

2020 年中小学教师资格考试
英语学科知识与教学能力(初级中学)
考前冲刺密卷(一)

(科目代码:305)

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。

准考证号

姓名

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。**

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. In terms of manner of articulation, the sounds [p], [b], [t], [d], [k], [g] are _____.
A. affricates
B. fricatives
C. bilabial
D. stops
2. Consonants are classified in terms of _____.
A. the place where the airstream obstruction occurs
B. the part of tongue that is the highest
C. openness of the mouth
D. the length of the sound
3. A new modern school is being built. The work _____ soon.
A. is being finished
B. is finished
C. has been finished
D. will be finished
4. The teacher requests that every student _____ their homework at once.
A. hands in
B. handed in
C. hand in
D. will hand in
5. The Great Wall which is one of the seven wonders is worth _____.
A. being visited
B. visiting
C. visit
D. to visit
6. I like the second football match _____ was held last week.
A. which
B. who
C. that
D. /
7. The leaders of the two countries have held several talks _____ the relation between them can be improved.
A. so as to
B. in order to
C. such that
D. in order that
8. He will compete _____ others _____ a prize _____ the maths contest.
A. with, in, for
B. for, with, in
C. with, for, in
D. in, for, with
9. The relationship between “furniture” and “desk” is _____.
A. hyponymy
B. antonymy
C. synonymy
D. homonymy
10. Which of the following is NOT a compound word?
A. Landlady
B. Greenhouse
C. Uplift
D. Unacceptable
11. In a reading class, students can predict the main content in many ways, except _____.
A. reading the whole passage
B. pictures in the book
C. the title of the passage
D. key words given by the teacher

jackets. Teachers greet the children with a cuddle and a chirpy “Buenos dias!” In the playground, a little girl asks for her hair to be bunched up into a “coleta” (Spanish for ‘pigtail’), then rolls a ball and shouts “Catch!” in English.

“At this age, children don’t learn a language—they acquire it.” says the school’s director Carmen Rampersad. It seems to sum up the enviable effortless of the little polyglots around her. For many of the children, Spanish is a third or even fourth language. Mother tongues include Croatian, Hebrew, Korean and Dutch. Compare this to the struggle of the average adult in a language class, it would be easy to conclude that it’s best to start young. But science offers a much more complex view of how our relationship with languages evolves over a lifetime—and there is much to encourage late beginners.

Broadly speaking, different life stages give us different advantages in language learning. As babies, we have a better ear for different sounds; as toddlers, we can pick up native accents with astonishing speed. As adults, we have longer attention spans and crucial skills like literacy that allow us to continually expand our vocabulary, even in our own language. And a wealth of factors beyond ageing—like social circumstances, teaching methods, and even love and friendship—can affect how many languages we speak and how well.

“Not everything goes downhill with age,” says Antonella Sorace, a professor of developmental linguistics and director of the Bilingualism Matters Centre at the University of Edinburgh. She gives the example of what is known as ‘explicit learning’: studying a language in a classroom with a teacher explaining the rules. “Young children are very bad at explicit learning, because they don’t have the cognitive control and the attention and memory capabilities,” Sorace says. “Adults are much better at that. So that can be something that improves with age.”

What young children excel at is learning implicitly: listening to native speakers and imitating them. But this type of learning requires a lot of time with native speakers. In 2016, the Bilingualism Matters Centre prepared an internal report on Mandarin lessons in primary schools for the Scottish government. They found that one hour a week of teaching did not make a meaningful difference to five-year-old kids. But even just one additional half-hour, and the presence of a native speaker, helped the children grasp elements of Mandarin that are harder for adults, such as the tones.

21. The underline word “toddler” most probably at the age of “_____”.

- A. 1~3
B. 20~40
C. 15~17
D. 12~15

22. Which is true according to the passage?

- A. It’s best to start old to learn language.
B. Different life stages give us the same benefits in language learning.
C. At toddler age, children acquire the language.
D. Aging isn’t the only factor which has an effect on the language learning.

23. The passage is probably intended for _____.

- A. adults
B. businessmen
C. officers
D. teachers

24. What’s the main idea of the passage?

- A. The best way to learn language is to learn from the native problems.

- B. Aging isn't the main factor for language learning.
C. It's harder for adults to grasp the tones within long hours.
D. It's best to start young to learn language.
25. The passage is _____.

- A. a report
B. a paper
C. a novel
D. a story

请阅读 Passage 2, 完成第 26-30 小题。

Passage 2

The purpose of an interview is to find out if your goals and the goals of an organization are compatible. Other goals of the interview are: to answer questions successfully, obtain any additional information needed to make a decision, accent your special strengths, establish a positive relationship, show confidence, and to sell yourself. Based on these goals, place yourself in the role of the interviewer and develop anticipated questions and answers to three categories: company data, personal data, and specific job data. You also develop questions which you will ask to determine how well your career goals match the needs of the organization. These questions include both those you would ask before a job offer and those you would ask after a job offer.

Prior to the interview, acquaint yourself with the laws pertaining to job discrimination. This knowledge will enhance your chances of being considered on an equal standing with other applicants.

To develop confidence, adequately prepare for the interview. Focus on how you can best serve the organization to which you are applying. Then rehearse until the rough edges are smoothed and you sound convincing to those with whom you have practiced.

Since the interview will center on you, proper self-management process is divided into four stages: the before stage, the greeting stage, the consultation stage, and the departure stage. The before stage includes writing a confirmation letter, concentrating on appearance and nonverbal communication, developing your portfolio, anticipating questions with positive responses, and arriving early. The greeting stage includes greeting everyone courteously, using waiting-room smarts, using your time wisely, and applying proper protocol when meeting the interviewer. The consultation stage includes responsiveness and enthusiasm, knowing when to interject key points, showing sincerity, highlighting your strengths, and listening intently. The departure stage includes leaving on a positive note, expressing appreciation, expressing interest, leaving promptly, and making notes immediately after departure.

To save time and money and offer convenience to prospective employees and employers, video-taping and satellite videophones may become a common method of interviewing. Being at ease in front of a camera would be important for these types of interviews.

Following the interview, write thank-you letters to each person who interviewed you and to those who helped you get the interview. When invited for a second interview, go prepared by using your notes and feedback from the interview to zero in on what the company wants. If the company doesn't respond in two weeks, call back or write a follow-up letter. You may get turned down. If so, try to find out why as a means of self-improvement.

Following a job offer, take a few days to consider all elements and then call or write a letter either

(3)指出此教学案例存在的问题。(10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分钟的英语阅读课的教学方案。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:某城镇普通中学八年级(初中二年级)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)》二级水平。学生课堂参与积极性一般。

教学素材:

David's Hobbies

Many students have hobbies, such as reading, painting, growing vegetables and looking after animals. Some hobbies are relaxing and others are active. Hobbies can make you grow as a person, develop your interest and help you learn new skills.

David Smith is a student, and one of his hobbies is writing. During the summer of 2010, he spent four weeks at a summer camp. As well as the usual activities, such as sailing and climbing, there was a writing class. "The teacher was a writer, and she asked us to talk about our lives and tell interesting stories. Then she encouraged us to write about our experiences at the camp."

Back at school, David wrote a story about the life of a sixteen-year-old boy, and it came out as a book in 2012. Many young people love his books, and as a result, David has become a successful young writer.

David has been very lucky because his hobby has brought him pleasure and success. But writing is not his only hobby. He is also interested in many other things. "I spend some of my free time playing volleyball for my school team. Maybe I will write about my volleyball team in my future books."

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- Which of the following underlined parts is different in pronunciation from others?
 - My son has got a bad habit of smoking.
 - The old man always wears his blue hat.
 - He was standing by the gate waiting for her mother.
 - When she heard the news, she laughed happily.
- Which of the following shows the general intonation pattern?
 - Shall we go to work by bike \uparrow or by bus? \uparrow
 - Shall we go to work by bike \downarrow or by bus? \downarrow
 - Shall we go to work by bike \downarrow or by bus? \uparrow
 - Shall we go to work by bike \uparrow or by bus? \downarrow
- No agreement _____, the representatives wanted another round of talk.
 - reaching
 - reached
 - to reach
 - to be reached
- Would you _____ not making noise, your mother is sleeping in bed and did not very well.
—Sorry, I didn't know. I _____ she was awake.
 - mind, think
 - minding, thought
 - minding, think
 - mind, thought
- While interacting with people in India, I was _____ to a way of life completely different from my own.
 - reduced
 - exposed
 - committed
 - transferred
- It was in that small house _____ was built with stones by his father _____ he spent his childhood.
 - that; where
 - which; that
 - which; which
 - that; which
- He's _____ as a “bellyacher”, he's always complaining about something.
 - who is known
 - whom is known
 - what is known
 - which is known
- The girl is so helpful that she devoted all her spare time she had _____ others.
 - to help
 - helping
 - to helping
 - helped
- The word “laze” is an example of _____ in word formation.
 - acronym
 - blending
 - functional shift
 - back formation
- Pronouns, prepositions, conjunctions and articles are _____.
 - open-class words
 - closed-class words
 - both open-class words and closed-class words
 - neither open-class words nor closed-class words
- Which of the following goes against efficient classroom management?
 - The teacher plays the main role.
 - The teacher provides clear instructions.
 - There is discipline as well as harmony in the class.
 - The students' errors are treated properly.
- Which of the following statements is NOT a way of presenting new vocabulary?
 - Defining.
 - Using real objects.
 - Writing a passage by using new words.
 - Giving explanations.

13. When teachers teach pronunciation to students, which suggestion is useless?
- Use hands and arms to conduct choral pronunciation practice.
 - Move around the classroom when doing choral practice.
 - Try to use visual aids.
 - Rely on explanations.
14. Which of the following is NOT true about the assessment in language teaching?
- Testing does not equate with assessment.
 - Summative assessment focuses on the process of learning.
 - The students themselves should be given the chance to evaluate their own performance.
 - Assessment means to discover what the learners know and can do at certain stage of the learning process.
15. In teaching grammar, which way is more suitable for office workers who have little time for studying, even in their spare time?
- Deductive method
 - Inductive method
 - Guided-discovery
 - Presentation
16. What is the teacher doing in terms of error correction?
- T: Does any of you have a pet at home?
- S: I have dog at home.
- T: Oh, I see you have a dog at home. Is your dog big or small?
- Helping self-correction.
 - Issuing indirect correction.
 - Tolerating correction.
 - Peer correction.
17. What reading strategy does “picking out some particular pieces of information in a text” reflect?
- Skimming
 - Inferring
 - Scanning
 - Skipping
18. In which of the following situations is the teacher playing the role of observer?
- Giving feedback and dealing with errors.
 - Organizing students to do activities by giving instructions.
 - Walking around to see how each student performs in group work.
 - Offering help to those who need it both in ideas and language.
19. Which of the following activities is NOT suitable for consolidating vocabulary?
- Labeling
 - Using minimal pairs
 - Odd man out
 - Word association
20. Which of the following statements does NOT belong to learning strategy?
- Enrich study by using audiovisual and network.
 - Design inquire learning activities and adapt learning objectives as needed.
 - Conduct self-assessment in learning and adapt learning objectives as needed.
 - Work out stage learning objectives and ways to reach them.

请阅读 Passage 1, 完成第 21-25 小题。

Passage 1

Controlled bleeding or cauterization? That was the unappealing choice facing UBS, a Swiss bank which has been badly hurt by the carnage in America's mortgage market. The bank opted for the latter. First it opened the wound, by announcing a hefty \$10 billion write-down on its exposure to subprime-infected debt. UBS now expects a loss for the fourth quarter, which ends this month. Then came the hot iron: news of a series of measures to shore up the bank's capital base, among them investments

from sovereign-wealth funds in Singapore and the Middle East.

Bad news had been expected. UBS's third-quarter write-down of over SFr4 billion in October looked overly optimistic compared with more aggressive markdowns at other banks such as Citigroup and Merrill Lynch. Steep falls in the market value of subprime debt since the end of the third quarter made it certain that UBS would take more pain, given its sizeable exposure to toxic collateralized-debt obligations (CDOs). Analysts at Citigroup were predicting in November that write-downs of up to SFr14 billion were possible.

Why then did this new batch of red ink still come as a shock? The answer lies not in the scale of the overall loss, more in UBS's decision to take the hit in one go. The bank's mark-to-model approach to valuing its subprime-related holdings had been based on payments data from the underlying mortgage loans. Although these data show a worsening in credit quality, the deterioration is slower than mark-to-market valuations, which have the effect of instantly crystallizing all expected future losses.

Thanks to this gradualist approach, UBS had been expected to take write-downs in managed increments of SFr2 billion-3 billion over a period of several quarters. It now appears that the bank has incorporated market values into its model, sending its fourth-quarter write-downs into orbit. The change of approach may be on the advice of auditors and regulators but it is more likely to reflect a desire by UBS's bosses to avoid months of speculation about the bank's exposure, something that Marcel Rohner, the chief executive, described as "distracting".

In a particular indignity for a bank long associated with conservatism, concerns about the level of UBS's capital ratio had even started to surface. Hence the moves to strengthen its tier-one capital, an important measure of bank solidity, by SFr19.4 billion, a great deal more than the write-down. The majority of that money will come from sovereign-wealth funds, the white knights of choice for today's bank in distress. Singapore's GIC, which manages the city-state's foreign reserves, has pledged to buy SFr11 billion-worth of convertible bonds in UBS; an unnamed Middle Eastern investor will put in a further SFr2 billion. UBS will also raise money by selling treasury shares, and save cash by issuing its 2007 dividend in the form of shares. Its capital ratio is expected to end up above 12% in the fourth quarter, a strong position.

Hopeful talk of lines being drawn under the subprime crisis has been a feature of banks'quarterly reporting since September. Marrying bigger-than-expected write-downs with bigger-than-expected boosts to capital looks like the right treatment in this environment. But UBS still cannot be sure that its problems are over. Further deterioration in its subprime asset values is possible; the broader economic impact of the credit crunch is unclear; and the damage to the bank's reputation cannot yet be quantified. The patient still needs watching.

21. The author uses the metaphor "hot iron" to imply that _____.
- A. UBS again becomes a victim of America's mortgage market
 - B. UBS's capital base has obtained adequate financial support to digest its debt
 - C. those measures will forcefully stop UBS from further loss
 - D. good news from those measures would prevent UBS from bankruptcy
22. Compared with the mark-to-market valuations, the mark-to-model approach could _____.
- A. slow down the worsening in credit quality
 - B. present the effect of instantly crystallization of all expected future loss
 - C. show data against a worsening the credit quality
 - D. accelerate the deterioration in credit quality
23. The reason that Marcel Rohner thought the change of approach was "distracting" is _____.
- A. this change was unexpected to take place in such a situation
 - B. this change was result of the advice of auditors and regulators

- C. this change was not favorite to UBS's speculation about the bank's exposure
 D. this change was taken to make people dispel their guess
24. The phrase "the white knights" (Line 4, Paragraph 5) most probably means _____.
 A. rich people B. wealthy saviors C. generous investors D. brave fighters
25. The author's attitude towards UBS's future is _____.
 A. optimistic B. pessimistic C. Uncertain D. none of the above

请阅读 Passage 2, 完成第 26-30 小题。

Passage 2

A line of water bottles that had become a symbol of environmental responsibility has been removed from the shelves of Canada's leading outdoor gear retailer over concerns about a chemical used in its manufacture.

The Mountain Equipment Co-op, which is based in Vancouver, British Columbia, removed the bottles, sold under the brand name Nalgene, and other polycarbonate containers from its 11 large-scale stores on Wednesday. The retailer said that it would not restock the bottles, which are made by Nalge Nunc International in Rochester, a unit of Thermo Fisher Scientific, until Health Canada completed a review of bisphenol-a, or B. P. A., a chemical used to make hard, transparent plastics as well as liners for food cans. "We've been following the B. P. A. issue for at least three years," said Tim Southam, a spokesman for Mountain Equipment. "The decision we've taken this week does not mean that polycarbonate products will never return to our stores. We're just seeking some certainty about this chemical."

Church and environmental groups in Canada have mounted campaigns against bottled water because of concerns about the huge amount of plastic used in containers. As a result, the reusable Nalgene bottles have become ubiquitous on college campuses and elsewhere.

Polycarbonate plastic, which can only be produced by using B. P. A., creates bottles that are transparent and almost as hard as glass, but particularly shatter-resistant. Recently, however, the use of B. P. A.-based plastics in food containers has been questioned in Canada by Environmental Defence, a Toronto-based group. Environmentalists in the United States are also raising concerns about the chemical. Last year, San Francisco's board of governors passed a local law banning the use of the chemical in children's products. B. P. A. was removed from the ordinance before it went into effect, however, after an industry lawsuit. Critics point to studies dating back to 1936 showing that the chemical can disrupt the hormonal system.

While there is little dispute about that, the plastics industry, supported by several studies from government agencies in Japan, North America and Europe, contends that polycarbonate bottles contain very little of the chemical and release only insignificant amounts of B. P. A. into the bodies of users. "Rarely has a chemical been the subject of such intense scientific testing and scrutiny, and still, important agencies across the globe agree that there is no danger posed to humans from polycarbonate bottles," Tom Cummins, the director of Research and Development Department at Nalge Nunc, said in a statement.

Rick Smith, the executive director of Environmental Defence, said that a paper published by 38 scientists after a government-sponsored conference in the United States found that the lack of research on the effects of B. P. A. on humans was a concern that required further investigation. Steven G. Hentges, the executive director of the American Chemistry Council's polycarbonate group, takes issue with that report's worries and points to a separate expert panel report published by the United States Department of Health and Human Services last month. In its 396-page report, which looked only at the impact of B. P. A. on reproduction, the panel said it had "negligible concern" about the chemical's effect on adult reproductive systems but raised some concerns about its impact on children and pregnant women.

26. The word "ubiquitous" (Line 3, Paragraph 3) most probably means _____.

A. omnipresent B. popular C. common D. usual

27. Which one of the following statements is TRUE of the local law passed by San Francisco's board of governors?
- A. This law forbade the use of B. P. A. in food containers for children.
B. This law was not enforced because of an industry lawsuit that was against the use of B. P. A.
C. This law was revised to allow B. P. A. to be used in children's products.
D. This law went into effect before B. P. A. was removed.
28. According to Tom Cummins, which one of the following is NOT true of B. P. A. ?
- A. B. P. A. is rarely tested and scrutinized so intensely.
B. The testing and scrutiny done to the other chemical are no comparison with that to B. P. A.
C. That Polycarbonate bottles containing B. P. A. are not dangerous to humans is supported by multiple evidences.
D. Polycarbonate bottles containing B. P. A. can be used safely by humans.
29. From the separate expert panel report it can be inferred that _____.
- A. B. P. A. has no effect on reproduction
B. B. P. A. has trifling impact on children and pregnant women
C. B. P. A. has trifling impact on adult reproductive systems
D. B. P. A. has great effect on reproduction
30. The author's attitude to the use of Nalgene bottles can be said to be _____.
- A. negative B. positive C. biased D. unclear

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. 在中学英语听力教学中教师可以采取哪些方法提高学生的听力能力?

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. 本课是某教师在进行词汇教学单词展示教学的部分核心环节,请根据以下材料完成下列问题。

Step 1 导入

播放视频,激发兴趣。在引课阶段,教师通过大屏幕播放经过剪辑的《动物世界》影像材料,引起学生共鸣,提高学习兴趣。

Step 2 新授

详解词汇,教师在大屏幕上直接展示单词卡片并对应单词直接进行中文讲解,学生跟读单词,初步认识和理解各单词的音、形、义。

Step 3 练习

(1) 观察动物图片,并且抢读单词,分组竞赛。

(2) 教师重复播放这些动物图片,这次播放的不是动物的全貌,而是身体的某个部位,比如:头部、尾部、耳朵等,请学生根据屏幕展示的动物局部,说出此动物名称。通过图片再现,强化单词联想,加深学生对所学单词的印象,同时,通过对动物细节的观察,集中注意力,培养观察力。

(3) 复现音效,强化记忆;教师不再出示动物图片,而是利用课件的多媒体特性播放动物

发出的声音,让学生根据声音对动物进行判断,并说出、写出其对应的单词,通过单词产生联想,进一步强化巩固所学词汇。

问题:

(1)请结合词汇教学的原则评述以上案例(优点4点,缺点1点)。(20分)

(2)根据所提出的缺点,提出改进措施。(10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分钟的英语听说课的教学方案。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:某城镇普通中学八年级(初中二年级)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)》三级水平,学生课堂参与积极性一般。

语言素材:

Girl 1: Welcome to the English club. Today we're going to talk about the best ways to learn English. Who has an idea?

Boy 1: Do you learn English by watching English videos?

Girl 2: No. It's too hard to understand the voices.

Boy 1: What about keeping a diary in English? Do you learn English that way?

Girl 2: Yes. It helps to learn English every day.

Girl 3: Have you ever studied with a group?

Girl 2: Yes, I have! I've learned a lot that way.

Girl 1: Do you ever practice conversations with friends?

Girl 2: Oh, yes. It improves my speaking skills.

Boy 1: What about reading aloud to practice pronunciation?

Girl 3: I do that sometimes. I think it helps.

Boy 2: I do too. And I always look up new words in a dictionary.

Girl 3: That's a great idea!

2020 年中小学教师资格考试
英语学科知识与教学能力(初级中学)
考前冲刺密卷(三)

(科目代码:305)

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。

准考证号

姓名

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。**

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。

- Which of the following underlined parts is different in pronunciation from the others?
A. narrow B. allow C. row D. borrow
- A phoneme is a group of similar sounds called _____.
A. minimal pairs B. allomorphs
C. phones D. allophones
- After college, he was employed in a middle school and _____ there ever since.
A. would worked B. had worked
C. worked D. has worked
- Dream of the Red Chamber* is believed to be semi-autobiographical, _____ the fortunes of Cao's own family.
A. mirrored B. to mirror C. mirroring D. mirror
- _____ some people criticize graffiti for being ugly and destructive, those graffiti lovers still see it as real art.
A. As B. While C. Once D. Until
- I shall never forget those years _____ I lived on the farm with the farmers, _____ has a great effect on my life.
A. when; who B. that; which C. which; that D. when; which
- The sculptures that Lord Elgin stole and later sold to the British government were _____ to the British Museum.
A. turned up B. turned down C. turned over D. turned away
- If she _____ make such a simple wish as not to be teased for disability last Christmas, Amy would still feel lonely now.
A. had dared not B. hadn't dared to
C. dared not D. didn't dare to
- In the following words foot/feet, goose/geese, the affixes belong to _____.
A. suffix B. infix C. prefix D. root
- "Kodak" is a/an _____.
A. acronym B. blending
C. coinage D. clipping
- Textbook writing should comply with principles of interest, flexibility and openness, development and expansibility, science and _____.
A. practicality B. energy-efficiency
C. effectiveness D. thought
- In a listening class, which of the following isn't the purpose of the pre-listening part?
A. To get specific information
B. To be familiar with the topic
C. To solve the problem of new words
D. To provide more background information
- Total Physical Response Method belongs to the comprehension approach which especially emphasizes

the understanding of _____. Teachers give instructions in foreign language; students need to use body movements to respond to the teachers.

A. listening B. speaking C. reading D. writing

14. In an English class, the teacher, firstly, plays the radio and asks students to listen to the tape and understand the dialogue. Then, the teacher asks students to read after the tape to imitate the pronunciation. Next, the teacher asks students to repeat the dialogue in pairs... What teaching method does the teacher use in this class?

A. Communicative Approach. B. Task-Based Teaching Approach.
C. The Audio-Lingual Approach. D. The Audio-Visual Approach.

15. In the speaking activities, a speaker often tries to avoid using a difficult word or structure and chooses to be a simpler one. What learning strategy does the speaker use?

A. Simplicity B. Generalization C. Paraphrase D. Avoidance

16. Organizing students to anticipate the general content of the reading passages should be in the step of _____.

A. post-reading B. while-reading C. pre-reading D. test

17. English learning strategies do NOT include _____.

A. cognitive strategy B. control strategy
C. communication strategy D. test-taking strategy

18. Teachers should actively use a variety of teaching resources, _____, and design teaching process which is suitable for the development of students.

A. teach with textbooks reasonably
B. use textbooks flexibly and creatively
C. use textbooks as required
D. use textbooks step by step

19. If one student has some problem in pronouncing /w/ and /u/, which of the following can not help him?

A. Compare the pronunciation of /w/ and /u/ in a minimal pair.
B. Let students use words containing the two sounds in writing.
C. Explain how to pronounce the two sounds.
D. Show him a video about how to distinguish the two sounds.

20. In which stage of the Presentation-Practice-Production approach will students have the chance to use the new language freely and incorporate it into their existing language?

A. Presentation stage B. Practice stage
C. Production stage D. Practice stage and Production stage

请阅读 Passage 1, 完成第 21-25 小题。

Passage 1

European Union environmental officials have determined that two kinds of genetically modified corn could harm butterflies, affect food chains and disturb life in rivers and streams, and they have proposed a ban on the sale of the seeds, which are made by DuPont Pioneer, Dow Agrosiences and Syngenta. The preliminary decisions are circulating within the European Commission, which has the final say. Some officials there are skeptical of a ban that would upset the powerful biotechnology industry and could

exacerbate tensions with important trading partners like the United States. The seeds are not available on the European market for cultivation.

In the decisions, the environment commissioner, Stavros Dimas, contends that the genetically modified corn, or maize could affect certain butterfly species, specifically the monarch, and other beneficial insects. For instance, research this year indicates that larvae of the monarch butterfly exposed to the genetically modified corn “behave differently than other larvae”. In the decision concerning the corn seeds produced by Dow and Pioneer, Mr. Dimas calls “potential damage on the environment irreversible”. In the decision on Syngenta’s corn, he says that “the level of risk generated by the cultivation of this product for the environment is unacceptable”.

A decision by the European Union to bar cultivation of the genetically modified crops would be the first of its kind in the trade bloc, and would intensify the continuing battle over genetically modified corn. Banning the applications for corn crops also would mark a bold new step for European environmental authorities, who are already aggressively pursuing regulations on emissions from cars and aircraft, setting it at odds with the United States and angering industries.

“These products have been grown in the U. S. and other countries for years,” said Stephen Norton, a spokesman for the United States trade representative. “We are not aware of any other case when a product has been rejected after having been reviewed and determined safe by European food safety authorities,” he said.

Barbara Helfferich, a spokeswoman for Mr. Dimas, declined to comment on the specifics of the procedure because commissioners had not yet made a final decision. But she said that the European Union was within its rights to make decisions based on the “precautionary principle” even when scientists had found no definitive evidence proving products can cause harm. She said that the decisions by Mr. Dimas could go before the commission within a few weeks, but she said that no date had been set. In the decisions, Mr. Dimas cited recent research showing that consumption of genetically modified “corn byproducts reduced growth and increased mortality of non-target stream insects” and that these insects “are important prey for aquatic and riparian predators” and that this could have “unexpected ecosystem-scale consequences”.

Although still preliminary, his decisions could drastically tilt the policy against future approvals of genetically modified crops, said Nathalie Moll, a spokeswoman for EuropaBio, an industry group with 80 members including Syngenta, Pioneer and Dow. EuropaBio says that the crops grown using the genetically modified corn are already imported into several European countries, including France and Germany, where they are used to feed animals like cows and chickens.

Rob Gianfranceschi, spokesman at the United States mission to the European Union in Brussels, said it was too early to comment on a decision that had not yet been formalized. But he made clear that the United States remained frustrated with European policies on genetically modified crops.

21. The preliminary decisions are made by _____.

- A. DuPont Pioneer, Dow Agrosiences and Syngenta
- B. European Union environmental officials
- C. European Commission
- D. Stavros Dimas

22. To the decisions, the European Commission officials’ attitudes are _____.

- A. skeptical
- B. controversial
- C. contradictory
- D. divergent

23. About the decisions, which one of the following statements is TRUE?
- A. The decisions aim to put a ban against the sale of the seeds of genetically modified corn due to political and biological concerns.
 - B. The decisions are warmly embraced by all EU members but bitterly rejected by their trade partners.
 - C. The decisions could probably be made even if no definitive evidence proving the products harmful is found.
 - D. There is low possibility that the decisions would be approved by the European Commission.
24. Mr. Dimas cited many researches on the genetically modified corn in his decisions in order to _____.
- A. dispel some officials' doubt on his decisions
 - B. enhance the strength of his decision-making
 - C. show the latest achievements on the research
 - D. assure that they can be presented before the commission with solid evidence
25. The word "tilt" (Line 1, Paragraph 6) most probably means _____.
- A. incline
 - B. affect
 - C. induce
 - D. evoke

请阅读 Passage 2, 完成第 26-30 小题。

Passage 2

Publishers cannot have enough of books from serious historians about the "whys" of war. Why do they start? Why do they last? What makes a peace fragile? The past is one place to look for answers. Charles Esdaile, a lecturer at the University of Liverpool, is too good a scholar to make easy comparisons between then and now. But the "whys" of war run through his masterly account of the Napoleonic wars, a 12-year conflict between France and Europe's other powers that killed almost 2m soldiers. Mr. Esdaile, in a politico-military survey of extraordinary scope and detail, tells us what he believes caused the conflict, what it was about and why it lasted so long despite, as it seemed, frequent chances for peace. Neither battlefield chronicle nor biography in disguise, *Napoleon's Wars* is explanatory history of high order.

Historians date the Napoleonic wars from 1803, when Britain declared war on France after the brief Peace of Amiens. Mr. Esdaile recounts how Napoleon came to power in 1799, mastering France and then Europe. Britain commanded the seas after Trafalgar in 1805. But France held the continent thanks to victories on land against the Austrians, Prussians and Russians. Setbacks in Spain, which Napoleon's troops entered in 1807, and disaster in Russia in 1812, led to eventual defeat at Waterloo.

Mr. Esdaile makes that familiar story fresh in three connected ways. He shows how marginal-looking conflicts—for example over the Romanian lands, Sweden, Portugal, Canada—ignited larger ones or divided potential allies. He reminds us that defeating Napoleon was never sure. Europe's armies had first to learn from their own failures and their rulers had to make common cause. Both things happened, but late in the day. Above all, he stresses that the conflict was not ideological but geopolitical. It was about the balance of power, disturbed for a century by Ottoman decline, Russian and Prussian growth and Franco-British rivalries.

Few if any of France's foes were fighting for regime change in Paris. At many times they would have settled with Napoleon—had he settled with them. But they could never trust him to settle, and the wars went on. His two strongest opponents, Britain and Russia, resisted him, in Mr. Esdaile's view, not

because he was a revolutionary, a republican or the head of an upstart dynasty. They fought him because as long as he controlled France, there was no telling where France would stop.

At this point Napoleon's character enters Mr. Esdaile's intricate geopolitical equations. Without accepting a great-man theory of history, he thinks the Napoleonic wars deserve their name. Europe's powers would have fought over their differences without Napoleon. But the scale and ferocity of conflict was due in large part to the emperor's "aggression, egomania and lust for power".

Mr. Esdaile's book reflects a vast and varied range of recent scholarship. But he never leaves his geopolitical story for long. War started, he believes, because Europe was not in balance. It dragged on because Napoleon could not be trusted. Peace came—and lasted until later generations forgot the horror of the alternative.

26. Mr. Esdaile's book can be best described as _____.
- A. a politico-military survey of the Napoleonic wars
 - B. an account of the Napoleonic wars in extraordinary scope and detail
 - C. a historical chronicle of the Napoleonic wars with comparisons of the past and the present
 - D. an exploration of the deep-rooted reason that led to the long war
27. Mr. Esdaile holds the view that the Napoleonic wars are originated by _____.
- A. marginal conflicts
 - B. imbalance of power in Europe
 - C. Napoleon's aggressive ambition
 - D. Franco-British rivalries
28. Mr. Esdaile's novelty in recounting the conflict is in _____.
- A. that he dates from 1799 when Napoleon came to power in France
 - B. that he explains Napoleon's character and history in detailed and vivid account
 - C. that he reminds us the importance of some marginal-looking conflicts
 - D. that he thinks the war was indeed started due to geopolitical factors
29. France's rivals fought against Napoleon despite chances for peace because _____.
- A. the political imbalance of Europe stimulated inevitable hatred and conflict between the countries and Napoleon
 - B. they were alert to the possible aggression by Napoleon
 - C. they attempted to settle with Napoleon but in vain
 - D. Napoleon was too ambitious to be trusted by them
30. According to the passage, which one of the following statements is NOT true of the Napoleonic wars?
- A. The wars would have been fought without Napoleon.
 - B. The wars were due to the emperor's aggression, egomania and lust for power.
 - C. The wars lasted for so long time because France's rivals could not trust Napoleon.
 - D. The wars were fought over the difference of the Europe's powers.

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. 什么是教学反思?(5分)教学反思的注意事项有哪些?(9分)请具体说明教学后反思阶段的内容。(6分)

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. 下面是两位老师为学生布置的作业。

Teacher 1

Step 6: Homework

1. Write new words and phrases on the notebook.
2. Finish exercise 3 on Page 21. (Textbook)
3. Finish exercises on Page 20-24. (Exercise book)

Teacher 2

Step 6: Homework

1. Find some relative information about today's lesson on the Internet.
2. Share your findings with your group members and present to the whole class next time.

根据上面的信息,从下面三个方面作答:

- (1) 布置作业有什么意义? (8 分)
- (2) 分析两位老师布置作业的特点,并指出其不足之处。(10 分)
- (3) 教师在布置作业时应注意哪些问题(至少 3 个方面)? (12 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 分钟的英语语法课的教学方案。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:某城镇普通中学八年级(初中二年级)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)》三级水平。学生课堂参与积极性一般。

语言素材:

What did you do last weekend? I played soccer. / We went to the beach.

What did she do last weekend? She did her homework.

What did he do last weekend? He went to see the movies.

What did they do last weekend? They played tennis.



2020 年中小学教师资格考试 英语学科知识与教学能力(初级中学)考前冲刺密卷

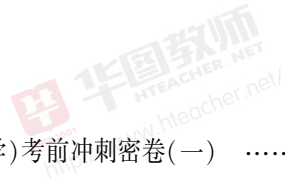


参考答案及解析

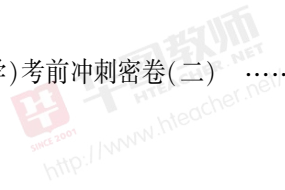




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2020 年中小学教师资格考试英语学科知识与教学能力(初级中学)考前冲刺密卷(三) (9)



2020 年中小学教师资格考试

英语学科知识与教学能力(初级中学)考前冲刺密卷(一)

一、单项选择题

1. D 【解析】考查语音学。句意:从发音方式来看,[p],[b],[t],[d],[k],[g]属于什么音?它们属于爆破音。A项意为“塞擦音”(affricates);B项意为“摩擦音”(fricatives);C项意为“双唇音”(bilabial),属于发音部位;D项意为“爆破音”(stops)。故本题选D。
2. A 【解析】考查语音学。句意:辅音是根据下列哪项分类的?A项意为“气流阻碍出现的位置”,即发音部位,正确;B项意为“舌位”;C项意为“开口度”;D项意为“音的长短”。B项、C项和D项均为元音的分类。故本题选A。
3. D 【解析】考查动词的时态。句意:正在建一个新型的现代学校。这个工作很快就要完工了。题干中的soon是表示将来时的时间状语。故本题选D。
4. C 【解析】考查虚拟语气。句意:老师要求每个学生马上上交家庭作业。request表示“要求”,that引导的宾语从句需用虚拟语气,用(should)+do。故本题选C。
5. B 【解析】考查动词的语态。句意:七大奇观之一的长城值得去参观。be worth doing sth表示值得做某事,用主动形式表示被动。故本题选B。
6. C 【解析】考查定语从句。句意:我喜欢上周举行的第二场足球赛。横线后为定语从句部分,引导词在定语从句中充当主语,因此不能省略,且先行词football match前有序数词the second修饰,因此用that。故本题选C。
7. D 【解析】考查目的状语从句。句意:两国领导人已经举行了几次会议,以此改善两国关系。横线前后两句表示因果关系,且横线后为完整句子,A项和B项后只能接动词原形,C项“到这样的程度”,so that可以引导目的状语和结果状语,C项没有这种用法。故本题选D。
8. C 【解析】考查介词辨析。句意:他会与其他人竞争这场数学竞赛的奖品。compete with sb表示“与”某人竞争,for a prize表示“为了”奖品,in the maths contest表示“在”这场数学竞赛中。故本题选C。
9. A 【解析】考查语义学。句意:“家具”和“桌子”两个词是什么关系?A项意为“上下义关系”;B项意为“反义关系”;C项意为“同义关系”;D项意为“同音同形异义词”。这两个词是包含的关系,桌子是家具的一类,故是上下义关系。故本题选A。
10. D 【解析】考查形态学。句意:下列哪一项不是复合词?复合词的概念是可以拆分成单独的单词,D项不属于复合词,un和able属于词缀,不可以单独使用。故本题选D。
11. A 【解析】考查阅读教学。句意:在阅读课上,学生可以通过多种方式预测文章内容,除了下列哪一项。A项意为“阅读整篇文章”;B项意为“看书上的配图”;C项意为“文章标题”;D项意为“教师给出的关键词”。B项、C项和D项是可在读前预测的形式,A项属于读中过程的活动。故本题选A。
12. B 【解析】考查语法教学。句意:在语法教学时,下列哪种方法更适合教公立学校的学生?A项意为“演绎法”;B项意为“归纳法”;C项意为“引导发现法”;D项意为“呈现”。根据题干的描述,对于学校的学生,归纳法是更合适的,让学生参与其中,思考并归纳出语法规则,能让学生记得更牢固,掌握得更好,也更符合课程标准的要求。故本题选B。
13. B 【解析】考查课堂纠错。句意:为了达到准确性,纠错应该何时进行?A项意为“课后”;B项意为“当错误发生时”;C项意为“在活动的总结阶段”;D项意为“在交流中”。纠错分为即时纠错和延时纠错,当活动注重准确性时,应使用即时纠错。故本题选B。
14. B 【解析】考查合作学习。句意:合作学习强调集体的责任感和什么?合作性学习强调个人的责

任感和集体的责任感。故本题选 B。

15. B 【解析】考查教学设计。句意:下列哪项是教案最重要的部分? A 项意为“教科书和课堂教具”; B 项意为“预见问题和处理问题的灵活性”; C 项意为“课程目标和达到目标的教学步骤”; D 项意为“小结和作业”。教案是课堂教学的计划,更重要的是实施时的灵活性。故本题选 B。

16. C 【解析】考查写作教学。句意:在写作课堂上,下列哪项适合写前环节? A 项意为“写另一篇文章”; B 项意为“打草稿”; C 项意为“头脑风暴”; D 项意为“同伴修订”。A 项、B 项和 D 项都属于写中环节, C 项适合写前环节。故本题选 C。

17. C 【解析】考查口语教学。句意:下列哪项可以训练口语? A 项意为“字谜”; B 项意为“翻译句子”; C 项意为“话剧表演”; D 项意为“画一张海报”。只有 C 项强调并使用的是口语。A、B、D 三项锻炼的都是书面语的表达能力。故本题选 C。

18. B 【解析】考查教学评价。句意:_____评估的目的是提供一种绩效衡量方法,可以用个人在某个已知群体中的相对地位来解释。A 项意为“标准参照性评价”,指的是以某种特定的语言能力标准作为判别标准的测试,而不是与其他考生相比较。B 项意为“常模参照性测试”,是指通过与他人考试成绩进行对比,从而对考试成绩进行评价的测试方式; C 项意为“形成性评价”,评价学生的平时表现和进步; D 项意为“诊断性评价”,一般是指在某项教学活动开始之前对学生的知识、技能以及情感等状况进行的预测。从题中的 relative standing 可知需要和他人进行比较。故本题选 B。

19. B 【解析】考查词汇教学。句意:如果老师打算测试学生对日常饮食和烹饪相关单词的拼写,以下哪种方法不合适? A 项意为“老师向学生听写一个食谱中的 25 个单词”; B 项意为“学生们讨论两张成对的厨房图片之间的差异”; C 项意为“学生在餐馆的菜单上发现错误”; D 项意为“学生根据食物和烹饪的图片写下单词”。A 项、C 项和 D 项均涉及单词的拼写, B 项涉及的是口语表达的输。故本题选 B。

20. C 【解析】考查听力教学。句意:学生有机会将他们从课本中所学的知识融入到他们现有的知识中,并利用听力课文中的信息与他人交流。这个描述属于哪个阶段? A 项意为“读前”; B 项意为“读中”; C 项意为“读后”; D 项意为“哪个都不是”。题干说的是将所学知识与他人进行交流,所以是交际性活动。故本题选 C。

Passage 1

【试题分析】本文是一篇说明文。本文从几个生活场景引到语言的学习上,接着从科学方面解释了孩童和成年人在学习语言方面的差异和优劣势。

21. A 【解析】细节理解题。该题可定位到第一段第三句“Parents help their toddlers out of cycling helmets and jackets. Teachers greet the children with a cuddle and a chirpy ‘Buenos dias!’ In the playground, a little girl asks for her hair to be bunched up into a ‘coleta’”可知,本句陈述的情形都是孩子很小的时候,需要在父母的帮助下脱下头盔和夹克,还不能自己独立完成这些活动,因此, toddler 是小孩儿,约 1~3 岁。故本题选 A。

22. D 【解析】细节理解题。该题可定位到第三段最后一句“And a wealth of factors beyond ageing—like social circumstances, teaching methods, and even love and friendship—can affect how many languages we speak and how well.”除了年龄外,还有很多其他的因素会影响语言的学习。语言学习不是越老越好,不同的年龄段有不同的优势。故本题选 D。

23. A 【解析】推理判断题。不同的年龄段有不同的优势,儿童比较适合“隐性学习”,缺少认知控制,注意力和记忆能力,需要较长的时间和本土语言者进行沟通,成人比较适合“显性学习”。文中没有提到商人、办公室工作人员和老师。故本题选 A。

24. B 【解析】主旨大意题。语言学习并不是越早越好或越晚越好,每个年龄段有其优势,且影响语言学习的因素较多,年龄只是其中一个。故本题选 B。

25. A 【解析】推理判断题。本文从几个生活场景引到语言的学习上,接着从科学方面解释了孩童和成年人在学习语言方面的差异和优劣势。结合选项可知报告这一类型符合题意。故本题选 A。

【试题分析】本文是一篇说明文。主要讲了面试的目的,面试前应该熟悉相关法律以及面试中的四个阶段。

26. A 【解析】词义猜测题。该题可采用词义猜测题的技巧:联系上下文语境。找到 compatible 再往前看, and 表示并列,这句话的意思是:面试的目的是看你的目标和公司的目标是否_____。再结合选项, A 一致, B 不一致, C 互补的, D 可实践的, 根据生活常识可知, 面试是检查个人是否符合公司的一些要求的, 因此应该是看两者是否一致。故本题选 B。

27. B 【解析】细节理解题。该题属于细节理解题的考点一: 5W+1H (what), 故使用题干定位法。第一步: 定。题干中的核心词应为“laws concerning job discrimination”, concerning 和文中的 pertaining to 是同义替换; 第二步: 找。找到相关句子为第二段第二句, 句意为: 在面试之前, 先熟悉一下有关工作歧视的法律。这些知识将增加你与其他申请者处于平等地位的机会; 第三步: 匹配。故本题选 B。

28. C 【解析】细节理解题。该题属于细节理解题的考点一: 5W+1H (what), 故使用题干定位法。第一步: 定。题干中的核心词应为“emphasize your qualifications for the job”; 第二步: 找。找到相关句子为第四段中的 The consultation stage includes responsiveness and enthusiasm, knowing when to interject key points, showing sincerity, highlighting your strengths, and listening intently. highlighting your strengths 与题干中的 emphasize your qualifications 属于同义替换; 第三步: 匹配。故本题选 C。

29. B 【解析】细节理解题。该题属于细节理解题的考点一: 5W+1H (what), 故使用题干定位法。第一步: 定。题干中的核心词应为“second interview”; 第二步: 找。找到相关句子为第六段第二句, 句意为: 当被邀请参加第二次面试时, 利用你的笔记和面试中的反馈来准备面试, 把注意力集中在公司想要的东西上。这里“公司想要的东西”其实就是公司需要什么样的人, 或者公司希望求职者具有哪些特质; 第三步: 匹配。故本题选 B。

30. A 【解析】主旨大意题。文章的前三段提到了如何准备面试, 第四、五段提到了面试期间应该怎么做, 最后几段提到了面试后(以及被录用后)应该怎么办。全文主要是对参加面试的人提出建议。故本题选 A。

二、简答题

31. 【参考答案】(1) 常用评价方式有随堂测验、课堂提问、课堂观察、建立学生成长记录袋、期中期末测验等。(言之有理即可)

(2) 在英语教学过程中评价应注意的问题:

①英语课程评价体系要有利于促进学生综合语言运用能力的发展, 要通过采用多元化的评价方式, 评价学生综合语言运用能力的发展水平;

②通过评价激发学生的学习兴趣, 促进学生的自主学习能力、思维能力、跨文化意思和健康人格的发展;

③评价体系应包括形成性评价和终结性评价。日常教学中的评价以形成性评价为主, 关注学生在学习过程中的表现和进步; 终结性评价应着重检测学生综合语言运用能力, 包括语言技能、语言知识、情感态度、学习策略和文化意识等方面。

④评价应反映以人为本的教育理念, 突出学生的主体地位, 发挥学生在评价过程中的积极作用。

三、教学情境分析题

32. 【参考答案】(1) 此教学案例体现了新课改中“突出学生主体; 采用活动的方法, 倡导体验参与; 注重过程评价, 促进学生发展”的教学理念。

(2) 此教学案例运用了听说法中的游戏活动的教学方法。教师设计的游戏是通过 Chant 的形式让学生练习句型“It is...in...”, 比较新颖, 也很有趣, 能够吸引学生极大的兴趣。

(3) 该案例存在的问题是: 教师请五名学生上台来参加游戏, 台下剩余的学生活动任务不明确, 难以达到操练效果, 活动参与性也会较弱, 容易产生注意力分散等现象。该游戏没有面向全体学生进行设计。教学过程中学生是主体, 任何组织形式的设计都必须有利于学生全面参与教学和实现教育目标为宗旨。

四、教学设计题

33. 【参考答案】**Teaching content:** It is a reading material about David's hobbies.

Teaching objectives:

(1) **Knowledge objective:** Students can know more words and expressions about hobbies and understand the main idea and structure of this passage.

(2) **Ability objective:** Students can obtain the reading strategies like skimming, scanning and careful reading.

(3) **Emotional objective:** Students can form their own hobbies to make life better.

Teaching key point: Students can understand the main idea and specific information of the passage.

Teaching difficult point: Students can talk about hobbies in daily life.

Major steps:

Step1: Lead-in (2 minutes)

Greeting and free talk

After daily greeting, the teacher asks a question: What do you like to do in your spare time? And students can answer the question individually.

(Justification: This question can let students talk about their favorite things freely, which can create a good atmosphere for the whole class.)

Step2: Pre-reading (3 minutes)

Show some pictures about hobbies like reading, painting, growing vegetables and looking after animals on the PPT and ask students two questions.

1. What can you see in the pictures?

2. Can you guess what the passage is mainly about according to these pictures?

(Justification: This activity can arouse students' interest in this passage and lay foundation for the following steps.)

Step3: While-reading (8 minutes)

(1) Skimming

Students are asked to read the passage quickly to check whether their prediction is right and find out the main idea of the passage.

(2) Scanning

Students are encouraged to scan the passage to find out some information about David and his hobbies and fill in the blank.

| Name | identification | hobbies | time in the camp | a book about |
|-------|----------------|--------------------------|------------------|-------------------------------|
| David | student | writing, play volleyball | four weeks | the life of a 16-year-old boy |

(3) Careful reading

Students are invited to read the passage again and have a discussion about the following questions. Then ask some students to share their ideas.

What's the significance of hobbies?

Do you think David is a lucky boy? Why or why not?

(Justification: Through the activity, students can get some specific information about David and his hobbies from the passage and develop their reading strategy of skimming and scanning.)

Step4: Post-reading (5 minutes)

Students are asked to work in groups of four and have a discussion: What is your hobby? Why do you like it? What can you get from this hobby?

(Justification: Students can talk about their hobbies and improve their speaking ability.)

Step5: Summary (1 minute)

Students are encouraged to make a summary of the whole class and the teacher makes necessary supplements. Then the teacher addresses the importance of hobbies and English learning.

(Justification: Students can recall the main content of the whole class and know the emotional objective.)

Step6: Homework (1 minute)

Write a passage about their hobbies and share with classmates next time.

(Justification: Students can consolidate what they have learned and apply what they have learned in daily life.)

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一、单项选择题

1. C 【解析】考查语音学。bad、hat、happily 中的 a 发/æ/, 而 gate 中的 a 发/ei/, 与其他三项不同。故本题选 C。
2. D 【解析】考查语音学。该句是一个选择疑问句, or 之前用声调, or 之后用降调。故本题选 D。
3. B 【解析】考查独立主格结构。句意: 代表们没有达成协议, 要求再进行一轮会谈。agreement 与 reach 之间是逻辑上的动宾关系, 故应采用非谓语动词的 done 形式表示被动关系。故本题选 B。
4. D 【解析】考查固定搭配及时态。句意: “你介意不发出噪音吗? 你妈妈在床上睡觉, 她身体不舒服。”“抱歉, 我不知道。我以为她醒着。”would you mind 为固定用法, 意为“你介不介意……”, 排除 B 项和 C 项; 从时态来看, 说话者之前以为妈妈醒着, 用一般过去时, 排除 C 项。故本题选 D。
5. B 【解析】考查动词词义辨析。句意: 在印度与人交流时, 我接触到了与我完全不同的生活方式。A 项意为“减少到, 使减少”; B 项意为“接触到, 暴露于”; C 项意为“致力于, 委身于”; D 项意为“被转移到”。根据句意, B 项正确。故本题选 B。
6. B 【解析】考查强调句和定语从句。句意: 就是他父亲用石头建成的小房子里他度过了他的童年。第一空是定语从句, 先行词是 the small house, which 指代先行词在句中做主语; 第二空的 that 与 it was 构成强调句型, 对中间的 in the house which was built with stones 进行强调。强调句型的基本结构为: it is/was+被强调成分+that/who+其它成分; 强调句型的最大特点是把 it is/was...that/who... 去掉, 句子仍然成立。故本题选 B。
7. C 【解析】考查表语从句。句意: 他作为一个满腹牢骚者而出名——他总是抱怨一些事。A 项指人, 在定语从句中充当主语或者宾语; B 项为 who 的宾格形式, 在从句中充当宾语; C 项在从句中充当宾语或表语或主语, 也可以用来充当两种成分; D 项通常是物或者事, 在从句中充当主语。此处是一个表语从句的空格充当了主句的表语也充当了从句的主语两种成分, 应用 what。故本题选 C。
8. C 【解析】考查非谓语动词和固定句式。句意: 这个善良的女孩空闲时间确实都用来帮助别人了。devote all one's spare time to doing... 意为“把空闲时间都用来做……”, 注意这里的 she had 是省略了关系词 that 的定语从句, to 为介词, 后面接 helping。故本题选 C。
9. D 【解析】考查形态学。laze 这个词是由 lazy 通过逆生法得来的。back formation 为逆构词法或逆生法, 即把一个语言中已存在的较长单词删去想象中的词缀, 由此造出一个较短的词汇。A 项意为“首字母缩略词”; B 项意为“混合词”; C 项意为“功能性转换”。故本题选 D。
10. B 【解析】考查词类划分。这里代词、介词、连词和冠词都是封闭类词。而动词、名词、形容词等则是开放类词。故本题选 B。
11. A 【解析】考查课堂管理。在课堂管理与教学中, 应以学生为主体。A 项意为“老师为主体”; B 项意为“老师提供清晰的指示”; C 项意为“课堂上既要有原则又要和谐”; D 项意为“合理对待学生的错误”。故

本题选 A。

12. C 【解析】考查词汇教学。呈现新词汇的方法可以是下定义、实物展示、解释等。四个选项中只有 C 项不合适, C 项属于词汇运用环节的活动形式。故本题选 C。

13. D 【解析】考查语音教学。当教师在教学生发音的时候,不可以依赖于解释。故 D 项不正确。A 项意为“使用手和手臂来进行合唱发音练习”;B 项意为“在做合唱练习时绕着教室来回转”;C 项意为“尽量使用直观教具”。故本题选 D。

14. B 【解析】考查教学评价。关注学习的过程是形成性评价(formative assessment),而不是终结性评价(summative assessment)。A 项意为“测试不等同于评价”;C 项意为“应该给学生机会去评价他们自己的表现”;D 项意为“评价指在某一学习过程阶段发现学习者知道什么以及能做什么。”故本题选 B。

15. A 【解析】考查语法教学。句意:在语法教学时,下列哪种方法更适合教学甚至在空闲时都很少有时间学习的办公室员工? A 项意为“演绎法”;B 项意为“归纳法”;C 项意为“引导发现法”;D 项意为“呈现”。根据题干的描述,演绎法相对归纳法来说更省时,因此更适合学习时间较少的人。故本题选 A。

16. B 【解析】考查纠错方法。在这个例子中,教师并没有直接说出“You are wrong.”,而是通过重复并说出正确表达的方式间接纠正了学生的语法错误,以保护学生的自尊心和学习英语的积极性,B 项正确。A 项意为“帮助自我纠错”;C 项意为“容忍纠错”;D 项意为“同伴纠错”。故本题选 B。

17. C 【解析】考查阅读教学。“picking out some particular pieces of information in a text”就是对 C 项的解释和阐述,指“寻读”,为正确选项。A 项意为“略读”,略读时可以有意识地略过一些词语、句子甚至段落。有时只需选读每段的首、尾句,有时则只要指出段落的主题句,抓住阐述主题的主要事实或细节即可;B 项意为“推断”,推理判断要求学生以理解全文为基础,从文章提供的各个信息出发,对文章逐层进行分析,最后准确推断出文章的中心思想;D 项意为“跳读”,均不符合题意。故本题选 C。

18. C 【解析】考查教师角色。A 项体现老师是评价者角色;B 项体现老师是组织者角色;D 项体现老师是帮助者、促进者角色;只有 C 项“走动并观察每位学生在小组活动中的表现情况”正确体现了教师的观察者角色。故本题选 C。

19. B 【解析】考查词汇教学。标记、选择不同的一项和单词联想都可用于巩固词汇。而 B 项意为“使用最小对立体”,对巩固词汇无作用,适用于语音教学的练习环节。故本题选 B。

20. B 【解析】考查义务教育课标的分级标准。根据《义务教育英语课程标准(2011 版)》,学习策略包括认知策略、调控策略、交际策略和资源策略等。教师应在教学中,帮助学生形成适合自己的学习策略。认知策略是指学生为了完成具体学习任务而采取的步骤和方法,D 项属于认知策略。调控策略是指学生对学习进行计划、实施、反思、评价和调整的策略,C 项属于调控策略。交际策略是指学生为了争取更多的交际机会、维持交际以及提高交际效果而采取的各种策略;资源策略是指学生合理并有效利用多种媒体进行学习和运用英语的策略,A 项属于资源策略。而 B 项不属于学习策略。故本题选 B。

Passage 1

【试题分析】本篇文章介绍了 UBS 银行目前面临的困境以及其解决困境的一系列措施。第一段讲述 UBS 银行面对困境时作了强行止血的选择;第二段讲述 UBS 目前面临的不好的因素;第三段第四段分析了其估值的方式;第五段讲述 UBS 解决资金困难的一系列措施;第六段是对未来前景的预估。

21. C 【解析】推理判断题。第一段中,作者将一系列的措施比喻为“热烙铁”,而这些措施又是在为 UBS 提供资金,是一些好的措施,这个比喻让人费解。但结合第一段的上下文就可以理解,文章第一段开头就摆出 UBS 面临的抉择,是有控制地“流血”还是“被灼伤”,UBS 选择了后者,先是将伤口裸露出来,接着就来了“热烙铁”。联系前后文可以想到,热烙铁可以灼伤伤口,但也可以让伤口马上止血,也就是可以让 UBS 避免进一步的损失。故本题选 C。

22. C 【解析】细节理解题。题干是关于估量方法 mark-to-model 的,这在文章第三段中有所提及。关键的一句话就是,和 mark-to-market 方法相比,采用这种方法产生的恶化速度要慢一些,因为市场方法可迅速估算出未来所有可能有的损失。要注意的是,which have the effect of instantly crystallizing all expected future losses 是修饰 mark-to-market 方法的定语从句,这一点容易混淆。故本题选 C。

23. D 【解析】推理判断题。题干中提到的“转变”是指 UBS 的评估方法由模式方法转变为将市场结合进来的方法, Marcel Rohner 认为这种转变是“转移注意力的”, 由上文可知, 这种转变是 UBS 的高层为了避免数月来对银行曝光的猜测。因此, 所说的“转移注意力”是避免人们的各种猜测, 那么 D 项最为符合。另外需要注意的是, C 项的内容只是对原文内容作了很小的修改, 但意思却与原文相反。故本题选 D。

24. B 【解析】词义猜测题。根据上下文, 绝大部分的救助基金来自君主财产基金, 这个基金对于许多身处困境的银行来说就像是白衣骑士, 由此可以推断, “白衣骑士”可能代表救助他人的人, B 项和 C 项都有这层意思。根据其救助对象是身处困境的银行, 且更侧重于危难时的救助, 对银行来说仿佛就是救世主。故本题选 B。

25. C 【解析】观点态度题。这篇文章比较客观地描述了 UBS 目前面临的困境和其为了摆脱这个困境要采取的方法, 作者虽然在前面几次提到 UBS 得到了一些资助, 有望转好, 但文章最后一段提出, UBS 目前也面临众多问题, 所以结局还有待观望。文章的最后一句明确表明了作者不确定的态度。故本题选 C。

Passage 2

【试题分析】这篇文章介绍了聚碳酸酯瓶被撤事件及相关的原因。第一段、第二段介绍了聚碳酸酯瓶被商家撤柜情况; 第三段讲述该瓶子兴盛起来的原因; 第四段讲述对制造该瓶子的化学物质 B.P.A 人们的一些担忧; 第五段、第六段分别列出一些人为该瓶子对人类没有危害的研究和评论。

26. A 【解析】词汇猜测题。文章第三段讲, 当时由于加拿大教会和环境组织害怕大量使用塑料制造容器, 所以发动了许多运动。而因为 Nalgene 牌的瓶子可以重复使用, 具有环保特征, 因此在校园和其他许多地方应该是普及了, 到处能看得到了。omnipresent 意为“遍及各处的, 普及的”; popular 意为“流行的”; common 意为“共同的, 普通的”; usual 意为“通常的”。故本题选 A。

27. C 【解析】细节理解题。文章第四段提到, 旧金山州长会议曾经通过了一项法律, 该法律禁止在儿童产品中使用 B.P.A., 但是这个法律还没有实施的时候, 就因为有一个行业诉讼, B.P.A. 就被从这项法律中除去了。由此可以推测, 该法律可能同时规定了儿种化学物质都不能用于制造儿童产品, 后来只是重新修订了该法律, 将 B.P.A. 除去了。故本题选 C。

28. A 【解析】细节理解题。这个题目是有关 Tom Cummins 的看法的, 这在第五段有所提及。A 项和 B 项都针对他陈述的前半部分内容, 关键是看这个句子如何理解: Rarely has a chemical been the subject of such intense scientific testing and scrutiny..., 意思是说很少有一种化学物质能受到这么严格的测验, 也就是说 B.P.A. 受到的测验很严格, 那么 A 项是错误的。C 项和 D 项符合后半句的陈述。故本题选 A。

29. C 【解析】推理判断题。题干是关于独立专家小组的报告的, 这在文章第六段有所提及。根据第六段最后一句“it had “negligible concern” about the chemical’s effect on adult reproductive systems but raised some concerns about its impact on children and pregnant women.”可以看出, B.P.A 对生殖系统的影响是 negligible (微弱的, 微不足道的), 而对儿童和妇女的影响是 some concerns (有一定忧虑)。trifling 意为“微不足道的”, 故 C 项符合题意。A 项说对生殖没有影响, 过于绝对。故本题选 C。

30. B 【解析】观点态度题。这篇文章分析了人们对于聚碳酸酯瓶子中的化学物质 B.P.A. 的看法和争议, 列出了一些科学研究和判断的结果, 可以得出结论, 就是该瓶子中的 B.P.A. 对人类的影响有限, 因此作者对使用该瓶子的态度是肯定的。故本题选 B。

二、简答题

31. 【参考答案】(1) 从基础入手, 培养思维能力, 提高听力水平

听力教学应从基础入手, 记单词应手, 眼、耳、喉并用, 即眼睛看着手在写的字, 嘴里念出其读音, 心里想着 (从意义上理解) 该词所指的事物或概念, 并尽可能将概念与具体事物或行为相联系, 在脑子里显示出视觉形象。

(2) 在听力过程中注重听力微技能的训练

听力技能的获得是积累的过程, 有一定的量变才能有质变的产生, 在听力教学的过程中, 应注意加强学生听力微技能的训练。学生所具备的听力理解能力也必须由各种听力微技能所组成, 这些微技能包括: 连贯表达出辨别语音的技能; 准确理解概念意义的技能; 培养捕捉要点和重要信息的能力; 培养学生推导和猜测的能

力;培养学生的记存能力;逐步培养学生做笔记的能力。

三、教学情境分析题

32. 【参考答案】(1)优点:

①导入环节教师通过播放《动物世界》的视频,引起学生的共鸣,激发学生学习本节课内容的兴趣。

②在教学训练环节,教师通过抢答单词等各种活动练习和巩固所学的单词,全体学生都可以积极参与到课堂活动中,体现了面向全体学生的思想。

③教师通过展示图片和播放视频资料,使学生将所学单词与动物生活实景联系在一起,为学生丰富记忆表象,建立想象空间,提供了直观形象的教学语境和自然语境,体现了以学生为本的理念。

④教师在教学过程中运用图片、视频、声音等各种教学资源,丰富课程资源,拓展学生学习的渠道,并且提高学生学习的积极性。

⑤教师的教学活动设计由易到难,循序渐进,符合学生学习的特点。先是给学生动物图片,然后通过动物部分图片的展示,最后是通过动物的叫声的方式对动物单词进行练习和巩固,活动难度渐渐提升。

缺点:教学单词时教师通过提供单词卡片进行教学,并且教师直接讲解单词,学生跟读单词发音,该做法缺少启发性。

(2)单词教学也需要创设一定的情景,让学生在情景中进行单词的学习。该案例中的教师可以通过导入播放的视频中的动物进行教学,这样就能实现所学知识与语言情景的结合,学生能更好的理解单词的含义。

四、教学设计题

33. 【参考设计】1. **Teaching Contents:** It contains a dialogue about the best ways to learn English. It can help students to learn some important sentence patterns.

2. **Teaching Objectives:**

(1) **Knowledge objective:** Students can master the sentence patterns: What about...? Have you ever studied with a group? Yes, I have. I've learned a lot that way.

(2) **Ability objective:** Students can improve their listening and speaking abilities and communicative competence.

(3) **Emotional objective:** Students can cultivate the habit of joining English club in their school to improve their English skills.

3. **Teaching Key and Difficult Points:**

Communicate with others on the topic—"the best way to learn English" freely.

4. **Teaching Procedures:**

Step 1 Lead-in (2 minutes)

Free talk with the students. Ask students some questions:

(1) How do you usually learn English?

(2) Do you think the ways are useful or not, why?

Guide the students to talk about their ways of learning English.

(Justification: Arouse the students' learning interest by free talk. Lead them to today's topic naturally.)

Step 2: Presentation (8 minutes)

(1) Ask students which way do you think is the best to learn English. Then, play the tape for the students for the first time, ask them to pick from the listening material the ways they hear.

(2) Ask the students to listen to the tape again. At this time, the students should tell the following sentences right or wrong, then I will check their answers.

Sentences:

① Reading aloud can practice writing ability.

② New words can be found in a dictionary.

③ Writing a diary doesn't help in learning English.

④ Studying with a group is useful for English study.

(3) After listening to the tape, ask the students:

① Have you ever studied with a group?

② What about watching English novels?

The students can share their ideas with their partners.

(Justification: Through presentation, they can get familiar with the conversation and the sentences. Their listening and speaking ability can be improved.)

Step3: Practice (3 minutes)

Show some ways of learning English on the screen. Ask the students to talk about those ways and share their ideas about the effect of each way.

Then ask some pairs to show their conversation.

(Justification: Practice what they have learnt in pairs and improve their critical thinking ability.)

Step4: Consolidation (5 minutes)

Divide the class into 5 groups, with each group 10 people. Ask each group to act as the members of English club and discuss the best way of learning English.

Ask two groups to act in front of the whole class. Give comments, especially appraisals.

(Justification: This activity can make all students participate. Through this group work, students can consolidate the usage of the key words and sentence structure.)

Step5: Summary and Homework (2 minutes)

Summary: Do the summary together with the students. Let them know what they have learned in this lesson.

Homework: Ask students to introduce one of the effective ways of learning English to their partners and to write two sentences with "What about...?" and two sentences with "verb+by with gerund".

(Justification: Summary is the extension of class and helps them to enhance what they have learned in this class. Homework can make students get more methods of learning English from other students.)

2020 年中小学教师资格考试 英语学科知识与教学能力(初级中学)考前冲刺密卷(三)

一、单项选择题

1. B 【解析】考查语音学。narrow、row 和 borrow 的 ow 均读作/əʊ/, allow 中的 ow 读作/aʊ/。故本题选 B。

2. D 【解析】考查语音学。音位变体指的是一个音素在不同的环境下发音会有微妙变化,同属于一个音位的不同音素叫做“音位变体”(Allophones)。A 项意为“最小对立体”;B 项意为“语素变体”;C 项意为“音素”;D 项意为“音位变体”。故本题选 D。

3. D 【解析】考查动词的时态。句意:大学毕业后,他被一所中学雇佣,之后一直在那里工作。根据空格后面的 there ever since 中的时间状语“ever since”(自从,从那时到现在)可知,他工作(work)这个动作从他被那个学校雇佣工作一直持续到现在,要用现在完成时。故本题选 D。

4. 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, C 项正确。故本题选 C。

5. B 【解析】考查连词词义辨析。句意:尽管一些人批评涂鸦,认为它非常丑陋而且具有破坏性,但

是,涂鸦爱好者们仍然将涂鸦看作是真正的艺术。A项意为“由于”;B项意为“尽管,当……时候”;C项意为“一旦”;D项意为“直到”。引导让步状语从句用 while。B项正确。A项 as 引导让步状语从句时,从句必须用倒装。故本题选 B。

6. D 【解析】考查定语从句。第一空前面的 years 是表时间的名词作先行词,而其后的句子主干成分完整,缺少时间状语,所以用 when 来引导定语从句,when 在从句中作时间状语;第二空前面有逗号,这里引导的是一个非限制性定语从句,用 which 来指代前面所说的内容。故本题选 D。

7. C 【解析】考查动词短语辨析。句意:Lord Elgin 偷的后来卖给英国政府的雕塑被移交给了大英博物馆。A项意为“出现”;B项意为“拒绝”;C项意为“移交”,turn over to sb./sp.意为“移交给……”;D项意为“不准……入内”。根据句意和选项,可确定 C 项为正确答案。故本题选 C。

8. B 【解析】考查虚拟语气。句意:如果去年圣诞节 Amy 没有勇气许下这样一个简单的愿望——不要因为残疾而被嘲笑,她现在仍然会感到孤独。根据“last Christmas”判断此处是与过去事实相反的一种假设,应该用过去完成时。注意 A 项 had dared not 中 dare 是情态动词,故没有过去分词形式,而 B 项 hadn't dared to 的 dare 是实义动词,后面可接 to do。故本题选 B。

9. B 【解析】考查形态学。foot/feet 以及 goose/geese 都是中缀 infix。A 项意为“后缀”;C 项意为“前缀”;D 项意为“词根”,都不符合。故本题选 B。

10. C 【解析】考查形态学。Kodak“柯达”一词是为了满足人类生活的新情况,比如在经济技术领域而创造发明出来的,是 coinage 或 invention(新创造的字或词)。A 项意为“首字母缩略词”;B 项意为“混合词”;D 项意为“缩写词”。故本题选 C。

11. D 【解析】考查义务教育课标的实施建议。教材编写原则包括发展性和拓展性原则、科学性原则、思想性原则、趣味性原则、灵活性和开放性原则。A 项意为“实用性”;B 项意为“能效性”;C 项意为“有效性”;D 项意为“思想性”。故本题选 D。

12. A 【解析】考查听力教学。句意:在听力课堂上,下列哪项不是读前环节的目的? A 项意为“获取具体信息”;B 项意为“熟悉话题”;C 项意为“解决生单词的问题”;D 项意为“提供更多背景信息”。B 项、C 项和 D 项是读前环节的目的,A 项应为听中环节的活动目的。故本题选 A。

13. A 【解析】考查教学法。全身反应法属于理解型教学法,它特别强调听力方面的理解。教师用外语下达指令,学生只需用肢体动作来回应教师的指令即可。故本题选 A。

14. C 【解析】考查教学法。老师采取的是“听音理解对话的含义——模仿——重复”这样一个教学过程,因此,该教师使用的是听说法。A 项意为“交际法”;B 项意为“任务型教学法”;C 项意为“听说法”;D 项意为“视听法”。故本题选 C。

15. D 【解析】考查口语教学。句意:在口语活动中,说话者经常避免使用艰涩的词汇或者结构,而使用比较简单的词汇或结构。这种学习策略是什么?这种交际策略叫做迂回策略(Avoidance)。A 项意为“简单化”;B 项意为“归纳”;C 项意为“释义”;D 项意为“迂回”。故本题选 D。

16. C 【解析】考查阅读教学。句意:组织学生预测文章的内容应该是在哪个环节? A 项意为“读后”;B 项意为“读中”;C 项意为“读前”;D 项意为“测试”。根据 PWP 教学模式,预测文章内容应该在读前环节。故本题选 C。

17. D 【解析】考查义务教育课标的分级标准。根据新课标要求,英语学习的策略包括认知策略、调控策略、交际策略和资源策略等。D 项意为“应试策略”,不属于四个学习策略。故本题选 D。

18. B 【解析】考查义务教育课标的实施建议。根据新课标要求,教师要善于结合实际教学需要,灵活地、有创造性地使用教材,对教材的内容、编排顺序、教学方法等方面进行适当的取舍或调整。A 项意为“合理地使用教材教学”;B 项意为“灵活地和有创造性地使用教材”;C 项意为“按照规定使用教材”;D 项意为“循序渐进地使用教材”。故本题选 B。

19. B 【解析】考查语音教学。句意:如果一个学生在发/w/和/u/两个音时有困难,下列哪项不能帮助他? A 项意为“在最小对立体中对比两个音的发音”;B 项意为“让学生用包含这两个音的单词写作”;C 项意为“解释如何发出这两个音”;D 项意为“给学生展示区分这两个发音的录像”。A 项、C 项和 D 项都对

所帮助,B项中的写作对学生发音没有帮助。故本题选B。

20. C 【解析】考查教学模式。“3P教学法”也称“三位一体教学法”,是在交际语言教学模式影响下的产物。它把语言教学分成三个阶段:呈现(presentation)、操练(practice)、production(产出)。在新知呈现过程中,教师把要学习的新的语言知识介绍给学生,激发学生的求知欲。在语言操练阶段,教师要鼓励学生尽可能用刚刚学习的新知识进行练习。在语言产出阶段,学生被要求创造性地运用所学知识,做到灵活自由地运用语言,实现正确并流利地进行交际的目标。故本题选C。

Passage 1

【试题分析】这篇文章介绍了联合国环境官员就转基因食品提出的决议的一些情况。第一段介绍该决议目前在欧洲委员会中流传;第二段是环境专员具体在其决议中的观点;第三段讲述如果该决议落实将会是首例;第四段是美国贸易代表发言人的观点;第五段讲述 Dimas 先生决议的一些情况;第六段、第七段是其他人 and 机构的一些观点。

21. D 【解析】细节理解题。文章一开头就提到,欧盟环境官员确定了一些事实,并且建议禁止销售转基因作物的种子。然后就提到决议在欧盟委员会内部通报。这样给人的感觉仿佛是这些官员拟定的决议,但文章下面的论述多次提到 Dimas 先生在决议中的观点,第六段也提到他的决议虽然是初步的,但可能有很大影响。由此看来,该决议是 Dimas 先生提出的可能性大。故本题选D。

22. D 【解析】推理判断题。文章第一段第三句“Some officials there are skeptical of a ban that would upset the powerful biotechnology industry and could exacerbate tensions with important trading partners like the United States”指出,这些决议目前在欧洲委员会内部通报,一些官员对禁令表示怀疑,主要是害怕禁令会影响外交关系。而从文章下面的部分可以看出,这些决议仿佛在欧洲委员会中间得到了一些支持,那么可见,这些官员所持的态度是有分歧的。故本题选D。

23. C 【解析】细节理解题。A项,从全文可以看出,这些决议只是初步拟定的,还没有最后确定,而且文章也没有明确说明是否同时出于政治和生物上的考虑,因此该选项不正确。B项,文章并没有提到欧盟所有成员国是否都对该项决议表示热烈欢迎。C项,文章第五段中,Dimas 先生的发言人谈到了这一点,说即使没有确凿证据,欧洲委员会也可以基于“预防原则”做出决定,因此这个选项是正确的。D项,目前关于该决议还没有明确的说法,所以该选项错误。故本题选C。

24. B 【解析】推理判断题。Dimas 先生在其拟定的决议中多次引用了关于转基因产品的研究,其目的是要证实自己的决议是有根据的,这样就更有说服力。因此B项是正确的。A项,他自己拟定决议在先,这些官员怀疑在后,因而拟订时官员们不一定存在这种想法。C项在文中没有提到。D项,这不是其主要的目的。故本题选B。

25. A 【解析】词汇猜测题。根据上下文“Although still preliminary, his decisions could drastically tilt the policy against future approvals of genetically modified crops, said Nathalie Moll, a spokeswoman for Europabio, an industry group with 80 members including Syngenta, Pioneer and Dow”可见,尽管他的决议还是初步的,但是却能够让政策倾向于反对未来批准转基因食品。故本题选A。

Passage 2

【试题分析】这篇文章介绍了 Esdaile 先生的《拿破仑战争》一书。文章第一段讲述了该书解释性的特征;第二段讲述书中战争的梗概;第三段讲述其研究的创新之处;第四段讲述战争延续了很久的原因所在;第五段讲述拿破仑性格对于这次战争的影响;第六段总结了该书的特色。

26. D 【解析】推理判断题。这篇文章主要分析了 Esdaile 先生的《拿破仑战争》一书,第一段就提到,这本书和以往的类似图书不同,“为什么”贯穿全书,主要就是分析了拿破仑战争的起因、战争持续时间很长的原因,以及战争的目的。该书是解释性地谈论历史。故本题选D。

27. B 【解析】细节理解题。文章第三段提到,拿破仑战争的起因不是意识形态而是地理政治,是因为欧洲各国间势力不均衡而引发的。最后一段也提到,发生战争是因为欧洲各国间势力不均衡。因此,拿破仑战争是因势力不均衡而起的。故本题选B。

28. D 【解析】细节理解题。文章第三段指出,Esdaile 先生让旧故事出新意的方式有三点:第一点是看

起来不很重要的冲突如何演变为大的战争;第二点是拿破仑并不一定被击败了;第三点,也是首当其冲的一点是,这场战争并不是基于意识形态的,而是起源于地理政治的。这三个创新点在四个选项中只有D项提到了其中之一。故本题选D。

29. B 【解析】细节理解题。第四段提到,法国的敌人中几乎没有一个是为了让法国改朝换代而进行战争的,本来可以有讲和的机会,但是战争却一直在继续,原因就是只要法国在拿破仑的统治下,那么别国就不知道法国什么时候才会停止侵略,这些国家自身随时都有可能遭到法国侵略的危险。因此,它们一直进行战争的原因还是害怕这种潜在的危险。故本题选B。

30. B 【解析】细节理解题。A项,文章第五段提到,即使拿破仑不存在,欧洲的列强也会进行战争,只是因为他的存在而使得战争更为残酷、规模更大。B项,文章第六段提到,战争是因为欧洲各国间的势力不均衡引起的。C项,文章第六段提到了这一点。D项,各国间的不同也就是欧洲的势力不均衡。故本题选B。

二、简答题

31. 【参考答案】(1)教学反思,或反思性教学是一种属于教师的反思性实践,具体来说,是教师以自己的教学活动过程为思考对象,对自己教学的行为、决策以及由协作产生的结果进行审视和分析的过程。

(2)注意事项:

①教学反思的内容要具体合理:反思要针对具体的教学环节与设计内容进行,不能过于笼统,也不能从观念与理论上做一些大而无边、空洞无物的说明;不当套用特定的理论标准或使用过高的、不切实际的标准来反思自己的教学过程。

②教学反思的分析与表述要准确:要准确地说明所分析的对象,分析的逻辑要清晰明了,不要使用一些模糊的、自编的,或只是在小范围内熟知的、常用的套话或术语。

③教学反思的要求要客观:要以改进教学效果、提高学生的学习效率为目标,不应当一味地拔高要求,或是无原则地自我批评。

(3)教学后反思的内容:

教学后反思围绕教学内容、教学过程、教学策略进行。具体为:

①教学内容方面

确定教学目标的适用性;对目标所采取的教学策略做出判断。

②教学过程方面

回忆教学是怎样进行的;对教学目标的反思:是否达到预期的教学效果;对教学理论的反思:是否符合教与学的基本规律;对学生的评价与反思:各类学生是否达到了预定目标;对执行教学计划情况的反思:改变计划的原因和方法是否有效,采用别的活动和方法是否更有效;对改进措施的反思:教学计划怎样修改会更有效。

③教学策略方面

感知环节:教师要意识到教学中存在的问题与自己密切相关;理解环节:教师要对自己的教学活动与倡导的理论、行为结果与期望进行比较,明确问题根源;重组环节:教师要重审教学思想,寻求新策略;验证环节:检验新思想、新策略、新方案是否更有效,形成新感知,发现新问题,开始新循环。

三、教学情境分析题

32. 【参考答案】(1)布置作业的意义:

①可以及时检查听课的效果和掌握知识的程度,及时发现所学知识的缺漏并加以弥补。

②可以加深对知识的理解和记忆。作业是对知识的实际应用,使知识的掌握变得更加准确、灵活和充实,促进了知识的“消化”过程,使知识的掌握进入到应用的高级阶段。

③可以提高思维能力,培养学生独立学习的能力和习惯。作业可以要求学生把所学的知识运用于生活当中,让他们学会解决问题。比如与外国友人交流,可锻炼他们的交际能力。作业中的问题可以引起学生积极思考,在分析和解决的过程中得到“思维的锻炼”。

④可以给教师提供教学的信息反馈,是检测、调控教学过程的依据。教师从作业的批改中能全面了解学生的课堂接受程度、个体的离散和差异,进而有针对性地辅导学生,更有效地帮助学生掌握书本知识,同时有

针对性地安排后续章节的教学。

(2) 两位老师布置作业的特点及其不足之处:

第一位教师布置作业的特点是作业布置紧贴考试内容,注重知识的掌握。

不足之处:比较枯燥、死板,无法引起学生的兴趣;作业量太大。

第二位教师布置作业的特点是注重锻炼学生收集资料、自主学习、团队合作的能力。

不足之处:作业的完成缺少有效的监督,很难落实学生是否认真地搜集资料。

(3) 注意事项:

①量的适中性。作业太少,这不到目的;作业太多,会使学生望而生畏,甚至会损害学生学习英语的积极性。教师应指导学生在有限的时间内,主要进行学习方法的探索和知识的系统归类。因此,教师应把握好作业的量。

②难度的层次性。英语课程标准提倡“以人为本”“尊重学生个体差异”,教师在教学过程中应该正视学生在接受和应用知识能力上的差异,给不同层次的学生布置程度不同的作业。一般可分为三层:第一层是为学困生布置的基础题,这类题浅显易懂又可使学生在做作业时增强自信心;第二层是为大部分学生用来巩固所学知识的作业题;第三层是发展题,这一层次要求要略高于教学要求,主要针对学习程度较好的同学,以培养他们的思维灵活性和创新性。

③内容的生活性。英语课程标准提出要改变学习方式,注重“体验、实践、参与、交流与合作”,强调学生“用英语做事情”的要求。作业内容应该与现实生活关联,使学生能用英语来解决生活中的问题。

④完成的有效性。教师布置的口头作业,如记忆语篇、和同伴编一段情景对话、用英语向家人介绍某人某物等,由于没有有效地监督和及时有效地检查,有的学生忽视了这项作业,失去了锻炼口头交际能力和语言的综合运用能力的机会。针对此现象,教师在布置作业时要确保作业的有效完成。

⑤形式的多样性。新课标背景下的英语教学强调以人为本,因此,布置作业时重视学生兴趣,注意多样性,给学生充分的选择和自主权,选择最能体现自己能力的作业形式。

四、教学设计题

33. 【参考设计】1. **Teaching Contents:** This lesson is about some sentences of simple past tense.

2. **Teaching Objectives:**

(1) **Knowledge Objective:**

Students can master the usage of simple past tense.

(2) **Ability Objective:**

Students can use simple past tense to talk about things that happened in the past.

(3) **Emotional Objective:**

Students have the desire to communicate with each other using simple past tense to talk about the things that happened in the past.

3. **Teaching Key and Difficult Points:**

(1) **Teaching Key Point:**

How to guide students to master the usage of simple past tense.

(2) **Teaching Difficult Point:**

How to make students use simple past tense in proper situations.

4. **Major Steps:**

Step 1: Lead-in

Free Talk (1 minutes)

The teacher asks students “What do you usually do at weekends?” and the students answer the question.

(Justification: Review simple present tense and some phrases by free talk. Lay a foundation for this lesson.)

Step 2: Presentation (8 minutes)

(1) The teacher asks students “What did you do last weekend?” and helps them to answer the question. The

teacher writes the answers on the blackboard like this:

I usually play soccer at weekends.

I played soccer last weekend.

I usually listen to the radio at weekends.

I listened to the radio last weekend.

I usually go to see movies at weekends.

I went to see the movie last weekend.

The teacher asks the students to summarize the characteristics of the sentences in the right-hand column and explains simple past tense to the students. Students will see the structure of simple past tense clearly, and that is “subject+verb (past tense)+adverbial of past time”.

After that the teacher shows some pictures and asks students to make sentences using “What did you do last weekend? I did...”. Then the teacher encourages students to show their sentences.

(2) Present the verb forms of past tense

After the students have understood the structure of simple past tense, the teacher asks them to focus on the verbs in these sentences. And then the teacher asks students a question “The word ‘play’ becomes ‘played’, ‘listen’ becomes ‘listened’ and ‘go’ becomes ‘went’, why does this happen?”

After students’ discussion, the teacher tells them that the first two words are regular variations and the last one is an irregular variation.

(Justification: The inductive method which is used here to present the language point of simple past tense is very useful. Students can have a better understanding of the structure and usage of simple past tense.)

Step 3: Practice (3 minutes)

Substitution practice

The teacher asks students to substitute the underlined part with the proper forms of the given words.

She, do her homework last night.

He, play the tennis last Monday.

They, watch TV yesterday.

We go to the beach last weekend.

(Justification: The substitution practice can help students master the structure and usage of simple past tense clearly.)

Step 4: Consolidation (6 minutes)

Group Work

Four students a group, talk about what did their family do during last weekend. Share their activities and try to make a comment on their group members’ activities.

(Justification: Through TBLT method, arouse the students’ interest in learning English and help them apply simple past present tense in real situations.)

Step 5: Summary (1 minute)

Students summarize what they have learned and the teacher makes supplements.

(Justification: Summary is the extension of class and helps them to enhance what they have learned in this class.)

Step 6: Homework (1 minute)

Make an interview about what their parents did on weekends and make a new dialogue. Tomorrow students will be invited to perform in the platform.

(Justification: Homework can make students get more familiar with the knowledge today and put it into practice.)