

国家教师资格证考试 中学英语学科专业知识 科目（三）

重要提示

为维护您的个人权益，确保教师资格证考试的公平公正，请您协助我们监督考试实施工作。

本场考试规定：监考老师要向本考场全体考生展示题本密封情况，并邀请 2 名考生代表验封签字后，方能开启试卷袋。

条形码
粘贴处

请将此条形码揭下，
贴在答题卡指定位置

注意事项

- 一、 本试卷满分 150 分，总时限 120 分钟，各部分不单独计时，答题时请注意合理分配时间。
- 二、 请按照要求在答题卡上填写好自己的姓名，涂写好准考证号，严禁折叠答题卡。
- 三、 必须在答题卡上答题：在题本上答题，一律无效。
- 四、 监考人员宣布考试开始时，方可答题；宣布考试结束时，应立即停止答题。题本、答题卡、草稿纸一律留在桌上，待监考人员确认数量无误，允许离开后，方可离开考场。如果违反了以上任何一项要求，都将影响你的成绩。
- 五、 在本套试卷中，可能有些试题较难，因此你不要在一道题上思考时间太久，遇到不会答的题目可先跳过去，如果有时间再去思考，否则，你可能没有时间完成后面的题目。
- 六、 试题答错不倒扣分。

停！请不要往下翻！听候监考老师的指示。否则，会影响你的成绩。

机密★启用前

2019 年上半年中小学教师资格考试

英语学科知识与教学能力试题（高级中学）

（科目代码：303）

注意事项：

1. 考试时间为 120 分钟，满分为 150 分。
2. 请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共 30 小题，每小题 2 分，共 60 分）

在每小题列出的四个备选项中只有一个是符合题目要求的，请用 2B 铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选和未选均无分。

1. Which of the following does NOT belong to the same type according to the manner of place of articulation?
A. /g/ /w/ /ŋ/ B. /p/ /b/ /m/
C. /g/ /k/ /h/ D. /θ/ /z/ /h/
2. The pronunciation of the English word “parents” is _____.
A. ['peərənts] B. ['peərəns] C. ['peərənz] D. ['perənts]
3. What he said just now had little to do with the question _____ discussion.
A. with B. under C. by D. over
4. Bears _____ fat stores throughout the summer and fall to have energy enough to last them through their winter sleep.

- A. pack up B. build up C. bring up D. take up
5. He appreciated _____ the chance to deliver his thesis in the annual symposium on Comparative Literature.
- A. having given B. to have been given
C. to have given D. having been given
6. She always put her medicine on the top of the shelf lest the children _____ it by mistake.
- A. took B. should take C. had taken D. would take
7. _____ he was aware of the real meaning of life.
- A. That was from that book B. It was that book which
C. It was from that book that D. It was that book that
8. She was teaching me _____ you would teach a younger child to speak the language.
- A. the way B. in the way C. a way D. to the way
9. Which of the following words contains an inflectional morpheme?
- A. learned B. anti-pollution C. enlarge D. beautiful
10. Which of the following property of language enables language users to overcome the barriers caused by time and place, speakers of a language are free to talk about anything in any situation?
- A. Cultural transmission B. Duality
C. Displacement D. Arbitrariness
11. Teachers play multiple roles in the English classes nowadays. If a teacher joins one of the groups in their discussion to air his own views during the post-reading section, he is playing the role of a _____.
- A. participant B. assessor C. organizer D. prompter
12. Which of the following is NOT a vocabulary teaching principle?
- A. Contextualization B. Chunking

C. Interest arousing

D. Predictability

13. Which of the following is NOT a while-listening activity?

A. Listen and take notes

B. Listen and match

C. Listen and fill in the blanks

D. Express one's feeling and idea

14. Which of the following activities can be taken before writing?

A. Language preparation

B. Revising

C. Outlining

D. Peer-editing

15. Which of the following activities focuses on meaning?

A. Sentence transformation

B. Substitution drill

C. Group discussion

D. Dictation

16. In English teaching, teachers should NOT pay attention to _____.

A. offer students more space to think and express

B. correct every mistake in students' expression immediately

C. use proper language to evaluate students' performance

D. explore more interesting and effective ways for students to learn English.

17. What learning strategy can the following activity help to train?

Match the verbs on the left with the nouns on the right.

A. association

B. collocation

C. imitation

D. grouping

18. When students are doing a task-based activity, the teacher walks around and provides help if necessary, both in ideas and in language. What role is the teacher playing?

A. organizer

B. resource-provider

C. assessor

D. prompter

19. Which item is mainly assessed in the following question?

How well did you work in your group tasks?

A. Language performance

B. Improvement in strategies

C. Progress

D. Classroom participation

20. Which of the following does NOT belong to the ways of collecting information for formative assessment?

A. testing

B. questionnaire

C. classroom observation

D. learner portfolio

请阅读 **Passage 1**，完成第 21-25 小题。

Passage 1

Joy and sadness are experienced by people in all cultures around the world, but how can we tell when other people are happy or **despondent**? It turns out that the expression of many emotions may be universal. Smiling is apparently a universal sign of friendliness and approval. Baring the teeth in a hostile way, as noted by Charles Darwin in the nineteenth century, may be a universal sign of anger. As the originator of the theory of evolution, Darwin believed that the universal recognition of facial expressions would have survival value. For example, facial expressions could signal the approach of enemies (or friends) in the absence of language.

Most investigators **concur** that certain facial expressions suggest the same emotions in a people. Moreover, people in diverse cultures recognize the emotions manifested by the facial expressions. In classic research, Paul Ekman took photographs of people exhibiting the emotions of anger, disgust, fear, happiness, and sadness. He then asked people around the world to indicate what emotions were being depicted in them. Those queried ranged from European college students to members of the Fore, a tribe that dwells in the New Guinea highlands. All groups including the Fore, who had almost no contact with Western culture, agreed on the portrayed emotions. The Fore also displayed familiar facial expressions when asked how they would respond if they were the characters in stories that called for basic emotional responses. Ekman and his colleagues more recently obtained similar results in a study of ten cultures in which participants were permitted to report that multiple emotions were shown by facial

expressions. The participants generally agreed on which two emotions were being shown and which emotion was more intense.

Psychological researchers generally recognize that facial expressions reflect emotional states. In fact, various emotional states give rise to certain patterns of electrical activity in the facial muscles and in the brain. The facial-feedback hypothesis argues, however, that the causal relationship between emotions and facial expressions can also work in the opposite direction. According to this hypothesis, signals from the facial muscles (“feedback”) are sent back to emotion centers of the brain, and so a person’s facial expression can influence that person’s emotional state.

Consider Darwin’s words “The free expression by outward signs of an emotion intensifies it. On the other hand, the repression, as far as possible, of all outward signs softens our emotions.” Can smiling give rise to feelings of good will, for example, and frowning to anger?

Psychological research has given rise to some interesting findings concerning the facial-feedback hypothesis. Causing participants in experiments to smile, for example, leads them to report more positive feelings and to rate cartoons (humorous drawings of people or situations) as being more humorous. When they are caused to frown, they rate cartoons as being more aggressive.

What are the possible links between facial expressions and emotion? One link is arousal, which is the level of activity or preparedness for activity in an organism. Intense contraction of facial muscles, such as those used in signifying fear, heightens arousal. Self-perception of heightened arousal then leads to heightened emotional activity. Other links may involve changes in brain temperature and the release of neurotransmitters (substances that transmit nerve impulses.) The contraction of facial muscles both influences the internal emotional state and reflects it. Ekman has found that the so-called Duchenne smile, which is characterized by

“crow’s feet” wrinkles around the eyes and a subtle drop in the eye cover fold so that the skin above the eye moves down slightly toward the eyeball, can lead to pleasant feelings.

Ekman’s observation may be relevant to the British expression “keep a stiff upper lip” as are commendation for handling stress. It might be that a “stiff” lip suppresses emotional response-as long as the lip is not quivering with fear or tension. But when the emotion that leads to stiffening the lip is more intense, and involves strong muscle tension, facial feedback may heighten emotional response.

21. The word **despondent** in the passage is closest in meaning to _____.

- A. curious B. unhappy C. thoughtful D. uncertain

22. The author mentions “Baring the teeth in a hostile way” in order to _____.

- A. differentiate one possible meaning of a particular facial expression from other meanings of it
B. support Darwin’s theory of evolution
C. provide an example of a facial expression whose meaning is widely understood
D. contrast a facial expression that is easily understood with other facial expressions

23. The word **concur** in the passage is closest in meaning to _____.

- A. Estimate B. agree C. expect D. understand

24. According to paragraph 2, which of the following was true of the Fore people of New Guinea?

- A. They did not want to be shown photographs.
B. They were famous for their story-telling skills.
C. They knew very little about Western culture.
D. They did not encourage the expression of emotions.

25. According to the passage, what did Darwin believe would happen to human emotions that were not expressed?

- A. They would become less intense.
- B. They would last longer than usual.
- C. They would cause problems later.
- D. They would become more negative.

请阅读 **Passage 2**，完成第 26-30 小题。

Passage 2

Many objects in daily use have clearly been influenced by science, but their form and function, their dimensions and appearance, were determined by technologists, artisans, designers, inventors, and engineers — using nonscientific modes of thought. Many features and qualities of the objects that a technologist thinks about cannot be reduced to unambiguous verbal descriptions; they are dealt with in the mind by a visual, nonverbal process. In the development of Western technology, it has been nonverbal thinking, by and large, that has fixed the outlines and filled in the details of our material surroundings. Pyramids, cathedrals, and rockets exist not because of geometry or thermodynamics, but because they were first a picture in the minds of those who built them.

The creative shaping process of a technologist's mind can be seen in nearly every artifact that exists. For example, in designing a diesel engine, a technologist might impress individual ways of nonverbal thinking on the machine by continually using an intuitive sense of rightness and fitness. What would be the shape of the combustion chamber? Where should the valves be placed? Should it have a long or short piston? Such questions have a range of answers that are supplied by experience, by physical requirements, by limitations of available space, and not least by a sense of form. Some decisions such as wall thickness and pin diameter may depend on scientific calculations, but the nonscientific component of design remains primary.

Design courses, then, should be an essential element in engineering curricula. Nonverbal thinking, a central mechanism in engineering design, involves perceptions, the stock-in-trade of the artist, not the scientist. Because perceptive processes are not assumed to entail hard thinking, nonverbal thought is sometimes seen as a primitive stage in the development of cognitive processes and inferior to verbal or mathematical thought. But it is paradoxical that when the staff of the Historic American Engineering Record wished to have drawings made of machines and isometric views of industrial processes for its historical record of American engineering, the only college students with the requisite abilities were not engineering students, but rather students attending architectural schools.

If courses in design, which in a strongly analytical engineering curriculum provide the background required for practical problem-solving, are not provided, we can expect to encounter silly but costly errors occurring in advanced engineering systems. For example, early models of high-speed railroad cars loaded with sophisticated controls were unable to operate in a snowstorm because a fan sucked snow into the electrical system. Absurd random failures that plague automatic control systems are not merely trivial aberrations; they are a reflection of the chaos that results when design is assumed to be primarily a problem in mathematics.

26. In the text, the author is primarily concerned with _____.

- A. identifying the kinds of thinking that is used by technologists
- B. stressing the importance of nonverbal thinking in engineering design
- C. proposing a new role for nonscientific thinking in the development of technology
- D. contrasting the goals of engineers with those of technologists

27. It can be inferred that the author thinks engineering curricula are _____.

- A. Strengthened when they include courses in design
- B. Weakened by the substitution of physical science courses for courses designed to develop mathematical skills

C. Strong because nonverbal thinking is still emphasized by most of the courses

D. Strong despite the errors those graduates of such curricula have made in the development of automatic control systems

28. Which of the following statements best illustrates the main point of the first two paragraphs of the text?

A. When a machine like a rotary engine malfunctions, it is the technologist who is best equipped to repair it.

B. Each component of an automobile, for example, the engine or the fuel tank has a shape that has been scientifically determined to be best suited to that component's function.

C. A telephone is a complex instrument designed by technologists using only nonverbal thought.

D. The distinctive features of a suspension bridge reflect its designer's conceptualization as well as the physical requirements of its site.

29. Which of the following statements would best serve as an introduction to the text?

A. The assumption that the knowledge incorporated in technological developments must be derived from science ignores the many nonscientific decisions made by technologists.

B. Analytical thought is no longer a vital component in the success of technological development.

C. As knowledge of technology has increased, the tendency has been to lose sight of the important role played by scientific thought in making decisions about form, arrangement, and texture.

D. A movement in engineering colleges toward a technician's degree reflects a demand for graduates who have the nonverbal reasoning ability that was once common among engineers.

30. The author calls the predicament faced by the Historic American Engineering Record paradoxical (line 5, paragraph 3) most probably because _____.

- A. The publication needed drawings that its own staff could not make
- B. Architectural schools offered but did not require engineering design courses for their students
- C. College students were qualified to make the drawings while practicing engineers were not
- D. Engineering students were not trained to make the type of drawings needed to record the development of their own discipline

二、简答题（本大题 1 小题，20 分）

根据题目要求完成下列任务，用中文作答。

31. 请简述课堂小结的意义。

三、教学情境分析题（本大题 1 小题，30 分）

根据题目要求完成下列任务，用中文作答。

32. 下面教学片段选自两位英语教师的课堂实录（片段中 T 指教师，S 指学生）。

Teacher 1:

T: What were you doing when I called you last night?

S: I am taking a shower.

T: Oh. You should say "I was taking a shower". Read after me, please.

Teacher 2:

T: How did you spend your last weekend?

S: I go to the movie theater and see a comedy.

T: Oh, yes. You went to the movie theater and saw a comedy.

根据以上信息，从下列三个方面作答：

(1) 学生在对话中的语言错误是什么？（4 分）

(2) 请就两位教师的纠错方式进行评价。（10 分）

(3) 课堂教学中还可以采用哪些纠错方式？请举例说明。（16 分）

四、教学设计题（本大题 1 小题，40 分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33.设计任务：请阅读下面学生信息和语言素材，设计 20 分钟的英语写作教学方案。

教案没有固定格式，但须包含下列要点：

teaching objectives

teaching contents

key and difficult points

major steps and time allocation

activities and justifications

教学时间：20 分钟

学生概况：某城镇普通中学高一学生，班级人数 40 人。多数学生已经达到《义务教育英语课程标准（2011 年版）》五级水平。学生课堂参与积极性一般。

语言素材：

Dear Miss Wang,

I am a student from Hangzhou Senior High School. I have a problem. I am not very good at communicating with people. Although I try to talk to my classmates, I still find it hard to make good friends with them. So I feel quite lonely sometimes. I do want to change this situation, but I don't know how. I would be grateful if you could give me some advice.

Yours,

Xiaodong