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教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（一）

（考试时间：120分钟　满分：150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选择一个最佳答案，错选、多选或未选均无分。

1. The state-owned companies make a great _____ to the development of the economy.

A. distribution　　B. contribution

C. progress　　D. program

2. —Can you lend me the book *A Gentleman in Moscow*?

—Sorry, I returned it to the library yesterday. Maybe it is still _____.

A. available　　B. affordable

C. acceptable　　D. reliable

3. This is extremely dangerous work. If the wind direction changes at any time, these firefighters will put their lives _____.

A. in order　　B. in favor

C. at risk　　D. at hand

4. _____ in the countryside, he knew a lot about the local culture.

A. To teach　　B. Teach

C. Taught　　D. Teaching

5. Half an hour later, Lucy still couldn't get a taxi _____ the bus had dropped her.

A. until　　B. when

C. although　　D. where

6. Only when they left school _____ how much their teachers loved them and helped them.

A. they realized　　B. do they realize

C. had they realized　　D. did they realize

7. It is vital that every citizen in China _____ the core socialist values to practice.

A. apply　　B. applies

C. is to apply　　D. would apply

8. /m/, /n/ are _____.

A. fricatives　　B. dentals

C. laterals　　D. nasals

9. B's answer violates the Maxim of _____.

A: Shall we get something for the kid?

B: Yes. But I veto C-A-N-D-Y.

A. Quantity　　B. Quality

C. Manner　　D. Relation

10. What is the relationship between "furniture" and "table" ?

A. Antonymy.　　B. Hyponymy.

C. Polysemy.　　D. Synonymy.

11. Which of the following does a teacher want his/her students to develop if he/she asks them to overcome language obstacles to intercourse by explaining and repeating?

A. Metacognitive strategy.　　B. Cognitive strategy.

C. Communicative strategy.　　D. Affective strategy.

12. The Audio-lingual Method bears the following features except that _____.

A. language learning is based on imitation and memorization

B. foreign language learning is a process of forming mechanical habits

C. learners learn to use a language through using it to communicate

D. the use of mother tongue is limited

13. Which of the following activities can be adopted at the pre-reading stage?

A. Rearranging the material.

B. Predicting the main idea of the text.

C. Writing a summary of the text.

D. Locating the specific information.

14. When a teacher presents the function and usage of "prefer to do sth." in a passage, he/she most probably focuses on the _____.

A. language form　　B. language structure

C. language skill　　D. language use

15. If a teacher attempts to implement the bottom-up model to teach listening, he/she is likely to present _____.

A. new words after playing the recording

B. new words before playing the recording

C. background information after playing the recording

D. background information before playing the recording

16. If a teacher intends to test students' spelling of words connected with everyday food and cooking, which of the following ways is not appropriate?

A. The teacher dictates 25 words from a recipe to students.

B. Students discuss the differences between two pictures of kitchens in pairs.

C. Students find the mistakes in a restaurant's menu.

D. Students write down the words according to the pictures about food and cooking.

17. Which activities are not communicative in teaching speaking?

A. Information-gap activities.　　B. Accuracy-focused games.

C. Debates and interviews.　　D. Problem-solving activities.

18. To achieve fluency, when should correction be conducted?

A. After class.

B. The moment an error occurs.

C. At the summary stage of the activity.

D. During the course of the communication.

19. At what stage of a lesson will a teacher be likely to ask students to make a survey about a topic?

A. Lead-in.　　B. Presentation.

C. Practice.　　D. Production.

20. Which of the following activities can best promote students' speaking skills?

A. Doing cloze exercises.

B. Doing oral presentations.

C. Writing a summary of a story.

D. Copying sentences from the reading passage.

请阅读Passage 1，完成第21~25小题。

Passage 1

On a recent sunny day, 13000 chickens roam over Larry Brown's 40 windswept acres in Shiner Texas. Some rest in the shade of a parked car. Others drink water with the cows. This all seems random, but it's by design, part of what the $6.1 billion U.S. egg industry bets will be its next big thing: climate-friendly eggs.

These eggs, which are making their debut now on shelves for as much as $8 a dozen, are still labeled organic and animal-friendly, but they're also from birds that live on farms using regenerative agriculture—special techniques to cultivate rich soils that can trap greenhouse gases. Such eggs could be marketed as helping to fight climate change.

"I'm excited about our progress," says Brown, who harvests eggs for Denver-based NestFresh Eggs and is adding more cover crops that draw worms and crickets for the chickens to eat. The birds' waste then fertilizes fields. Such improvements "allow our hens to forage for higher-quality natural feed that will be good for the land, the hens, and the eggs that we supply to our customers".

The egg industry's push is the first major test of whether animal products from regenerative farms can become the next premium offering. In barely more than a decade, organic eggs went from being dismissed as a niche product in natural foods stores to being sold at Walmart. More recently there were similar doubts about probiotics and plant-based meats, but both have exploded into major supermarket categories. If the sustainable-egg rollout is successful, it could open the floodgates for regenerative beef, broccoli, and beyond.

Regenerative products could be a hard sell, because the concept is tough to define quickly, says Julie Stanton, associate professor of agricultural economics at Pennsylvania State University Brandywine. Such farming also brings minimal, if any, improvement to the food products (though some producers say their eggs have more protein).

The industry is betting that the same consumers paying more for premium attributes such as free-range, non-GMO, and pasture-raised eggs will embrace sustainability. Surveys show that younger generations are more concerned about climate change, and some of the success of plant-based meat can be chalked up to shoppers wanting to signal their desire to protect the environment. Young adults "really care about the planet," says John Brunnquell, president of Egg Innovations. "They are absolutely altering the food chain beyond what I think even they understand what they're doing."

21. The climate-friendly eggs are produced _____.

A. at a considerably low cost

B. at the demand of regular shoppers

C. as a replacement for organic eggs

D. on specially designed farms

22. Larry Brown is excited about his progress in _____.

A. reducing the damage of worms

B. accelerating the disposal of waste

C. creating a sustainable system

D. attracting customers to his products

23. The example of organic eggs is used in Paragraph 4 to suggest _____.

A. the doubts over natural feeds

B. the setbacks in the eggs industry

C. the potential of regenerative products

D. the promotional success of supermarkets

24. It can be learned from the last paragraph that young people _____.

A. are reluctant to change their diet

B. are likely to buy climate-friendly eggs

C. are curious about new food

D. are amazed at agricultural advances

25. John Brunnquell would disagree with Julie Stanton over regenerative products' _____.

A. nutritional value

B. standard definition

C. market prospects

D. moral implication

请阅读Passage 2，完成第26~30小题。

Passage 2

Unlike so-called basic emotions such as sadness, fear, and anger, guilt emerges a little later, in conjunction with a child's growing grasp of social and moral norms. Children aren't born knowing how to say "I'm sorry" ; rather, they learn over time that such statements appease parents and friends—and their own consciences. This is why researchers generally regard so-called moral guilt, in the right amount, to be a good thing.

In the popular imagination, of course, guilt still gets a bad rap. It is deeply uncomfortable—it's the emotional equivalent of wearing a jacket weighted with stones. Yet this understanding is outdated. "There has been a kind of revival or a rethinking about what guilt is and what role guilt can serve," says Amrisha Vaish, a psychology researcher at the University of Virginia, adding that this revival is part of a larger recognition that emotions aren't binary—feelings that may be advantageous in one context may be harmful in another. Jealousy and anger, for example, may have evolved to alert us to important inequalities. Too much happiness can be destructive.

And guilt, by prompting us to think more deeply about our goodness, can encourage humans to make up for errors and fix relationships. Guilt, in other words, can help hold a cooperative species together. It is a kind of social glue.

Viewed in this light, guilt is an opportunity. Work by Tina Malti, a psychology professor at the University of Toronto, suggests that guilt may compensate for an emotional deficiency. In a number of studies, Malti and others have shown that guilt and sympathy may represent different pathways to cooperation and sharing. Some kids who are low in sympathy may make up for that shortfall by experiencing more guilt, which can rein in their nastier impulses. And vice versa: High sympathy can substitute for low guilt.

In a 2014 study, for example, Malti looked at 244 children. Using caregiver assessments and the children's self-observations, she rated each child's overall sympathy level and his or her tendency to feel negative emotions after moral transgressions. Then the kids were handed chocolate coins, and given a chance to share them with an anonymous child. For the low-sympathy kids, how much they shared appeared to turn on how inclined they were to feel guilty. The guilt-prone ones shared more, even though they hadn't magically become more sympathetic to the other child's deprivation.

"That's good news," Malti says. "We can be prosocial because we caused harm and we feel regret."

26. Researchers think that guilt can be a good thing because it may help _____.

A. regulate a child's basic emotions

B. improve a child's intellectual ability

C. foster a child's moral development

D. intensify a child's positive feelings

27. According to Paragraph 2, many people still consider guilt to be _____.

A. deceptive　　B. burdensome

C. addictive　　D. inexcusable

28. Vaish holds that the rethinking about guilt comes from an awareness that _____.

A. emotions are context-independent　　B. emotions are socially constructive

C. emotional stability can benefit health　　D. an emotion can play opposing roles

29. Malti and others have shown that cooperation and sharing _____.

A. may help correct emotional deficiencies

B. can result from either sympathy or guilt

C. can bring about emotional satisfaction

D. may be the outcome of impulsive acts

30. The word "transgressions" (Para. 5) is closest in meaning to _____.

A. teachings　　B. discussions　　C. restrictions　　D. wrongdoings

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. 简述展示性问题和参考性问题的含义（6分）及作答要求（4分），分别指出一个优点（6分），并各举一个例子（4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. 下面是某高中教师在新授环节之后设计的课堂练习。

Connect the pairs of sentences using attributive clauses (restrictive or non-restrictive).

Here are the farmers. They discovered the underground city last month.

Hangzhou is a famous city in China. Many people come to buy tea in that city.

She got so angry. I don't know the reason.

The old man saw some Germans taking apart the Amber Room and removing it. You are talking to an old man.

The woman remembered the day. She saw the man burying something near her home.

St. Petersburg is a very beautiful city. It was once called Leningrad.

I remember the soldier. He told me not to tell anyone what I had seen.

The soldiers moved the boxes to a mine. They wanted to hide them.

Xi'an is one of the few cities with city walls. Its walls remain as good as before.

Shaanxi Province is a place with many cultural relics. They are well looked after.

根据上面所给的信息，从下列三个方面作答。

（1）分析此项练习题所属于的练习类型和使用目的。（4分）

（2）分析使用此练习题带来的弊端并提出改进建议。（10分）

（3）教师在安排课上练习题时的注意事项有哪些？（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：**阅读下面的学生信息和语言素材，设计15分钟的英语口语课教学方案。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：15分钟

学生概况：某城镇普通中学高中一年级学生，班级人数40人。多数学生的英语水平达到了课程标准的相应要求。学生课堂参与积极性一般。

语言素材：

When I'm sad and feeling low,
And worries are all I know,
Just hearing you say "Hello"
Fills me with a cheerful glow.
When I'm away in places new,
With no familiar faces in view,
It gives me pleasure to think of you
And the adventures we've been through.
When life seems like one long night,
And nothing is ever going right,
There's just one sure delight:
Friendship, like sunrise, warm and bright.

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（二）

（考试时间：120分钟　满分：150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选择一个最佳答案，错选、多选或未选均无分。

1. My English teacher asked me to write _____ article on COVID-19, and _____ article should be handed in before the weekend.

A. an; an　　B. the; an

C. the; the　　D. an; the

2. The intake of fried food _____ directly associated with the risk of several cancers.

A. have found　　B. has found

C. have been found　　D. has been found

3. Such a sharp comment is an _____ to a bitter argument.

A. appendix　　B. invitation

C. intention　　D. announcement

4. Readily accessible technology is giving a voice to "Generation E", _____ young people who are flooding the Internet with their own stories, music, films and art.

A. specially　　B. basically

C. eventually　　D. especially

5. You should have a good night's sleep _____ much work you have to do.

A. however　　B. no matter

C. although　　D. whatever

6. He was very disappointed when _____ that his application for the job was not accepted.

A. informing　　B. inform

C. to inform　　D. informed

7. Please let us have a rest, _____?

A. shall not we　　B. won't you

C. shall we　　D. will you

8. There are _____ phonemes in the word "destination".

A. 7　　B. 8

C. 9　　D. 11

9. In terms of the manner of articulation, [f], [v], [s], [θ], [ʃ], [z], [h] are all _____.

A. laterals　　B. fricatives

C. affricates　　D. nasals

10. The word "_____" is created through the process of "clipping".

A. SARS　　B. masterpiece

C. Ad　　D. strengthen

11. The _____ holds that language competence is not acquired by learning the language itself, but by performing tasks.

A. content-based syllabus　　B. task-based syllabus

C. structural syllabus　　D. functional-notional syllabus

12. _____ mainly include reasoning and argumentation, criticism and evaluation, imagination and creation, and other learning activities beyond discourse.

A. Learning and understanding activities

B. Practical activities

C. Innovative activities

D. The outlook of English learning

13. If a teacher teaches the meaning of words and analyzes their usage before reading, he/she may adopt the _____ in a reading class.

A. top-down model　　B. bottom-up model

C. product-oriented approach　　D. process-oriented approach

14. Which of the following is Not true about the deductive method in English grammar teaching?

A. Teachers first explain grammatical rules directly and give some examples.

B. Teachers ask students to summarize the grammatical rules according to the information in the given context.

C. The deductive method focuses on form rather than usage.

D. This teaching method is more suitable for senior students.

15. Among the following teaching methods, which is based on the language functional items, aiming at cultivating students' ability to communicate in a specific social context?

A. The Natural Approach.

B. The Communicative Approach.

C. The Audio-lingual Method.

D. The Grammar Translation Method.

16. Which of the following activities is Not a way to consolidate vocabulary?

A. Classify words according to the requirement.

B. Put words together to form chunks for memorization.

C. Find synonyms and antonyms.

D. Guess the meaning of words.

17. In grammar teaching, a teacher arranges a group discussion on the topic of "the importance of doing homework", which aims to practice "the passive voice". It is a kind of _____.

A. meaningful practice　　B. mechanical practice

C. testing　　D. using prompts for practice

18. What is the method taken by the teacher 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?

A. Help students do self-correction.

B. Recast.

C. Tolerate mistakes.

D. Encourage students to do peer-correction.

19. At what stage of a lesson will students be asked to make a prediction about the main content of the passage with the help of the given title and some pictures?

A. Pre-reading.　　B. While-reading.

C. Post-reading.　　D. Lead-in.

20. Which of the following activities can best improve students' word-guessing skills?

A. Summarizing the main content of a text.

B. Guessing the meaning from the context.

C. Inferring the author's attitude.

D. Doing the peer-editing after writing.

请阅读Passage 1，完成第21~25小题。

Passage 1

Lonely people, it seems, are at greater risk than the gregarious of developing illnesses associated with chronic inflammation, such as heart disease and certain cancers. A paper published last year in the *Public Library of Science, Medicine*, shows the effect on mortality of loneliness is comparable with that of smoking and drinking after examining the results of 148 previous studies and controlled for factors such as age and pre-existing illness.

Steven Cole of the University of California, Los Angeles, thinks he may know why this is so. He told the American Association for the Advancement of Science meeting in Washington, D.C., about his work studying the expression of genes in lonely people. Dr. Cole harvested samples of white blood cells from both lonely and gregarious people. He then analysed the activity of their genes, as measured by the production of a substance called messenger RNA. This molecule carries instructions from the genes telling a cell which proteins to make. The level of messenger RNA from most genes was the same in both types of people. There were several dozen genes, however, that were less active in the lonely, and several dozen others that were more active. Moreover, both the less active and the more active gene types came from a small number of functional groups.

Broadly speaking, the genes less active in the lonely were those involved in staving off viral infections. Those that were more active were involved in protecting against bacteria. Dr. Cole suspects this could help explain not only why the lonely are iller, but how, in evolutionary terms, this odd state of affairs has come about.

The crucial bit of the puzzle is that viruses have to be caught from another infected individual and they are usually species-specific. Bacteria, in contrast, often just lurk in the environment, and may thrive on many hosts. The gregarious are therefore at greater risk than the lonely of catching viruses, and Dr. Cole thus suggests that past evolution has created a mechanism which causes white cells to respond appropriately. Conversely, the lonely are better off ramping up their protection against bacterial infection, which is a bigger relative risk to them.

What Dr. Cole seems to have revealed, then, is a mechanism by which social environment reaches inside a person's body and tweaks its genome so that it responds appropriately. It is not that the lonely and the gregarious are genetically different from each other. Rather, their genes are regulated differently, according to how sociable an individual is. Dr. Cole thinks this regulation is part of a wider mechanism that tunes individuals to the circumstances they find themselves in.

21. What risk may lonely people run according to the first paragraph?

A. They can have the same risk as the gregarious.

B. They may have symbols of early aging.

C. They may fall victim to chronic illnesses.

D. They may undergo more severe illnesses.

22. Dr. Cole made an analysis of the activity of the genes by _____.

A. measuring the level of messenger RNA

B. calculating the number of more active gene types

C. instructing the production of certain proteins

D. comparing less active genes with more active ones

23. Broadly speaking, the genes more active in the lonely _____.

A. helped to avoid infections resulting from viruses

B. participated in guarding against bacteria

C. came from a few different functional groups

D. existed only as a small group

24. What can we know about viruses and bacteria from the fourth paragraph?

A. Viruses often remain hidden in the environment.

B. Bacteria are passed to other people by the infected individual.

C. The lonely people can catch viruses more easily.

D. Viruses pose a greater threat to the gregarious than bacteria.

25. What message does Dr. Cole seem to convey by the mechanism?

A. The lonely people differ in genes from the gregarious people.

B. Sociability can adjust a person's genome and make it work properly.

C. The lonely people can become sociable if they regulate their genes.

D. Individuals have to find their own ways to adapt to the environment.

请阅读Passage 2，完成第26~30小题。

Passage 2

With the global population predicted to hit close to 10 billion by 2050, and forecasts that agricultural production in some regions will need to nearly double to keep pace, food security is increasingly making headlines. In the UK, it has become a big talking point recently too, for a rather particular reason: Brexit.

Brexit is seen by some as an opportunity to reverse a recent trend towards the UK importing food. The country produces only about 60 per cent of the food it eats, down from almost three-quarters in the late 1980s. A move back to self-sufficiency, the argument goes, would boost the farming industry, political sovereignty and even the nation's health. Sounds great—but how feasible is this vision?

According to a report on UK food production from the University of Leeds, UK, 85 per cent of the country's total land area is associated with meat and dairy production. That supplies 80 per cent of what is consumed, so even covering the whole country in livestock farms wouldn't allow us to cover all our meat and dairy needs.

There are many caveats to those figures, but they are still grave. To become much more self-sufficient, the UK would need to drastically reduce its consumption of animal foods, and probably also farm more intensively—meaning fewer green fields, and more factory-style production.

But switching to a mainly plant-based diet wouldn't help. There is a good reason why the UK is dominated by animal husbandry: most of its terrain doesn't have the right soil or climate to grow crops on a commercial basis. Just 25 per cent of the country's land is suitable for crop-growing, most of which is already occupied by arable fields. Even if we converted all the suitable land to fields of fruit and veg—which would involve taking out all the nature reserves and removing thousands of people from their homes—we would achieve only a 30 per cent boost in crop production.

Just 23 per cent of the fruit and vegetables consumed in the UK are currently home-grown, so even with the most extreme measures we could meet only 30 per cent of our fresh produce needs. That is before we look for the space to grow the grains, sugars, seeds and oils that provide us with the vast bulk of our current calorie intake.

26. Some people argue that food self-sufficiency in the UK would _____.

A. be hindered by its population growth

B. contribute to the nation's well-being

C. become a priority of the government

D. pose a challenge to its farming industry

27. The report by the University of Leeds shows that in the UK _____.

A. farmland has been inefficiently utilized

B. factory-style production needs reforming

C. most land is used for meat and dairy production

D. more green fields will be converted for farming

28. Crop-growing in the UK is restricted due to _____.

A. its farming technology

B. its dietary tradition

C. its natural conditions

D. its commercial interests

29. It can be learned from the last paragraph that British people _____.

A. rely largely on imports for fresh produce

B. enjoy a steady rise in fruit consumption

C. are seeking effective ways to cut calorie intake

D. are trying to grow new varieties of grains

30. The author's attitude to food self-sufficiency in the UK is _____.

A. defensive　　B. doubtful

C. tolerant　　D. optimistic

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. 请谈谈重结果的写作教学模式和重过程的写作教学模式的不同（12分），并说明这两种教学模式的不足之处（8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. 下面是某英语教师教授阅读课English Around the World的教学片段。

T: Now, read the passage within five minutes, and then tell me the main idea of each paragraph and the answers to the questions on the blackboard.

(1) Why did English begin to be spoken in many other countries?

(2) Do you know the background of Shakespeare?

(3) Why can Indian people speak fluent English?

根据上面所给的信息，从下列三个方面作答。

（1）在该教学片段中，教师的活动设计存在什么问题？（6分）该问题可能会导致什么负

面结果？（6分）

（2）针对存在的问题提出相应的改进建议。（6分）

（3）谈谈你对读后环节的理解，以本实例为依据可以设置哪些读后活动？（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：**根据下面的学生信息和语言素材，设计20分钟的阅读教学方案。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：某城镇普通中学高中二年级第一学期学生，班级人数40人。多数学生已经达到《普通高中英语课程标准（2017年版2020年修订）》学业质量水平一的要求。学生课堂参与积极性一般。

语言素材：

WWF

The WWF is the world's largest organization for nature conservation. It was founded in the UK in 1961 and opened an international office in Switzerland in the same year. Its aim was to protect the natural habitats of wild animals in danger of extinction. One of the founders, the painter and naturalist Peter Scott, designed the famous panda logo. The initials, WWF, stand for World Wide Fund for Nature. Originally the name was World Wildlife Fund. Today the organisation has branches in 90 countries in all five continents. It has thousands of volunteers and more than five million supporters who help by giving money. Since 1985 it has spent more than $1000 million on 11000 projects in 130 countries.

The focus of attention has changed, too. In the 1980s the WWF became interested in all activities which have an effect on the environment, such as pollution and the way we use energy. The WWF believes that our world has a future only if people learn to conserve nature and not waste energy. As a result, it started working with governments to introduce environmental education into schools.

The WWF has worked with the Chinese government since 1980, when Dr George Shaller arrived to work with Chinese scientists on the panda project. For fifteen years WWF China staff had been based in Switzerland but came to China to monitor the project. Then, in 1995, the organisation set up an office in Beijing. Today there are more than thirty staff working on twenty projects all over the country. They include work in forests, energy, and in environmental education for China's primary and secondary schools as well as saving the panda, of course.

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（三）

（考试时间：120分钟　满分：150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选择一个最佳答案，错选、多选或未选均无分。

1. The concert was broadcast live and the TV director thanked the audience in the concert hall for their _____.

A. collaboration　　B. cooperation

C. collusion　　D. concurrence

2. The old professor went to the examinee's desk, looked over his shoulder and _____ evidently the examinee was not doing well.

A. grimaced　　B. pouted

C. frowned　　D. glowered

3. _____ of the land in that district _____ covered with trees and grass.

A. Two-fifth; is　　B. Two-fifth; are

C. Two-fifths; is　　D. Two-fifths; are

4. _____ a good habit of reading aloud in the morning is very important for English learners.

A. Being develop　　B. Develop

C. Developing　　D. Developed

5. _____ fashion differs from country to country may reflect the cultural differences from one aspect.

A. What　　B. That

C. This　　D. Which

6. It is on that day _____ the boy fell in love with that girl.

A. as　　B. which

C. while　　D. that

7. Outsiders _____ find college graduates _____ solving problems in the workplace question the quality of higher education.

A. who; unprepared for　　B. can; prepared of

C. whom; prepare to　　D. will; unprepared for

8. Which of the following sentences is pronounced with a rise-fall tone?

A. He won't come home for lunch, will he?

B. Have you finished your homework?

C. Are you a student or a teacher?

D. How are you?

9. The English word "unbearable" is composed of _____ morphemes.

A. five B. four

C. three D. two

10. Which of the following pairs of words are emotive synonyms?

A. Flat; apartment. B. Collaborator; accomplice.

C. Daddy; male parent. D. Employer; employee.

11. A student finds it difficult to learn the English sounds [θ] and [ð]. If you are an English teacher, which of the following strategies can be used?

A. Explain how to make the sounds.

B. Use tongue twisters.

C. Write them on the blackboard.

D. Make up sentences.

12. When a teacher says to the class "Look at these sentences. Can you find out the differences among these sentences and summarize the rule?" in a grammar class, he/she is most likely to adopt _____.

A. the deductive method B. the inductive method

C. the top-down method D. the bottom-up method

13. Which of the following statements about discourse teaching is Not correct?

A. Discourse refers to the whole language formed by a series of consecutive paragraphs or sentences in the process of communication.

B. Discourse teaching is contrasted with teaching centered on vocabulary and sentence structure.

C. Discourse is usually divided into conversational discourse and paragraph discourse.

D. The purpose of discourse teaching is to enable students to master basic grammar and use them to carry out practical activities.

14. In a listening class, a teacher asks students to listen to the material carefully and try to discriminate the speaker's attitude towards lifelong learning. What sub-skill of listening is the teacher training?

A. Listening for the gist.

B. Word-guessing.

C. Inferring.

D. Recognizing communicative signals.

15. In a writing class, a teacher asks students to select useful ideas from their own list of the ideas and try to put the ideas together in a coherent and logical way. Which writing activity are the students participating in?

A. Brainstorming.　　B. Mind mapping.

C. Editing.　　D. Drafting.

16. Which of the following is Not a suitable pre-reading activity?

A. Demonstrate skimming and scanning techniques.

B. Ask students to write a similar text.

C. Introduce the elements of the reading text.

D. Ask students to write questions about the topic.

17. Which of the following questions can cultivate students' divergent thinking ability?

A. What is the best title of the passage?

B. What do you think of the relations between education and work?

C. According to Paragraph 2, which of the following is true?

D. Are there any flowers in the picture?

18. When a teacher says "A squirrel is a small animal with a long thick tail and red, brown or black fur." , he/she focuses on the _____ of the word.

A. denotative meaning　　B. connotative meaning

C. collocative meaning　　D. affective meaning

19. At the _____ stage, the main teaching goal is to stimulate students' learning motivation and activate students' existing schemata by teaching the key words and training their basic skills.

A. pre-listening　　B. while-listening

C. post-listening　　D. practicing

20. Which of the following activities would best promote the development of students' comprehensive language application ability?

A. Doing multiple-choice questions.

B. Copying sentences from the dictionary.

C. Learning useful words and expressions.

D. Reading the text sentence by sentence.

请阅读Passage 1，完成第21~25小题。

Passage 1

When Microsoft bought task management app Wunderlist and mobile calendar Sunrise in 2015, it picked up two newcomers that were attracting considerable buzz in Silicon Valley. Microsoft's own Office dominates the market for "productivity" software, but the start-ups represented a new wave of technology designed from the ground up for the smartphone world.

Both apps, however, were later scrapped after Microsoft said it had used their best features in its own products. Their teams of engineers stayed on, making them two of the many "acqui-hires"

that the biggest companies have used to feed their great hunger for tech talent.

To Microsoft's critics, the fates of Wunderlist and Sunrise are examples of a remorseless drive by Big Tech to chew up any innovative companies that lie in their path. "They bought the seedlings and closed them down," complained Paul Arnold, a partner at San Francisco-based Switch Ventures, putting an end to businesses that might one day turn into competitors. Microsoft declined to comment.

Like other start-up investors, Mr Arnold's own business often depends on selling start-ups to larger tech companies, though he admits to mixed feelings about the result: "I think these things are good for me, if I put my selfish hat on. But are they good for the American economy? I don't know."

The U.S. Federal Trade Commission says it wants to find the answer to that question. This week, it asked the five most valuable U.S. tech companies for information about their many small acquisitions over the past decade. Although only a research project at this stage, the request has raised the prospect of regulators wading into early-stage tech markets that until now have been beyond their reach.

Given their combined market value of more than $5.5 trillion, rifling through such small deals—many of them much less prominent than Wunderlist and Sunrise—might seem beside the point. Between them, the five biggest tech companies have spent an average of only $3.4 billion a year on sub-$1 billion acquisitions over the past five years—a drop in the ocean compared with their massive financial reserves, and the more than $130 billion of venture capital that was invested in the U.S. last year.

However, critics say the big companies use such deals to buy their most threatening potential competitors before their businesses have a chance to gain momentum, in some cases as part of a "buy and kill" tactic to simply close them down.

21. What is true about Wunderlist and Sunrise after their acquisitions?

A. Their market values declined.

B. Their engineers were retained.

C. Their tech features improved.

D. Their products were re-priced.

22. Microsoft's critics believe that the big tech companies tend to _____.

A. exaggerate their product quality

B. treat new tech talent unfairly

C. eliminate their potential competitors

D. ignore public opinions

23. Paul Arnold is concerned that small acquisitions might _____.

A. weaken big tech companies

B. worsen market competition

C. discourage start-up investors

D. harm the national economy

24. The U.S. Federal Trade Commission intends to _____.

A. supervise start-ups' operations

B. encourage research collaboration

C. limit Big Tech's expansion

D. examine small acquisitions

25. For the five biggest tech companies, their small acquisitions have _____.

A. raised few management challenges

B. brought little financial pressure

C. set an example for future deals

D. generated considerable profits

请阅读Passage 2，完成第26~30小题。

Passage 2

Rats and other animals need to be highly attuned to social signals from others so they can identify friends to cooperate with and enemies to avoid. To find out if this extends to non-living beings, Laleh Quinn at the University of California, San Diego, and her colleagues tested whether rats can detect social signals from robotic rats.

They housed eight adult rats with two types of robotic rat—one social and one asocial—for four days. The robot rats were quite minimalist, resembling a chunkier version of a computer mouse with wheels to move around and colourful markings.

During the experiment, the social robot rat followed the living rats around, played with the same toys, and opened cage doors to let trapped rats escape. Meanwhile, the asocial robot simply moved forwards and backwards and side to side.

Next, the researchers trapped the robots in cages and gave the rats the opportunity to release them by pressing a lever. Across 18 trials each, the living rats were 52 per cent more likely on average to set the social robot free than the asocial one. This suggests that the rats perceived the social robot as a genuine social being. They may have bonded more with the social robot because it displayed behaviours like communal exploring and playing. This could lead to the rats better remembering having freed it earlier, and wanting the robot to return the favour when they get trapped, says Quinn.

"Rats have been shown to engage in multiple forms of reciprocal help and cooperation, including what is referred to as direct reciprocity—where a rat will help another rat that has previously helped them," says Quinn.

The readiness of the rats to befriend the social robot was surprising given its minimal design. The robot was the same size as a regular rat but resembled a simple plastic box on wheels. "We'd assumed we'd have to give it a moving head and tail, facial features, and put a scent on it to make it smell like a real rat, but that wasn't necessary," says Janet Wiles at the University of Queensland in Australia, who helped with the research.

The finding shows how sensitive rats are to social cues, even when they come from basic robots. Similarly, children tend to treat robots as if they are fellow beings, even when they display only simple social signals. "We humans seem to be fascinated by robots, and it turns out other animals are too," says Wiles.

26. Quinn and her colleagues conducted a test to see if rats can _____.

A. distinguish a friendly rat from a hostile one

B. pick up social signals from non-living rats

C. attain sociable traits through special training

D. send out warning messages to their fellows

27. What did the asocial robot do during the experiment?

A. It played with some toys.

B. It set the trapped rats free.

C. It moved around alone.

D. It followed the social robot.

28. According to Quinn, the rats released the social robot because they _____.

A. expected it to do the same in return

B. considered that an interesting game

C. wanted to display their intelligence

D. tried to practise a means of escape

29. Janet Wiles notes that rats _____.

A. respond more to actions than to looks

B. differentiate smells better than sizes

C. can be scared by a plastic box on wheels

D. can remember other rats' facial features

30. It can be learned from the text that rats _____.

A. appear to be adaptable to new surroundings

B. are more socially active than other animals

C. are more sensitive to social cues than expected

D. behave differently from children in socializing

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. 简述"信息沟"的含义（4分）及在口语教学中的作用（10分），并列举两个"信息沟"活动（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. 下面是某高中课堂的教学片段实录。

T: Thank you. Look at the picture. We learned Wang Hui's experiences in England. Today let's talk about how Wang Hui wrote the passage. Open your book and look at the passage. How many paragraphs?

Ss: Five.

T: Yes. Let's find out the key words of each paragraph.

Ss: Way of life; something interesting ...

T: Good. Look at the picture. What's the structure of the passage? A or B?

Ss: (学生思考讨论) A.

T: Well. Next, let's talk about how Wang Hui wrote his life in England. The first paragraph: Wang Hui talked about ...

Ss: Way of life.

T: Look at the picture. What did Wang Hui say?

S1: When you meet someone for the first time, you must use Mr or Mrs.

S2: When you get to know better, you use their first names.

根据上面所给的信息，从下列三个方面作答。

（1）该片段反映了教学中的哪两个环节？（4分）

（2）分析这两个教学环节的目的。（10分）

（3）分析这两个教学环节的一个优点和三个缺点。（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：**根据下面的学生信息和语言素材，设计20分钟的写作教学方案。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:某城镇普通中学高中一年级学生,班级人数40人。多数学生的英语水平达到了课程标准的相应要求。学生课堂参与积极性一般。

语言素材:

Writing: Reporting on eating habits

Eating for health

If you are feeling depressed, tired or sleepy all of the time, the food you eat could be the reason. Naturally, a poor diet can also cause to gain or lose weight.

This is a table that tells us what food experts advise us to eat to stay healthy.

eat most	grains, fruit, vegetables
eat moderately	meat, fish, beans, milk, eggs, cheese
eat least	fat, oil, sugar, sweet things
Note: Do not eat a lot of salt or soya sauce.	

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（四）

（考试时间：120分钟　满分：150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选择一个最佳答案，错选、多选或未选均无分。

1. His children are bored with him, because he always wants to _____ his ideas _____ them.

A. impose; on　　B. impose; to

C. input; into　　D. improve; to

2. The government is making efforts to _____ poverty.

A. dominate　　B. eliminate

C. enrich　　D. nominate

3. —This composition topic is too hard _____ senior high school students.

—It was even _____ when I was in that grade.

A. for; harder　　B. at; hard

C. at; easy　　D. for; easier

4. It is a good thing for you to have such a good chance to study abroad, but it remains _____ whether you can really learn something useful.

A. seen　　B. to see

C. to be seen　　D. seeing

5. The reason why he was late was _____ he missed the bus this morning.

A. which　　B. what

C. that　　D. because

6. Some modern teaching equipment as well as hundreds of computers _____ to ten Hope Schools in South China.

A. were sent　　B. was sent

C. have sent　　D. had sent

7. After _____ seemed an endless wait, it was his turn to enter the manager's office.

A. that　　B. if

C. what　　D. there

8. There are _____ syllables in the word "tomorrow".

A. two　　B. three

C. four D. five

9. Which of the following sounds does not belong to "alveolar" ?

A. /d/ B. /n/

C. /s/ D. /j/

10. The most distinguishable linguistic feature of a regional dialect is its _____.

A. accent B. use of words

C. morphemes D. use of structures

11. Which of the following statements about the Grammar Translation Method is Not true?

A. It advocates teaching foreign languages in the mother tongue.

B. It emphasizes the importance of grammar in language teaching.

C. It puts emphasis on reading rather than oral English.

D. It puts emphasis on pronunciation, intonation and oral English.

12. If a teacher wants to develop students' ability to predict in a reading class, what would he/she probably do?

A. Ask students to read the text quickly to get the main idea.

B. Ask students to guess the meaning of new words through the context.

C. Ask students to guess the topic and genre of the text using the title.

D. Ask students to read the text quickly for some detailed information.

13. _____ can be used to identify the differences among students' development and provide the basis for the realization of individualized teaching.

A. Summative assessment B. Formative assessment

C. Diagnostic assessment D. Performance assessment

14. Which of the following is Not among the features of the process-oriented writing?

A. Help students discover what they want to say before they write.

B. Encourage feedback from both teachers and peers.

C. Help students understand their own composing process.

D. Emphasize the process rather than the content.

15. In a listening activity, students need to learn to cope with some ambiguity in listening and realize that they can still learn even when they do not understand every single word. The aim of this activity is to develop the skill of _____.

A. listening for specific information B. listening for the gist

C. listening for the structure D. listening for vocabulary

16. Which of the following grammar activities is most communicative?

A. Ask students to identify and correct mistakes in the sentences.

B. Ask students to tell the differences between two pictures in groups.

C. Ask students to make sentences with the given words.

D. Ask students to finish the translation exercises.

17. Before students start the task, a teacher divides students into groups of four and explains how the task is carried out. What role does he/she play?

A. An assessor. B. An organizer.

C. A prompter. D. A researcher.

18. Which of the following is not included in the word usage?

A. Lexical collocation. B. Pronunciation.

C. Register. D. Style.

19. Which of the following teachers' questioning strategies is not advocated in class?

A. Asking questions which are suitable for students' language level.

B. Asking questions in a staged sequence.

C. Wait-time is allowed after a question.

D. Asking another student immediately to answer the question when one cannot.

20. After teaching sounds, a teacher makes a test that aims to find out the sounds students are not able to pronounce. This test belongs to _____.

A. aptitude tests B. proficiency tests

C. achievement tests D. diagnostic tests

请阅读Passage 1，完成第21~25小题。

Passage 1

It is true that CEO pay has gone up—top ones may make 300 times the pay of typical workers on average, and since the mid-1970s, CEO pay for large publicly traded American corporations has, by varying estimates, gone up by about 500%. The typical CEO of a top American corporation now makes about $18.9 million a year.

The best model for understanding the growth of CEO pay is that of limited CEO talent in a world where business opportunities for the top firms are growing rapidly. The efforts of America's highest-earning 1% have been one of the more dynamic elements of the global economy. It's not popular to say, but one reason their pay has gone up so much is that CEOs really have upped their game relative to many other workers in the U.S. economy.

Today's CEO, at least for major American firms, must have many more skills than simply being able to "run the company." CEOs must have a good sense of financial markets and maybe even how the company should trade in them. They also need better public relations skills than their predecessors, as the costs of even a minor slipup can be significant. Then there's the fact that large American companies are much more globalized than ever before, with supply chains spread across a larger number of countries. To lead in that system requires knowledge that is fairly mind-boggling. Plus, virtually all major American companies are becoming tech companies, often with their own research and development. And beyond this, major CEOs still have to do all the day-to-day work they have always done.

The common idea that high CEO pay is mainly about ripping people off doesn't explain history

very well. By most measures, corporate governance has become a lot tighter and more rigorous since the 1970s. Yet it is principally during this period of stronger governance that CEO pay has been high and rising. That suggests it is in the broader corporate interest to recruit top candidates for increasingly tough jobs.

Furthermore, the highest CEO salaries are paid to outside candidates, not to the cozy insider picks, another sign that high CEO pay is not some kind of depredation at the expense of the rest of the company. And the stock market reacts positively when companies tie CEO pay to, say, stock prices, a sign that those practices build up corporate value not just for the CEO.

21. Which of the following has contributed to CEO pay rise?

A. Increased business opportunities for top firms.

B. Close cooperation among leading economies.

C. The general pay rise with a better economy.

D. The growth in the number of corporations.

22. Compared with their predecessors, today's CEOs are required to _____.

A. establish closer ties with tech companies

B. operate more globalized companies

C. finance more research and development

D. foster a stronger sense of teamwork

23. CEO pay has been rising since the 1970s despite _____.

A. continual internal opposition

B. conservative business strategies

C. repeated government warnings

D. strict corporate governance

24. High CEO pay can be justified by the fact that it helps _____.

A. confirm the status of CEOs

B. increase corporate value

C. boost the efficiency of CEOs

D. motivate inside candidates

25. The most suitable title for this text would be _____.

A. CEO Traits: Not Easy to Define

B. CEO Pay: Past and Present

C. CEOs Are Not Overpaid

D. CEOs' Challenges of Today

请阅读Passage 2，完成第26~30小题。

Passage 2

Madrid was hailed as a public health guiding light last November when it rolled out ambitious restrictions on the most polluting cars. Seven months and one election day later, a new conservative

city council suspended enforcement of the clean air zone, a first step toward its possible termination. Mayor José Luis Martínez-Almeida made opposition to the zone a centrepiece of his election campaign, despite its success in improving air quality. A judge has now overruled the city's decision to stop levying fines, ordering them restored. But with legal battles ahead, the zone's future looks uncertain at best.

Madrid's back and forth on clean air is a pointed reminder of the limits to the patchwork, city-by-city approach that characterises efforts on air pollution across Europe, Britain very much included.

Among other weaknesses, the measures cities must employ when left to tackle dirty air on their own are politically controversial, and therefore vulnerable. That's because they inevitably put the costs of cleaning the air on to individual drivers—who must pay fees or buy better vehicles—rather than on to the car manufacturers whose cheating is the real cause of our toxic pollution. It's not hard to imagine a similar reversal happening in London. The new ultra-low emission zone (Ulez) is likely to be a big issue in next year's mayoral election. And if Sadiq Khan wins and extends it to the North and South Circular roads in 2021 as he intends, it is sure to spark intense opposition from the far larger number of motorists who will then be affected.

It's not that measures such as London's Ulez are useless. Far from it. Local officials are using the levers that are available to them to safeguard residents' health in the face of a serious threat. The zones do deliver some improvements to air quality, and the science tells us that means real health benefits.

But mayors and councillors can only do so much about a problem that is far bigger than any one city or town. They are acting because national governments—Britain's and others across Europe—have failed to do so.

Restrictions that keep highly polluting cars out of certain areas—city centres, "school streets", even individual roads—are a response to the absence of a larger effort to properly enforce existing regulations and require auto companies to bring their vehicles into compliance. Wales has introduced special low speed limits to minimise pollution. We're doing everything but insist that manufacturers clean up their cars.

26. Which of the following is true about Madrid's clean air zone?

A. Its effects are questionable.

B. It has been opposed by a judge.

C. It needs tougher enforcement.

D. Its fate is yet to be decided.

27. What is considered a weakness of the city-level measures to tackle dirty air?

A. They are biased against car manufacturers.

B. They prove impractical for city councils.

C. They are deemed too mild for politicians.

D. They put the burden on individual motorists.

28. The author believes that the extension of London's Ulez will _____.

A. arouse strong resistance

B. ensure Khan's electoral success

C. improve the city's traffic

D. discourage car manufacturing

29. Who does the author think should have addressed the problem?

A. Local residents. B. Mayors.

C. Councillors. D. National governments.

30. It can be learned from the last paragraph that auto companies _____.

A. will raise low-emission car production

B. should be forced to follow regulations

C. will upgrade the design of their vehicles

D. should be put under public supervision

二、简答题（本大题1小题，20分）

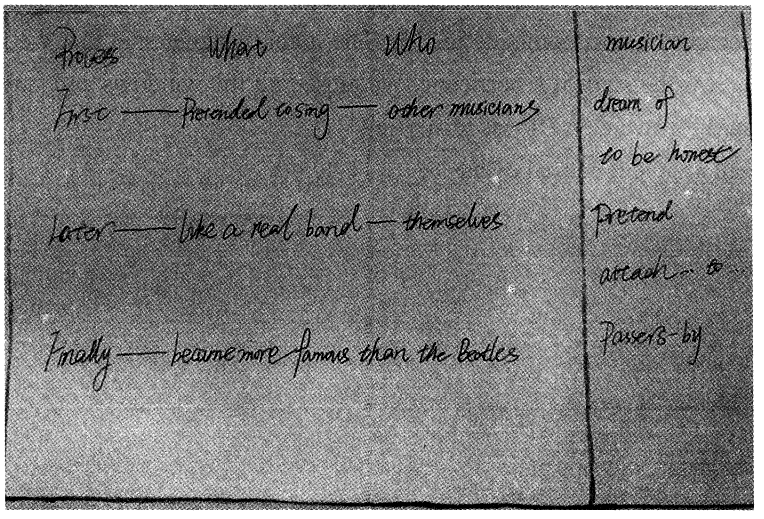
根据题目要求完成下列任务，用中文作答。

31. 简述语法教学中常用的两种教学方法（6分）及其优缺点（14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. 下面是某节阅读课的板书设计。



根据所给板书从下列三个方面作答。

（1）简要说明该板书的类型。（3分）

（2）分析该板书的优点和缺点。（15分）

（3）设计板书时的注意事项有哪些？（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：**根据下面的学生信息和语言素材，设计20分钟的读写教学方案。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：某城镇普通中学高中一年级学生，班级人数40人。多数学生的英语水平达到了课程标准的相应要求。学生课堂参与积极性一般。

语言素材：

WRITING

① Read this eye-witness account of a violent natural event.

I was in a hotel near the beach. It had been very windy for a few hours and it had rained for two days. Suddenly, the wind became much stronger. There were some trees across the road near the beach and they began to move from side to side. The hotel manager said that we had to stay in the hotel because this was the start of a hurricane. We closed all the windows and stayed in our rooms. The hurricane lasted for two days. It was terrifying!

② Write about a violent natural event.

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（五）

（考试时间：120分钟　满分：150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选择一个最佳答案，错选、多选或未选均无分。

1. Tom has been turned _____ for ten jobs so far, so he is rather depressed.

A. away　　B. off

C. down　　D. over

2. The story is _____ simple English. My little sister can read it.

A. in　　B. for

C. with　　D. by

3. Street fights broke out in many places around the city as the frustrated fans of the defeated team left the pubs and turned more and more _____ towards the supporters of the rival team.

A. belligerent　　B. bellicose

C. unfriendly　　D. alien

4. Our English teacher has told us that the homework _____ tomorrow morning.

A. will be handed in　　B. will hand in

C. hand in　　D. was handed in

5. Information has been put forward _____ more middle school graduates will be admitted into universities.

A. while　　B. that

C. when　　D. as

6. If you _____ to Mr. Smith more carefully, you could work out the problem without any difficulty now.

A. listened　　B. listen

C. had listened　　D. have listened

7. _____ the numbers of such developments are relatively small, the potential market is large.

A. As　　B. While

C. When　　D. Since

8. Which of the following pairs of words are antonyms?

A. Increase; decrease.　　B. Autumn; fall.

C. See; sea. D. Animal; rabbit.

9. What is the main rhetorical device used in "He is not a grave man until he is a grave man." ?

A. Simile. B. Metonymy.

C. Transferred epithet. D. Pun.

10. _____ act expresses the intention of the speaker.

A. Locutionary B. Illocutionary

C. Perlocutionary D. Speech

11. In which of the following situations is a teacher playing the role of an assessor?

A. Give feedback to correct mistakes.

B. Offer help to students who are in need in language.

C. Organize students to do activities by giving instructions.

D. Walk around to see how each student performs in group work.

12. Which of the following is a referential question?

A. When was Beethoven born?

B. Which country did Beethoven come from?

C. What is the secret of Beethoven's success in your opinion?

D. When did Beethoven compose the Fate Symphony?

13. Which of the following can be adopted as a post-reading activity?

A. Guessing word meaning from the context.

B. Concluding the main idea.

C. Making predictions about the main content.

D. Retelling the reading material.

14. When students are asked to find out the changes of their hometown and make a plan for an exhibition, which type of the following methods is most recommended?

A. Whole class work. B. Group work.

C. Pair work. D. Individual work.

15. In a listening class, a teacher asks students to write an outline according to their notes which are made during listening. Which stage does this activity belong to?

A. Pre-listening. B. While-listening.

C. Post-listening. D. Practice.

16. When a teacher makes evaluations by asking students to conclude what they have learned through concept maps after learning a unit or several units, he/she is conducting the _____.

A. summative assessment B. diagnostic assessment

C. formative assessment D. integrative test

17. At the editing stage of a writing lesson, _____.

A. students mainly check their ideas and logical development

B. there are three forms: teacher editing, peer editing and self-editing

C. students can learn from each other and improve writing

D. teachers shouldn't give any guidance

18. If a teacher intends to maintain discipline of the class, what instruction would he/she give to the students?

A. Close your books.　　B. Listen to the recording.

C. Raise your hands.　　D. Be quiet, please.

19. All the following activities aim to develop students' oral fluency Except _____.

A. role-playing　　B. making sentences with given words

C. retelling a story　　D. doing an oral report

20. Which form of grammar practice is adopted when a teacher asks students to combine two simple sentences into a compound sentence?

A. Mechanical practice.　　B. Meaningful practice.

C. Communicative practice.　　D. Deductive practice.

请阅读Passage 1，完成第21~25小题。

Passage 1

Now that members of Generation Z are graduating college this spring—the most commonly-accepted definition says this generation was born after 1995, give or take a year—the attention has been rising steadily in recent weeks. Gen Zs are about to hit the streets looking for work in a labor market that's tighter than it's been in decades. And employers are planning on hiring about 17 percent more new graduates for jobs in the U.S. this year than last, according to a survey conducted by the National Association of Colleges and Employers. Everybody wants to know how the people who will soon inhabit those empty office cubicles will differ from those who came before them.

If "entitled" is the most common adjective, fairly or not, applied to millennials (those born between 1981 and 1995), the catchwords for Generation Z are practical and cautious. According to the career counselors and experts who study them, Generation Zs are clear-eyed, economic pragmatists. Despite graduating into the best economy in the past 50 years, Gen Zs know what an economic train wreck looks like. They were impressionable kids during the crash of 2008, when many of their parents lost their jobs or their life savings or both. They aren't interested in taking any chances. The booming economy seems to have done little to assuage this underlying generational sense of anxious urgency, especially for those who have college debt. College loan balances in the U.S. now stand at a record $1.5 trillion, according to the Federal Reserve.

One survey from Accenture found that 88 percent of graduating seniors this year chose their major with a job in mind. In a 2019 survey of University of Georgia students, meanwhile, the career office found the most desirable trait in a future employer was the ability to offer secure employment (followed by professional development and training, and then inspiring purpose). Job security or stability was the second most important career goal (work-life balance was number one), followed by a sense of being dedicated to a cause or to feel good about serving the greater good.

That's a big change from the previous generation. "Millennials wanted more flexibility in

their lives," notes Tanya Michelsen, Associate Director of YouthSight, a UK-based brand manager that conducts regular 60-day surveys of British youth, in findings that might just as well apply to American youth. "Generation Zs are looking for more certainty and stability, because of the rise of the gig economy. They have trouble seeing a financial future and they are quite risk-averse."

21. Generation Zs graduating college this spring _____.

A. are recognized for their abilities

B. are optimistic about the labor market

C. are in favor of office job offers

D. are drawing growing public attention

22. Generation Zs are keenly aware _____.

A. what their parents expect of them

B. how valuable a counselor's advice is

C. what a tough economic situation is like

D. how they differ from past generations

23. The word "assuage" (Para. 2) is closest in meaning to _____.

A. deepen B. define

C. maintain D. relieve

24. It can be learned from Paragraph 3 that Generation Zs _____.

A. give top priority to professional training

B. have a clear idea about their future jobs

C. care little about their job performance

D. think it hard to achieve work-life balance

25. Michelsen thinks that compared with millennials, Generation Zs are _____.

A. less adventurous B. less realistic

C. more generous D. more diligent

请阅读Passage 2，完成第26~30小题。

Passage 2

Although ethics classes are common around the world, scientists are unsure if their lessons can actually change behavior; evidence either way is weak, relying on contrived laboratory tests or sometimes unreliable self-reports. But a new study published in *Cognition* found that, in at least one real-world situation, a single ethics lesson may have had lasting effects.

The researchers investigated one class session's impact on eating meat. They chose this particular behavior for three reasons, according to study co-author Eric Schwitzgebel, a philosopher at the University of California, Riverside: students' attitudes on the topic are variable and unstable, behavior is easily measurable, and ethics literature largely agrees that eating less meat is good because it reduces environmental harm and animal suffering. Half of the students in four large philosophy classes read an article on the ethics of factory-farmed meat, optionally watched an

11-minute video on the topic and joined a 50-minute discussion. The other half focused on charitable giving instead. Then, unknown to the students, the researchers studied their anonymized meal-card purchases for that semester—nearly 14000 receipts for almost 500 students.

Schwitzgebel predicted the intervention would have no effect; he had previously found that ethics professors do not differ from other professors on a range of behaviors, including voting rates, blood donation and returning library books. But among student subjects who discussed meat ethics, meal purchases containing meat decreased from 52 to 45 percent—and this effect held steady for the study's duration of several weeks. Purchases from the other group remained at 52 percent.

"That's actually a pretty large effect for a pretty small intervention," Schwitzgebel says. Psychologist Nina Strohminger at the university of Pennsylvania, who was not involved in the study, says she wants the effect to be real but cannot rule out some unknown confounding variable. And if real, she notes, it might be reversible by another nudge: "Easy come, easy go."

Schwitzgebel suspects the greatest impact came from social influence—classmates or teaching assistants leading the discussions may have shared their own vegetarianism, showing it as achievable or more common. Second, the video may have had an emotional impact. Least rousing, he thinks, was rational argument, although his co-authors say reason might play a bigger role. Now the researchers are probing the specific effects of teaching style, teaching assistants' eating habits and students' video exposure. Meanwhile Schwitzgebel—who had predicted no effect—will be eating his words.

26. Scientists generally believe that the effects of ethics classes are _____.

A. hard to determine　　B. narrowly interpreted

C. difficult to ignore　　D. poorly summarized

27. Which of the following is a reason for the researchers to study meat-eating?

A. It is common among students.

B. It is a behavior easy to measure.

C. It is important to students' health.

D. It is a hot topic in ethics classes.

28. Eric Schwitzgebel's previous findings suggest that ethics professors _____.

A. are seldom critical of their students

B. are less sociable than other professors

C. are not sensitive to political issues

D. are not necessarily ethically better

29. Nina Strohminger thinks that the effect of the intervention is _____.

A. permanent　　B. predictable

C. uncertain　　D. unrepeatable

30. Eric Schwitzgebel suspects that the students' change in behavior _____.

A. can bring psychological benefits

B. can be analyzed statistically

C. is a result of multiple factors

D. is a sign of self-development

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.请列出四种英语听力技能（8分），并分别写出一句英语课堂教学指令语以培养学生相应的听力技能（12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.下面是两位教师针对高一年级学生布置的作业。教学内容为“Earthquakes”。

Teacher 1:

Step 4: Homework

1. Copy the phrases and sentence patterns on your notebook.

2. Finish the exercises in the workbook of this unit.

3. Talk about what you know about the earthquake with your friends.

Teacher 2:

Step 4: Homework

1. Copy the phrases and sentence patterns on your notebook.

2. Finish the exercises in the workbook of this unit.

3.Work in groups. Search more information about the earthquake. And make a presentation next class. Presentation includes:

(1) Every team member's task.

(2) Time you work on this task.

(3) Related information about earthquake.

根据上面所给的信息，从下列三个方面作答。

（1）作业布置有什么意义？（8分）

（2）这两位教师的作业布置是否合理？为什么？（12分）

（3）作业布置有哪些注意事项？（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：**根据下面的学生信息和语言素材，设计20分钟的阅读教学方案。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：某城镇普通中学高中一年级学生，班级人数40人。多数学生的英语水平达到了课程标准的相应要求。学生课堂参与积极性一般。

语言素材：

My New Teachers

They say that first impressions are very important. My first impression of Mrs Li was that she was nervous and shy. I think perhaps she was, as it was her first lesson with us. But now, after two weeks, the class really likes working with her. She's kind and patient, and she explains English grammar so clearly that even I can understand it!—She avoids making you feel stupid! I've always hated making mistakes or pronouncing a word incorrectly when I speak English, but Mrs Li just smiles, so that you don't feel completely stupid! I think maybe she goes a bit too slowly for the faster students, but for me it's wonderful! I feel I'm going to make progress with her.

I'd guess that Mrs Chen is almost sixty. She's very strict—we don't dare to say a word unless she asks us to. She's also very serious and doesn't smile much. When she asks you to do something, you do it immediately! There are a few students in our class who keep coming to class late but they're always on time for Mrs Chen's lessons! Some of our class don't like her, but most of us really appreciate her because her teaching is so well organized and clear. And a few students even admit liking her! During scientific experiments, she explains exactly what is happening and as a result my work is improving. Physics will never be my favourite lesson, but I think that I'll do well in the exam with Mrs Chen teaching me.

Mr Wu's only been teaching us for two weeks and he's already very popular. I think this is because he really enjoys teaching Chinese literature—he loves it, in fact! He's got so much energy, this is one class you do not fall asleep in! He's about 28, I think, and is rather good-looking. He talks loudly and fast, and waves his hands about a lot when he gets excited. He's really amusing and tells jokes when he thinks we're getting bored. Even things like compositions and summaries are fun with Mr Wu. I respect him a lot.

教师资格考试英语学科知识与教学能力(高级中学)标准预测试卷(一)

参考答案及解析……2

教师资格考试英语学科知识与教学能力(高级中学)标准预测试卷(二)

参考答案及解析……8

教师资格考试英语学科知识与教学能力(高级中学)标准预测试卷(三)

参考答案及解析……14

教师资格考试英语学科知识与教学能力(高级中学)标准预测试卷(四)

参考答案及解析……21

教师资格考试英语学科知识与教学能力(高级中学)标准预测试卷(五)

参考答案及解析……27

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（一）
参考答案及解析

一、单项选择题

1.【答案】B。解析：本题考查名词辨析及固定搭配。distribution “分配，分布”；contribution “贡献，促成作用”，make a great contribution to ...表示“为……作出巨大贡献”；progress “进步，进展”，为不可数名词；program “程序，编码指令”。句意为“国有企业为经济发展作出了巨大贡献”。结合句意可知，本题选B。

2.【答案】A。解析：本题考查形容词辨析。available “可获得的，能找到的”，affordable “价格合理的，买得起的”，acceptable “（社会上）认同的，可接受的”，reliable “可信赖的，可依靠的”。句意为“——你能把《莫斯科绅士》这本书借给我吗？——对不起，我昨天把它还给图书馆了。（现在）也许仍然可以借到。”结合句意可知，本题选A。

3.【答案】C。解析：本题考查介词短语辨析。in order “妥当，正常”，put sth. in order表示“把……整理得井井有条”；in favor “赞同，支持”；at risk “有风险，冒险”，put sb./sth. at risk表示“将……置于危险境地”；at hand “在手边，在近处”，put sth. at hand表示“把……放在手边”。句意为“这是一项极其危险的工作。如果风向在任何时候改变，这些消防员将面临生命危险”。结合句意可知，本题选C。

4.【答案】D。解析：本题考查现在分词。分析句子结构可知，句子中已包含谓语动词knew，故空格处应填非谓语动词充当原因状语。he和teach为主动关系，故空格处应使用现在分词Teaching。句意为“由于在乡下教书，他对当地文化非常了解”。故本题选D。

5.【答案】D。解析：本题考查地点状语从句。句意为“过了半个小时，露西还没有在下公交车的地方打到车”。根据语境可知，空格处需要填入表示地点的连接词引导状语从句，故用where。故本题选D。

6.【答案】D。解析：本题考查部分倒装。句意为“只有在离开学校时，他们才意识到老师是多么爱他们，对他们的帮助是多么大”。only位于句首时，句子要部分倒装，即助动词或情态动词提前。由left可知该句时态为一般过去时。故本题选D。

7.【答案】A。解析：本题考查虚拟语气。句意为“每个中国公民都应该践行社会主义核心价值观，这很重要”。在“It is +形容词（essential, necessary, important, vital等）+ that从句”中，that从句一般要用虚拟语气，谓语动词用“should +动词原形”，should可以省略。故本题选A。

8.【答案】D。解析：本题考查辅音的分类。根据发音方式的不同，英语的辅音可分为塞音（爆破音）、擦音、塞擦音、鼻音、边音、近音等。/m/, /n/属于鼻音（nasal）。故本题选D。

9.【答案】C。解析：本题考查合作原则。the Maxim of Quantity “数量准则”，the Maxim of Quality “质量准则”，the Maxim of Manner “方式准则”，the Maxim of Relation “关系准则”。为了避免孩子听到不给其买糖果，答话人有意没有把candy这个单词说出来，而是采取了读字母的做法。这样做违反了合作原则中的方式准则之一——简练。故本题选C。

10.【答案】B。解析：本题考查涵义关系。antonymy “反义关系”，hyponymy “上下义关系”，polysemy “一词多义”，synonymy “同义关系”。furniture “家具”和table “桌子”为上下义关系，furniture为上坐标词，table为下义词。故本题选B。

11.【答案】C。解析：本题考查学习策略。教师让学生通过解释、重复等方式克服交际中的语言障碍是

想发展学生的交际策略（Communicative strategy）。故本题选C。元认知策略（Metacognitive strategy）指学生为了提高英语学习效率，计划、监控、评价、反思和调整学习过程或学习结果的策略。认知策略（Cognitive strategy）指学生为了完成具体语言学习活动而采取的步骤和方法。情感策略（Affective strategy）指学生为了调控学习情绪、保持积极的学习态度而采取的策略。

12.【答案】C。解析：本题考查听说法。A项“语言学习基于模仿和记忆”，B项“外语学习是机械性习惯形成的过程”，C项“学习者通过运用语言进行交际来学会使用一种语言”，D项“限制母语的使用”。A、B、D三项都是听说法的特征，C项是交际法的特征。故本题选C。

13.【答案】B。解析：本题考查阅读教学。A项“重组材料”和C项“写文章梗概”适用于读后环节，D项“定位具体信息”适用于读中环节，只有B项“预测文章主旨”适合在读前环节进行。故本题选B。

14.【答案】D。解析：本题考查语法教学。language form“语言形式”，language structure“语言结构”，language skill“语言技巧”，language use“语用”。当教师呈现“prefer to do sth.”在文章中的功能和用法时，他/她注重的是语用，即语言在语篇中的功能。故本题选D。

15.【答案】B。解析：本题考查听力教学。自下而上的听力教学模式强调语言知识对听力的影响。该教学模式主张在听力理解之前，安排适当的听力技能的训练及词汇、语法知识的讲解。故本题选B。

16.【答案】B。解析：本题考查词汇教学。教师要检测学生对于单词拼写的掌握情况，而B项“学生两人一组讨论两张厨房图片的不同之处”并未体现拼写，所以这个活动不能达到检验单词拼写的目的。故本题选B。

17.【答案】B。解析：本题考查口语练习活动。口语教学有很多种活动，包括控制性活动和半控制性活动、交际性活动等。交际性活动包括信息差活动、讨论、辩论、访谈、解决问题的活动、以流利性为导向的游戏等。accuracy-focused game“以准确性为导向的游戏”属于控制性活动。故本题选B。

18.【答案】C。解析：本题考查课堂纠错。为保证讲话的流利性，教师应在总结的时候纠正学生讲话时犯的错误，而不是在课下纠正、立即纠正或在沟通时纠正。故本题选C。

19.【答案】D。解析：本题考查教学过程。lead-in“导入”，在导入环节，教师在新的教学内容和活动开始时，组织学生进行课前的心理准备和知识准备，引导学生进入新知识的学习。presentation“呈现”，在呈现环节，教师通过各种方式把新知识呈现给学生；practice“操练”，在操练环节，学生在教师的指导下进行简单的新知运用训练；production“产出”，在产出环节，学生在新的语境中运用新知进行交际，将新知融入已有的知识体系中。“教师要求学生针对某个话题开展调查”是在产出阶段运用新知的活动。故本题选D。

20.【答案】B。解析：本题考查教学活动。A项“做完形填空练习”，B项“进行口头报告”，C项“写故事摘要”，D项“抄写阅读文章中的句子”。要提升学生的口语能力，教师要为他们提供开口说英语的机会。B项可以让学生通过口头报告提高口语能力。A项可以提高学生的语言知识应用能力。C项可以提高学生的总结能力和写作能力。D项可以为学生积累学习素材。故本题选B。

Passage 1

21.【答案】D。解析：细节题。根据第一段中的“This all seems random, but it's by design, part of what the $6.1 billion U.S. egg industry bets will be its next big thing: climate-friendly eggs”可知，这看似随意，但都是有意为之，这是美国鸡蛋行业投资61亿美元策划的下一个大事件——生产气候友好型鸡蛋的一个部分，D项中的specially designed与原文中的by design为同义替换。故本题选D。原文并未提及气候友好型鸡蛋的成本，更未进行比较并得出considerably low cost的结论，排除A。原文未提及“农场应顾客需要推出气候友好型鸡蛋”

的相关内容，且regular shoppers（常客）与文中最后一段第一句中的the same consumers（这类消费者）不符，排除B。第二段第一句指出这些鸡蛋目前仍然贴着“有机”和“动物友好”的标签，这仅说明鸡蛋的性质，并未提到替代性，且第四段说明有机鸡蛋打开了市场，并未提到其被气候友好型鸡蛋取代，C项属于过度推断，故排除。

22.【答案】C。解析：细节题。根据第三段中的“Such improvements 'allow our hens to forage for higher-quality natural feed that will be good for the land, the hens, and the eggs that we supply to our customers'”可知，这些改进可以“让母鸡觅食到高质量的天然食物，进而有益于土地，也能让我们给顾客提供优质的母鸡和鸡蛋”，C项creating a sustainable system是对第三段内容的概括总结。故本题选C。根据第三段第一句可知，多种植一些覆盖作物，以吸引更多的蠕虫和蛐蛐供鸡进食，这属于可持续系统的环节，蠕虫是有益处的，并非带来了破坏，排除A。根据第三段第二句可知，鸡的排泄物可作为土地的肥料，这也是属于可持续系统的环节，且文中并未提及accelerating the disposal，排除B。根据第三段最后一句“we supply to our customers”可知，D项中的attract错误，排除D。

23.【答案】C。解析：细节题。根据第四段第二句可知，有机鸡蛋在市场中占据一席之地，紧接着第三句同样以益生菌和植物肉为例说明这一结论，该段最后一句指出如果可持续鸡蛋的推出能够获得成功，它可以打开再生农业技术的大门，如再生牛肉、再生西兰花等。由此可知，如果可持续鸡蛋能够复制这条道路，它也可以开拓一个新的市场，因此C项the potential of regenerative products是对原文内容的概括总结。故本题选C。根据第四段第二句和第三句可知，人们对益生菌、植物肉和有机鸡蛋都存有疑虑，并未提及对natural feeds（天然饲料）的怀疑，排除A。文中并未提及setbacks，B项是对第五段第一句Regenerative products could be a hard sell的过度推断，故排除。根据第四段第二句和第三句可知，有机鸡蛋、益生菌和植物肉是具有一定市场的，并未提及是超市推广成功的结果，排除D。

24.【答案】B。解析：推断题。根据最后一段中的“Surveys show that younger generations are more concerned about climate change, and some of the success of plant-based meat can be chalked up to shoppers wanting to signal their desire to protect the environment”可知，年轻一代更关注气候变化，植物肉获得成功的部分原因是顾客通过消费植物肉可以表达他们想保护环境的意愿。由此可推断出年轻人也会愿意通过消费气候友好型鸡蛋来表达他们对地球的关注。故本题选B。根据最后一段中的“They are absolutely altering the food chain”可知，年轻人愿意为了保护环境而改变饮食，排除A。C项是对第六段第二、三句的曲解，年轻人尝试新食物是为了保护环境，而非对新食物感到好奇，故排除。根据最后一段第二句可知，年轻人并非对农业进步感到惊讶，他们只是对通过使用环保的食物来保护环境感兴趣，D项与原文不符，排除D。

25.【答案】C。解析：细节题。根据最后一段中的“They are absolutely altering the food chain beyond what I think even they understand what they're doing”可知，John Brunnquell赞同可持续鸡蛋的市场潜力，认为顾客会购买更环保的产品，而非Julie Stanton在第五段第一句中提出的再生农业技术产品可能很难销售。故本题选C。A项并非题干中人物的观点，故排除。B项是Julie Stanton的观点，John Brunnquell并未提及这一点，故排除。文中并未提及两人对再生农业技术产品moral implication的观点，排除D。

Passage 2

26.【答案】C。解析：细节题。根据第一段中的“Children aren't born knowing how to say 'I'm sorry'; rather, they learn over time that such statements appease parents and friends—and their own consciences. This is why researchers generally regard so-called moral guilt, in the right amount, to be a good thing”可知，孩子们并非天生就知道如何说“对不起”，而是随着时间的推移，他们知道这样的说法能够安抚父母及朋友，并让

自己的良心好受些。这就是为什么研究人员普遍认为适当的道德内疚感是好事。故本题选C。第一段第一句提到basic emotions是为了引出guilt这一情绪，并且文中提到guilt不同于basic emotions，二者并非包含关系，排除A。根据第一段中的“guilt emerges a little later, in conjunction with a child's growing grasp of social and moral norms”可知，孩子学习了社会道德规范，然后产生了内疚感这一情绪。文中并未提及B项中所说的intellectual ability“智力水平”，故排除。根据第三段中的“And guilt, by prompting us to think more deeply about our goodness, can encourage humans to make up for errors and fix relationships”及第四段中的“Viewed in this light, guilt is an opportunity. Work by ... suggests that guilt may compensate for an emotional deficiency”可知，内疚感对其他积极情感有影响，但它只能compensate for（弥补），而不能intensify（强化），排除D。

27.【答案】B。**解析：**细节题。deceptive“欺骗性的”，burdensome“负担沉重的”，addictive“使人上瘾的”，inexcusable“无法原谅的”。根据第二段中的“In the popular imagination, of course, guilt still gets a bad rap. It is deeply uncomfortable—it's the emotional equivalent of wearing a jacket weighted with stones”可知，在公众心目中，内疚感仍然身负恶名。从情感上而言，这就好比穿着一件装满石头的夹克，让人非常不自在。故本题选B。

28.【答案】D。**解析：**细节题。根据第二段中的“adding that this revival is part of a larger recognition that emotions aren't binary—feelings that may be advantageous in one context may be harmful in another”可知，这种反思是一种更广泛认识的一部分，即情感不是二元对立的，在某种情境中有利的情感在另一种情境中可能有害。故本题选D。文中内容表明，在某种情境中有利的情感在另一种情境中可能有害，并非情感独立于情境，而是情感在不同的情境产生了不同的效果，排除A。根据第三段中的“Guilt, in other words, can help hold a cooperative species together. It is a kind of social glue”可知，内疚感对社会关系有积极影响，B项内容正确，但是与题干不符，故排除。文中并未提及health“健康”，也未说明内疚感对健康的影响是积极的还是消极的，排除C。

29.【答案】B。**解析：**细节题。根据第四段中的“In a number of studies, Malti and others have shown that guilt and sympathy may represent different pathways to cooperation and sharing”可知，通过大量研究，Malti和其他研究人员证明了内疚感与同情心代表着通往合作与共享的不同途径，即内疚感和同情心可以带来合作与共享。故本题选B。根据第四段中的“Work ... suggests that guilt may compensate for an emotional deficiency”可知，弥补缺陷的主体是guilt（内疚感），并非cooperation and sharing（合作与共享），排除A。根据第四段中的“Some kids who are low in sympathy may make up for ... experiencing more guilt ... vice versa: High sympathy can substitute for low guilt”可知，这两句说明了孩子可以利用内疚感弥补同情心的不足或利用同情心弥补内疚感的不足，以不同的方式实现合作与共享，并非带来情感满足，排除C。根据第四段中的“which can rein in their nastier impulses”可知，控制恶意冲动需要内疚感，但并未提到冲动行为和合作与共享之间的关系，排除D。

30.【答案】D。**解析：**含义题。根据第五段中的“... she rated each child's overall sympathy level and his or her tendency to feel negative emotions after moral transgressions”可知，她对每个孩子的整体同情心水平及他们在做出道德transgressions的行为后所产生的负面情绪的倾向进行了评估，由“产生的负面情绪的倾向”可知，画线单词应该为消极词汇，且最后一段第二句提到“We can be prosocial because we caused harm and we feel regret”我们亲近社会是因为我们造成了伤害而且感到悔恨，由此推断，孩子们是犯了道德上的错误。故本题选D。

二、简答题

31.【参考答案】

(1)展示性问题。

①含义:展示性问题指教师已经知道答案的问题,这类问题可以检测学生对教学内容的理解和掌握情况。

②作答要求:学生作答时一般只需凭借表层理解,短时记忆,或是快速查找材料内容,便能找到答案。

③优点:展示性问题的答案比较固定,能够直接检测学生对教学内容的理解和掌握情况,有利于激发学生的学习积极性、增强学生的自信心。

④例子:What happened to the girl at the end of the story?

(2)参考性问题。

①含义:参考性问题即真实性问题,一般是教师不知道答案,为了获取更多信息而提出的问题。

②作答要求:学生作答时需在一定程度上参阅材料内容,同时结合个人的认知和经历发散思维,对材料信息进行综合分析。

③优点:参考性问题可以使课堂对话更具交互性,促进学生对所学内容进行深层理解,有利于学生用所学知识进行真实的、具有独创性的语言输出,从而促进语言习得。

④例子:What do you think of the characters in the story?

三、教学情境分析题

32.【参考答案】

(1)此项练习题属于机械性练习。此练习题旨在通过合并句子强化学生对限制性定语从句和非限制性定语从句的掌握。

(2)弊端:题量多且题型单一,学生不能在短时间内把10个句子全部完成,且重复练习容易让学生感觉枯燥乏味,丧失学习兴趣。

建议:教师可设计几个具有代表性的句子让学生进行并句练习。除此之外,教师可以结合实际生活让学生创编句子或者对话等,也可以结合多媒体增加练习的多样性,增强课堂愉悦性。

(3)安排课上练习题的注意事项如下。

①题量需要根据课堂时间的安排合理设置。

②题型需要适当变化,避免枯燥,运用多种练习形式。

③练习题要有针对性,能够对本节课所学知识点达到强化巩固的目的。

④练习题要有可操作性,学生能够在教师讲完知识点后顺利完成。

四、教学设计题

33.【参考设计】

Teaching Contents:

This is a speaking class and the material is a poem about friendship.

Teaching Objectives:

(1) Students can understand the poem and learn some new words like cheerful, familiar, adventure.

(2) Students can talk about friendship fluently with each other after this class.

(3) Students will realize the importance of friendship and think deeply about friendship.

Teaching Key and Difficult Points:

Students can understand the poem and talk about friendship fluently with each other.

Major Steps:

Step 1 Pre-speaking (4 minutes)

(1) Play the song *Auld Lang Syne* to students and then ask their feelings of it.

(2) Teach the new words through explaining their meaning. After that, ask students to read the poem and discuss the following three questions in pairs.

Q1: What is the poem about?

Q2: Who would you send this poem to and why?

Q3: Why do we need friends?

(Justification: Playing a song can create a comfortable atmosphere for students and the discussion helps students get familiar with the topic of this lesson.)

Step 2 While-speaking (6 minutes)

Divide students into groups of five and ask them to discuss what is important in establishing friendship. Remind them to complete the table below when they discuss.

Names	What Is Important
Student 1	
Student 2	
Student 3	
Student 4	
Student 5	

(Justification: Students will exchange their ideas of establishing friendship and their speaking ability can get improved.)

Step 3 Post-speaking (5 minutes)

Invite some groups to share their discussion results using the table and ask others whether they agree or not.

(Justification: Sharing results and asking for others' opinions can guarantee all the students take part in the class activity, develop their thinking ability and also help them express their opinions.)

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（二）
参考答案及解析

一、单项选择题

1.【答案】D。解析：本题考查冠词。不定冠词an用在以元音音素开头的单数可数名词之前，泛指某一类人或事物中的一个，an article on COVID-19泛指“一篇关于新型冠状病毒肺炎的文章”，故第一个空填不定冠词an。定冠词the用于名词前，表示特指，第二个空特指“我”写的那篇文章，故填定冠词the。句意为“我的英语老师让我写一篇关于新型冠状病毒肺炎的文章，这篇文章要在周末之前上交”。故本题选D。

2.【答案】D。解析：本题考查时态和语态。句意为“（人们）已经发现油炸食品的摄入与几种癌症的发病风险有直接联系”。分析句子成分可知，该句的主语为“The intake of fried food”，谓语动词要用第三人称单数形式，且与动词find之间为被动关系。故本题选D。

3.【答案】B。解析：本题考查名词辨析。appendix“（书末的）附录”，invitation“招致”，intention“意图，目的”，announcement“公告，宣布”。句意为“如此尖锐的评论会招致激烈的争论”。结合句意可知，本题选B。

4.【答案】D。解析：本题考查副词辨析。specially“特别，尤其”，basically“大体上，基本上”，eventually“最后，终于”，especially“特别，尤其”。specially着重“专门地，特意地”做某事，相当于on purpose；especially较多地用于正式文体，侧重超过其他全部，突出到“特别地”的程度，相当于in particular。句意为“便捷的技术正赋予‘E世代’发言权，尤其是那些使自己的故事、音乐、影片和艺术作品充斥互联网的年轻人”。故本题选D。

5.【答案】A。解析：本题考查让步状语从句。句意为“不论有多少工作要做，你都应该睡个好觉”。这里的however much work相当于no matter how much work。故本题选A。

6.【答案】D。解析：本题考查省略。句意为“当被告知他的求职申请被拒绝的时候，他很失望”。在when引导的时间状语从句中，当从句的主语和主句的主语一致时可省略主语和be动词，该句中省略的是he was，所以应使用inform的被动式。故本题选D。

7.【答案】D。解析：本题考查反义疑问句。句意为“让我们休息一下吧，可以吗？”在反义疑问句中，陈述部分是Let's do sth.时，疑问部分用shall we；陈述部分是Let us do sth.时，疑问部分用will you。故本题选D。

8.【答案】C。解析：本题考查音素。音素（phoneme）是语音的最小单位。在单词destination（/ˌdestɪˈneɪʃn/）中，共有9个音素（/eɪ/是1个音素）。故本题选C。

9.【答案】B。解析：本题考查辅音的分类。根据发音方式分类，[f]，[v]，[s]，[θ]，[ʃ]，[z]，[h]都是擦音（fricative）。故本题选B。

10.【答案】C。解析：本题考查构词法。截短法（clipping）是指通过截头、去尾或截头去尾将单词缩写，词义和词性保持不变的英语构词法，单词Ad由advertisement去尾截短而成。故本题选C。

11.【答案】B。解析：本题考查教学大纲。内容型教学大纲（content-based syllabus）的特点是强调教学过程，在教学过程中，把学习者具有的其他学科知识引入外语教学，或者通过外语学习其他学科的知识；任务型教学大纲（task-based syllabus）的理念是语言能力不是通过学习语言本身来获得的，而是在完成任务的过程中获得的；结构型教学大纲（structural syllabus）强调传授语法规则或语言结构，认为语言的语音、词汇、语法各部分应按先后顺序向学生传授，这种方式能直接反映语言本身的逻辑；功能－意念型大纲（functional-notional syllabus）是把学习者运用语言的需要作为出发点，以交际为基础的大纲模式。题干所述是任务型教学大纲，

故本题选B。

12.【答案】C。解析:本题考查课标知识。根据《普通高中英语课程标准(2017年版2020年修订)》,迁移创新类活动主要包括推理与论证、批判与评价、想象与创造等超越语篇的学习活动。故本题选C。学习理解类活动主要包括感知与注意、获取与梳理、概括与整合等基于语篇的学习活动;应用实践类活动主要包括描述与阐释、分析与判断、内化与运用等深入语篇的学习活动。

13.【答案】B。解析:本题考查阅读教学。A项“自上而下的模式”,强调发挥已有知识在阅读过程中的作用,在阅读教学中重视背景知识的导入,帮助学生学会运用自己的知识对文章内容进行预测,然后阅读、检验、修订自己的预测,进行新的预测;B项“自下而上的模式”,强调学生从字母、单词,到句子,逐个进行解码从而理解全文,重视阅读中的词汇教学;C项“重结果的模式”和D项“重过程的模式”常用于写作教学。教师在学生阅读前讲授单词的意思并分析单词的用法,采用的是自下而上的模式。故本题选B。

14.【答案】B。解析:本题考查语法教学。使用演绎法(the deductive method)进行教学时,教师首先直接讲解语法规则并举例说明,然后让学生进行各种替换练习、句子练习等。这种教学方式讲解清楚,易于理解,比较适合高年级学生;但是这种方式注重形式而非运用,学生处于被动学习的状态。A、C、D三项都是演绎法的特点。使用归纳法(the inductive method)进行教学时,教师让学生首先接触含有语法规则的语境,然后根据上下文的信息归纳出语法规则。B项所描述的内容适用于归纳法。故本题选B。

15.【答案】B。解析:本题考查英语教学法。A项“自然教学法”是一种在语言同事物之间建立直接联系的教学方法。B项“交际法”是以语言功能项目为纲,培养学生在特定的社会语境中运用语言进行交际的能力的一种教学法体系。C项“听说法”强调口语的第一性,强调口头能力的培养。D项“语法翻译法”以培养学生的阅读能力为主要教学目的,强调阅读原著和名著,不注重口语。故本题选B。

16.【答案】D。解析:本题考查词汇教学。A项“按照要求给单词分类”,B项“将词汇搭配起来,组成词块进行记忆”,C项“找同义词和反义词”都属于词汇巩固方法。D项“猜测单词的意义”更适用于单词呈现阶段。故本题选D。

17.【答案】A。解析:本题考查语法练习形式。A项“意义性练习”,是指对语法的理解、意义的转换和产出。题干中教师通过小组讨论的活动形式,让学生运用语法项目进行语言交际,从而达到巩固和内化的目的。B项“机械性练习”,是指学生不停地重复练习一个关键句型或者语法结构;C项“测试”;D项“使用提示进行练习”,提示可以是图片、信息表、模拟表演等。故本题选A。

18.【答案】B。解析:本题考查课堂纠错。重述(也叫重铸)指教师对学生的全部或部分话语进行重构,用正确的目的语形式替换错误的话语。在这个例子中,教师并没有直接说出“You are wrong.”,而是用正确的目的语形式替换错误的话语,以保护学生的自尊心和学习英语的积极性。故本题选B。

19.【答案】A。解析:本题考查教学过程。pre-reading“读前”,读前环节是阅读的准备环节。此环节的主要目的是激发学生的阅读动机,激活学生的背景知识,减少阅读障碍,使学生做好阅读的准备;while-reading“读中”,读中环节是阅读的核心环节,以学生阅读为主,主要任务是帮助学生理解文本并训练学生的阅读技能;post-reading“读后”,读后环节是指依据阅读材料的内容开展评价性和应用性活动,以让学生巩固和拓展知识;lead-in“导入”,在导入环节,教师在新的教学内容和活动开始时,组织学生进行课前的心理准备和知识准备,引导学生进入新知识的学习。教师让学生根据标题和图片预测阅读材料的主要内容,以此激发学生的好奇心,提高学生阅读时的专注度,属于读前环节的活动。故本题选A。

20.【答案】B。解析:本题考查教学活动。A项“总结文章的主要内容”,B项“根据上下文猜测含义”,C项“推断作者的态度”,D项“写作后互评”。教师可以让学生根据上下文猜测生词的含义,从而培养其猜词

能力，故本题选B。A项可以培养学生的总结能力。C项可以培养学生的推断能力。D项可以使学生在互评过程中互相学习，取长补短。

Passage 1

21.【答案】C。**解析：**细节题。根据题干信息定位到第一段。本段主要介绍了《公共科学图书馆——医学》上一篇论文的观点，与爱交际的人相比，孤独的人似乎患与慢性炎症相关的疾病的风险更大，孤独对死亡率的影响能与抽烟和酗酒相提并论。由此可见，C项“孤独的人可能成为慢性疾病的受害者”符合题意，故本题选C。A项与首句描述相矛盾。虽然第一段最后出现了age和illness，但这是指论文中所说的研究控制了年龄和已患疾病等因素，故排除B项和D项。

22.【答案】A。**解析：**细节题。根据第二段中的“Dr. Cole harvested samples of white blood cells from both lonely and gregarious people. He then analysed the activity of their genes, as measured by the production of a substance called messenger RNA”可知，Cole博士从孤独的人和爱交际的人那里收集了白细胞样本，然后靠测量一种叫作信使RNA的物质的数量分析了他们基因的活性，或者说通过测量信使RNA的含量来分析基因的活性，故A项符合题意。B项和D项在原文中没有提及，可排除。原文提到的是信使RNA携带着基因上的指令，这些指令告诉细胞生产哪类蛋白质，显然这是对信使RNA的介绍，并不是分析基因活性的方法，故C项“对合成某种蛋白质下达指令”错误。

23.【答案】B。**解析：**细节题。根据第三段中的“Broadly speaking, the genes less active in the lonely were those involved in staving off viral infections. Those that were more active were involved in protecting against bacteria”可知，孤独的人体内不太活跃的基因是那些帮助人们避开病毒感染的基因，而那些较活跃的基因帮助人们抵抗细菌。故本题选B。文中提到避开病毒感染的基因是孤独的人体内活跃度较低的基因，故排除A。第二段末句说无论是活跃度较高的基因还是活跃度较低的基因都来自少数功能群，与C项矛盾。D项原文未提及，故排除。

24.【答案】D。**解析：**细节题。根据第四段中的“The crucial bit of the puzzle is that viruses have to be caught from another infected individual ... Dr. Cole thus suggests that past evolution has created a mechanism which causes white cells to respond appropriately”可知，病毒通过另一个已感染此病毒的人传染给某个人，并且病毒通常有其一对一的特殊宿主。相比之下，细菌经常仅仅潜伏在周围的环境中，并且宿主众多。所以爱交际的人比孤独的人更易感染病毒。由此可见，病毒较之于细菌对爱交际的人的威胁更大，故本题选D。原文提到经常潜伏在周围环境中的是细菌，而不是病毒，故A项错误。B项描述的是病毒的传染方式。C项与第四段中的“The gregarious are therefore at greater risk than the lonely of catching viruses”描述矛盾，故排除。

25.【答案】B。**解析：**推断题。根据最后一段中的“What Dr. Cole seems to have revealed, then, is a mechanism ... their genes are regulated differently, according to how sociable an individual is”可知，Cole博士似乎已经揭示出这样一种机制，社交环境可以影响人们体内的机制，调整人体内的基因组以让其做出恰当的反应。这并非说孤独的人和爱交际的人在基因上有所不同，而是根据交际程度的不同，这两种人以不同的方式调控各自的基因。归纳上述内容可推断，交际程度能调整人的基因组，使它得以正常工作，故本题选B。A项与此意矛盾，可排除。C项在原文中并未提及。D项“个人要找到他们自己的方式来适应环境”不符合Cole博士要表达的意思，故排除。

Passage 2

26.【答案】B。**解析：**细节题。根据第二段中的“A move back to self-sufficiency, the argument goes, would boost the farming industry, political sovereignty and even the nation's health”可知，有观点认为，英国恢复粮食自

给自足将促进农业发展、增强政治主权，甚至提高全体国民的健康水平。故本题选B。A、C两项文中未提及，故排除。D项是对第二段第三句“A move back to self-sufficiency ... would boost the farming industry”的曲解，原文为boost（促进），选项为pose a challenge（带来挑战），故排除。

27.【答案】C。解析：细节题。根据第三段中的“According to a report on UK food production from the University of Leeds, UK, 85 per cent of the country's total land area is associated with meat and dairy production”可知，根据英国利兹大学发布的关于英国食品生产的报告，英国85%的土地都用于生产肉类和奶制品，C项是该句的同义替换。故本题选C。根据第五段中的“Just 25 per cent of the country's land is suitable for crop-growing, most of which is already occupied by arable fields”可知，英国只有25%的土地适合种植农作物，其中大部分已用作耕地。原文仅说明25%的土地中的大部分已用作耕地，但并未提及耕地自身的利用率是否低下，排除A。文中并未提及需要对工业化生产进行改革，排除B。D项并非利兹大学报告中显示的信息，故排除。

28.【答案】C。解析：细节题。根据第五段中的“There is a good reason why the UK is dominated by animal husbandry: most of its terrain doesn't have the right soil or climate to grow crops on a commercial basis”可知，英国大部分地区并不具有适合种植商业作物的土壤或气候，自然条件不允许英国大量种植农作物，C项是对第二句的概括总结。故本题选C。原文未提及technology相关内容，排除A。文中仅提及动物性食品和植物性食品，并未提及英国的饮食传统，也并未说明英国农作物种植受限于其饮食传统，排除B。原文意在说明英国农作物种植受限的原因是缺少适宜的土壤和气候，并未提及英国的商业利益，排除D。

29.【答案】A。解析：推断题。根据最后一段中的“Just 23 per cent of the fruit and vegetables consumed in the UK are currently home-grown, so even with the most extreme measures we could meet only 30 per cent of our fresh produce needs”可知，目前，英国消费的水果和蔬菜中只有23%产自本地，因此，即便采取最极端的措施，也只能满足人们对新鲜农产品需求的30%。由此可知，英国大部分果蔬依赖进口。故本题选A。原文并未提及水果消耗量的增长情况，排除B。根据最后一段中的“That is before we look for the space to grow the grains, sugars, seeds and oils that provide us with the vast bulk of our current calorie intake”可知，英国需要寻找合适的土地用以种植为人体提供热量的农作物，而不是寻找减少摄入热量的方法，排除C。原文只说明了需找到合适的土地来种植为人体提供大部分热量的农作物，并未提及种植新品种谷物，排除D。

30.【答案】B。解析：态度题。文章前两段通过人口增长与农业生产的关系，引出对“英国实现粮食自给自足”这一愿景的可行性的探讨；第三至五段重点论述了英国无法满足国内对肉类和奶制品的需求，即便转向以果蔬为主的饮食方式也无法实现自给自足，并说明了具体原因；最后一段总结并指出在设法寻找适合种植作物的土地前，英国将无法满足国内对粮食的自给自足。由上述分析可知，作者对英国实现粮食自给自足持怀疑态度。故本题选B。文中并未出现能够体现“戒备”或“容忍”感情色彩的用词或表述，这两项与作者表达的态度不符，排除A、C。由文章内容可知，作者对英国实现粮食自给自足持怀疑态度，为负面的感情色彩，D项与作者态度相反，故排除。

二、简答题

31.【参考答案】

（1）重结果的写作教学模式是一种注重写作成品的教学方式。其主要特点是一稿写作。但是，重结果的写作不等于传统的教师布置课外作业，学生独立完成作业，然后教师批改作业的方式。重结果的写作同样有控制性练习，多采用模仿写作的方式，突出文本形式的准确性。写作通常由范本分析到自由写作，最后是教师批阅。

不足之处：重结果的写作教学模式只注重语篇整体，很少考虑思想内容，教师对所写文章的评论难免会忽

视对学生写作各阶段技巧的指点，忽视学生写作过程中出现的问题和困难。

（2）重过程的写作教学模式是将写作内容与写作过程并重的教学方式。写作一般由写前准备、打草稿、同伴或者小组评议（反馈）等环节组成。写前环节主要是确定预期读者、写作目的和写作模式，采集信息和规划写作。初稿环节提倡小组合作和教师指导，修改环节强调互评和小组评议。因此，重过程的写作是一个几经易稿的写作模式。

不足之处：重过程的写作教学模式是中高级阶段写作教学的常用方法，它的局限性是比较适合小班教学。

三、教学情境分析题

32.【参考答案】

（1）在该教学片段中，教师让学生在第一次阅读材料之后总结段落大意和回答一些细节问题，没有很好地分清教学层次。学生在读第一遍时可能无法兼顾大意与细节，从而无法获取有效的信息，这不利于培养学生正确的阅读策略，也可能会影响学生阅读的积极性。

（2）教师可安排学生读两遍材料，第一遍让学生在规定的时间内概括材料的主题、大意或段落大意，第二遍再让学生回答一些关于材料细节的问题。

（3）“读后环节”的目的有两个，一是根据阅读内容开展评价性和应用性活动，二是鼓励学生将所阅读的内容与自己的经历、知识、兴趣和观点联系起来。因此，教师可以设计如下活动。

①对学生阅读过程表现进行评估（如学生自我汇报的方式等）。

②对策略使用进行评估（如组织学生就自己的阅读方式进行讨论等）。

③对学生阅读质量的检查评估（如提问、书面检查等）。

④依据所阅读的材料让学生进行口头或笔头的练习（如角色扮演、大意复述、采访活动等）。

⑤将阅读信息与材料外的信息相联系（如换角色讲故事、模仿写作等）。

四、教学设计题

33.【参考设计】

Teaching Contents:

In this reading class, the passage introduces the WWF, the world's largest organisation for nature conservation.

Teaching Objectives:

(1) Students can understand the passage and know more about the WWF through reading the passage and answering some questions.

(2) Students are able to introduce the WWF and make a poster to propagate the ideas of animal and environmental protection.

(3) Students will pay more attention to the WWF and form the awareness of nature conservation.

Teaching Key and Difficult Points:

(1) Teaching key point

Make students know more about the WWF through reading the passage.

(2) Teaching difficult point

Enable students to introduce the WWF and make a poster to propagate the ideas of nature conservation.

Major Steps:

Step 1 Pre-reading (4 minutes)

(1) Show the panda logo of the WWF and ask students to guess what the panda logo stands for. After that,

choose two students to share their ideas and then introduce today's topic: WWF.

(2) Show some pictures about the WWF and ask students to predict that from what aspects the passage introduces the WWF.

(Justification: The guessing game can stimulate students' curiosity and help introduce the topic naturally. Besides, prediction can attract students to read the passage.)

Step 2 While-reading (11 minutes)

(1) Ask students to read the passage quickly and check their predictions. Meanwhile, ask them to get the main idea of each paragraph. For example:

Paragraph 1: The basic information about the WWF.

Paragraph 2: The focus of the WWF's attention.

Paragraph 3: The WWF has worked with China.

(2) Ask students to read Paragraphs 1~2 again and answer the following questions.

① What is the WWF?

② When and where was the WWF founded? And who designed the panda logo?

③ What was the WWF's aim?

④ What is the focus of WWF's attention?

(3) Ask students to read Paragraph 3 and think about the following two questions.

① What is the WWF doing in China?

② What do you think of the WWF? And what can you do for it?

Ask students to answer the first question and then talk about the second question in pairs.

(Justification: This step can help students learn more about the WWF and encourage students to think beyond the passage to form the awareness of nature conservation.)

Step 3 Post-reading (5 minutes)

(1) Ask students to introduce the WWF to each other in pairs according to the main idea of each paragraph.

(2) Ask students to make a poster to propagate the ideas of animal and environmental protection.

(Justification: The step can help students have a deeper impression of what they have learned and develop students' team spirit and the awareness of nature conservation.)

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（三）
参考答案及解析

一、单项选择题

1.【答案】B。**解析**：本题考查名词辨析。collaboration“协作”，cooperation“协助，配合”，collusion“串通，勾结”，concurrence“同时发生，同意”。句意为“音乐会是现场直播的，电视导演感谢音乐厅中观众的配合”。根据句意可知，本题选B。

2.【答案】C。**解析**：本题考查动词辨析。grimace“扮鬼脸，做苦相”；pout“噘嘴”；frown“皱眉头，不同意”，符合句意；glower“怒目而视，瞪眼”。句意为“老教授走到了应试者的桌子旁，回头看去，皱了皱眉头，很显然，应试者做得不怎么好”。根据句意可知，本题选C。

3.【答案】C。**解析**：本题考查分数的表达及主谓一致。句意为“那片区域2/5的土地被树木和青草覆盖”。分数可用“基数词+连字符+序数词”来表示，如果分子大于1，分母要用复数形式；此处land为不可数名词。故本题选C。

4.【答案】C。**解析**：本题考查动名词。句意为“养成晨读的好习惯对英语学习者非常重要”。分析句子成分可知，动名词在句中作主语。故本题选C。

5.【答案】B。**解析**：本题考查主语从句。句意为“各国之间的时尚不同，这也从一方面反映出文化的差异性”。完整的句子“fashion differs from country to country”作主语，不缺少任何成分，所以用that引导。故本题选B。

6.【答案】D。**解析**：本题考查强调句。本题的强调句型为“It is/was +被强调部分+ that +其他”。句意为“就是那天，这个男孩爱上了女孩”。故本题选D。

7.【答案】A。**解析**：本题考查定语从句。句意为“大学毕业生没有为在职场中解决问题做好准备，发现这一问题的外部人员质疑高等教育的质量”。分析句子结构可知，第一个空引导后面的定语从句，先行词为outsiders，所以用who引导。unprepared for ...意为“对……毫无准备”，在从句中作定语，修饰college graduates。故本题选A。

8.【答案】C。**解析**：本题考查语调。在选择疑问句中，语调为先升后降。故本题选C。

9.【答案】C。**解析**：本题考查语素。语素是最小的音义结合体，其最大的特点是不能再被分割为更小的音义结合体。unbearable由“un-”“bear”“-able”三个语素组成。故本题选C。

10.【答案】B。**解析**：本题考查涵义关系。情感同义词（emotive synonyms）指在情感色彩和评价态度方面不一样的同义词，即它们表达了相同的词义，但显示了使用者不同的情感，暗示了使用者对当前话题的态度。A项，flat和apartment都表示“公寓”，前者用于英式英语，后者用于美式英语，属于方言同义词；B项，collaborator“协作者”，多指协同做正面的、好的事情，而accomplice“共犯，帮凶”带有贬义，两者属于情感同义词；C项，daddy和male parent均可表示“父亲”，male parent的用法更加正式，两者属于文体同义词；D项，employer“雇主”和employee“雇员”属于反向反义关系。故本题选B。

11.【答案】A。**解析**：本题考查语音教学。学生对两个英语音标发音混淆不清的时候，教师可以向学生解释如何正确发音。本来学生就不清楚如何发音，用绕口令更容易使他分辨不清。而把语音写在黑板上容易分散学生在“听”上的注意力。造句属于产出训练阶段的练习，不适合此情境。故本题选A。

12.【答案】B。**解析**：本题考查语法教学。使用归纳法（the inductive method）进行教学时，教师让学生

首先接触含有语法规则的语境，然后根据上下文的信息归纳出语法规则。题干中的教师让学生自行归纳语法规则，他/她最有可能采用的是归纳法。故本题选B。

13.【答案】D。解析：本题考查语篇教学。语篇指的是交流过程中的一系列连续的语段或句子所构成的语言整体，A项表述正确。语篇教学是相对于以词汇和句子结构为中心的教学而言的，B项表述正确。语篇通常分为会话语篇和段落语篇，C项表述正确。“让学生掌握基本语法，并利用语法开展实践活动”指的是语法教学。故本题选D。

14.【答案】C。解析：本题考查听力教学。教师让学生仔细听材料，并辨别说话者对终身学习的态度，由此可知教师是在训练学生通过听来理解说话者的意图、态度这一技能。A项“大意理解能力”，通常包括理解谈话或独白的主题、意图等能力；B项“词义猜测能力”，指借助各种技巧猜测听力材料中生词、难词等未知表达的能力；C项“推理判断能力”，指对说话人的意图、谈话人之间的关系、说话者的情感态度等的推理判断能力；D项“交际信息辨别能力”，指理解谈话中的信息指示语、例证指示语、话题终止指示语、话轮转换指示语等的能力。故本题选C。

15.【答案】B。解析：本题考查写作教学。教师让学生从自己收集的想法中选择有用的，并将它们连贯、有逻辑性地组织起来，这属于绘制思路图（Mind Mapping）的过程。头脑风暴（Brainstorming）是指在教师给定主题之后，学生思考并收集与主题相关的想法这一过程。修改（Editing）是指在写作之后，学生通读自己的文章，检查文章思路是否清晰、是否具有逻辑性这一过程。写初稿（Drafting）是指在列完提纲之后学生开始形成自己的文章的过程。故本题选B。

16.【答案】B。解析：本题考查阅读教学。本题要求选择一个不适合在读前环节进行的活动。A项“说明‘略读’和‘寻读’两种阅读技能”、C项“介绍阅读文章的要素”和D项“让学生写下与主题相关的问题”都是为学生接下来的阅读做准备，可以作为读前阶段的活动；B项“让学生写类似的文章”通常作为读后活动或写作教学活动。故本题选B。

17.【答案】B。解析：本题考查课堂提问。开放性问题没有固定答案，能培养学生的发散性思维，促进学生创新能力的提高。封闭性问题通常只有一个正确答案，只能评估学生对特定知识的了解。A、C、D三项都属于封闭性问题，B项属于开放性问题。故本题选B。

18.【答案】A。解析：本题考查词汇教学。词汇意义包括词的外延意义（denotative meaning）和内涵意义（connotative meaning）。外延意义也称概念意义（conceptual meaning），用来表示词语与所指客观世界中的实体之间的关系，指词的字面意义，也是词典中的定义或释义。内涵意义是隐含于或附加在概念意义上的意义，它反映了人们对于某个词汇的情感联系。故本题选A。搭配意义（collocative meaning）指通过词语的常用搭配所传达的意义；情感意义（affective meaning）指所传达的关于说话人或作者情感、态度方面的意义。

19.【答案】A。解析：本题考查听力教学。在听前阶段，教师的主要任务是激发学生的学习动机，激活他们的已有图式，帮助学生做好听的准备，以向学生展示话题、教关键词或句型、训练基本技能等为主要活动。故本题选A。

20.【答案】A。解析：本题考查教学活动。A项“做选择题”，B项“从词典中抄写句子”，C项“学习有用的单词和表达”，D项“逐句读文章”。A项可以使学生将学习的词法、句法知识及解题技巧应用于实践中，可以培养学生的综合语言运用能力。B项和C项可以帮助学生积累语言学习素材。D项可以培养学生的精读能力。故本题选A。

Passage 1

21.【答案】B。解析：细节题。文章第一段讲述微软收购了轰动一时的Wunderlist和Sunrise，第二段讲

述这两款程序被收购后的处境。根据第二段中的“Their teams of engineers stayed on, making them two of the many ‘acqui-hires’ that the biggest companies have used to feed their great hunger for tech talent”可知，两家公司的工程师团队留了下来，成了众多“人才收购”中被收购的一员，大型公司通过这一手段来满足自己对技术人才的巨大需求，B项是该句的同义替换。故本题选B。文章第二段第一句指出“Both apps, however, were later scrapped after Microsoft said it had used their best features in its own products”，但文中只提及微软下架了这两款应用，并未提及这两家公司被收购后的市值变化，排除A。第二段第一句指出微软表示已将下架的两款应用的最好的功能用在自家产品中，并未提及其技术特性得到了改进，排除C。第二段第一句指出，微软在收购Wunderlist、Sunrise，并将这两款产品最好的功能作为己用后就将其下架了，并没有提及这两家公司的产品是否被重新定价，排除D。

22.【答案】C。**解析：**细节题。根据第三段中的“To Microsoft’s critics, the fates of Wunderlist and Sunrise are examples of a remorseless drive by Big Tech to chew up any innovative companies that lie in their path ... putting an end to businesses that might one day turn into competitors”可知，在微软的批评者看来，Wunderlist和Sunrise的命运表明，大型科技公司会毫不留情地扼杀任何挡在自己前进道路上的创新型公司，即它们会消除潜在的竞争者。故本题选C。文中并没有提及与大型科技公司“夸大其产品质量”相关的信息，排除A。第二段第二句指出Wunderlist和Sunrise的工程师团队被微软作为人才留了下来，由此可见微软公司是非常珍惜人才的，但文中并未提及微软留下人才后是如何对待他们的，排除B。文章并未提及大型科技公司无视公众的意见，排除D。

23.【答案】D。**解析：**细节题。根据第四段中的“I think these things are good for me, if I put my selfish hat on. But are they good for the American economy? I don’t know”可知，Paul Arnold担心小型收购案可能会危害国民经济。故本题选D。文章第四段指出，Paul Arnold担心小型收购案可能会危害美国的国民经济，并非削弱大型科技公司，排除A。第三段第二句只是阐述大型科技公司的收购行为带来的后果，并没有提及Paul Arnold认为小型收购案可能会使市场竞争变得更糟糕及阻碍初创投资者，排除B、C。

24.【答案】D。**解析：**细节题。根据第五段中的“This week, it asked the five most valuable U.S. tech companies for information about their many small acquisitions over the past decade”及“... the request has raised the prospect of regulators wading into early-stage tech markets that until now have been beyond their reach”可知，美国联邦贸易委员会企图审查小型收购案，D项是第五段第二句的同义替换。故本题选D。第五段第二句提及“美国联邦贸易委员会向美国市值最高的五家科技公司发起问询，来了解它们在过去10年里经手的许多小型收购案的相关信息”，意在说明美国联邦贸易委员会想监管这些大型科技公司对小型企业的收购情况，而非打算监督初创企业的运营，排除A。第五段第三句提及research project（调查项目）是为了表明联邦贸易委员会对五家科技公司的小型收购案的问询只是调查项目，并未提及其是否鼓励研究合作，排除B。第六段提及五个大型科技公司收购小型公司的情况，但并未说明美国联邦贸易委员会打算限制大型科技公司的扩张，排除C。

25.【答案】B。**解析：**细节题。根据第六段中的“Between them, the five biggest tech companies have spent an average of only $3.4 billion a year on sub-$1 billion acquisitions over the past five years—a drop in the ocean ...”可知，这五家大型科技公司对小型公司的收购并没有给它们带来财务压力，B项是对第六段第二句的概括总结。故本题选B。文中并没有提及management challenges“管理方面的挑战”，排除A。文中并没有提及五个大型科技公司的小型收购为未来交易树立了先例，排除C。文中并没有说明五个大型科技公司的小型收购产生了可观的利润，排除D。

Passage 2

26.【答案】B。解析:细节题。根据第一段中的“To find out if this extends to non-living beings, Laleh Quinn ..., and her colleagues tested whether rats can detect social signals from robotic rats”可知,为了探究这是否适用于非生物,……拉蕾·奎恩及其同事们测试了老鼠是否可以察觉到机器鼠发出的社交信号。故本题选B。A项与奎恩及其同事们所做的测试无关,故排除。原文未提及任何关于“通过特殊训练获得社交特性”的内容,排除C。第三段第一句只是说明实验过程,与warning messages无关,且其并非rats的行为,排除D。

27.【答案】C。解析:细节题。根据第三段中的“Meanwhile, the asocial robot simply moved forwards and backwards and side to side”可知,与此同时,“不合群机器鼠”只是前后左右不停地移动。C项moved around是moved forwards and backwards and side to side的同义替换,alone是对原文“‘社交机器鼠’跟着活老鼠四处走动,‘不合群机器鼠’只是前后左右不停地移动”的适度推断。故本题选C。第三段第一句中的played with toys是对social robot的描述,并非asocial robot的行为,且A项将该句中的same改写成some,故排除A、B。根据第三段第一句“the social robot rat followed the living rats around”可知,原文followed的主语是the social robot rat,宾语是the living rats,与题干中的asocial robot无关,排除D。

28.【答案】A。解析:细节题。根据第四段中的“This could lead to the rats better remembering having freed it earlier, and wanting the robot to return the favour when they get trapped, says Quinn”可知,这种行为使活老鼠更好地记住自己早先解救过“社交机器鼠”,而且它们希望在自己被困时,“社交机器鼠”会投桃报李,采取相同的行动。A项中的expected是该句中wanting的同义替换,to do the same in return是该句中to return the favour when they get trapped的同义替换,选项中的the same和原文中的the favour都指代set free这个行为。故本题选A。根据第四段中的“They may have bonded ... exploring and playing”可知,其阐述的原因与released和Quinn无关,且文中并未提及与game相关的内容,排除B。根据第四段中的“They may have bonded more with the social robot because it displayed behaviours like communal exploring and playing”可知,原文中displayed后接的宾语是“社交机器鼠”在实验中的各种行为,而intelligence是对活老鼠放走“社交机器鼠”这一行为的过度推断,排除C。D项原文未提及,故排除。

29.【答案】A。解析:细节题。根据第六段中的“‘We'd assumed we'd have to give it a moving head and tail, facial features, and put a scent on it to make it smell like a real rat, but that wasn't necessary,' says Janet Wiles”及第四段中的“They may have bonded ... because it displayed behaviours like communal exploring and playing”可知,相比于机器鼠的外貌和气味,活老鼠更看重机器鼠的行为。A项中的actions是behaviours的同义替换,looks是对第六段中的size, plastic box, head and tail, facial features的概括。故本题选A。differentiate及better than在文中并未体现,原文不涉及smell和size之间的对比,排除B。原文并未提及任何关于“老鼠被吓到”的信息,排除C。原文强调的是“面部特征不重要”,排除D。

30.【答案】C。解析:推断题。本文主要讲述了一项研究,探究老鼠是否会对非生物发出的社交信号作出回应;研究人员将八只成年老鼠和两种类型的机器鼠放入笼中进行观察研究,结果发现老鼠会对“社交机器鼠”发出的社交信号作出回应;最后总结研究结论。故本题选C。原文并未说明老鼠会更快适应新环境,且原文讲述的是将机器鼠和活老鼠关在笼子里,对比它们的行为表现,不涉及环境变化,排除A。B项原文未提及,故排除。根据最后一段中的“Similarly, children tend to treat robots as if they are fellow beings ...”可知,differently和similarly含义完全相反,排除D。

二、简答题

31.【参考答案】

（1）“信息沟”是不同的人在掌握信息方面存在的差距，也叫信息不对称。“信息沟”是人们进行交际的基础、诱因和出发点。

（2）“信息沟”在口语教学中的作用。

①促进学生习得语言。“信息沟”活动便于创设真实的语境，学生在交流的过程中把注意力放在信息的传递与获取上，在不知不觉中习得语言的结构和功能。

②增强学生自信心。“信息沟”活动能够创设自由的学习氛围，在交际的过程中，学生较少关注语言的准确性，焦虑情绪降低，说英语的自信心得到增强。

③激发学生的学习动机。“信息沟”的存在能够激发学生为获取信息而努力交流的内在动力。

④增强教学趣味性。传统的英语口语训练活动如朗读、复述课文等枯燥乏味，而信息的交流与互补能够消除学生的厌倦情绪，激发其学习兴趣。

⑤提升学生综合素质。学生在口语交流中获得信息后，会对信息进行分析和判断，然后通过协商、沟通达成共识，这一过程不仅能够锻炼学生的口语能力，还能提高其分析、判断、评价、想象等能力。

（3）“信息沟”活动。

①猜谜。教师在纸上写下学生学过的一个单词，折好放在一边。然后，学生通过提问，一步一步缩小范围，直到猜出正确的单词。

②自由对话。教师给出一个话题，让学生就该话题发表看法，交流观点。

三、教学情境分析题

32.【参考答案】

（1）该片段属于课堂导入（lead-in）环节和新课讲授（presentation）环节。

（2）课堂导入的目的：吸引学生的注意力，并明确本节课的目的和任务；激发学生的求知欲，使学生对本节课的内容产生兴趣；联系旧知识，有利于教师自然而然地引出本节课的内容。

新课讲授的目的：呈现本堂课的教学内容，包括语言结构和语言功能，让学生掌握基本的语言知识，同时锻炼学生的听、说、读、写等语言能力。通过设置教学活动，完成教学任务。

（3）优点：教师在新授环节采用了学生讨论的形式，锻炼了学生的口语表达能力，同时培养了学生的合作精神。

缺点：①教师通过回顾旧知识的方式引入新课，但是没有进一步让学生展开讨论，没有充分激活学生的关联知识。导入内容趣味性不高，不利于激发学生的学习兴趣。

②在新授环节中，教师应注意让学生整体感知文章，而不是机械地分析每一段的大意，这样不利于培养学生的阅读能力。

③教学反馈比较单一，教师应多用一些启发性的反馈语，引导学生积极探索新知，培养学生的自主探究能力，提高教学效率。

四、教学设计题

33.【参考设计】

Teaching Contents:

This is a writing lesson. After learning, students will write a report on eating habits.

Teaching Objectives:

(1) Students can gain some knowledge about healthy diets and know how to eat to keep healthy.

(2) Students can learn how to write a report on eating habits after collecting material.

(3) Students can raise their awareness of forming a good eating habit and staying healthy.

Teaching Key and Difficult Points:

(1) Teaching key point

Students can acquire the knowledge about healthy diets and know how to eat to keep healthy.

(2) Teaching difficult point

Students can collect material to write a report on eating habits.

Major Steps:

Step 1 Pre-writing (8 minutes)

(1) Present some pictures of food on the PPT. Ask students to talk about the food they often eat and record what and how much they ate for the past three days in the form below.

Food	**Day 1**	**Day 2**	**Day 3**
Grains			
Vegetables			
Fruit			
Milk and other dairy products			
Meat and beans			
Desserts and sweet drinks			
S = a small amount; M = a moderate amount; L = a large amount			

Then ask three students to share their diets with the whole class.

(2) Show students the table below that tells us what food experts advise us to eat to keep healthy on the PPT. Ask students to compare their diets with the food that food experts propose and think about whether their diets are healthy or not in groups of four.

Food	**Food experts' advice**	**I**
Grains	Eat most	Eat least
Meat	Eat moderately	...
Sweet drinks	Eat least	...
...	...	...

(3) Ask students to share their comparisons in groups of four, and discuss how to change their diets.

(4) Present the format of a report on the PPT, and ask students to think about how to complete their reports on eating habits.

(Justification: Students can compare their diets with the diets proposed by food experts and know the format of a report.)

Step 2 While-writing (7 minutes)

Ask students to write a report by using the material above. They can refer to the format of a report.

The title of the report

Paragraph 1: Introduction

(This report will describe the food I ate ... and compare my eating habits with what food experts advise us to eat ...)

Paragraph 2: The food I ate

Paragraph 3: Comparisons

Paragraph 4: Conclusion

(My diet is healthy/not healthy ... I plan to ...)

(Justification: Through this activity, students can know how to finish a report on eating habits and realize the problems of their diets.)

Step 3 Post-writing (5 minutes)

(1) Organize students to do the self-editing and exchange their reports with their deskmates to do the peer-editing according to the writing rubrics below.

Items	Criteria	Self			Peer		
		A	B	C	A	B	C
Punctuation and spelling	To see whether the punctuation and spelling are right						
Organization	To see whether the organization serves the purpose						
Handwriting	To see whether it is neat, beautiful and easy to read						
...	...						

(2) Then choose two students to share their reports, and ask other students to give more suggestions as to their eating habits.

(Justification: Editing can perfect students' writing and the suggestions can help students learn more healthy diets.)

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（四）
参考答案及解析

一、单项选择题

1.【答案】A。解析：本题考查动词短语辨析。impose ... on ..."把……强加于……"，在句中表示使（别人）接受自己的意见、想法；input ... into ... "把……输入……"；improve ... to ... "提高……到……"。句意为"他的孩子都厌烦他，因为他总是想把自己的想法强加给他们"。故本题选A。

2.【答案】B。解析：本题考查动词辨析。dominate"控制，支配"，eliminate"消除"，enrich"使充实，肥沃"，nominate "推荐，提名"。句意为"政府正在努力消除贫困"。根据句意可知，本题选B。

3.【答案】A。解析：本题考查介词及比较级。第一个空表示"对（某人）来说……"，用介词for；第二个空前的副词even意为"甚至，更加"，可以修饰比较级，所以第二个空应填hard的比较级harder。句意为"——这个作文题目对高中生来说太难了。——我在这个年级的时候，作文更难。"故本题选A。

4.【答案】C。解析：本题考查不定式。句意为"有这样一个出国学习的好机会对你来说是一件好事，但是你能否真正学到有用的东西还有待观察"。不定式表将来，与本句时态相符。remain to be done"有待去做"。故本题选C。

5.【答案】C。解析：本题考查表语从句。句意为"他迟到的原因是他今早没有赶上公交车"。分析句子结构可知，空格处所填词引导表语从句，且在从句中不充当任何成分。故本题选C。

6.【答案】B。解析：本题考查主谓一致。句意为"一些现代化的教学设备和数百台电脑被运送至华南的十所希望学校"。在含有as well as的句子中，谓语动词应与as well as前面的主语在单复数方面保持一致，equipment是集合名词，视为不可数，因此谓语动词用单数形式。故本题选B。

7.【答案】C。解析：本题考查宾语从句。句意为"在看似无尽的等待后，轮到他进入经理的办公室了"。介词After后面为宾语从句，且宾语从句中缺少主语，四个选项中只有what可以在宾语从句中作主语。故本题选C。

8.【答案】B。解析：本题考查音节。一个元音音素可构成一个音节；一个元音音素和一个或几个辅音音素结合也可以构成一个音节；英语辅音音素中有一些响音，它们和辅音音素结合，也可构成音节，如[m], [n], [l]等。单词tomorrow（/təˈmɒrəʊ/）共有三个音节。故本题选B。

9.【答案】D。解析：本题考查辅音的分类。/t/, /d/, /s/, /z/, /n/, /r/, /l/都属于齿龈音（alveolar），/j/属于硬腭音（palatal）或近音（approximant）。故本题选D。

10.【答案】A。解析：本题考查社会语言学。根据社会语言学知识可知，地域方言的最显著特征是它的口音（accent）。故本题选A。

11.【答案】D。解析：本题考查英语教学法。语法翻译法提倡用母语教授外语，在教学中以翻译为基本手段，以学习语法为入门途径，强调语法在教学中的中心地位，A、B两项表述正确。语法翻译法以培养学生的阅读能力为主要教学目的，强调阅读原著和名著，不注重口语，C项表述正确，D项表述错误。故本题选D。

12.【答案】C。解析：本题考查阅读教学。A项"让学生快速阅读文章以获取大意"培养略读技能；B项"让学生通过语境猜测新词的意思"培养猜测词义的技能；C项"让学生借助文章标题猜测文章的主题和体裁"培养预测技能；D项"让学生快速阅读文章以获取某些细节信息"培养寻读技能。故本题选C。

13.【答案】C。解析：本题考查教学评价。诊断性评价（Diagnostic assessment）也称教学性评价，一般是

指在某项教学活动开始之前对学生的知识、技能及情感等状况进行预测，以了解学生的知识基础和准备状况，为实现因材施教提供依据。终结性评价（Summative assessment）又称结果评价、事后评价，是在某一相对完整的教育阶段结束后对整个教学目标实现的程度作出的评价。形成性评价（Formative assessment）是指在教学活动过程中，为调节活动过程，保证目标的实现而进行的评价，是为指导教学过程顺利进行而对学生在学习过程中使用所学知识进行学习活动的情况的评价。表现性评价（Performance assessment）是指对学生在完成某项任务或一系列任务时，所表现出的在理解与技能方面的成就的评定，也指对学生在具体的教学过程中，所表现出的学习态度、努力程度及问题解决能力等一些测试所无法反映的深层学习指标的评定。故本题选C。

14.【答案】D。解析：本题考查写作教学。A项“帮助学生在写作前找到他们想说什么”，B项“鼓励教师和同伴反馈”，C项“帮助学生理解他们自己的写作过程”，D项“重视过程而不是内容”。重过程的写作教学模式是写作内容与过程并重的写作教学方式。故本题选D。

15.【答案】B。解析：本题考查听力教学。在听力活动中，学生需要学会应对遇到的模糊不清的内容，并且需要意识到当他们不能完全理解每一个单词的时候仍然可以学习。这属于培养学生听主旨的能力。A项“听细节”，B项“听主旨”，C项“听结构”，D项“听词汇”。故本题选B。

16.【答案】B。解析：本题考查语法教学。A项“要求学生识别并且改正句子里的错误”，B项“要求学生以小组活动的形式描述两张图片的差异”，C项“要求学生用给定的单词造句”，D项“要求学生完成翻译练习”。四个选项中，B项要求学生将所学知识进行实践化的运用，充分体现了交际性。故本题选B。

17.【答案】B。解析：本题考查教师角色。assessor“评价者”，organizer“组织者”，prompter“提示者”，researcher“研究者”。教师在任务开展之前，将学生分组并说明活动步骤，体现了其在课堂中作为组织者的角色。故本题选B。

18.【答案】B。解析：本题考查词汇教学。词汇用法包括词汇的搭配（collocation）、短语（phrase）、习语（idiom）、风格（style）、语域（register）等，所以A、C、D三项属于词汇用法。B项“发音”属于词汇信息范畴，不属于词汇用法。故本题选B。

19.【答案】D。解析：本题考查课堂提问。有效的课堂提问应遵循以下几个原则：问题要符合学生的语言水平，使用的语言和话语能被学生理解和接受；问题应具有梯度；提问后，教师应给予学生一定的思考时间；学生回答问题之后，教师必须给予学生反馈，对不能回答问题的学生，教师先要耐心地鼓励、引导并启发学生，之后可采取委婉的方式转问下一个学生，以保护学生的自尊心。故本题选D。

20.【答案】D。解析：本题考查语言测试。教授语音之后，教师测试学生以便检查其会发哪些音，不会发哪些音，这属于diagnostic test“诊断测试”。诊断测试旨在诊断和分析学生在学习过程中存在的问题。aptitude test“潜能测试”，proficiency test“水平测试”，achievement test“成绩测试”。故本题选D。

Passage 1

21.【答案】A。解析：细节题。根据第二段中的“The best model for understanding the growth of CEO pay is that of limited CEO talent in a world where business opportunities for the top firms are growing rapidly”可知，理解首席执行官薪酬上涨的最佳模式是：顶级公司的商业机会快速增加，而首席执行官人才却数量有限。故本题选A。原文并未提及任何与close cooperation相关的内容，排除B。原文第二段提到more dynamic elements of the global economy（全球经济发展中较活跃的因素），而非better economy，且原文并未提及任何与general pay rise相关的内容，排除C。根据第二段第一句话可知，快速增长的是商业机会，而非the number of corporations，排除D。

22.【答案】B。解析：细节题。根据第三段中的“Then there's the fact that large American companies are

much more globalized than ever before, with supply chains spread across a larger number of countries" 可知，随着供应链遍布更多的国家，美国大型公司比以往任何时候都更加全球化。而首席执行官的工作就是要管理这些大型公司。故本题选B。根据第三段中的 "... all major American companies are becoming tech companies, often with their own research and development" 可知，CEO需要具备 "（领导公司）向科技公司转型" 的技能，而不是 "与科技公司建立更紧密的联系"，排除A。原文并未提及 "加大投入" 的相关内容，排除C。根据第三段中的 "CEOs must have a good sense of financial markets" 可知，原文为sense of financial markets，而选项将其改写为sense of teamwork，排除D。

23.【答案】D。**解析：**细节题。根据第四段中的 "By most measures, corporate governance has become a lot tighter and more rigorous since the 1970s. Yet it is principally during this period of stronger governance that CEO pay has been high and rising" 可知，以大多数标准来看，自20世纪70年代以来，公司管理变得更加严格。然而，正是主要在这段严格管理时期，首席执行官的薪酬开始提高并且持续上涨。故本题选D。原文最后一段说的是 "the highest CEO salaries ... not to the cozy insider picks"，并未提及internal opposition，排除A。根据第四段第二句中的 "corporate governance" 和 "tighter and more rigorous" 可知，原文说的是 "公司管理变得更加严格"，corporate governance（公司管理）和business strategies（商业策略）是两个完全不同的概念，conservative是对tighter and more rigorous的曲解，排除B。文中只提到corporate governance（公司管理），并不涉及政府，选项中government warnings与原文无关，排除C。

24.【答案】B。**解析：**细节题。根据第四段中的 "That suggests it is in the broader corporate interest to recruit top candidates" 可知，招聘顶尖人才符合公司更广泛的利益。最后一段最后一句 "a sign that practices build up corporate value" 再次强调高薪招聘CEO能为企业创造价值。故本题选B。原文未提及任何关于 "首席执行官的地位" 的内容，排除A。原文未提及任何关于 "首席执行官的工作效率" 的内容，排除C。高薪并不是支付给内部人选，因此也不会 "激励" 到内部候选人，排除D。

25.【答案】C。**解析：**主旨题。第一段用数据清楚地表明首席执行官的薪酬上涨很快；第二段说明原因；第三段说明目前对CEO要求提高，指出CEO需具备的技能及其工作内容；第四段从侧面证明首席执行官的高薪不是以剥削员工为代价；最后一段说明首席执行官的高薪并未损害公司其他员工的利益，反而为企业创造了价值。整篇文章从不同角度论证了CEO涨薪合理，且符合公司利益。C项既包含文章主题词汇CEOs，又能够高度概括原文内容。故本题选C。A项包含贯穿全文的线索词CEO，Traits与第三段内容相关，但Traits并非文章论述的中心话题，且第三段较为清晰地刻画了当前首席执行官的形象，因此并非 "难以定义"，故排除。B项包含文章主题词CEO Pay，Past对应第一段中since the mid-1970s，Present对应now，且第三段也出现了Today，但这只是文章的细节内容，无法概括文章主旨，故排除。D项包含贯穿全文的线索词CEOs，但不包含文章论述的中心话题CEO pay，Challenges of Today和第三段对首席执行官的要求相关，但只能说明细节信息，无法概括文章主旨，故排除。

Passage 2

26.【答案】D。**解析：**细节题。根据题干定位到文章第一段，该段第二、三句指出新召开的保守党市议会暂停了空气净化区项目的实行，同时指出该项目在改善空气质量方面取得了成功。根据该段中的 "But with legal battles ahead, the zone's future looks uncertain at best" 可知，法律斗争仍在持续，往好了说，该项目前途未卜。D项为原文的同义替换，故本题选D。根据第一段中的 "its success in improving air quality" 可知，原句意为 "在改善空气质量方面取得了成功"，并非 "值得怀疑"，排除A。根据第一段中的 "A judge has now overruled ..." 可知，B项中的opposed by a judge为该句中A judge has overruled的同义替换，但It指代题干中的Madrid's clean

air zone，而原文中法官否决的是the city's decision to stop levying fines，即法官支持空气净化，该项偷换概念，改变了overruled的宾语，故排除。原文并未提及needs tougher enforcement，排除C。

27.【答案】D。解析：细节题。根据第三段中的“That's because they inevitably put the costs of cleaning the air on to individual drivers ... rather than on to the car manufacturers ...”可知，这是因为它们不可避免地将净化空气的成本转嫁给个体司机而不是汽车制造商……，D项与其为同义替换。故本题选D。原文说的是“它们不可避免地将净化空气的成本转嫁给个体司机而不是汽车制造商”，因此city-level measures是对individual drivers不利，而非对car manufacturers有偏见，排除A。文中只提到市议会暂停了空气净化区项目的实行，并未提及impractical的相关内容，排除B。原文只提到存在政治争议，并未说明该措施对政治家来说如何，排除C。

28.【答案】A。解析：细节题。根据第三段中的“And if Sadiq Khan wins and extends it to the North and South Circular roads in 2021 as he intends, it is sure to spark intense opposition from the far larger number of motorists who will then be affected”可知，如果Sadiq Khan获胜，并按照他的想法在2021年将超低排放区范围延伸至伦敦南北环线，肯定会遭到更多汽车司机的强烈反对，因为这些司机到时将会受到影响。故本题选A。根据第三段中的“And if Sadiq Khan wins ...”可知，原文为具有不确定性的if条件句，意为“如果Sadiq Khan获胜”，并未说明“Ulez能确保其竞选成功”，排除B。原文并未提及任何关于“改善城市交通状况”的内容，排除C。根据第三段中的“motorists who will then be affected”可知，受影响的是motorists，而非car manufacturing，排除D。

29.【答案】D。解析：细节题。根据第五段“But mayors and councillors can only do so much about a problem that is far bigger than any one city or town. They are acting because national governments—Britain's and others across Europe—have failed to do so”可知，作者认为市长和市议员们采取的措施具有局限性，应该由各国政府采取行动。故本题选D。根据第四段中的“Local officials are using the levers that are available to them to safeguard residents' health in the face of a serious threat”可知，当地官员正在使用他们可以使用的一切手段来保障居民的健康”，这是Local officials（当地官员）正在做的努力，与题干及定位段内容均无关，排除A。第五段第一句说的是“市长和市议员们能做的也只有这么多”，作者意在说明“政府应该采取措施”，而不是mayors and councillors，排除B、C。

30.【答案】B。解析：推断题。根据最后一段中的“Restrictions that keep highly polluting cars out of certain areas ... are a response to the absence of a larger effort to properly enforce existing regulations and require auto companies to bring their vehicles into compliance”及“We're doing everything but insist that manufacturers clean up their cars”可知，应该要求汽车制造商生产符合法规的低污染车辆。故本题选B。由原文并不能推断出“提高产量”和“更新设计”，排除A、C。public supervision既非定位段内容，也与原文内容无关，排除D。

二、简答题

31.【参考答案】

语法教学中常用的两种教学方法是演绎法和归纳法。

（1）在演绎教学中，教师首先直接讲解语法规则并举例说明，然后让学生进行各种替换练习、句子练习等。

优点：讲解清楚，易于理解，比较适合高年级学生。

缺点：注重形式而非运用，学生容易遗忘学到的语言知识；学生对教师的依赖性比较强，学生处于被动学习的状态，容易形成以教师为中心的填鸭式教学。

（2）在归纳教学中，教师让学生首先接触含有语法规则的语境，然后根据上下文的信息归纳出语法规则。

优点：增加学生和语言的接触，有助于激发学生的参与兴趣，使学生理解语法所适用的语境、所表达的含义及所承载的功能；分析、归纳、总结语言使用规律，深化学生对语法项目的理解，有助于集中学生的注意力

和培养学生的分析能力。

缺点：对学生和教师的要求都很高，也比较费时。对教师而言，创设合适的语境有时比较困难，而且不一定能引导学生归纳出正确的规则，也不能满足所有学生的需要。对学生而言，必须能够主动学习，愿意动脑去发现规律，否则会对规则的印象不深，难以巩固。

三、教学情境分析题

32.【参考答案】

（1）类型：该板书是线索式板书，即根据教学内容，用表示时间、地点、人物、事件、原因、结果等的关键词为主线进行的板书设计。

（2）优点：①该板书在左侧将课文重点和关键信息呈现出来，如事情发展的过程、行为及行为主体，使学生一目了然，不仅突出了教学重点，而且有助于学生明确课文中故事情节的发展脉络，把握课文的主要内容。

②该板书在右侧单独呈现了本节课的重点单词及短语，便于教师讲解和学生理解。

缺点：①该板书缺少标题，不利于学生明确本节课所学主题。

②该板书呈现的单词及短语脱离语境，也没有结合课文结构和脉络，不利于学生记忆。

③该板书字迹潦草，不够美观，不仅影响学生的学习积极性，还不利于学生养成良好的书写习惯。

（3）注意事项：①板书的设计要与课堂教学的内容及学生的学习水平密切相关。教师应根据课堂教学内容，选择合适的板书类型呈现教学内容，并针对学生的实际水平，突出教学重点和难点。

②板书设计要具有概括性、提示性，要结构合理、条理清晰。板书要呈现课堂教学的主要内容，所以教师要抓住重点、合理布局，使板书内容简洁明了、主线清晰。

③教师要合理把握板书的时机，提前安排好何时板书。另外，教师板书的时间不宜过长，否则长时间背对学生，不仅影响师生视线交流，还会影响教学进度，使学生松懈并产生厌烦情绪。

④教师板书的字体应工整、规范、美观，这样可以潜移默化地培养学生的审美情趣及良好的书写习惯。

四、教学设计题

33.【参考设计】

Teaching Contents:

This lesson requires students to read a short passage about a violent natural event and then write a short passage describing a violent natural event.

Teaching Objectives:

(1) Students can understand the passage and learn about what happens when a hurricane occurs.

(2) Students can write a short passage to describe a violent natural event.

(3) Students will raise their awareness of protecting themselves when a violent natural event happens.

Teaching Key and Difficult Points:

(1) Teaching key point

Students can understand the passage and know how to describe a violent natural event.

(2) Teaching difficult point

Students can write a short passage to describe a violent natural event.

Major Steps:

Step 1 Pre-writing (8 minutes)

(1) Ask students to read the eye-witness account of a violent natural event and complete the table below.

When the hurricane occurred ...	
Where the author was	
What the author saw	
What the author should do and why	
How the hurricane was	

And then check the answers with students together.

(2) Play a short video about an earthquake and ask students to take notes according to the form below.

A Violent Natural Event—An Earthquake	
When	
Where	
Magnitude and damage	
Emergency measures	

Divide students into groups of five and make them discuss their feelings about the earthquake. After that, invite three groups to share their feelings and notes with the whole class.

(Justification: Reading the eye-witness account can help students know what will be included in the writing. The video and the discussion about an earthquake can help students gather the material and get them prepared for the writing task.)

Step 2 While-writing (6 minutes)

Based on the previous preparations, students will have six minutes to write a short passage to describe the earthquake. They can refer to the eye-witness account of the hurricane and they need to pay attention to the spelling, grammar, choices of words and punctuation. Offer them help when necessary.

(Justification: During the process of finishing their own writing, students can learn to describe an event and get their writing ability improved.)

Step 3 Post-writing (6 minutes)

(1) Ask students to do the self-editing first and then exchange their articles with their deskmates to do the peer-editing according to the writing rubrics below.

Description of the Earthquake	When
	Where
	Magnitude and damage
	Emergency measures
Language	Spelling
	Grammar
	Choices of words and punctuation

(2) Invite two students to read their articles and give them feedback.

(Justification: The editing can help students polish their articles and learn from each other. The teacher's feedback can help them realize their merits and demerits.)

教师资格考试英语学科知识与教学能力（高级中学）标准预测试卷（五）
参考答案及解析

一、单项选择题

1.【答案】C。解析：本题考查动词短语辨析。句意为“到目前为止，汤姆申请的十份工作都遭到了拒绝，因此他很沮丧”。turn away“拒绝……进入”，turn off“关掉”，turn down“拒绝，顶回（提议，建议），关小”，turn over“翻身，翻转”。故本题选C。

2.【答案】A。解析：本题考查介词用法。句意为“这个故事是用简单的英语写的。我的小妹妹能看懂”。“介词in+语言”表示使用某种语言。故本题选A。

3.【答案】C。解析：本题考查形容词辨析。句意为“随着失意的败方球迷离开酒吧及（他们）对竞争队伍的支持者（的态度）变得越来越不友好，街头斗殴在城市的许多地方不断发生”。belligerent与bellicose都指“好战的，好斗的”，多与战争有关。bellicose更正式，多用于民族或国家之间的战争。alien“疏远的”。unfriendly多与to/towards连用，表示“对……不友好”。题干指的是街头斗殴，且和towards连用，故本题选C。

4.【答案】A。解析：本题考查语态和时态。句意为“我们的英语老师告诉我们明天早上要上交家庭作业”。hand in和homework之间是被动关系，因此排除B、C。根据tomorrow morning可知是将来的事情，故应用将来时态。故本题选A。

5.【答案】B。解析：本题考查同位语从句。that引导同位语从句，解释information的具体内容。句意为“有人提议让更多的中学毕业生被大学录取”。故本题选B。

6.【答案】C。解析：本题考查虚拟语气。句意为“如果你更认真地听史密斯先生讲，你现在就可以毫不费力地解决这个问题了”。题中的句子为错综时间条件句，从句与过去事实相反，主句与现在事实相反，所以从句要用“had+过去分词”。故本题选C。

7.【答案】B。解析：本题考查让步状语从句。句意为“尽管这类开发项目的数量相对较少，但潜在的市场很大”。as表“尽管”时，从句要倒装；while“虽然，尽管”，引导让步状语从句，符合句意；when“当……时候”；since“自……以来”。故本题选B。

8.【答案】A。解析：本题考查涵义关系。increase“增加”，decrease“减少”，两者是反义关系；autumn和fall都表示“秋天”，前者用于英式英语，后者用于美式英语，属于方言同义词；see和sea是同音异义关系；animal和rabbit是上下义关系，animal是上义词，rabbit是下义词。故本题选A。

9.【答案】D。解析：本题考查词义修辞手段。simile“明喻”，是把至少具有一种共同属性或特征的两种不同事物进行对比的一种修辞手段；metonymy“借代”，指当甲事物同乙事物不相似，但有密切关系时，利用这种关系以乙事物来代替甲事物的一种修辞手段；transferred epithet“移就”，指把本应该用来描述甲事物性质状态的定语去形容乙事物；pun“双关”，指在一定的语言环境中，利用词的多义或同音条件，来达到预期的幽默或修辞效果，有意使语句具有双重意义，言在此而意在彼。“He is not a grave man until he is a grave man”的意思是“他要等到躺在坟墓里，才会严肃起来”，这里利用了grave的双层含义“坟墓”和“严肃的”来达到预期的修辞效果，使用了双关的修辞手段。故本题选D。

10.【答案】B。解析：本题考查言语行为理论。Locutionary act“言内行为”，言内行为是指说话时的一般行为，即说话者移动发音器官，发出按照一定方式组织起来并被赋予了一定意义的声音；Illocutionary act“言外行为”，言外行为通常表述的是说话者的交流目的或者意图；Perlocutionary act“言后行为”，言后行为是通

过某些话所实施的行为，或讲某些话所导致的行为，它是话语所产生的后果或所引起的变化。故本题选B。

11.【答案】A。解析：本题考查教师角色。教师作为评价者主要是组织反馈。A项“给出反馈来纠正错误”体现了教师作为评价者的角色；B项“在语言上帮助有需要的学生”体现了教师作为资源提供者的角色；C项“通过给予指令组织学生进行活动”体现了教师作为组织者的角色；D项“四处走动，观察每个学生在小组活动中的表现”体现了教师作为参与者的角色。故本题选A。

12.【答案】C。解析：本题考查课堂提问。展示性问题（display question）指提问者已经知道答案的问题，这类问题可以检测学生对教学内容的理解和掌握情况；参考性问题（referential question）即真实性问题，一般是提问者不知道答案，为了获取更多信息而提问的问题，其目的是让学生发散思维，获取更多信息。A项“贝多芬是哪一年出生的”、B项“贝多芬来自哪个国家”和D项“贝多芬何时创作了《命运交响曲》”属于展示性问题，C项“你认为贝多芬成功的秘诀是什么”属于参考性问题。故本题选C。

13.【答案】D。解析：本题考查阅读教学。A项“根据语境猜测词义”和B项“总结大意”都适用于读中环节；C项“预测主要内容”适用于读前环节；D项“复述阅读材料”适用于读后环节。故本题选D。

14.【答案】B。解析：本题考查课堂活动。全班活动（whole class work）就是需要全班同学共同参与的学习活动。小组活动（group work）就是将学生分成若干小组，通过小组内成员的相互配合来完成学习任务的活动。结对活动（pair work）是由两个学生进行的活动，需要两个人协作完成。个体活动（individual work）是学生独立完成的活动，主要用于锻炼学生自主学习能力。题干中老师让学生找出家乡的变化并制订展览计划，这需要若干同学相互配合来完成，宜采用小组活动形式。故本题选B。

15.【答案】C。解析：本题考查听力教学。听前阶段（pre-listening）主要是激活背景知识，为听力做准备的阶段，此阶段活动包括熟悉话题、预测大意等；听中阶段（while-listening）是进行听力理解的阶段，主要包括边听边选择、填空、做笔记等活动；听后阶段（post-listening）是产出阶段，主要包括根据所听内容进行口头或笔头转述等活动。题干中，记笔记属于听中阶段，而根据笔记写梗概是对所听内容的转述，属于听后阶段。故本题选C。

16.【答案】C。解析：本题考查教学评价。A项“终结性评价”，B项“诊断性评价”，C项“形成性评价”，D项“综合性测试”。题干中教师让学生通过概念图来总结所学一个或几个单元的知识，从而评估学生对知识的掌握程度，这属于形成性评价中的质性评价法。故本题选C。

17.【答案】C。解析：本题考查写作教学。在英语写作的修改环节，学生不仅检查写作思路，还要检查语法、拼写、标点等问题，所以A项错误；此环节主要包括互改和自改两种形式，所以B项错误；学生能彼此学习，改进写作，所以C项正确；此环节虽然是学生起主导作用，但教师的指导也很有必要，所以D项错误。

18.【答案】D。解析：本题考查课堂指令。“Close your books”和“Raise your hands”属于引发学生行为的指令；“Listen to the recording”属于实施教学活动的指令；“Be quiet, please”属于控制课堂纪律的指令。故本题选D。

19.【答案】B。解析：本题考查口语教学。A项“角色扮演”，B项“用所给单词造句”，C项“复述故事”，D项“做口头报告”。A、C、D三项更注重口语的流利性，B项更注重口语的准确性。故本题选B。

20.【答案】A。解析：本题考查语法教学。mechanical practice“机械性练习”，meaningful practice“意义性练习”，communicative practice“交际性练习”，deductive practice“演绎练习”。机械性练习强调语法的准确性，其教学目的是通过多次机械操练帮助学生准确无误地记忆语法范句，并达到能脱口而出的水平。题干所述的并句操练属于机械性练习。故本题选A。

Passage 1

21.【答案】D。解析：细节题。根据第一段中的“Now that members of Generation Z are graduating college

this spring ... —the attention has been rising steadily in recent weeks" 可知，由于 "Z世代" 成员们将于今年春天大学毕业，近几周来，社会对这代人的关注越来越高。D项是该句中the attention has been rising steadily in recent weeks的同义替换。故本题选D。根据第三段中的 "... employer was the ability to offer secure employment" 可知，原文中ability指的是employer应该具备的能力，并不是用来描述 "Z世代" 的，排除A。原文对劳动力市场的客观描述为that's tighter，并不涉及Gen Zs对劳动力市场的态度，排除B。原文不涉及Gen Zs对办公室工作的态度，排除C。

22.【答案】C。**解析：**细节题。根据第二段中的 "Despite graduating into the best economy in the past 50 years, Gen Zs know what an economic train wreck looks like" 可知，尽管毕业于50年来经济环境最好的时期，"Z世代" 清楚经济列车失事会是什么情形。故本题选C。原文并未提及父母对 "Z世代" 的期望，排除A。根据第二段中的 "According to the career counselors and experts who study them, Generation Zs are clear-eyed, economic pragmatists" 可知，该句是career counselors和experts对Generation Zs的看法，他们认为这代人是头脑清醒的经济实用主义者，但并未提出建议，也就无法得出 "'Z世代' 认为其建议宝贵" 的结论，排除B。根据第一段中的 "Everybody wants to know ... who came before them" 可知，该句说明人们好奇 "Z世代" 与前几代人的不同之处，并非 "Z世代" 自己意识到不同之处，且原文为wants to know，题干为are keenly aware，排除D。

23.【答案】D。**解析：**含义题。根据第二段中的 "... this underlying generational sense of anxious urgency, especially for those who have college debt. College loan balances in the U.S. now stand at a record $1.5 trillion ..." 可知，经济的发展并未缓解他们的焦虑。assuage前有否定词little修饰，因此该词应意为 "缓解"，选项中relieve为其同义词。故本题选D。

24.【答案】B。**解析：**推断题。根据第三段中的 "One survey from Accenture found that 88 percent of graduating seniors this year chose their major with a job in mind" 可知，埃森哲咨询公司的一项调查发现，今年的大学毕业生中有88%在选择就读专业时考虑了工作因素。下文提到佐治亚大学职业指导办公室在2019年对该校学生所做的一项调查及其发现，阐述了大学生看重的职业特征，B项符合原文，且下文引用调查发现来说明了他们对未来工作的具体要求。故本题选B。根据第三段中的 "the most desirable trait in a future employer was the ability to offer secure employment (followed by professional development and training ...)" 可知，放在首位的是提供有保障的工作，其次才是职业发展与培训，排除A。原文并未提及 "不关心工作表现"，排除C。根据第三段中的 "work-life balance was number one" 可知，"Z世代" 认为工作与生活的平衡是第一位的，并未提及实现这一平衡的难易程度，排除D。

25.【答案】A。**解析：**细节题。根据第四段中的 "Generation Zs are looking for more certainty and stability, because of the rise of the gig economy. They have trouble seeing a financial future and they are quite risk-averse" 可知，由于零工经济的兴起，"Z世代" 越来越看重确定性和稳定性。他们难以预见财务前景，而且非常不愿冒险。故本题选A。根据第二段中的 "the catchwords for Generation Z are practical and cautious" 可知，"Z世代" 的标签是务实和谨慎，less realistic与原文不符，且与迈克尔森的观点无关，排除B。原文只提到more certainty and stability，并未提及generous和diligent，排除C、D。

Passage 2

26.【答案】A。**解析：**细节题。根据第一段中的 "... scientists are unsure if their lessons can actually change behavior; evidence either way is weak, relying on contrived laboratory tests or sometimes unreliable self-reports" 可知，科学家们认为不管依靠何种方式，德育课能改变行为的证据都不充分。故本题选A。B、C、D三项原文并未提及，故排除。

27.【答案】B。解析：细节题。根据第二段中的“They chose this particular behavior for three reasons ...: students' attitudes on the topic are variable and unstable, behavior is easily measurable, and ethics literature largely agrees that eating less meat is good because it reduces environmental harm and animal suffering”可知，研究人员出于三方面的原因选择这种特殊的行为：学生对这个话题的态度多变且具有不稳定性；这一行为容易衡量；伦理文学基本上认同少吃肉类是有益的，因为这减轻了对环境的危害和给动物造成的痛苦。B项中的a behavior easy to measure是该句中behavior is easily measurable的同义替换。故本题选B。A、C、D三项原文未提及，故排除。

28.【答案】D。解析：细节题。根据第三段中的“... he had previously found that ethics professors do not differ from other professors on a range of behaviors, including voting rates, blood donation and returning library books”可知，伦理学教授在一系列行为上与其他教授没有区别，在道德上并不一定高于其他教授。D项是该句中do not differ from other professors on a range of behaviors的同义替换。故本题选D。原文讲述的是学生作为与肉类有关的道德规范实验的受试者，并未提及伦理学教授对他们的学生的批评情况，排除A。原文意在表明伦理学教授与其他教授在行为上没有区别，并未提及交际方面，排除B。原文完全未提及“政治话题”相关内容，排除C。

29.【答案】C。解析：细节题。根据第四段中的“... she wants the effect to be real but cannot rule out some unknown confounding variable. And if real, she notes, it might be reversible by another nudge: 'Easy come, easy go.'”可知，Strohminger并不确定干预的影响是否真实，而且她认为若干预的影响真实存在，也可能很快消失，因此她认为干预的影响是不确定的。故本题选C。A项与第四段中的“Easy come, easy go”表述相反，故排除。B、D两项在原文中没有任何依据，故排除。

30.【答案】C。解析：细节题。根据题干定位到第五段。该段首句讲述Schwitzgebel猜想影响学生行为的最重要因素是社会影响；紧接着从学生观看的视频、学生的理性这两方面阐述可能会影响学生行为的因素，阐述研究人员正在探究教学风格、助教的饮食习惯和观看视频对学生的具体影响。由此可知，Schwitzgebel猜想学生行为的改变是多种因素共同作用的结果。故本题选C。A项中的psychological benefits、B项中的analyzed statistically和D项中的self-development在原文中均未提及，故排除。

二、简答题

31.【参考答案】

（1）记笔记的能力：根据听力材料的类型和听力要求选择适当的笔记记录形式并进行记录的能力。

指令语：Please listen to the material and take notes of Tony's phone call to complete the following timetable.

（2）大意理解能力：理解谈话或独白的主题或意图的能力。

指令语：Please listen to the dialogue for the first time and try to get the main idea of it.

（3）细节理解能力：获取听力材料中具体信息的能力。

指令语：Please listen to the material for the second time and answer the questions: What are the main problems mentioned in the dialogue? Do the fishermen catch more fish than before? Why?

（4）推理判断和预测能力：对说话人的意图和情绪态度、谈话人之间的关系等的推理判断，以及对下文预测的能力。

指令语：Please listen to the material and guess the relationship between the two speakers.

三、教学情境分析题

32.【参考答案】

（1）作业布置的意义如下。

①可以帮助教师及时检查学生的听课效果和对知识的掌握程度，及时发现学生所学知识的缺漏并加以弥补。

②可以加深学生对知识的理解和记忆。

③可以提高学生的思维能力，培养学生独立学习的能力和习惯。

④可以给教师提供教学的信息反馈，是教师检测、调控教学过程的依据。

（2）第一位教师的作业布置不够合理。第一，作业布置过于传统，包括书面抄写作业，完成书上的练习和讨论，缺乏趣味性。第二，作业布置缺少层次性。对于基础较好的学生来说，作业没有难度，不能通过作业有所提高。第三，作业布置没有体现探究性，作业不能激发学生思维。第四，作业布置不能体现合作性，只是学生自己单独完成，缺乏合作。第五，作业布置的第三项只是让学生简单地讨论，并未提出其他具体要求，所以此项作业的布置不能体现作业成果，学生无法通过完成作业获得成就感或一定收获。

第二位教师的作业布置相对来说比较合理。首先，第二位教师做到了作业形式的多样性，不拘泥于传统的抄写和完成练习的任务，而是将书面作业和实践性作业相结合。同时教师设计了以小组合作的方式收集相关信息并做报告的作业，“地震”这个话题贴近学生的实际生活，能够引起学生的兴趣，提高学生的参与度。同时，要求学生查找资料，不但可以帮助学生复习和巩固课上所学的知识，还可以培养学生的自主学习能力。并且，小组合作可以提升学生的合作能力。所以，第二位教师的作业布置体现了一定的趣味性、实践性、探究性、合作性和开放性。

（3）作业布置的注意事项如下。

①量的适中性。作业太少，达不到目的；作业太多，会使学生望而生畏，甚至会损害其学习英语的积极性。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。作业过难，基础差的学生干脆不写，或者抄袭别人的作业；作业过于简单，基础好的同学会感觉毫无挑战。因此，教师设计作业要充分考虑到学生的个体差异，把握好作业的难度。

③内容的针对性。作业要强化教学目标、突出重难点、指导学习方法等，要有明确的目的。因此，采用何种类型和形式的作业，就需要根据每次作业的重点和学生具体情况来确定。

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，由于没有有效的监督和及时的检查，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。作业形式要多样且新颖有趣，不能只是抄写单词、句型、语篇，因为机械地重复枯燥无味，没有挑战性，无法引起学生的学习兴趣。

四、教学设计题

33.【参考设计】

Teaching Contents:

This reading class provides students with a passage describing three new teachers.

Teaching Objectives:

(1) Students can master some new words: nervous, organized, patient, serious, strict, amusing, impression.

(2) Students can know something about the three new teachers.

(3) Students can describe their new teachers using expressions from this passage.

(4) Students will like and respect their teachers more.

Teaching Key and Difficult Points:

(1) Teaching key point

Make students master the new words and find out more information about the three teachers.

(2) Teaching difficult point

Enable students to talk about their new teachers.

Major Steps:

Step 1 Pre-reading (6 minutes)

(1) Present two pictures of new teachers teaching Chinese and Math. And ask students to guess who they are and give some words to describe them.

(2) Teach the new words through explaining their meaning.

(3) Ask students to look at the three pictures on the screen and guess who is strict and who is popular.

(Justification: This step can get students interested in the topic and get them familiar with the new words. Besides, the second guessing game can arouse their curiosity and spur them to read.)

Step 2 While-reading (8 minutes)

(1) Fast reading

Activity 1 Skimming

Ask students to read the passage fast to check their guesses and summarize what the passage talks about.

Activity 2 Scanning

Let students read the passage again and decide the following statements True (T) or False (F).

① My first impression of Mrs Li was that she was nervous and shy. ( )

② Mrs Chen teaches English. ( )

③ Mr Wu is energetic but strict. ( )

④ You need do something immediately when Mrs Chen asks you to do it. ( )

⑤ Mr Wu waves his hands about a lot when he gets nervous. ( )

⑥ We don't like Mrs Chen because she is very strict. ( )

Later, check the answers with students together.

(2) Careful reading

Ask students to answer the following questions and give reasons.

① What subjects do the three teachers teach respectively?

② From which paragraph can we know what the teacher looks like?

③ Among the three teachers, who is the kindest and who is the most popular?

④ Which teacher are students most afraid of?

(Justification: Fast reading can help students master the main idea and details of the passage. Careful reading encourages students to think with the questions and better understand the passage.)

Step 3 Post-reading (6 minutes)

Ask students to play the game "I say and you guess" in pairs: A student describes a new teacher without saying his/her name; the other student needs to guess who he/she is. Later, they need to change roles to play it. Remind them to use the new words and refer to the passage when playing the game.

After that, invite two pairs to play the game in front of the class.

(Justification: This step provides a chance for students to practice their oral English and they can use the new knowledge to describe their teachers.)