题。第一段中就明确提出整个人类有记录历史又长又臭的暴力文件记录，一点都没有教给我们任何东西。故选 B。

## 3. 【答案】D。

【解析】细节理解题。答案在第二段，真正有理智的人鼓吹法制，遭到同类们的轻视、

不信任和迫害。他们发现要人倾听他们的意见越来越困难。A.人们不听。B.遭人轻视。C.遭人迫害。这三项都包含在D项内。故选D。

4.【答案】C。

【解析】细节理解题。None the wiser一点也不比以前聪明(按字面翻译)。实际就是C项,听后无所得。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】本文为记叙文。作者开始不愿意坐下来看90分钟的足球比赛,他觉得看人踢球很无聊,但爸爸喜欢看,有一次爸爸熬夜看世界杯,他看到爸爸这么感兴趣,就坐下来陪他,没想到就对足球比赛有兴趣了,尤其是和爸爸一起看的时候。

1.【参考答案】watched→watch

【解析】考查非谓语动词。be willing to do sth.愿意做某事,后接动词原形。故将watched改为watch。

2.【参考答案】that→it

【解析】考查it的用法。it作形式主语, to watch a game作真正的主语。故将that改为it。

3.【参考答案】ball∧→to

【解析】考查固定搭配。kick sth. to sb.把某物踢给某人。故在ball后加to。

4.【参考答案】Therefore→However

【解析】考查上下文语境。前后两句是转折关系。故将Therefore改为However。

5.【参考答案】stays→stayed

【解析】考查动词的时态。时间状语是in 2002,要用一般过去时。故将stays改为stayed。

6.【参考答案】√

7.【参考答案】run→running

【解析】考查非谓语动词。running作men的定语。故将run改为running。

8.【参考答案】excited→exciting

【解析】考查形容词。exciting令人激动的,用作形容物。故将excited改为exciting。

9.【参考答案】for→去掉

【解析】考查动词。explain是及物动词,后直接宾语。故去掉for。

10.【参考答案】badly→bad

【解析】考查形容词。is是系动词,后接形容词作表语。故将badly改为bad。

### 五、书面表达（共 10 分）

#### 【题目分析】

解题思路：

- (1) 文章内容为高中新生军训是否有必要，围绕这一话题，表达自己的观点；
- (2) 文章第一段表明关于军训，人们的观点存在分歧；第二段分别阐述两种对立立场的观点；第三段表达自己对于该热点话题的看法；
- (3) 本文需用到第一人称和第三人称，主要时态为一般现在时。

答案要求：

- (1) 内容完整，结构清晰；
- (2) 观点准确，论据充分；
- (3) 无语法错误；
- (4) 标点使用规范。

#### 【参考范文】

#### Is Military Training Necessary for Freshmen?

Opinions vary from person to person towards whether it is necessary for the freshman to have military training.

The opponents say it is a waste of time because what the students learn from it is of no use to their real life. Besides, they also worry about safety due to the increasing cases of students who got injured or died in it. However, the supporters hold the view that the military training is very beneficial. They believe that it can nurture students' sense of unity and discipline and can foster students' patriotism as well.

I think military training is not a bad thing if effective measures are taken to avoid the potential risks involved in it. With careful consideration and preparation, it can not only have a good influence on students' characters but also help them learn how to cooperate with other people.

### 六、教学设计（共 15 分）

#### 【试题分析】

1. 本题为语法课教学设计；
2. 教学设计中应体现学生概括归纳语法知识的能力；
3. 教学设计包括教学目标、教学重难点、教学方法、主要教学过程和板书。

#### 【参考答案】

##### 1. Teaching objectives

(1) Knowledge objective: Students can know what inversion is and get the grammar structure of inversion.

(2) Ability objective: Students can use inversion in various real-life situation.

(3) Emotional objective: Students can improve their learning interest through studying and experiencing grammar.

#### 2. Presentation

1. Students read the four sentences and try to rewrite the inverted sentences using normal word order.

Sentence 1: Never will Zhou Yang forget his first assignment at the office of a popular English newspaper.

Sentence 2: Not only am I interested in photography, but I took an amateur course at university to update my skills.

Sentence 3: Only if you ask many different questions will you acquire all the information you need to know.

Sentence 4: Here comes my list of dos and don'ts.

2. The teacher guides students to compare and discover the differences between inverted sentences and normal sentences. Then elicit students to find the grammar structure of inversion.

【设计意图】教师指导学生将倒装句变换正常语序并对比两种句子的不同之处,启发学生发现倒装句的结构,感悟和体验目标语法的用法。

#### 3. Practice

The teacher shows students some sentences and asks them to rewrite these sentences using inversion. They can first the word or phrase to begin with, then change the word order of the sentence.

(1) You will see so many seats only at a stadium in Beijing.

(2) I had never seen such a wonderful feast before.

(3) I have seldom seen a situation which made me so angry.

(4) The bus comes here.

【设计意图】学生通过参考教师提供的转换句子的方法,在操练的过程中加深了对倒装句的认识。

#### 4. Blackboard design

##### My first work assignment

1. **Never** will Zhou Yang forget his first assignment at the office of a popular English newspaper.
2. **Not only** am I interested in photography, but I took an amateur course at university to update my skills.
3. **Only** if you ask many different questions will you acquire all the information you need to know.
4. **Here** comes my list of dos and don'ts.

## 七、案例分析（共 10 分）

### 【参考答案】

(1) 该案例教学目标不完整，仅有语言知识目标和语言技能目标，缺少情感目标，应进行补充。情感目标：能够理解“约定”的含义并在实际生活中遵守“约定”，培养契约意识。

(2) 优点：Lead-in 环节通过询问“appointment”的问答形式帮助学生建立与已有知识联系，有利于听力活动展开；

缺点：Lead-in 的目的在于调动学生学习的积极性，而该案例中教师提问过于直接，学生并没有能够充分参与课堂活动中，仍是以教师为主导，没能实现以学生为主体的课堂教学。应该创设情境让学生参与其中，启发他们关注到新课内容。

### (3)

①听力活动设计符合先整体把握再细节信息获取的自上而下的模式，同时通过提醒学生关注题干中的关键词，有意识地引导学生听力策略培养。

②新课标提倡活动设计应该循序渐进，该案例中听力活动问题设置由易到难，符合学生学习和认知特点。

③听力任务也是围绕说的要点设置的，在完成听力任务的过程当中，学生就自然而然地输入了有效的信息，为后面的说做准备。