2023年上半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）

注意事项：

1.考试时间120分钟，满分150分。

2.请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. Which of the following underlined parts is different from the others in pronunciation?

A. worked

B. watched

C. wanted

D. walked



视频讲解

2. Which of the following multi-syllable words has a different stress pattern from the others?

A. Questionnaire.

B. Residence.

C. Reassure.

D. Expertise.



视频讲解

3. Shaking her head over her _____ hopes of becoming a movie star, Julian tottered away on her high heels.

A. glad　　B. fond

C. happy　　D. pleasant



视频讲解

4. It is said that the government will raise interest rates by a quarter percentage point for the 15th-consecutive year in an _____ to avoid inflation.

A. effort

B. intention

C. assumption

D. influence



视频讲解

5. In industry, a zinc _____ is applied to the steel for rust protection.

A. veil　　B. coating

C. film　　D. shade



视频讲解

6. There must be _____ empty or high-sounding talk but more hard work in this highly competitive world.

A. fewer　　B. no

C. the least　　D. less

视频讲解

7. Jim has never done anything for his parents, _____ his parents have done everything for him.

A. whereas　　B. as

C. for　　D. which

视频讲解

8. The driver checked the engine of his car carefully lest it _____ on the way.

A. breaks down　　B. broke down

C. would break down　　D. break down

视频讲解

9. Which of the following best describes the relation between "sew" and "sow" ?

A. Synonymy.　　B. Homonymy.

C. Antonymy.　　D. Hyponymy.

视频讲解

10. Which of the following describes the situation that in Canada some kids may use English at school and French at home?

A. Dyslexia.　　B. Pidginization.

C. Diglossia.　　D. Creolization.

视频讲解

11. *Like* and *bike*, *bat* and *pat*, *look* and *book* are examples of _____ used in teaching pronunciation.

A. alliteration　　B. rhythm

C. weak forms　　D. minimal pairs

视频讲解

12. When students are asked to listen to a recording and read after it, they are doing _____.

A. free practice

B. guided practice

C. meaningful practice

D. controlled practice

视频讲解

13. When designing a task, teachers should take the following aspects into consideration EXCEPT _____.

A. pacing and grouping

B. materials and sources

C. learning skills and strategies

D. teachers' interest and preferences

视频讲解

14. Which of the following activities is suitable to be conducted at the "production" stage?

A. Debating.

B. Mimicking.

C. Reciting.

D. Repeating.

视频讲解

15. Which of the following might be most appropriate in developing students' critical thinking through reading?

A. Students read a story and study grammar rules.

B. Students listen to a story and read it aloud.

C. Students read a story and evaluate it.

D. Students read a story and recite it.



视频讲解

16. When a teacher says, "Sorry, I didn't get what you said. Can you say it again?", he/she is _____.

A. offering an opinion　　B. asking for advice

C. asking for clarification　　D. checking instruction



视频讲解

17. When students take an end-of-term exam to assess how well they have learnt in the past term, they are taking a(n) _____.

A. aptitude test　　B. proficiency test

C. placement test　　D. achievement test



视频讲解

18. Which of the following is least important in developing school-based teaching curricula?

A. Students' level and interest.

B. Teachers' professional expertise.

C. The aim and need of your school.

D. The form of the teaching materials.



视频讲解

19. Which of the following strategies would best facilitate peer learning in writing?

A. Asking students to grade their peers' writing.

B. Providing students with an evaluation checklist.

C. Encouraging students to give only positive feedback.

D. Instructing students to focus on only one type of error.



视频讲解

20. According to the Input Hypothesis, a teacher should _____.

A. provide students with whatever materials he/she can find

B. choose language materials lower than students' current level

C. provide students with as much authentic language as possible

D. choose language materials a little higher than students' current level



视频讲解

请阅读Passage 1，完成第21~25小题。

Passage 1

Humanities professors have come up with a seemingly foolproof defense against those who trash degrees in, say, English literature or philosophy as wasted tuition dollars, one-way tickets to unemployment. Oh no, we say—the humanities prepare students to succeed in the working world just as well as all those alleged practical majors, maybe even better.

We offer tools of thought. We teach our students to understand and analyze complex ideas. We help them develop powers of expression, written and verbal. The lengthy essays we assign enhance

their capacity to do independent work. At our best, we teach them how to reason—and reasoning undergirds every successful professional project. In the short term, such a defense may seem effective. But it is dead wrong.

But the humanities are not about success. They're about questioning success—and every important social value. Socrates taught us this, and we shouldn't forget it. Sure, someone who studies literature or philosophy is learning to think clearly and write well. But those skills are means to an end. That end, as Plato said, is learning how to live one's life. "This discussion is not about any chance question," Plato's Socrates says in *The Republic*, "but about the way one should live."

That's what's at the heart of the humanities—informed, thoughtful dialogue about the way we ought to conduct life. This dialogue honors no pieties: All positions are debatable; all values are up for discussion. Socrates, who probably concentrates the spirit of the humanities better than anyone, spent his time rambling around Athens asking people if they thought they were living virtuous lives. He believed that his city was getting proud and lazy, like an overfed thoroughbred horse, and that it needed him, the stinging gadfly, to wake it up. The Athenians had to ask themselves if the lives they were leading really were good. Socrates didn't help them work their way to success; he helped them work their way to insight and virtue.

Now, people are in love with success—success for their children in particular. As a parent of sons in their 20s, I understand this and sympathize with it. But our job as humanists isn't to second whatever values happen to be in place in society. We're here to question those values and maybe—using the best that has been thought and said—offer alternatives.

We commonly think in binaries. Vanilla is the opposite of chocolate. The opposite of success—often defined today as high-status work and a big paycheck—is failure. But the great books tell us that this is not necessarily true.

The humanities are not against conventional success; far from it. Many of our students go on to distinguished careers in law and business. But I like to think they do so with a fuller social and self-awareness than most people. For they have approached success as a matter of debate, not as an idol of worship. They have considered the options. They have called "success" into question and, after due consideration, they have decided to pursue it. I have to imagine that such people are far better employees than those who have moved lockstep into their occupations. I also believe that self-aware, questioning people tend to be far more successful in the long run.

What makes humanities students different isn't their power of expression, their capacity to frame an argument or their ability to do independent work. Yes, these are valuable qualities, and we humanities teachers try to cultivate them. But true humanities students are exceptional because they have been, and are, engaged in the activity that Plato commends—seeking to understand themselves and how they ought to lead their lives.

If some of our current defenders have their way, the humanities will survive, but in name only. The humanities will become synonymous with unreflective training for corporate success.

What would Socrates think?

21. Which defense does the author refer to in the underlined sentence in Paragraph 2?

A. The explanation regarding the tuition of the humanities degrees.

B. The justification of the practical values of the humanities degrees.

C. The accusation regarding the usefulness of studying the humanities.

D. The exemplification of how the humanities lead students to success.


视频讲解

22. Why did Socrates spend his time rambling around Athens asking Athenians questions?

A. To find out if they live well.

B. To wake up the local lazy people.

C. To teach them how to be successful.

D. To help them gain insight and virtue.


视频讲解

23. Why did Socrates describe himself as a "stinging gadfly" in Paragraph 4?

A. Because he was extremely talkative and eloquent.

B. Because he preferred to travel from place to place.

C. Because he challenged the social norms of his time.

D. Because he was always full of energy and witty ideas.


视频讲解

24. For which of the following reasons, according to the author, do humanities students stand a better chance of success?

A. They are capable of debating with others.

B. They have a fuller social and self-awareness.

C. They have the capacity to do independent work.

D. They are enthusiastic about reading great books.


视频讲解

25. According to the author, which of the following can be taken as the main purpose of studying the humanities?

A. To learn how to attain success.　　B. To enhance professional skills.

C. To question the values of society.　　D. To develop powers of expression.


视频讲解

请阅读Passage 2，完成第26~30题。

Passage 2

We all ask each other a lot of questions. But we should all ask one question a lot more often: "What are you reading?" It's a simple question, but a powerful one, and it can change lives.

Here's one example: I met, at a bookstore, a woman who told me that she had fallen sadly out of touch with her beloved grandson. She lived in Florida. He and his parents lived elsewhere. She would call him and ask him about school or about his day. He would respond in one-word answers: Fine. Nothing. Nope.

And then one day, she asked him what he was reading. He had just started *The Hunger Games*, a series of dystopian young-adult novels by Suzanne Collins. The grandmother decided to read the first volume so that she could talk about it with her grandson the next time they chatted on the phone. She didn't know what to expect, but she found herself hooked from the first pages.

The book helped this grandmother cut through the superficialities of phone chat and engage her grandson on the most important questions that humans face about survival and destruction and loyalty and betrayal and good and evil, and about politics as well. Now her grandson couldn't wait to talk to her when she called—to tell her where he was, to find out where she was and to speculate about what would happen next.

Other than belonging to the same family, they had never had much in common. Now they did. The conduit was reading. We need to read and to be readers now more than ever.

We over-schedule our days and complain constantly about being too busy. We shop endlessly for stuff we don't need and then feel oppressed by the clutter that surrounds us. We rarely sleep well or enough. We compare our bodies to the artificial ones we see in magazines and our lives to the exaggerated ones we see on television. We watch cooking shows and then eat fast food. We worry ourselves sick and join gyms we don't visit. We keep up with hundreds of acquaintances but rarely see our best friends. We bombard ourselves with video clips and emails and instant messages. We even interrupt our interruptions.

And at the heart of it, for so many, is fear—fear that we are missing out on something. Wherever we are, someone somewhere is doing or seeing or eating or listening to something better.

Books are uniquely suited to helping us change our relationship to the rhythms and habits of daily life in this world of endless connectivity. We can't interrupt books; we can only interrupt ourselves while reading them. They are the expression of an individual or a group of individuals, not of a hive mind or collective consciousness. They speak to us, thoughtfully, one at a time. They demand our attention. And they demand that we briefly put aside our own beliefs and prejudices and listen to someone else's. You can rant against a book, scribble in the margin or even chuck it out the window. Still, you won't change the words on the page.

The technology of a book is genius: The order of the words is fixed, whether on the page or on the screen, but the speed at which you read them is entirely up to you. Sure, this allows you to skip ahead and jump around. But it also allows you to slow down, savor and ponder.

At the trial in which he would be sentenced to death, Socrates (as quoted by Plato) said that the unexamined life isn't worth living. Reading is the best way I know to learn how to examine your life. By comparing what you've done to what others have done, and your thoughts and theories and feelings to those of others, you learn about yourself and the world around you. Perhaps that is why reading is one of the few things you do alone that can make you feel less alone. It is a solitary activity that connects you to others.

26. What was the grandmother's initial reaction to the first volume of the novel series *The Hunger Games*?

A. She was completely fascinated by the book.

B. She knew what to talk about with her grandson.

C. She felt confused with the dystopian relationship.

D. She had an impulse to share her feelings with someone.



视频讲解

27. What does the underlined sentence in Paragraph 4 tell us about the grandson and grandmother?

A. They paid very frequent visits to each other.

B. They checked each other's geographical location.

C. They were eager to share views in the reading process.

D. They expressed their closeness and intimacy in their own.



视频讲解

28. Why do people constantly keep themselves over-occupied according to the article?

A. They are afraid of lagging far behind others.

B. They are afraid of getting ill with too much leisure.

C. They have too many interesting things to do in their life.

D. They believe that good sleep would follow after busy days.



视频讲解

29. What does the underlined word "it" in Paragraph 7 refer to?

A. Interrupting ourselves while reading books.

B. An over-scheduled life that people are living.

C. Complaining constantly about being too busy.

D. The fear that we are missing out on something.



视频讲解

30. Which of the following makes reading significant in the modern world according to the passage?

A. The access it gives readers to ponder over others' unexamined life.

B. The advanced technology involved in compiling and printing books.

C. Chances of making multi-level comparisons between you and others.

D. The feeling of being connected with others even when we are in solitude.



视频讲解

二、简答题(本大题1小题，20分)

根据题目要求完成下列任务。

31. 简述猜词(guessing word meaning)在阅读教学中的两个作用(6分，用国家通用语言文字作答)，并简述使用猜词的具体方法(6分，用国家通用语言文字作答)和两个教学指令语(8分，用英文作答)。



视频讲解

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，用国家通用语言文字作答。

32. 下面是某教师设计的课堂教学活动顺序。

A. The teacher asks students to brainstorm words related to sports.

B. The teacher gives a list of words about sports. Students check which of their words are in

the list. Then students start to predict what the conversation might be about.

C. Students listen for the gist to see if their predictions are right.

D. The teacher gives students several comprehension questions.

E. Students listen again for specific information.

F. Students fill in the blanks to complete a summary on the hand-out.

G. Students check their answers in pairs.

根据所给信息回答下列三个问题。

（1）此教学设计的教学目的是什么？（5分）

（2）写出该课堂教学活动中教师拟训练的两项具体技能。（10分）

（3）写出活动顺序中A、D和F的活动意图。（15分）



视频讲解

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



视频讲解

教学时间：20分钟

学生概况：某城镇普通中学高中三年级第一学期学生，班级人数40人。多数学生已经达到普通高中英语课程标准的相应水平，学生课堂参与积极性较高。

语言素材：

Writing: A debate speech

When you are going to make a debate speech, it is better to write out your outline in advance. In this way, you can better organize your thoughts and come up with ideas as to what you should say.

While you are writing out your speech, you should keep these points in mind:

- Remember your argument. Your speech must be either for or against the proposition. You should not try to give both sides of the argument.
- Think of at least three main points. Put these in logical order.
- Think of examples, real stories to support each point. Personal stories are often the most attractive.

2022年下半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）（精选）

编者注：本套试卷共33小题，依次为单项选择题（30小题）、简答题（1小题）、教学情境分析题（1小题）、教学设计题（1小题）。以下为精选的部分试题。

注意事项：

1.考试时间120分钟，满分150分。

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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，请用2B铅笔把答题卡对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. The final letter of the word _____ is not pronounced.

A. debris　　B. wares

C. tombs　　D. apparatus

2. What is the major difference between English vowels and consonants?

A. Positions of the tongue.

B. Obstruction of the air.

C. Vibration of the vocal cords.

D. Movements of the lips.

3. We have invited fifty people _____ to attend my daughter's wedding.

A. all together　　B. altogether

C. together　　D. together all

4. You can clearly see the _____ of longitude and latitude in a map.

A. lines

B. borders

C. boundaries

D. frontiers

5. That wonderful performance by Larry last night _____ enthusiastic applause of the audience.

A. drew in　　B. drew forth

C. won over　　D. won up

6.缺

7. He wasn't appointed chairman of the committee, _____ not very popular with all its members.

A. to be considered　　B. considering

C. being considered　　D. having considered

8. Evidence came up _____ specific speech sounds are recognized by babies as young as 6 months.

A. what　　B. which

C. that　　D. whose

9. Which of the following involves reciprocal assimilation in connected speech?

A. Game past.

B. Open the door.

C. Income tax.

D. Mind your head.

10. 缺

11. Which of the following is the most effective in teaching grammar for the purpose of communication?

A. Explaining grammar rules.

B. Teaching grammar in a context.

C. Asking students to memorize grammar rules.

D. Presenting grammar rules from the simple to the complex.

12. Which of the following methods could help teachers make the best use of body language to increase learners' involvement?

A. Grammar Translation Method.

B. Total Physical Response.

C. Suggestopedia.

D. Direct Method.

13. 缺

14. Which of the following is least suitable to develop students' cultural awareness?

A. Classical western literature.

B. Translated Chinese classics.

C. Newspapers and magazines.

D. English grammar books.

15. Before conducting an activity, a teacher should give _____ instructions so that students will know what to do and how to do it.

A. abstract and general

B. clear and concise

C. euphemistic and implicit

D. strict and detailed

16. Which of the following activities might involve more integration of language skills?

A. Writing a letter.

B. Listening to the radio.

C. Reading a book on your own.

D. Discussing an article with a friend.

17. When a teacher asks students questions that involve making judgments based on a certain criterion, he/she aims at developing students' ability of _____.

A. comprehension

B. reinterpretation

C. reflection

D. evaluation

18. Which of the following feedback should be avoided in developing students' writing skills?

A. Pointing out areas for improvement.

B. Sharing personal views on the topic.

C. Giving students only a grade.

D. Giving positive comments.

19. Which of the following may comprehensively reflect the students' English language development?

A. Records of students' homework.

B. Comments from the previous English teachers.

C. Portfolios that include students' writing, presentations, test papers, etc.

D. Standardized tests scores that demonstrate students' academic performance.

20. Which of the guidelines below should teachers follow when teaching listening according to the Input Hypothesis?

A. Select oral materials that come with a written translation.

B. Provide difficult aural materials along with a written script.

C. Choose aural materials slightly above students' language level.

D. Use familiar aural materials lower than students' language level.

21~30. 缺

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. 简述个体活动（individual work）在英语教学中的作用（5分），写出运用该活动的三个优点（9分），可能存在的一个问题（3分）及其改进建议（3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. 下面是一位高中英语教师的课堂教学片段，文本标题为“Return of the White Bikes”。

T: Look at these photos. What are they?

Ss: Mobikes.

T: Right. It seems that all of a sudden there are bikes everywhere in our city, like ofo and Mobike. I know some of you have tried these bikes. What do you think of it? (to S1)

S1: Cheap and comfortable.

T: It's very cheap and comfortable. Good! Thank you. What do you think of it? (to S2)

S2: It's convenient, and we can ride it from place to place.

T: It's right! You can ride the bike to different places. It's very convenient. Do you know where this idea of public bikes came from?

Ss: No.

T: In which city did people first come up with the idea?

S3: New York?

S4: Paris?

T: No. It was the people in Amsterdam who first came up with the idea. Amsterdam is called the city of bikes. Now let's watch a video clip to see the bikes in it.

T: Today we are going to learn the text about bikes in Amsterdam. Now, please read the text and find out when the white bikes first appeared and why.

根据所给信息从下列三个方面作答。

（1）该教学片段属于哪个教学环节？（5分）其目的是什么？（5分）

（2）该教学片段有哪三个优点？（12分）

（3）还有哪些教学活动可以实现上述教学目的（写出两个）？（8分）

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33. **设计任务：**请阅读下面的学生信息和语言素材，设计20分钟的英语听力教学方案。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第一学期学生,班级人数40人。多数学生已经达到英语课程标准的相应级别水平。学生课堂参与积极性较高。

语言素材:

Interviewer: Our "Culture Corner" this week is on "parties", and we have a couple of teenagers from Britain in the studio. Jenny and Carl, thank you for coming.

Girl and boy: You're welcome. Thanks for inviting us!

Interviewer: So could you, perhaps, give some advice to our listeners about what to do, and what not to do at parties in the UK?

Girl: Well, of course it depends on what kind of party it is. You know, if it's very formal, you should dress smartly.

Boy: Yes, but nowadays you don't have to be too formal. I mean, I never wear a tie, except at weddings maybe.

Girl: Right.

Interviewer: Are there any special things you should do when you are invited to someone's house?

Girl: Again, it depends. You shouldn't arrive late to a dinner party! You should be on time!

Boy: Mm, and you should take something with you, maybe a bottle of wine, or a box of chocolates.

Girl: Yeah, or flowers, maybe.

Interviewer: What about the sort of parties teenagers like yourselves go to?

Girl: Ah, well, they're not so formal!

Boy: No, we don't really have any rules. But you shouldn't drink too much at parties ...

Girl: ... and you shouldn't accept a lift home from a person you don't know.

Boy: Yeah, you must be careful.

Interviewer: What about the stories you sometimes hear ...

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1. Fred took a picture of you, and _____.

A. Susan of me　　B. Susan took

C. Susan took of me　　D. Susan took a picture



视频讲解

2. _____ female lions guard and feed their lion cubs.

A. That male lions help　　B. Male lions which help

C. Although male lions help　　D. It is male lions that help



视频讲解

3. Not much is known _____ the migration patterns of grizzly bears.

A. in　　B. that

C. for　　D. about



视频讲解

4. The fire alarm can _____ beckon the firefighters to come to immediate action in case of a fire.

A. approvingly　　B. significantly

C. symbolically　　D. audibly



视频讲解

5. Which of the following words is NOT a hyponym of flower?

A. Carnation.　　B. Chrysanthemum.

C. Carrot.　　D. Tulip.



视频讲解

6. Which of the following words is an antonym of lengthen?

A. Shorten.　　B. Prolong.

C. Abbreviate.　　D. Sustain.



视频讲解

7. Which of the following consonants shares the phonetic features [–voiced, +post-alveolar, +affricate]?

A. /ʃ/　　B. /z/

C. /tʃ/　　D. /dʒ/



视频讲解

8. Which segment in the following words is most likely to be affected by elision?

A. postman　　B. postman

C. postman　　D. postman



视频讲解

9. Which of the following describes a language phenomenon in which a bilingual speaker uses two languages alternatively in the same conversation or interaction?

A. Register variables.　　B. Code-switching.

C. Ethnic dialect.　　D. Address forms.



视频讲解

10. Which of the following describes a typical linear three-move exchange usually found in classroom?

A. Initiation → response → follow-up.

B. Initiation → follow-up → response.

C. Response → initiation → follow-up.

D. Response → follow-up → initiation.



视频讲解

11. When teaching pronunciation, a teacher should put phoneme, stress, intonation and _____ in the syllabus.

A. consonant　　B. vowel

C. rhythm　　D. speech



视频讲解

12. If a teacher asks students in class, "When do we use the passive voice in our daily life?", he/she is trying to draw students' attention to the _____ in grammar teaching.

A. meaning　　B. function

C. skill　　D. sound



视频讲解

13. When using such sentences as "A long time ago .../Then .../Afterwards .../In the end ..." in a reading class, a teacher is probably teaching language at the _____.

A. lexical level　　B. discoursal level

C. grammatical level　　D. phonological level



视频讲解

14. When a teacher asks students to listen to a recording to find out John's flight number and arrival time, what skill does he/she focus on?

A. Inferring opinions and attitudes.　　B. Extracting specific information.

C. Getting the general information.　　D. Deducing meaning from the context.



视频讲解

15. What activity are students engaged in when they read each other's writing, provide feedback and make suggestions for revision before their teacher grades them?

A. Discussing.　　B. Brainstorming.

C. Peer reviewing.　　D. Draft reviewing.



视频讲解

16. What is a teacher trying to do when he/she asks students to describe what they know about policemen before reading a story about them?

A. To review a passage.　　B. To make a comment.

C. To provide a title.　　D. To build a schema.



视频讲解

17. Which of the following is a display question used by teachers in class?



视频讲解

A. What happened to the girl in the story?

B. What would you do if you were the girl in the story?

C. Do you like this story *The Thumb Girl*, why or why not?

D. Why do you agree that the girl was a kind-hearted person?

18. What does a teacher want students to do when he/she asks them to find a word having similar meaning to "germinate" in a paragraph?



视频讲解

A. To deduce meaning from the context.

B. To analyze word meaning by using syntax.

C. To identify new words by using synonyms.

D. To apply grammatical rules to guess meaning.

19. At what stage of a lesson is a teacher likely to conduct a brainstorming activity about a topic?



视频讲解

A. Producing. B. Checking.

C. Lead-in. D. Practicing.

20. Which of the following activities best promotes the development of students' communicative skills?



视频讲解

A. Doing multiple-choice questions.

B. Sharing information with partners.

C. Completing a summary of the text.

D. Copying sentences from the dictionary.

请阅读Passage 1，完成第21~25小题。

Passage 1

John Dewey was the philosophical father of experiential education, or as it was then referred to, progressive education. But he was also critical of completely "free, student-driven" education because students often don't know how to structure their own learning experiences for maximum benefits.

Dewey said that an educator must take into account the unique differences among each student. Each person is different genetically and in terms of past experiences. Even when a standard curriculum is presented using established pedagogical methods, each student will have a different quality of experience. Thus, teaching and curriculum must be designed in ways that allow for such individual differences.

For Dewey, education also has a broader social purpose, which was to help people become more effective members of democratic society. Dewey argued that the one-way delivery style of authoritarian schooling does not provide a good model for life in democratic society. Instead, students need educational experiences which enable them to become valued, equal, and responsible members of society.

The most common misunderstanding about Dewey is that he was simply supporting progressive education. Progressive education, according to Dewey, was a wild swing in the philosophical pendulum, against traditional education methods. In progressive education, freedom was the rule, with students being relatively unconstrained by the educator. The problem with progressive education, said Dewey, is that freedom alone is no solution. Learning needs a structure and order, and must be based on a clear theory of experience, not simply the whim of teachers or students.

Dewey proposed that education be designed on the basis of a theory of experience. We must understand the nature of how humans have the experiences they do, in order to design effective education. In this respect, Dewey's theory of experience rested on two central tenets—continuity and interaction.

Continuity refers to the notion that humans are sensitive to (or are affected by) experience. Humans survive more by learning from experience after they are born than do many other animals who rely primarily on pre-wired instinct. In humans, education is critical for providing people with the skills to live in society. Dewey argued that we learn something from every experience, whether positive or negative and one's accumulated learned experience influences the nature of one's future experiences. Thus, every experience in some way influences all potential future experiences for an individual.

Interaction builds upon the notion of continuity and explains how past experience interacts with the present situation, to create one's present experience. Dewey's hypothesis is that your current experience can be understood as a function of your past (stored) experiences which interacting with the present situation to create an individual's experience. This explains the "one man's meat is another man's poison" maxim. Any situation can be experienced in profoundly different ways because of unique individual differences e.g., one student loves school, another hates the same school. This is important for educators to understand. Whilst they can't control students' past experiences, they can try to understand those past experiences so that better educational situations can be presented to the students.

Ultimately, all a teacher has control over is the design of the present situation. The teacher with good insight into the effects of past experiences which students bring with them better enables the teacher to provide quality education which is relevant and meaningful for the students.

21. What was Dewey critical of about complete progressive education?



视频讲解

A. Complete freedom that teachers grant to students.

B. Educational experiences that students need.

C. A broad social purpose that education has.

D. Unique differences among students.

22. How should teaching and curriculum be designed according to Dewey?



视频讲解

A. In manners that allow for individual differences.

B. In ways that foster free and student-driven education.

C. In ways that encourage a one-way delivery style of teaching.

D. In manners that rely heavily on established pedagogical methods.

23. Which of the following is closest in meaning to the underlined word "tenet" in Paragraph 5?



视频讲解

A. Meaning. B. Principle.

C. Regulation. D. Guideline.

24. What does continuity refer to according to Dewey?



视频讲解

A. We never learn anything from our negative experiences.

B. Animals and human beings can learn from past experiences.

C. Only positive experiences affect the nature of one's experiences.

D. Experiences gained from the past influence one's future experiences.

25. What does the sentence "one man's meat is another man's poison" suggest?



视频讲解

A. Teachers should teach all their students the same materials.

B. Quality education that focuses on past experiences should be offered.

C. Teachers should teach all their students what they believe are important.

D. Quality education that values individual development should be provided.

请阅读Passage 2，完成第26~30题。

Passage 2

Here's a simple arithmetic question: A bat and ball cost a dollar and ten cents. The bat costs a dollar more than the ball. How much does the ball cost?

The vast majority of people respond quickly and confidently, insisting the ball costs ten cents. This answer is both obvious and wrong. The correct answer is five cents for the ball and a dollar and five cents for the bat.

For more than five decades, Daniel Kahneman, a Nobel Laureate and professor of psychology at Princeton, has been asking questions like this and analyzing our answers. His disarmingly simple experiments have profoundly changed the way we think about thinking. While philosophers, economists, and social scientists had assumed for centuries that human beings are rational agents—reason was our Promethean gift—Kahneman, and his scientific partner, the late Amos Tversky, demonstrated that we're not nearly as rational as we like to believe.

When people face an uncertain situation, they don't carefully evaluate the information or look up relevant statistics. Instead, their decisions depend on a long list of mental shortcuts, which often lead them to make foolish decisions. These shortcuts aren't a faster way of doing the math; they're a way of skipping the math altogether. Asked about the bat and the ball, we forget our arithmetic lessons and instead default to the answer that requires the least mental effort.

A new study in the *Journal of Personality and Social Psychology* led by Richard West at James Madison University and Keith Stanovich at the University of Toronto suggests that, in many instances, smarter people are more vulnerable to these thinking errors. Although we assume that intelligence is a buffer against bias—that's why those with higher S.A.T. scores think they are less

prone to these universal thinking mistakes—it can actually be a subtle curse.

West and his colleagues began by giving four hundred and eighty-two undergraduates a questionnaire featuring a variety of classic bias problems. Here's an example:

In a lake, there is a patch of lily pads. Every day, the patch doubles in size. If it takes 48 days for the patch to cover the entire lake, how long would it take for the patch to cover half of the lake?

Your first response is probably to take a shortcut, and to divide the final answer by half. That leads you to twenty-four days. But that's wrong. The correct solution is forty-seven days.

But West and colleagues weren't simply interested in reconfirming the known biases of the human mind. Rather, they wanted to understand how these biases correlated with human intelligence. As a result, they interspersed their tests of bias with various cognitive measurements, including the S.A.T. and the Need for Cognition Scale, which measures "the tendency for an individual to engage in and enjoy thinking."

The results were quite disturbing. For one thing, self-awareness was not particularly useful: as the scientists note, "people who were aware of their own biases were not better able to overcome them." This finding wouldn't surprise Kahneman, who admits in *Thinking, Fast and Slow* that his decades of groundbreaking research has failed to significantly improve his own mental performance.

"My intuitive thinking is just as prone to overconfidence, extreme predictions, and the planning fallacy" —a tendency to underestimate how long it will take to complete a task— "as it was before I made a study of these issues," he writes.

26. What can be inferred from the result of "the bat-and-ball question experiment"?



视频讲解

A. Philosophers, economists, and social scientists tend to make a fuss over a trivial issue.

B. Human beings are not as rational as they think they are when facing an uncertain situation.

C. Human beings think quickly and confidently when responding to a simple arithmetic question.

D. Daniel Kahneman has attained great success as a Nobel Laureate and professor of psychology.

27. What does the underlined phrase "a subtle curse" in Paragraph 5 suggest?



视频讲解

A. Human beings are vulnerable to some thinking errors.

B. Intelligence helps reduce committing thinking errors.

C. Thinking errors are a spell cast upon human beings.

D. Smarter people are prone to some thinking errors.

28. What are people going to do when facing an uncertain situation according to the passage?



视频讲解

A. To skip less important information.

B. To rely on a long list of mental shortcuts.

C. To examine the relevant statistical data.

D. To seek an answer requiring the least mental effort.

29. What do the tests made by West and his colleagues demonstrate?



视频讲解

A. Self-awareness of one's own biases does not help an individual to control them.

B. The smarter people are, the less vulnerable they are to reasoning biases.

C. People will improve their thinking capacity when they are aware of their thinking errors.

D. People may avoid committing thinking errors when realizing the mistakes they have made.

30. What may be discussed by the author in subsequent paragraphs?



视频讲解

A. The impact of biases on human intelligence.

B. The reasons why intelligence improves thinking.

C. The relationship between intelligence and thinking errors.

D. The correlation between intuitive thinking and mental performance.

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. 学习策略主要指学生为促进语言学习和语言运用而采取的各种行动和步骤。简述note-taking所属学习策略的范畴（5分）及其三个作用（15分）。



视频讲解

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. 下面是师生课堂对话的两个片段。

片段1

Teacher: Let's review "be + v.-ing". For example, we're having a test today.

Student: I'm having a pain today.

...

片段2

Teacher: Let's practise the present perfect tense. For example, I have been to Beijing. Have you been to Beijing?

Student: Yes, I've been to Beijing last week.

...

根据所给材料从下列三个方面作答。



视频讲解

（1）分析每组对话存在的一个语言错误。（10分）

（2）指出教师设计上述活动所体现的学习观和语言观。（8分）

（3）从三个角度分析评价该教师的语言教学观。（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：**阅读下面的学生信息和语言素材，设计15分钟的英语口语教学方案。教案没有固定格式，但须包含下列要点：



视频讲解

- 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二年级学生，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：

We've been told since we were toddlers that "It's good to share". Parents and teachers keep reminding us to share toys, snacks, books, happy memories, and sometimes even sorrows with others. When we grow up, we share photos, life stories and opinions with people around us and with those we don't know via social media. Taking it as an object of study, psychologists have published various papers stating that the behaviour of sharing is beneficial to setting up positive emotional bonding.

Today, the action of sharing takes on extra meaning. It's not just about sharing sweets or frustration; it has expanded to almost every aspect of our lives—the whole world seems to be into sharing. We are using technology to reduce the money that we spend on goods and services, or to make money out of those that we don't use ourselves all of the time. These vary from car shares to home shares, and even to pet shares. The sharing economy is taking off in all sorts of areas. It is creating new ways of thinking and is providing services to people when and where they want them.

注:语言素材选自2019外研版选择性必修4 Unit 4 Everyday Economics 第44页。

2021年上半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）

注意事项：

1.考试时间120分钟，满分150分。

2.请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. Which of the following English phonemes has more than one allophone based on its position in a word?

A. /w/　　B. /j/

C. /m/　　D. /l/



视频讲解

2. What is the right pronunciation of the word "permit" when it is used as a noun?

A. /ˈpəmɪt/　　B. /pəˈmɪt/

C. /pɜːˈmɪt/　　D. /ˈpɜːmɪt/



视频讲解

3. Astronomer Heidi Hammel, a proponent of science education, conveys a passion for planetary science that her fascinated audience find _____.

A. equivocal　　B. archaic

C. timid　　D. infectious



视频讲解

4. The discoveries made by Nobel Prize-winning geneticist Barbara McClintock are considered to be among the major _____ of 20th-century biological science.

A. proposals　　B. elaborations

C. accomplishments　　D. deliberations



视频讲解

5. Hoping to preserve natural habitats, conservationists lobbied for legislation that would _____ commercial development in these areas.

A. accommodate　　B. diversify

C. promote　　D. arrest



视频讲解

6. The ethical judgments of the court become an important issue and the court cannot maintain its legitimacy as guardian of the law _____ justices behave like politicians.

A. when　　B. lest

C. before　　D. unless



视频讲解

7. For whatever _____, don't be late again, or our work will be lagging far behind others.

A. any reasons　　B. a reason

C. reason　　D. the reason



视频讲解

8. Little is known of Oliver's childhood, _____ at the factory at the early age of eight.

A. suppose that he worked

B. provided that he worked

C. providing that he worked

D. save that he began to work



视频讲解

9. In a sequence of two related utterances by two speakers, the second utterance is always a response to the first. This is known as _____.

A. pair work　　B. pair practice

C. adjacency pairs　　D. minimal pairs



视频讲解

10. Which of the following involves progressive assimilation in connected speech?

A. Bags.　　B. Issue.

C. One cup.　　D. Ten men.



视频讲解

11. Problem-solving activities, role-play, information gap, etc. are typical classroom activities of _____.

A. the direct method

B. total physical response

C. the audio-lingual method

D. communicative language teaching



视频讲解

12. The ultimate goal of middle school English teaching and learning is to _____.

A. enhance certain basic language knowledge

B. develop integrative abilities in language use

C. increase learners' interest in studying English

D. foster listening, speaking, reading and writing skills



视频讲解

13. When a teacher says, "Is this sentence right?", he/she may be doing all of the following EXCEPT _____.

A. giving students feedback

B. eliciting students' responses

C. inviting students' judgments

D. correcting a mistake explicitly



视频讲解

14. In a process-based writing class, after students have finished drafting, their teacher would most probably have them _____.

A. edit their drafts　　B. do brainstorming on the topic

C. analyze the topic　　D. learn useful words and expressions



视频讲解

15. Which of the following activities is NOT appropriate for developing students' awareness of discourse coherence?

A. Writing a conclusion for a passage.

B. Underlining the topic sentences of each paragraph.

C. Changing sentences from active forms into passive ones.

D. Arranging all the sentences to produce a meaningful passage.



视频讲解

16. In English teaching, mechanical activities such as _____ may be helpful for teaching particular structures, but they should not be overused.

A. transformation and role-play

B. translation and word-matching

C. gap-filling and topic discussion

D. memorization and pattern drilling



视频讲解

17. Which of the following is most effective for a teacher when students do not understand how to do an activity that he/she has described?

A. Demonstrating how to do it.

B. Asking students to talk freely.

C. Encouraging students to share their ideas.

D. Walking around the classroom and answering questions.



视频讲解

18. Which of the following activities has a focus on grammar?

A. Read a story and act it out in groups.

B. Read a story and answer comprehension questions.

C. Read a story and underline the most difficult sentences.

D. Read a story and analyze how past events are described.



视频讲解

19. Which of the following should be discouraged concerning the use of Internet resources?

A. Teachers depend on Internet resources for teaching materials.

B. Teachers use Internet resources to supplement their textbooks.

C. Teachers adapt Internet resources before using them for language input.

D. Teachers select Internet resources according to their teaching purposes.



视频讲解

20. David took a test and his score was at the top 10 percent in his class. This is an interpretation of the result of a _____ test.

A. diagnostic　　B. formative

C. norm-referenced　　D. criterion-referenced



视频讲解

请阅读Passage 1，完成第21~25小题。

Passage 1

"The age of melancholy" is how psychologist Daniel Goleman describes our era. People today experience more depression than previous generations, despite the technological wonders that help us every day. It might be because of them.

Our lifestyles are increasingly driven by technology. Phones, computers and the Internet pervade our days. There is a constant, nagging need to check for texts and emails, to update Facebook, MySpace and LinkedIn profiles, to acquire the latest notebook or cellphone.

Are we being served by these technological wonders or have we become enslaved by them? I study the psychology of technology, and it seems to me that we are sleepwalking into a world where technology is severely affecting our well-being. Technology can be hugely useful in the fast-paced modern living, but we need to stop it from taking over.

For many of us, it is becoming increasingly difficult to control the impulse to check our inbox yet again or see whether the headlines have changed since we last looked. Our children are in a similar position, scared to miss a vital Tweet or status update on Facebook. In many homes, the computer has become the centre of attention; it is the medium through which we work and play.

How does this arise, and what is it doing to us? In this era of mass consumption, we are surrounded by advertising that urges us to find a fulfillment through the acquisition of material goods. As a result, adults and children increasingly believe that in order to belong and feel good about themselves, they must own the latest model or gadget.

Yet research by psychologist Tim Kasser of Knox College in Galesburg, Illinois, has shown that people who place a high value on material goals are unhappier than those who are less materialistic. Materialism is also associated with lower self-esteem, greater narcissism, greater tendency to compare oneself unfavorably with other people, less empathy and more conflict in relationships.

Our culture also constantly reminds us that time is money. This shows a need for total efficiency, which is the reason for us to allow laptop computers and mobile phones to blur the separation between work and home. As one unhappy human-resource manager in a high-tech company put it, "They gave me a mobile phone so they can own me 24 hours a day, and a portable computer, so my office is now with me all the time—I cannot break out of this pressure." Sound familiar?

Psychologists generally believe that the lack of a clear separation between work and home greatly damages our relationships with loved ones. It also predisposes us to focus on the here and now at the expense of long-term goals.

By imposing these twin pressures, modern society is in danger of swapping the standard of living for quality of life. We need ways to help recover those increasingly large parts of our lives that we have ceded to technology, to regain mastery over technology and learn to use it in a healthy and positive way.

21. What does Daniel Goleman attempt to illustrate by calling the era "the age of melancholy" in Paragraph 1?

A. Technology has increased people's feelings of happiness.

B. People become frustrated for lack of on-line experience.

C. People are getting stressed out because of technology.

D. Technology can work wonders in modern society.



视频讲解

22. What impact has been produced by technology on people according to Paragraph 2?

A. People cannot afford the latest laptops.

B. People have to adopt a different lifestyle.

C. People constantly write messages and emails.

D. People cannot live without computers or telephones.



视频讲解

23. What is the author most worried about concerning the change induced by technology?

A. Technology will take away people's jobs.

B. People's happiness will be greatly jeopardized.

C. Technology is developing at a breath-taking speed.

D. People will be indifferent to technological wonders.



视频讲解

24. According to Tim Kasser, why are people obsessed with material pursuit?

A. The pressure from peers and relatives.

B. The temptation to own the latest model.

C. The divergence of life values and standards.

D. The convenience of accessing digital devices.



视频讲解

25. Which of the following would be the best title for the passage?

A. Technology Wonders Bring New Lifestyles

B. Technology Today: Empowers or Enslaves

C. The Standard of Living or Quality of Life

D. Sad Feelings in Advanced Society



视频讲解

请阅读Passage 2，完成第26~30题。

Passage 2

Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators, and policy-makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of

mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins—one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function—a command system that directs the attention processes that we use for planning, solving problems, and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another, and holding information in mind—like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. "Bilinguals have to switch languages quite often—you may talk to your father in one language and to your mother in another language," says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. "It requires keeping track of changes around you in the same way that we monitor our surroundings when driving." In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

26. What can be inferred from the passage about the traditional view of bilingualism?

A. Bilinguals are cognitively disadvantaged.

B. The pros of bilingualism outweigh the cons.

C. Bilinguals have advantages over monolinguals.

D. Bilinguals and monolinguals are intellectually similar.



视频讲解

27. According to Bialystok and Martin-Rhee, why is the second task more challenging than the first one?

A. It demands the subjects to solve a variety of tough problems.

B. It involves a more complicated cognitive process in the brain.

C. It requires more time and experience to complete the second task.

D. It forces the subjects to focus all their attention on the experiment.

视频讲解

28. How is language interference perceived by modern researchers according to the passage?

A. It impedes a child's academic growth.

B. It improves a child's cognitive flexibility.

C. It diverts a child's attention from one thing to another.

D. It enables a child to use two languages interchangeably.

视频讲解

29. Which of the following is closest in meaning to the underlined word "tussle" in Paragraph 7?

A. Tunnel.　　B. Quarrel.

C. Struggle.　　D. Argument.

视频讲解

30. Which of the following would be the best title of the passage?

A. Fallacies about Bilinguals

B. Why Bilinguals Are Smarter

C. Odds and Ends of Bilinguals

D. Bilinguals: Advantages or Disadvantages

视频讲解

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. 请列出四种英语阅读技能（8分），并分别写出一句课堂教学指令语以培养相应的技能（12分）。

视频讲解

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. 下面是某教师讲解remember doing something和remember to do something语言点时的课堂实录。

Teacher: Li Hua, what did you do last Sunday morning?

Li Hua: I played badminton with my friends.

Teacher (to the class): Did Li Hua remember playing badminton with her friends?

Students: Yes, she did.

Teacher: Liu Ying, what did you do last Sunday morning?

Liu Ying: I visited my grandparents.

Teacher (to the class): Did Liu Ying remember visiting her grandparents?

Students: Yes, she did.

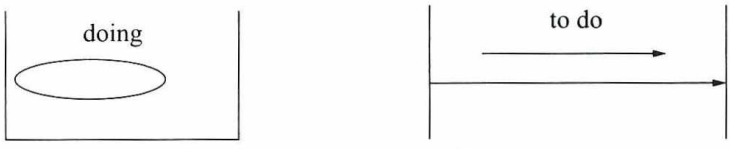
Teacher: What will you do this Sunday morning then, Liu Ying?

Liu Ying: I will see a film with my sister.

Teacher: Please remember to take the tickets with you and be there on time.

Liu Ying: Sure, I will remember to do that. Thank you.

Teacher: Now class, can you tell the difference between "remember doing sth." and "remember to do sth." ? Look at the following diagrams:



请根据此教学情景回答下列问题。

（1）该教师在讲解知识点时运用了哪两种方法？（8分）

（2）这些方法各自有何特点？（8分）能发挥什么作用？（8分）

（3）使用这些方法时应重点注意什么？（6分）

视频讲解

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分钟的英语读写课教学方案。教案没有固定格式，但须包含下列要点：



视频讲解

- teaching objectives
- teaching contents
- key and difficult points
- major steps and time allocation
- activities and justifications

教学时间：20分钟

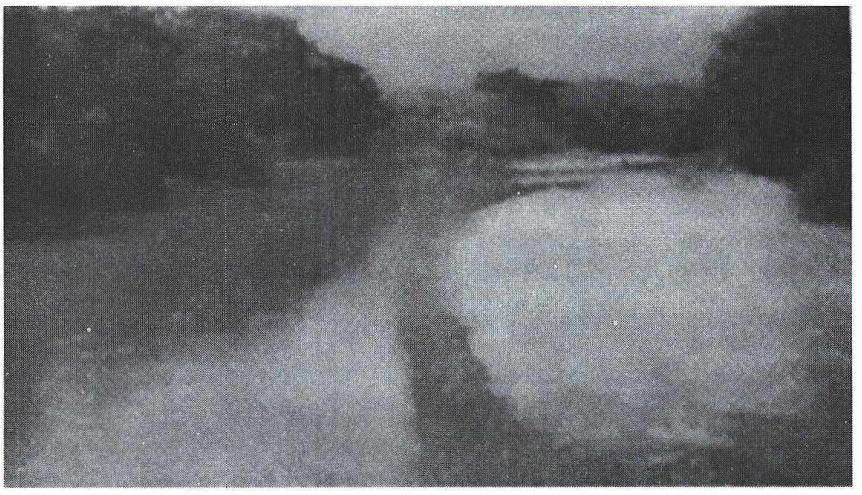
学生概况：某城镇普通中学高中一年级学生，班级人数40人。多数学生的英语水平达到了课程标准的相应要求。学生课堂参与积极性一般。

语言素材：

In the summer when I want to relax, I go down to the river at the edge of our village. There is a deep pond and all the village children meet in hot weather to swim.

The tall trees along the river bank give us shade when we just want to sit and talk and the sandy river bank is perfect for the little children to play on. On the opposite river bank are some large rocks to which we older children swim when we want to sunbathe. The river flows slowly and water is crystal clear. The air smells of trees and damp earth and my worries begin to disappear as soon as I arrive.

Sometimes on warm evenings we take food and drink down to the river. It's very pleasant to sit with friends and watch the night fall. I can't think of anywhere I'd rather be on a summer evening.



2020年下半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）

注意事项：

1.考试时间120分钟，满分150分。

2.请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. /s/ and /z/ can be distinguished by the _____.

A. place of articulation　　B. state of tongue

C. state of vocal cords　　D. manner of articulation



视频讲解

2. The word "realization" consists of _____ syllables and _____ morphemes.

A. five; five　　B. five; four

C. four; three　　D. four; four



视频讲解

3. Which of the following is least associated with newspaper publishing?

A. Proofreading.　　B. Editorial.

C. Censorship.　　D. Citizenship.



视频讲解

4. Which of the following best describes the relation between "piece" and "peace"?

A. Synonymy.　　B. Homonymy.

C. Antonymy.　　D. Hyponymy.



视频讲解

5. She was not _____ impressed by the story Paul shared with her, for she had already heard of it.

A. in the least　　B. at the most

C. least of all　　D. for the most



视频讲解

6. Without facts, we can't form worthwhile opinions, for we need to have factual knowledge _____ our thinking.

A. which to be based upon　　B. upon which to base

C. which to base upon　　D. upon which to be based



视频讲解

7. It's true that water will continue to be _____ it is today—next in importance to oxygen.

A. how　　B. which

C. as　　D. what



视频讲解

8. He is helpless under such circumstances, _____.

A. however brilliant a mind he may have

B. however a brilliant mind he may have

C. however brilliant a mind may he have

D. however a brilliant mind may he have



视频讲解

9. Which of the following refers to "the part of input that has been internalized by learners"?

A. Feedback.

B. Output.

C. Intake.

D. Washback.



视频讲解

10. Which of the following describes the language of an individual speaker with its unique characteristics?

A. Idiolect. B. Taboo.

C. Regional dialect. D. Social dialect.



视频讲解

11. What role does he/she play when a teacher explains the purpose of a task, the steps to do it and its time limit?

A. An organizer. B. An observer.

C. An evaluator. D. A prompter.



视频讲解

12. What does he/she intend to do when a teacher writes the following sentences "She gets up early. She wears a uniform. She works very hard." on the blackboard at the presentation stage?

A. Practice sentence patterns using model sentences.

B. Check if students can pronounce the sentences correctly.

C. Monitor whether students can accurately express their ideas.

D. Draw students' attention to the form of a new language item.



视频讲解

13. What skill does he/she use when a student uses language knowledge and contextual clues to figure out the meaning of a new word?

A. Contrasting. B. Summarizing.

C. Deducing. D. Predicting.



视频讲解

14. Supplementing, deleting, simplifying and reordering are often used in _____.

A. adapting teaching materials

B. delivering teaching materials

C. evaluating teaching materials

D. presenting teaching materials



视频讲解

15. Which of the following is least recommended at the lead-in stage in a reading class?

A. Activating students' schemata of the topic.

B. Giving advice on how to use reading strategies.

C. Sharing background information about the text.

D. Correcting language mistakes students have made.



视频讲解

16. Which of the following best describes the phenomenon that learners apply the skills acquired in one field to another?



视频讲解

A. Transfer.　　B. Deduction.

C. Contextualization.　　D. Induction.

17. If the focus is placed on _____, students are supposed to go through the stages of drafting, receiving feedback, and revising before submitting the final version of their writing.



视频讲解

A. product

B. process

C. genre

D. format

18. What would he/she do in a reading class if a teacher wants to develop students' inferential comprehension?



视频讲解

A. Ask them to retell the story.

B. Ask them to underline difficult sentences.

C. Ask them to read the text sentence by sentence.

D. Ask them to read the text for implied meaning.

19. Which of the following activities can be used if the focus is on developing students' oral fluency in English?



视频讲解

A. Blank-filling.　　B. Story-telling.

C. Transformation.　　D. Translation.

20. What is the focus when a teacher says to the class "Rewrite each of the following sentences using the passive voice."?



视频讲解

A. Skill.　　B. Meaning.

C. Structure.　　D. Function.

请阅读Passage 1，完成第21~25小题。

Passage 1

I have personally come to understand that "empowerment" is not a lesson that can be taught by way of textbooks or lectures, projects or field trips, and not even by way of principles and inspirational teaching. It must be taught by personal examples.

When we ask our students who come from disadvantaged backgrounds, or those who face a personal lifestyle that is in direct conflict to the principles that we teach, we have to be willing to show them how to overcome, how to make the transition from one state of being into the next, how to be empowered. We must make the lesson of empowerment come to life, in a real, up-close and personal way. And the only way this can be done is when we allow ourselves to become living examples of what we teach.

Preparatory School for Global Leadership (PSGL) is a school that I started because I believed that I had method, a way of teaching and learning that would empower the urban disadvantaged

child. But as I sit back and think about it now, PSGL was a school that I started so that I would showcase empowerment to a group of students (and staff) who needed a real-life example of how to grow beyond one's current circumstances.

When I reflect on my journey of starting the school, I realize that every step along the way was personally teaching about empowerment. It is one thing to teach it, but it is another to live it. Unless we experience empowerment on a personal level, we cannot help students learn it, circumvent obstacles as they arise, and develop and employ the new skills needed to function to be empowered. How can we get in the face of a student and push him to a place that is foreign and scary, asking him to become greater than his environment, when we ourselves have never become greater than our own environment? We can't. Why? Because we do not know what it looks like, we do not know what it feels like. Our role as a teacher becomes technical, causing us to miss out on the spirit of truly good teaching, where one teaches with relevancy, authenticity and experience.

When I look at the faces of these students, I know that my process of starting the school was for them. When I became what I taught, when I empowered myself in space where there was no one there to empower me, when I chose to succeed without excuses, I became a living lesson.

These students saw me and our staff as extensions of the lessons we were trying to teach. Our lives, not by our perfection, but by our effort, showed students how to apply what we taught.

21. Which of the following can be regarded as a necessary condition for teachers to empower their students?

A. Having been successful in empowering students.

B. Possessing the expertise in the subject they teach.

C. Having received adequate training on empowerment.

D. Being able to integrate personal experiences into their teaching.



视频讲解

22. Which of the following can be inferred from the passage?

A. Only children from disadvantaged backgrounds need to be empowered.

B. The author is able to empower herself when faced with difficulties.

C. Teachers with personal experience of empowerment cannot teach.

D. The author does not practice what she advocates in her own life.



视频讲解

23. Which of the following is true about the Preparatory School for Global Leadership?

A. It is the most renowned of its kind in the world.

B. Its graduates are well received by their employers.

C. Its staff are unwilling to empower themselves as living examples.

D. It aims at empowering trainees to grow beyond their circumstances.



视频讲解

24. Which of the following is closest in meaning to the underlined word "circumvent" in Paragraph 4?

A. Overcome.　　B. Encounter.

C. Move around.　　D. Take away.



视频讲解

25. Why does the author highly value a teacher's experience of empowerment in teaching?

A. To enable students to learn and use new skills.

B. To turn technical teaching into dogmatic lectures.

C. To make teaching relevant, authentic, and convincing.

D. To extend and perfect his professional career as a teacher.



视频讲解

请阅读Passage 2，完成第26~30题。

Passage 2

Cats have the widest hearing range of nearly any mammal, not only can they perceive sound in what we define as the "ultrasonic" range, they can also appreciate all the bass Dr Dre can throw at them. They can swivel their whiskers forwards while hunting to provide a kind of short-range radar. And they can see exceptionally well in the dark thanks to a reflective surface behind the retina that bounces light back, giving it a second chance to hit a photoreceptor. They see more distinct images per second than we do.

Dog partisans will appeal to the dog's allegedly superior intelligence—though if that were the primary criterion for choosing a pet, one would expect to see a lot more crows and squid on leads around town. In fact, cats are rather cleverer than commonly assumed, as the biologist and animal-behaviour expert John Bradshaw shows in his new book. They can even be trained to an extent, which was news to me.

Bradshaw's book mixes pellets of cat lore with accounts of feline evolution, anatomy, genetics and development from newborn kitten to adulthood, plus descriptions of cat-psychology experiments in the laboratory, many of which he has conducted himself. Some of the most interesting parts indicate holes in our current scientific knowledge. "Many mother cats try to move their litters at least once before they wean them," he observes, "but science has yet to find out why" . No one knows why cats go crazy for catnip, nor why they are able "to classify shapes according to whether they are closed or open" . Kittens, meanwhile, "may also use special movements of their tails to signal playfulness, but so far no scientist has been able to decode these" . As far as potential research projects go, decoding the tail-language of playing kittens must be about the interesting unsolved problem in science.

The cat is an apparently phlegmatic beast, but Bradshaw points out that cats experience strong emotions, and sometimes might be suffering in silence. They aren't particularly sociable, and cats who are housed with others who weren't litter-mates—perhaps by well-meaning owners who think they need the company—can become chronically stressed.

Luckily, then, cats probably aren't aware that today they are once again hate figures, the furry target of spittle-spraying ecologists who, armed with dodgy statistics, accuse cats of wildly "murdering" all the country's songbirds. It's a bit more complicated than that, Bradshaw shows. Rats also kill songbirds, and cats keep their numbers down; while the RSPB says the disappearance of habitat is a far more important factor in the decline of songbird populations than predator

numbers. But we could at least, Bradshaw suggests, reverse the counterproductive selection pressure we currently exert on the domestic cat when we neuter house cats before they reproduce. This means, he explains, that the "friendliest, most docile" cats are prevented from leaving any descendants, while wild cats—which are more suspicious of humans and better at hunting—will leave more offspring. Unintentionally, we are causing cats to evolve into animals society won't like as much. Cat-haters probably won't appreciate this book, but anyone else might. It is written in a friendly and engaging way, has helpful tips for cat owners, and is packed with excellent cat facts. Why, you might have wondered, do cats get stuck up trees? Because all their claws face forwards, so none can be used as brakes on the descent. We all know how good cats are at twisting mid-air to land on their feet, but they have an even more impressive trick: some cats adopt a "parachute" position during a long fall, with all four legs stuck out to the side, before coming back to the landing position at the last moment.

This cat-parachute pose, Bradshaw calculates, "limits the falling speed to a maximum of fifty-three miles an hour, enabling some cats to fall from high-rise buildings and walk away unhurt. I'd like to see a dog try that."

26. What can be inferred about cats from Bradshaw's research?

A. Cats' whiskers can aid them to confuse preys.

B. Cats can detect sounds far away from them.

C. Cats can process images better than we do.

D. Cats' intelligence has been underestimated.



视频讲解

27. According to Paragraph 3, which of the following constitutes a potential research topic?

A. Doing cat-psychology experiments.

B. Decoding playing kittens' tail-language.

C. Discovering why cats can classify shapes.

D. Investigating why cats go crazy for catnip.



视频讲解

28. Which of the following is closest in meaning to the underlined word "phlegmatic" in Paragraph 4?

A. Lonely.　　B. Emotional.

C. Sullen.　　D. Calm.



视频讲解

29. For what reason did the ecologists accuse cats?

A. Reproducing more offspring.　　B. Destroying songbirds' habitat.

C. Killing the country's songbirds.　　D. Being suspicious of human beings.



视频讲解

30. According to the author, what is most impressive about cats during a long fall in Bradshaw's writing?

A. Cats can be trained to land safely.

B. Cats tend to use their claws as brakes.

C. Some cats can adopt a parachute position.

D. Most cats are good at playing tricks in mid-air.



视频讲解

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. 简述进行短文听写（dictation）的目的（6分）与三个基本步骤（6分），并写出短文听写的一个优点（4分）和一个缺点（4分）。



视频讲解

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. 下面是一节高中英语课堂教学片段实录。

T: Arm yourself with sunscreen, sunglasses and a hat in a period of hot weather.

S1: How can you arm yourself? You already have two arms—how do you put on more?

T: Can we figure out the meaning of "arm" from the text? Look for another place where the word "sunscreen" appears.

S2: In this sentence: "Health experts warned people, when outside, to apply sunscreen with a sun protection factor ..."

S3: So I think "arm yourself" is kind of "apply".

S1: Oh, that makes sense. Is he right?

T: I could answer you, but I'd like you to find out the meaning of "arm" in the dictionary.

...

T: Got it? Can you explain it in English?

S4: Yes, it's a verb, different from the noun "arm", meaning to provide yourself or others with weapons or to provide what you need for a task.

T: Nicely done!

根据上面提供的信息，回答下列问题。

（1）该教学片段的语言教学目标和策略目标分别是什么？（8分）

（2）该教师采取了哪三种方法达成上述目标？（12分）

（3）该教师教学的一个优点和一个缺点分别是什么？（10分）



视频讲解

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33. **设计任务：**请阅读下面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：



视频讲解

- 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第一学期学生，班级人数40人，多数学生已经达到《义务教育英语课程标准（2011年版）》五级水平。学生课堂参与积极性一般。

语言素材：

WRITING

(1) Think of someone famous that you admire a lot, for example, an artist, a musician or a writer.

(2) Write two or three paragraphs about his or her life. Below are some suggestions to help you.

(3) Write about:

- Where he/she was born and where he/she lived as a child.
- His/Her family.
- How he/she became famous.
- His/Her songs/music/paintings/novels/poems ...
- TV shows he/she has been in.
- Your opinion of his/her work. Explain why you like him/her.
- What you think will happen to him/her.
- Whether he/she will continue to be successful.

注：语言素材选自外研版必修2 Module 7 Revision第66页。

2019年下半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）（精选）

编者注：本套试卷共33小题，依次为单项选择题（30小题）、简答题（1小题）、教学情境分析题（1小题）、教学设计题（1小题）。以下为精选的部分试题。

注意事项：

1.考试时间120分钟，满分150分。

2.请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. This disease _____ itself in yellowness of the skin and eyes.

A. manifests　　B. modifies

C. magnifies　　D. exposes


视频讲解

2. In the _____ of human life honors and rewards tend to fall to those who show their good qualities in action.

A. ring　　B. terrace

C. arena　　D. ground


视频讲解

3. The coupon _____ you to at least 50% off the regular price of either frames or lenses when you buy both.

A. entitles

B. tips

C. presents

D. credits


视频讲解

4. Which of the following indicates a correct intonation pattern?

A. Did you have a ↗ fever or a ↘ headache?

B. Did you have a ↗ fever or a ↗ headache?

C. Did you have a ↘ fever or a ↘ headache?

D. Did you have a ↘ fever or a ↗ headache?


视频讲解

5. Which of the following is a voiceless bilabial stop?

A. /b/　　B. /m/

C. /w/　　D. /p/


视频讲解

6. The experienced writer is skilled in handling his words, just _____ the builder is skilled in handling his bricks.

A. as　　B. so

C. thus　　D. like

视频讲解

7. It is politely requested by the hotel management that radios _____ after 10 o'clock at night.

A. did not play　　B. not to play

C. not be played　　D. were not be played

视频讲解

8. Which of the following italicized phrase indicates a purpose?

A. She said it *for fun*, but others took it seriously.

B. *For all its efforts*, the team didn't win the match.

C. Linda has worked *for the firms for 20 years*.

D. He set out *for Beijing* yesterday.

视频讲解

9. There are _____ syllables and _____ phonemes in the word "determine".

A. 3; 8　　B. 3; 7

C. 2; 6　　D. 3; 6

视频讲解

10. The pair of words "buy" and "sell" are _____ opposites.

A. gradable　　B. relational

C. complementary　　D. dialectal

视频讲解

11. The inductive method differs from the deductive one in that it enables learners to arrive at _____ on the basis of examples.

A. generalizations　　B. solutions

C. understanding　　D. decision

视频讲解

12. What is not the major purpose of asking students to give a report after the group discussion in a reading class?

A. To pool ideas.　　B. To correct mistakes.

C. To encourage language use.　　D. To practice oral English.

视频讲解

13. Which of the following is a kind of information gap activities in class?

A. Pattern drills.　　B. Making a survey.

C. Sentence transformation.　　D. Forming sentences.

视频讲解

14. What would a teacher ask students to do if he/she intends to develop their skimming skill?

A. To rewrite the text.

B. To read for specific information.

C. To predict the content of the text.

D. To read for the general idea of the text.

视频讲解

15. What does a teacher focus on if he/she asks students to list their ideas, select and expand those ideas, and then make an outline?

A. Students' reading skills.　　B. Students' translating skills.

视频讲解

C. Students' writing skills.　　D. Students' listening skills.

16. Activities such as problem solving, decision making and opinion exchanging are typical practices in _____.


视频讲解

A. the Audio-lingual Method　　B. the Grammar-translation Method

C. Situational Language Teaching　　D. Task-based Language Teaching

17. What type of questions is more likely to motivate learners to talk more and get new information?


视频讲解

A. Yes-no question.　　B. Closed question.

C. Referential question.　　D. Display question.

18. What does a teacher focus on when he/she says "Find out two things your partner likes to eat but you don't and two things you both like to eat using 'what do you like to eat?'"?


视频讲解

A. Form.　　B. Meaning.

C. Meaning and use.　　D. Form and meaning.

19. Which of the following activities is most likely to be used to encourage students' active language use?


视频讲解

A. Reading a text and making true or false judgment.

B. Listening to a passage and filling in the blanks.

C. Doing a role-play of opening a bank account.

D. Reordering the sentences into a passage.

20~30. 缺

二、简答题（本大题1小题，20分）

根据题目要求完成下列任务，用中文作答。

31. 在写作教学过程中，写前、写中、写后是三个重要的教学环节。简述每个环节中的一个教学活动（12分），列出教师在写作教学过程中需要注意的四个事项（8分）。


视频讲解

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. 下面是一位教师英语课堂上的板书内容截图。

Plan		rejected	
Paper		approved	
Application	was	accepted	by/to the committee.
Scheme		submitted	
Proposal			

根据所给信息从下列三个方面作答。

（1）分析教学目的。（6分）

（2）从三个方面分析该板书所体现的教学理念。（12分）

（3）分析该板书的两个优点和两个缺点。（12分）



视频讲解

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分钟的阅读教学方案。教案没有固定格式，但须包含下列要点：



视频讲解

- 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：某城镇普通高中一年级第一学期学生，班级人数40人。多数学生已经达到《普通高中英语课程标准（实验）》五级水平。学生课堂参与积极性一般。

语言素材：

People generally agree that Pablo Picasso, who lived from 1881 to 1973, is the twentieth-century's greatest western artist. He was born in Spain and at the age of ten was already an excellent artist. He had his first exhibition at the age of 16. Picasso studied art in Spain, but moved to France, in his early twenties. From 1902 to 1904 he painted a series of pictures where the main colour was blue. These pictures showed poor, unhappy people and are known as Picasso's "blue period". From 1904 to 1906 Picasso painted much happier pictures in the colour pink. This period was known as Picasso's "pink period".

With another Spanish artist called George Braque, Picasso then started an important new artistic movement called Cubism. Picasso's first Cubist paintings were all painted in brown and grey. People agree that Picasso's greatest Cubist painting is *Guernica*, which was painted in Madrid in 1937. Guernica is the name of a town that was destroyed during the 1930s war in Spain. In this painting, Picasso showed his feelings about what had happened to the town.

注：语言素材选自外研版必修2 Module 4 Fine Arts—Western, Chinese and Pop Arts第39页。

2019年上半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）（精选）

编者注：本套试卷共33小题，依次为单项选择题（30小题）、简答题（1小题）、教学情境分析题（1小题）、教学设计题（1小题）。以下为精选的部分试题。

注意事项：

1.考试时间120分钟，满分150分。

2.请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. The main difference between /f/ and /v/ lies in _____.



视频讲解

A. the manner of articulation

B. the place of articulation

C. voicing

D. sound duration

2. Which of the following involves a sound deletion?



视频讲解

A. Bean.　　B. Design.

C. Sport.　　D. Big.

3. In the economic _____ established recently, more progress has been made by the European countries in harmonizing their countries.



视频讲解

A. regulation　　B. climate

C. circumstance　　D. requirement

4. Smoking heavily at home will expose children to _____ amount of smoke, endangering their health.



视频讲解

A. multiple　　B. surplus

C. durable　　D. excessive

5. Which of the following pairs of words are gradable antonyms?



视频讲解

A. Buy and sell.

B. Big and small.

C. Male and female.

D. Red and green.

6. Naturally, she _____ that once there was a new film everybody would be eager to go and see it.



视频讲解

A. had assumed　　B. assumed

C. has assumed　　D. was assuming

7. If he had fought in the First World War, he might have returned _____.



视频讲解

A. a different man　　B. with a different man

C. as a different man　　D. to be a different man

8. In fact, they would rather have left for London _____ in Birmingham.



视频讲解

A. to stay

B. in order to stay

C. than have stayed

D. instead of having stayed

9. 缺

10. What kind of speech act is performed in the utterance "Come round on Saturday" when it is said as an invitation rather than a demand?



视频讲解

A. Direct speech act.　　B. Locutionary act.

C. Indirect speech act.　　D. Perlocutionary act.

11. By asking the question "Can you list your favorite food in English?", the teacher is using the technique of _____.



视频讲解

A. elicitation　　B. monitoring

C. prompting　　D. recasting

12. If a teacher wants to check how much students have learned at the end of a term, he/she would give them a(n) _____.



视频讲解

A. diagnostic test　　B. placement test

C. proficiency test　　D. achievement test

13. What learning style does Xiao Li exhibit if she tries to understand every single word when listening to a passage?



视频讲解

A. Field-dependence.

B. Intolerance of Ambiguity.

C. Risk-taking.

D. Field-independence.

14. If a teacher asks students to put jumbled sentences in order in a reading class, he/she intends to develop their ability of _____.



视频讲解

A. word-guessing through context

B. summarizing the main idea

C. understanding textual coherence

D. scanning for detailed information

15. When a teacher says "What do you mean by that?", he/she is asking the student for _____.

A. repetition　　B. suggestion

C. introduction　　D. clarification



视频讲解

16. When a teacher says "You'd better talk in a more polite way when speaking to the elderly.", he/she is drawing the students' attention to the _____ of language use.

A. fluency　　B. complexity

C. accuracy　　D. appropriacy



视频讲解

17. Which of the following is a display question?

A. What part of speech is "immense"?

B. How would you comment on this report?

C. Why do you think Hemingway is a good writer?

D. What do you think of the characters in this novel?



视频讲解

18. Which of the following represents a contextualized way of practising "How often ..."?

A. Make some sentences with "how often".

B. Use "how often" and the words given to make a sentence.

C. I go shopping twice a week. How often do you go shopping?

D. Please change the statement into a question with "how often".



视频讲解

19. Which of the following are controlled activities in an English class?

A. Reporting, role-play and games.

B. Reading aloud, dictation and translation.

C. Role-play, problem solving and discussion.

D. Information exchange, narration and interview.



视频讲解

20. The _____ is designed according to the morphological and syntactic aspects of a language.

A. structural syllabus　　B. situational syllabus

C. skill-based syllabus　　D. content-based syllabus



视频讲解

请阅读Passage 1，完成第21~25小题。

Passage 1

The number of Americans who read books has been declining for thirty years, and those who do read have become proud of, even a bit over-identified with, the enterprise. Alongside the tote bags you can find T-shirts, magnets, and buttons printed or sewn with covers of classic novels; the Web-site Etsy sells tights printed with poems by Emily Dickinson. A spread in *The Paris Review* featured literature-inspired paint-chip colors. The merchandising of reading has a curiously undifferentiated flavor, as if what you read mattered less than that you read. In this climate of embattled bibliophilia, a new subgenre of books about books has emerged, a mix of literary criticism, autobiography, self-help, and immersion journalism: authors undertake reading stunts to prove that reading—anything—

still matters.

"I thought of my adventure as Off-Road or Extreme Reading," Phyllis Rose writes in *The Shelf: From LEQ to LES*, the latest stunt book, in which she reads through a more or less random shelf of library books. She compares her voyage, to Ernest Shackleton's explorations in the Antarctic. "However, I like to sleep under a quilt with my head on a goose down pillow," she writes. "So I would read my way into the unknown—into the pathless wastes, into thin air, with no reviews, no best-seller lists, no college curricula, no National Book Awards or Pulitzer Prizes, no ads, no publicity, not even word of mouth to guide me."

She is not the first writer to set off on the armchair expedition. A. J. Jacobs, a self-described "human guinea pig", spent a year reading the encyclopedia for *The Know-It-All: One Man's Humble Quest to Become the Smartest Person in the World* (2004). Ammon Shea read all of the *Oxford English Dictionary* for his book *Reading the OED: One Man, One Year, 21730 Pages* (2008). In *The Whole Five Feet* (2010), Christopher Beha made his way through the Harvard Classics during a year in which he suffered serious illness and had a death in the family. In *Howard's End Is on the Landing* (2010), Susan Hill limited herself to reading only the books that she already owned. Such "extreme reading" requires special personal traits: perseverance, stamina, a craving for self-improvement, and obstinacy.

Rose fits the bill. A retired English professor, she is the author of popular biographies of Virginia Woolf and Josephine Baker, as well as *The Year of Reading Proust* (1997), a memoir of her family life and the manners and mores of the Key West literary scene. Her best book is *Parallel Lives* (1983), a group biography of five Victorian marriages. (It is filled with marvellous details and set pieces, like the one in which John Ruskin, reared on hairless sculptures of female nudes, defers consummating his marriage to Effie Gray for so long that she sues for divorce.) Rose is consistently generous, knowledgeable, and chatty, with a knock for connecting specific incidents to large social trends. Unlike many biblio-memoirists, she loves network television and is un-nostalgic about print; in *The Shelf* she says that she prefers her e-reader to certain moldy paperbacks.

The way most of us choose our reading today is simple. Someone posts a link, and we click on it. We set out to buy one book, and Amazon suggests that we might like another. Friends and retailers know our preferences, and urge recommendations on us. The bookstore and the library could assist you, too—the people who work there may even know you and track your habits—but they are organized in an impersonal way. Shelves and open stacks offer not only immediate access to books but strange juxtapositions. Arbitrary classification breeds surprises—Nikolai Gogol next to William Golding, Clarice Lispector next to Penelope Lively. The alphabet has no rationale, agenda, or preference.

21. What can be inferred from Paragraph 1 about the author's opinion on reading?

A. What really matters is the fact that you read.

B. An emphasis should be placed on what you read.

C. The merchandising of reading can boost book sales.



视频讲解

D. Reading as a serious undertaking should not be merchandised.

22. Why does Phyllis Rose compare her reading to Ernest Shackleton's explorations in the Antarctic?



视频讲解

A. To emphasize the adventurous and stirring experience of reading.

B. To emphasize the role of reading in broadening people's horizons.

C. To emphasize the amusement in reading without specific guidance.

D. To emphasize the challenges in reading books of varying categories.

23. Which of the following is closest in meaning to underlined phrase "human guinea pig" in Paragraph 3?



视频讲解

A. A person used in experiments.　　B. An uneducated person.

C. A lazy person.　　D. A vulnerable person.

24. Why is Rose considered a good instance to manifest "extreme reading"?



视频讲解

A. People's interest in reading needs to be inspired.

B. Most people do not know what they should read.

C. She knows how to relieve her mental suffering via reading.

D. She has special personal traits needed for "extreme reading".

25. In what sense is the arbitrary classification of books considered to be impersonal?



视频讲解

A. It brings about surprises.

B. It fails to track readers' habits.

C. It ignores the content of books.

D. It fails to consider reader's preferences.

请阅读Passage 2，完成第26~30小题。

Passage 2

If you have got kids, here is a nasty truth: they are probably not very special, that is, they are average, ordinary, and unremarkable. Consider the numbers of those applications your daughter is sending to Ivy League schools, for instance. There are more than a quarter of a million other kids aiming for the same eight colleges at the same time, and less than 9% of them will make the cut. And those hours you spend coaching Little League because you just know your son's sweet swing will take him to the professionals. There are 2.4 million other Little Leaguers out there, and there are exactly 750 openings for major league ballplayers at the beginning of each season. That gives him a 0.0313% chance of reaching the big clubs. The odds are just as long for the other dreams you've had for your kids: your child the billionaire, the Broadway star, the Rhodes scholar. Most of those things are never going to happen.

The kids are paying the price for parents' delusions. In public schools, some students are bringing home 17.5 hours of homework per week or 3.5 per school night and it's hard to see how they have time to do it. From 2004 to 2014, the number of children participating in up to three hours of after-school activities on any given day rose from 6.5 million to 10.2 million. And all the while,

the kids are being fed a promise—that they can be tutored and coached, pushed and tested, hot-housed and advance placed until success is assured.

At last, a growing chorus of educators and psychologists is saying, "Enough!" Somewhere between the self-esteem building of going for the gold and the self-esteem crushing of the Ivy-or-die ethos there has to be a place where kids can breathe, where they can have the freedom to do what they love and where parents accustomed to pushing their children to excel can shake off the newly defined shame of having raised an ordinary child.

If the system is going to be fixed, it has to start, no surprise, with the parents. For them, the problem isn't merely the expense of the tutors, the chore of the homework checking and the constant search for just the right summer program. It's also the sweat equity that comes from agonizing over every exam, grieving over every disappointing grade—becoming less a guide in a child's academic career than an intimate fellow traveler.

The first step for parents is accepting that they have less control over their children's education than they think they do—a reality that can be both sobering and liberating. You can sign your kids up for ballet camp or violin immersion all you want, but if they're simply doing what they're told instead of doing what they love, they'll take it only so far.

Ultimately, there's a much larger national conversation that needs to be had about just what higher education means and when it's needed at all. Four years of college has been sold as being a golden ticket in the American economy, and to an extent that's true.

But pushing all kids down the bachelor's path ensures not only that some of them will lose their way but also that critical jobs that require a two-year or less—skilled trades, some kinds of nursing, computer technology, airline mechanics and more—will go unfilled.

There will never be a case to be made for a culture of academic complacency or the demolition of the meritocracy. It can be fulfilling for kids to chase a ribbon, as long as it's a ribbon the child really wants. And the very act of making that effort can bring out the best in anyone's work.

But we cheat ourselves, and worse, we cheat our kids, if we view life as a single straight-line race in which one-hundredth of the competitors finish in the money and everyone else loses. We will all be better off if we recognize that there are a great many races of varying lengths and outcomes. The challenge for parents is to help their children find the one that's right for them.

26. 缺

27. Which of the following factors deprives the kids of freedom to do what they love?

A. 3.5 hours of school assignments set by their teachers every day.

B. The educational reforms made by the public schools they attend.

C. The growing number of peers taking part in off-campus activities.

D. Their parents' unrealistic wish for them to have a promising future.



视频讲解

28. What are parents supposed to do to alter the current educational system?

A. To pay for their kids' education.

B. To take up all the household chores.



视频讲解

C. To provide guidance for their children.

D. To push their children to excel at exams.

29. According to the author, which of the following perceptions should parents adopt concerning their kids' education?

视频讲解

A. They should be their kids' companions on their journey to academic excellence.

B. They should realize the fact that most children would remain mediocre despite their will.

C. They should feel relieved if they don't have to pay for their kid's off-school art lessons.

D. They should be their kids' career director rather than help them find a right path to walk on.

30. What does the underlined word "one" in the last paragraph refer to?

A. Race. B. Length.

C. Challenge. D. Outcome.

视频讲解

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. PPT是英语教师常用的一种教学辅助工具，请简述PPT在语言教学中的两个优点（6分），列举英语课堂教学中使用PPT常见的两个问题（6分），并提出合理使用PPT的两条建议（8分）。

视频讲解

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. 下面是某英语教师在日常教学中使用的《学生口语能力评价表》。该教师运用此表记录了某位学生（李华）一学期口语能力的发展情况（注：☺=一般；☺☺=良好；☺☺☺=优秀）。

学生口语能力评价表

姓名	单元	流利性	得体性	交际策略使用	任务完成度
李华	第一单元	☺	☺	☺	☺
	第二单元	☺	☺	☺☺	☺☺
	第三单元	☺☺	☺	☺	☺☺☺
	……	……	……	……	……

根据所给信息从下列三个方面作答。

（1）该教师所采用的评价属于什么类型？（6分）

（2）该评价表具有哪三个主要作用？（12分）

视频讲解

（3）该教师可以从哪三个方面对此评价表进行改进？（12分）

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33. **设计任务：**请阅读下面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



视频讲解

教学时间：20分钟

学生概况：某城镇普通高中一年级第一学期学生，班级人数40人。多数学生已经达到《普通高中英语课程标准（实验）》五级水平。学生课堂参与积极性一般。

语言素材：

The Life of Mark Twain

Often the lives of writers resemble the lives of the characters they create. Mark Twain, who wrote *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*, was no exception. To start with, the author's name, Mark Twain, is itself an invention, or "pen name". Twain's real name was Samuel Clemens. "Mark Twain", which means "watermark two", was a call used by sailors on the Mississippi to warn shipmates that they were coming into shallow water.

Like Huck, Mark Twain led an adventurous life. He left school early, and as an adolescent, determined to make his fortune in South America, set off from his home in Hannibal, Missouri, for New Orleans. He wanted to take a boat to the Amazon, where he thought he could get rich quickly. He arrived in New Orleans without a penny in his pocket only to find that there were no boats for South America. Forced to change his plans, he worked for several years as a pilot on a steamboat, taking passengers up and down the Mississippi, the great river which flows from the north of the US near the Canadian border, down to the Gulf of Mexico.

Later he became a journalist and began writing stories about life on the river. Twain's vivid and often amusing descriptions of life on the river quickly became popular, and established the reputation he still enjoys today as one of America's greatest writers.

注：语言素材选自外研版必修5 Module 3 Adventure in Literature and the Cinema第29页。

2018年下半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）

注意事项：

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

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. The difference between /ʃ/ and /ʒ/ lies in _____.

A. the place of articulation

B. the manner of articulation

C. sound duration

D. voicing



视频讲解

2. Which of the following shows the general intonation pattern of a coordinate sentence?

A. You train the troops for six months ↗ and you send them ↘ abroad.

B. You train the troops for six months ↗ and you send them ↗ abroad.

C. You train the troops for six months ↘ and you send them ↘ abroad.

D. You train the troops for six months ↘ and you send them ↗ abroad.



视频讲解

3. That famous scientist had a very _____ mind as a child and at the age of ten he performed his first experiment.

A. mechanical　　B. conscious

C. impressionable　　D. inquisitive



视频讲解

4. To get drugs from the pharmacy, you need a(n) _____.

A. inscription　　B. recipe

C. prescription　　D. remedy



视频讲解

5. *Detect* is formed by deleting an imagined affix from *detective*. This process of word-formation is called _____.

A. inflection　　B. derivation

C. compounding　　D. back-formation



视频讲解

6. Having been made speechless, he felt _____ a fool than he had expected.

A. like　　B. as

C. more of　　D. much of



视频讲解

7. What is the chance of _____ another typhoon in this area this summer?



视频讲解

A. there being　　B. there to be

C. there be　　D. there going to be

8. _____ they to cut down the cost of advertising, the cost of production _____ significantly fall.



视频讲解

A. Are; will　　B. Were; shall

C. Are; should　　D. Were; would

9. How many morphemes are there in the word "impassable" ?



视频讲解

A. Two.　　B. Three.

C. Four.　　D. Five.

10. Which of the following is used to describe the speech errors induced by the transposition of two sounds as in "tons of soil" and "sons of toil" ?



视频讲解

A. Alliteration.　　B. Spoonerism.

C. Elision.　　D. Liaison.

11. When a teacher asks students to brainstorm what they will write about an unforgettable trip, he/she mainly focuses on _____.



视频讲解

A. ideas　　B. layout

C. style　　D. feedback

12. Which of the following is a communicative task?



视频讲解

A. Reading aloud the dialogue on page 24.

B. Writing a party invitation to your friends.

C. Translating the first paragraph into Chinese.

D. Making sentences with the given expressions.

13. What is being practised if a teacher asks students to read words like "cot, hot" and "dog, log" ?

A. Spelling and structure.



视频讲解

B. Stress and sound.

C. Minimal pairs.

D. Phonetic symbols.

14. What teaching method is used by the teacher if much of his/her class time is spent on drilling sentence patterns followed by exercises like repetition, memorization, mimicry, etc?

A. The Natural Approach.



视频讲解

B. The Communicative Approach.

C. The Audio-lingual Method.

D. The Grammar-translation Method.

15. According to the affective-filter hypothesis, _____ is NOT an affective factor influencing language learning.



视频讲解

A. attitude　　B. motivation

C. interest　　D. intelligence

16. What does his/her feedback focus on if a teacher's comment is "John, it would be much better if you have given more details!"?

A. Content.　　B. Language.

C. Attitude.　　D. Aptitude.

视频讲解

17. Which of the following is a referential question?

A. Where was Yang Liwei born?

B. Who is the first Chinese astronaut?

C. Why do you think Yang Liwei is a great astronaut?

D. When did Yang Liwei begin his historic space travel?

视频讲解

18. Having lived in China for a long time, John could fully understand the cultural shocks experienced by his Chinese students. Which of the following traits does John have in this instance?

A. Avoidance.　　B. Empathy.

C. Extroversion.　　D. Introversion.

视频讲解

19. When the teacher asks students to read a text for the main idea, he/she intends to develop students' skill of _____.

A. retelling　　B. predicting

C. skimming　　D. scanning

视频讲解

20. Which of the following is based on the communicative view of language?

A. Structural syllabus.

B. Skill-based syllabus.

C. Genre-based syllabus.

D. Functional-notional syllabus.

视频讲解

请阅读Passage 1，完成第21~25小题。

Passage 1

When it comes to airline travel, perhaps nothing has revolutionized the passenger experience more than airline apps. Indeed, they're becoming so ubiquitous that more than 50 percent of U.S. travelers have at least one airline app installed on their smart device, according to travel industry research firm Phocuswright.

Maybe that's because apps make travel easier, and often are more functional than a kiosk or even an airline's own website. Passengers report that they're often more quickly informed of a flight cancellation or gate change than an airline employee. Not all airline apps are created equal, but in general you can use an app to check in for a flight, change seats, and request and pay for an upgrade. Road warriors in particular appreciate mobile boarding passes and the ability to track their flights. Many airlines now offer free onboard streaming entertainment via apps. The Delta Air Lines app even allows users to track their bags, from check-in to carousel, while the Air France app lets passengers download magazines and newspapers from the airline's library 30 hours prior to departure.

But what if you are traveling extensively on more than one airline? Global airline alliances

have their own apps that allow you to view flights for all member airlines and their affiliates, including code-share flights. In general, you can find flight schedules for all member airlines and track member airline flights. Airport information is available, as are details about local weather at the destination. Where's the nearest airport lounge? The app will locate it for you.

The SkyTeam airline alliance app goes a step further by letting its SkyPriority members (SkyTeam Elite Plus members and customers with first and business-class tickets) find out exactly which SkyPriority services—including priority check-in and baggage drop-off, as well as access to priority security lanes and boarding lanes—are available at individual airports.

You'll find that some alliance app features are available through multiple channels of communication. For example, SkyTeam members have formed their own online community by sharing traveler tricks and airport tips accessible through a variety of channels, including the app, SkyTeam's website, Facebook page and a dedicated tips site. SkyTeam's YouTube page features travel tips from regional celebrities.

Just as airlines seem to have conquered social media, another method of communicating with travelers has just arrived. KLM Royal Dutch Airlines is the first carrier to sign up for Facebook's Messenger chat app. KLM flyers can automatically receive itineraries, flight updates, check-in notifications, boarding passes and rebook flights and communicate with customer service, all from Facebook Messenger. Messenger for Business was launched so that customers—in this case, passengers—can transact business over the messaging app in a single communication thread. Roughly 80 percent of passengers on planes traveling within the U.S. have the Messenger app installed on their smartphones, according to Facebook.

Clearly, mobile apps and social media have transformed our digital lives. Airlines favor apps and other technologies because they get customers out of airport lines and off phone lines. Through their smart devices, travelers now have untethered access to travel information. A few quick taps can supply individuals with information never dreamed possible even a decade ago. And with more people using smartphones as their primary computing device, and as more people own cell phones globally, people expect technology-driven methods of communication and convenience to accelerate. Whether you're high-tech or not, you must admit that having immediate access to the information you need sure beats getting a busy signal on a toll-free phone line.

21. Which of the following reflects what the author intends to convey?

A. Airline apps have made airline competition fiercer than ever.

B. Airline apps have immensely transformed travelers' digital lives.

C. Airline apps will probably replace airline staff in the near future.

D. Airline apps have provided magazines and newspaper for travelers.



视频讲解

22. According to this passage, which of the following apps provides priority services information for priority members?

A. The SkyTeam airline alliance app.

B. KLM Royal Dutch Airlines app.

C. Global airline alliance app.

D. The Delta Air Lines app.



视频讲解

23. Which of the following is closest in meaning to the underlined word "untethered" in the last paragraph?



视频讲解

A. Unlimited. B. Easy.

C. Immediate. D. Direct.

24. What makes mobile apps appealing to travelers according to the last paragraph?



视频讲解

A. Realization of their unfulfilled dreams.

B. A better service via computing devices.

C. An unoccupied signal on the phone line.

D. Immediate access to the needed information.

25. Which word below best describes the author's stance?



视频讲解

A. Biased. B. Neutral.

C. Critical. D. Radical.

请阅读Passage 2，完成第26~30小题。

Passage 2

Everyone knows that English departments are in trouble, but you can't appreciate just how much trouble until you read the new report from the Modern Language Association. The report is about Ph.D. programs, which have been in decline since 2008. These programs have gotten both more difficult and less rewarding: today, it can take almost a decade to get a doctorate, and, at the end of your program, you're unlikely to find a tenure-track job.

The core of the problem is, of course, the job market. The M.L.A. report estimates that only sixty per cent of newly-minted Ph.D.s will find tenure-track jobs after graduation. If anything, that's wildly optimistic: the M.L.A. got to that figure by comparing the number of tenure-track jobs on its job list (around six hundred) with the number of new graduates (about a thousand). But that leaves out the thousands of unemployed graduates from past years who are still job-hunting—not to mention the older professors who didn't receive tenure, and who now find themselves competing with their former students. In all likelihood, the number of jobs per candidate is much smaller than the report suggests. That's why the mood is so dire—why even professors are starting to ask, in the committee's words, "Why maintain doctoral study in the modern languages and literatures—or the rest of the humanities—at all?"

Those trends, in turn, are part of an even larger story having to do with the expansion and transformation of American education after the Second World War. Essentially, colleges grew less élite and more vocational. Before the war, relatively few people went to college. Then, in the nineteen-fifties, the G.I. Bill and, later, the Baby Boom pushed colleges to grow rapidly. When the boom ended, colleges found themselves overextended and competing for students. By the mid-seventies, schools were creating new programs designed to attract a broader range of students—for instance, women and minorities.

Those reforms worked: as Nate Silver reported in *The Times* last summer, about twice as many

people attend college per capita now as did forty years ago. But all that expansion changed colleges. In the past, they had catered to élite students who were happy to major in the traditional liberal arts. Now, to attract middle-class students, colleges had to offer more career-focused majors, in fields like business, communications, and health care. As a result, humanities departments have found themselves drifting away from the center of the university. Today, they are often regarded as a kind of institutional luxury, paid for by dynamic, cheap, and growing programs in, say, adult-education. These large demographic facts are contributing to today's job-market crisis: they're why, while education as a whole is growing, the humanities aren't.

Given all this, what can an English department do? The M.L.A. report contains a number of suggestions. Pride of place is given to the idea that grad school should be shorter: "Departments should design programs that can be completed in five years." That will probably require changing the dissertation from a draft of an academic book into something shorter and simpler. At the same time, graduate students are encouraged to "broaden" themselves: to "engage more deeply with technology"; to pursue unusual and imaginative dissertation projects; to work in more than one discipline; to acquire teaching skills aimed at online and community-college students; and to take workshops on subjects, such as project management and grant writing, which might be of value outside of academia. Graduate programs, the committee suggests, should accept the fact that many of their students will have non-tenured, or even non-academic, careers. They should keep track of what happens to their graduates, so that students who decide to leave academia have a non-academic alumni network to draw upon.

26. What does the author mean by saying "that's wildly optimistic" in Paragraph 2?



视频讲解

A. The job openings for newly-graduated Ph.D.s are incredibly promising.

B. It seems impossible for newly-graduated Ph.D.s to find a tenure-track job.

C. The M.L.A. report has overestimated the number of tenure-track jobs on the job list.

D. The M.L.A. report has exaggerated the difficulties to be encountered by newly-graduated Ph.D.s.

27. Which of the following is closest in meaning to the underlined word "dire" in Paragraph 2?



视频讲解

A. Cheerful.

B. Gloomy.

C. Complicated.

D. Queer.

28. According to the author, which of the following is the key reason that leads to today's job-market crisis for Ph.D. students?



视频讲解

A. The expansion in college enrollments after the Second World War.

B. The shift of popularity from humanities majors to career-focused ones.

C. The rise in the number of women and minorities in graduate programs.

D. The lack of career-related guidance for college graduates in job-hunting.

29. What does "that" in the last paragraph refer to?

A. The idea of designing a shorter program.

B. The completion of a degree in five years.

C. The idea of drafting a shorter dissertation.

D. The suggestions given in the M.L.A. report.

视频讲解

30. What can be inferred from the last paragraph?

A. Ph.D. students' imagination tends to be subverted by their dissertation writing.

B. More time should be saved for Ph.D. students to cultivate their professional skills.

C. With the dissertation shortened and simplified, Ph.D. students can afford more time to hunt for job.

D. By adopting M.L.A.'s suggestion, graduate programs should guarantee academic jobs for all graduates.

视频讲解

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. 简述英语语法教学中归纳法（inductive method）的含义（4分），用英语写出两句体现该方法特点的教师指令语（8分），并从两个方面简述教师在运用该方法时的注意事项（8分）。

视频讲解

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. 下面是一位实习教师记录的一节阅读课的教学活动。

A. Tell the students the title of the story "An Unexpected Holiday".

B. Organize a brainstorming activity about holidays.

C. Invite the students to talk about possible contents of the story.

D. Ask the students to read the whole text to see if they are right.

E. Ask the students to figure out the meaning of the underlined parts of the text.

F. Ask the students to read again and underline the sentences they don't understand.

G. Check whether the students can recite the story.

根据所给信息从下列三个方面作答。

（1）上述活动旨在培养学生哪两个阅读技能？（6分）

（2）分析A—F每个活动的设计意图。（18分）

（3）分析活动G存在的一个问题，并提出相应的改进建议。（6分）



视频讲解

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33. **设计任务：**请阅读下面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：



视频讲解

- 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：某城镇普通高中一年级第一学期学生，班级人数40人。多数学生已经达到《普通高中英语课程标准（实验）》五级水平。学生课堂参与积极性一般。

语言素材：

WRITING

① Read the short essay and discuss.

We can learn all we need on the Internet

I agree with this idea, especially on the subject of learning English. In my class, there are 45 students, and our English lessons last for 50 minutes. That means that we each have one minute of our teacher's time! Our English teacher is excellent, but she can't help everyone in the class in 50 minutes.

It would be much better if we spend the time working on a computer. There are 45 computers in our school, so we could do that if we work independently, we can learn much more. And we can learn about the subjects that we are interested in.

② Write a paragraph giving the opposite view.

注：语言素材选自外研版必修1 Module 6 The Internet and Telecommunications第56页。

2018年上半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）

注意事项：

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

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. The sound of "ch" in "teacher" is _____.

A. voiceless, post-alveolar, and affricative

B. voiceless, dental, and fricative

C. voiced, dental, and fricative

D. voiced, post-alveolar, and plosive


视频讲解

2. The main difference among /m/, /n/, and /ŋ/ lies in _____.

A. manner of articulation　　B. sound duration

C. place of articulation　　D. voicing


视频讲解

3. She is _____, from her recording, the diaries of Simon Forman.

A. transcribing　　B. keeping

C. paraphrasing　　D. recollecting


视频讲解

4. Neither the unpleasant experiences nor the bad luck _____ him discouraged.

A. have caused　　B. has caused

C. has made　　D. have made


视频讲解

5. Mr. Joe has worked very hard in the past two years and has paid all his debts _____ the last penny.

A. by　　B. to

C. until　　D. with


视频讲解

6. The message came to the villagers _____ the enemy had already fled the village.

A. which　　B. who

C. that　　D. where


视频讲解

7. We must improve the farming method _____ we may get high yields.

A. in case　　B. in order that

C. now that　　D. even if


视频讲解

8. —Do you mind if I smoke here?

—_____.

A. Yes, I don't　　B. Yes, you may

C. No, not at all　　D. Yes, I won't


视频讲解

9. What is the main rhetoric device used in "The plowman homeward plods his weary way."?

A. Metaphor.　　B. Metonymy.

C. Synecdoche.　　D. Transferred epithet.


视频讲解

10. A: Let's go to the movie tonight.

B: I'd like to, but I have to study for an exam.

In the conversation above, B's decline of the proposal is categorized as a kind of _____.


视频讲解

A. illocutionary act　　B. perlocutionary act

C. propositional condition　　D. sincerity condition

11. Which of the following activities is NOT typical of the Task-based Language Teaching Method?


视频讲解

A. Problem-solving activities.　　B. Opinion exchange activities.

C. Information-gap activities.　　D. Pattern practice activities.

12. If a teacher shows students how to do an activity before they start doing it, he/she is using the technique of _____.


视频讲解

A. presentation　　B. demonstration

C. elicitation　　D. evaluation

13. When a teacher asks students to discuss how a text is organized, he/she is most likely to help them _____.


视频讲解

A. evaluate the content of the text　　B. analyze the structure of the passage

C. understand the intention of the writer　　D. distinguish the facts from the opinions

14. Which of the following practices can encourage students to read an article critically?


视频讲解

A. Evaluating its point of view.　　B. Finding out the facts.

C. Finding detailed information.　　D. Doing translation exercises.

15. Which of the following is a display question used by teachers in class?

A. If you were the girl in the story, would you behave like her?

B. Do you like this story *The Thumb Girl*, why or why not?

C. Do you agree that the girl was a kind-hearted person?

D. What happened to the girl at the end of the story?


视频讲解

16. Which of the following would a teacher encourage students to do in order to develop their cognitive strategies?


视频讲解

A. To make a study plan.　　B. To summarize a story.

C. To read a text aloud.　　D. To do pattern drills.

17. Which of the following exercises would a teacher most probably use if he/she wants to help students develop discourse competence?



视频讲解

A. Paraphrasing sentences.　　B. Translating sentences.

C. Unscrambling sentences.　　D. Transforming sentences.

18. The advantages of pair and group work include all of the following EXCEPT _____.



视频讲解

A. interaction with peers

B. variety and dynamism

C. an increase in language practice

D. opportunities to guarantee accuracy

19. Which of the following should a teacher avoid when his/her focus is on developing students' ability to use words appropriately?



视频讲解

A. Teaching both the spoken and written form.

B. Teaching words in context and giving examples.

C. Presenting the form, meaning, and use of a word.

D. Asking students to memorize bilingual word lists.

20. Which of the following practices is most likely to encourage students' cooperation in learning?



视频讲解

A. Doing a project.　　B. Having a dictation.

C. Taking a test.　　D. Copying a text.

请阅读Passage 1，完成第21~25小题。

Passage 1

Today's adults grew up in schools designed to sort us into the various segments of our social and economic system. The amount of time available to learn was fixed: one year per grade. The amount learned by the end of that time was free to vary: some of us learned a great deal; some, very little. As we advanced through the grades, those who had learned a great deal in previous grades continued to build on those foundations. Those who had failed to master the early prerequisites within the allotted time failed to learn that which followed. After 12 or 13 years of cumulative treatment of this kind, we were, in effect, spread along an achievement continuum that was ultimately reflected in each student's rank in class upon graduation.

From the very earliest grades, some students learned a great deal very quickly and consistently scored high on assessments. The emotional effect of this was to help them to see themselves as capable learners, and so these students became increasingly confident in school. That confidence gave them the inner emotional strength to take the risk of striving for more success because they believed that success was within their reach. Driven forward by this optimism, these students continued to try hard, and that effort continued to result in success for them. They became the academic and emotional winners. Notice that the trigger for their emotional strength and their learning success was their perception of their success on formal and informal assessments.

But there were other students who didn't fare so well. They scored very low on tests, beginning in the earliest grades. The emotional effect was to cause them to question their own capabilities as learners. They began to lose confidence, which, in turn, deprived them of the emotional reserves needed to continue to take risks. As their motivation waned, of course, their performance plummeted. These students embarked on what they believed to be an irreversible slide toward inevitable failure and lost hope. Once again, the emotional trigger for their decision not to try was their perception of their performance on assessments.

Consider the reality—indeed, the paradox—of the schools in which we were reared. If some students worked hard and learned a lot, that was a positive result, and they would finish high in the rank order. But if some students gave up in hopeless failure, that was an acceptable result, too, because they would occupy places very low in the rank order. Their achievement results fed into the implicit mission of schools: the greater the spread of achievement among students, the more it reinforced the rank order. This is why, if some students gave up and stopped trying (even dropped out of school), that was regarded as the students' problem, not the teachers' or the schools'.

Once again, please notice who is using test results to decide whether to strive for excellence or give up in hopelessness. The "data-based decision makers" in this process are students themselves. Students are deciding whether success is within or beyond reach, whether the learning is worth the required effort, and so whether to try or not. The critical emotions underpinning the decision making process include anxiety, fear of failure, uncertainty, and unwillingness to take risks—all triggered by students' perceptions of their own capabilities as reflected in assessment results.

Some students responded to the demands of such environments by working hard and learning a great deal. Others controlled their anxiety by giving up and not caring. The result for them is exactly the opposite of the one society wants. Instead of leaving no child behind, these practices, in effect, drove down the achievement of at least as many students as they successfully elevated. And the evidence suggests that the downside victims are more frequently members of particular socioeconomic and ethnic minorities.

21. What has made students spread along an achievement continuum according to the passage?

A. The allotted time to learn.

B. Social and economic system.

C. The early prerequisites students mastered.

D. Performance on formal and informal assessments.



视频讲解

22. What is the author's attitude towards the old mission of assessment?

A. Supportive.　　B. Indifferent.

C. Negative.　　D. Neutral.



视频讲解

23. Which of the following is closest in meaning to the underlined word "plummeted" in Paragraph 3?

A. Punished timely.　　B. Spread widely.

C. Continued gradually.　　D. Dropped sharply.



视频讲解

24. Which of the following describes the paradox of the schools?

A. Discrepancy between what they say and what they do.

B. Differences between teachers' problems and schools' problems.

C. Advantages and disadvantages of students' learning opportunities.

D. Students' perception and the reality of their performance on assessments.



视频讲解

25. Which of the following will be triggered by the assessment results according to the passage?

A. Students' learning efforts.

B. Leaving-no-child-behind policy.

C. Socioeconomic and ethnic ranking.

D. Social disapproval of schools' mission.



视频讲解

请阅读Passage 2，完成第26~30小题。

Passage 2

Several research teams have found that newborns prefer their mothers' voices over those of other people. Now a team of scientists has gone an intriguing step further: they have found that newborns cry in their native language. "We have provided evidence that language begins with the very first cry melodies," says Kathleen Wermke of the University of Würzburg, Germany, who led the research.

"The dramatic finding of this study is that not only are newborns capable of producing different cry melodies, but they prefer to produce those melody patterns that are typical for the ambient language they have heard during their fetal life, within the last trimester," said Wermke. "Contrary to orthodox interpretations, these data support the importance of human infants' crying for seeding language development."

It had been thought that babies' cries are constrained by their breathing patterns and respiratory apparatus, in which case a crying baby would sound like a crying baby no matter what the culture is, since babies are anatomically identical. "The prevailing opinion used to be that newborns could not actively influence their production of sound," says Wermke. This study refutes that claim: since babies cry in different languages, they must have some control (presumably unconscious) over what they sound like rather than being constrained by the acoustical properties of their lungs, throat, mouth, and larynx. If respiration alone dictated what a cry sounded like, all babies would cry with a falling-pitch pattern, since that's what happens as you run out of breath and air pressure on the throat's sound-making machinery decreases. French babies apparently didn't get that memo. "German and French infants produce different types of cries, even though they share the same physiology," the scientists point out. "The French newborns produce 'nonphysiological' rising patterns," showing that the sound of their cries is under their control.

Although phonemes—speech sounds such as "ki" or "sh" —don't cross the abdominal barrier and reach the fetus, so-called prosodic characteristics of speech do. These are the variations in pitch, rhythm, and intensity that characterize each language. Just as newborns remember and prefer actual

songs that they heard in utero, it seems, so they remember and prefer both the sound of Mom's voice and the melodic signature of her language.

The idea of the study wasn't to make the sound of a screaming baby more interesting to listeners—good luck with that—but to explore how babies acquire speech. That acquisition, it is now clear, begins months before birth, probably in the third trimester. Newborns "not only have memorized the main intonation patterns of their respective surrounding language but are also able to reproduce these patterns in their own [sound] production," conclude the scientists. Newborns' "cries are already tuned toward their native language", giving them a head start on sounding French or German (or, presumably, English or American or Chinese or anything else: the scientists are collecting cries from more languages). This is likely part of the explanation for how babies develop spoken language quickly and seemingly without effort. Sure, we may come into the world wired for language (thank you, Noam Chomsky), but we also benefit from the environmental exposure that tells us which language.

Until this study, scientists thought that babies became capable of vocal imitation no earlier than 12 weeks of age. That's when infants listening to an adult speaker producing vowels can parrot the sound. But that's the beginning of true speech. It's sort of amazing that it took this long for scientists to realize that if they want to see what sounds babies can perceive, remember, and play back, they should look at the sound babies produce best. So let the little angel cry: she's practicing to acquire language.

26. What does Kathleen Wermke's research indicate?

A. Babies are unable to do vocal imitation.

B. Babies' cries could be their early language acquisition.

C. Babies start speech acquisition months after their birth.

D. A crying baby is a crying baby no matter what the culture is.

视频讲解

27. Which of the following is closest in meaning to the underlined word "ambient" in Paragraph 2?

A. Surrounding.　　B. Familiar.

C. Foreign.　　D. Local.

视频讲解

28. Why do German and French babies produce different types of cries according to the research?

A. Because they can control what they hear.

B. Because they can control their different breathing patterns.

C. Because they don't share the same physiological structure.

D. Because they can somehow control their sound production.

视频讲解

29. When does language acquisition begin according to the research?

A. It begins with the birth of a baby.

B. It begins before the birth of a baby.

C. It begins when a baby starts imitating adults' speech.

D. It begins with a baby's cry melodies typical of its mother tongue.

视频讲解

30. What can be inferred from the last paragraph?

A. Babies' cries have long been the concerns of scientists.

B. Babies start their speech acquisition at the age of three months.

C. Studying babies' cries helps us understand their speech perception.

D. Babies' true speech, rather than their cries, should be the focus of study.



视频讲解

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. 简述思维导图（mind mapping）的含义（4分）及其两个用途（6分），写出教师在课堂教学中运用思维导图的三点注意事项（6分），并举一例说明思维导图的用法（4分）。



视频讲解

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. 下面片段选自某高中英语课堂教学实录。

T: Good morning, boys and girls. We talked about some verbs yesterday. Now I'd like to see whether you have learned to use them. Are you ready?

Ss: Yes.

T: Listen! Yesterday, you were going to play football after school when it began to rain, so you didn't do it. Can you describe it with the word "prevent"? Who would like to have a try?

S1: We didn't play football yesterday because a sudden rain prevented us.

T: Ok. But would you please begin your sentence with "The sudden rain ..."? Who'd like to try?

S2: The sudden rain prevented us to play football yesterday.

T: Oh, you are so quick, and you are almost right. Do we say "prevent somebody to do something" or "prevent somebody ..."?

S3: Oh. The sudden rain prevented us from playing football yesterday.

T: Perfect. Let's read S3's sentence together and remember the verb pattern of "prevent", OK?

根据该教学片段回答下面四个问题。

（1）该教师采取了什么方式引出复习巩固的内容？（5分）

（2）当该教师发现学生没有完全掌握所学内容时，采取了什么补救方法？（5分）

（3）这种补救方法有哪两个优点？（10分）

（4）该教师复习巩固所教内容还可以采用其他哪两种方法？（10分）



视频讲解

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33. **设计任务：**请阅读下面的学生信息和语言素材，设计20分钟的英语阅读教学方案。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

视频讲解

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。多数学生已经达到《普通高中英语课程标准（实验）》五级水平。学生课堂参与积极性一般。

语言素材：

The Three Gorges Dam

"Walls of stone to hold back clouds and rain"

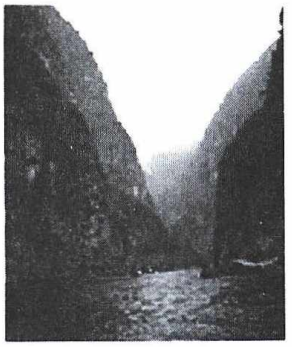
Mao Zedong wrote a poem in which he dreamed of "walls of stone to hold back clouds and rain till a smooth lake rises in the narrow gorges". Now his dream has come true. The power of the Yangtze River, which is the world's third longest river, has been harnessed by the Three Gorges Dam.

The Three Gorges Dam, which is the biggest construction project in China since the building of the Great Wall and the Grand Canal, has been built to control flooding and provide hydro-electric power for the central region of China. The dam is nearly 200 metres high and 1.5 kilometres wide. It is the largest hydro-electric power station and dam in the world and has cost more than any other construction project in history.

Sun Yat-sen, who was the leader of the 1911 Revolution, first suggested the idea of a dam across the Yangtze River in 1919. Three quarters of China's energy is produced by burning coal. In 1993, China used 1.2 billion tons of coal for heating and generating electricity. Unfortunately, burning coal causes serious air pollution and increases global warming. The dam will generate electricity equal to about 40 million tons of coal without causing so much air pollution.

The reservoir has flooded 2 cities, 11 counties, 140 towns and more than 4,000 villages. More than a million people who lived in the region have moved from their homes. Now they're living a happy new life in different areas.

The Three Gorges area is one of the most beautiful areas of China and the project has flooded some of China's most famous historical sites, including the Qu Yuan Temple, the Han Watchtower and the Moya Cliff carvings. About 800 historical relics have been submerged. Some of them are being removed and some are being put into museums.



注：语言素材选自外研版必修3 Module 6 Old and New第53页。

2017年下半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）

注意事项：

1.考试时间120分钟，满分150分。

2.请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. The sound of "th" in "thin" is _____.

A. voiceless, dental, and fricative　　B. voiced, dental, and fricative

C. voiceless, dental, and affricate　　D. voiced, dental, and affricate



视频讲解

2. Of all the following pairs of words, _____ is a minimal pair.

A. *boot* and *bought*　　B. *deep* and *dog*

C. *either* and *neither*　　D. *ghost* and *best*



视频讲解

3. _____ can fly very high in _____ sky.

A. The birds; the　　B. The birds; /

C. Birds; the　　D. Birds; /



视频讲解

4. In my opinion she is kind and polite, so I put her rudeness today down as _____.

A. ordinary　　B. untimely

C. progressive　　D. accidental



视频讲解

5. With spring approaching, the pink of the apple-blossom is beginning to _____.

A. show　　B. grow

C. rise　　D. ascend



视频讲解

6. Mr. Woods, I am here just in case anything out of the ordinary _____.

A. happens　　B. happen

C. would happen　　D. will happen



视频讲解

7. I look back on this pleasant holiday in Beijing with _____ pleasure.

A. anything but　　B. all but

C. everything but　　D. nothing but



视频讲解

8. Tom, take this baggage and put it _____ you can find enough space.

A. which　　B. in which

C. wherever　　D. whereas



视频讲解

9. What is the main rhetoric device used in "The Pentagon was divided on the air strike" ?

A. Synecdoche. B. Metonymy.

C. Metaphor. D. Oxymoron.

视频讲解

10. Which inference in the brackets of the following sentences is a presupposition?

A. Ede caught a trout. (Ede caught a fish.)

B. Don't sit on Carol's bed. (Carol has a bed.)

C. This blimp is over the house. (The house is under the blimp.)

D. Coffee would keep me awake all night. (I don't want coffee.)

视频讲解

11. Which of the following instructions is helpful in developing students' ability to make inferences?

A. Listen to a story and write a summary.

B. Listen to a story and work out the writer's intention.

C. Listen to the story of a boy and then draw a picture of him.

D. Listen to a story and note down the specific date of an event.

视频讲解

12. The most suitable question type to check students' comprehension and develop their critical thinking is _____.

A. rhetorical questions B. referential questions

C. closed questions D. display questions

视频讲解

13. The diagnostic test is often used for the purpose of _____.

A. finding out what students know and don't know

B. measuring students' general language proficiency

C. knowing whether students have the right language aptitude

D. checking whether students have achieved the teaching objectives

视频讲解

14. Which of the following activities is often used to develop students' speaking accuracy?

A. Identifying and correcting oral mistakes.

B. Acting out the dialogue in the text.

C. Having discussions in groups.

D. Describing people in pairs.

视频讲解

15. If a teacher asks students to make their own learning plans, he/she is trying to develop their _____.

A. cognitive strategy B. affective strategy

C. communicative strategy D. metacognitive strategy

视频讲解

16. When a teacher tells the students that the word "dog" may imply "loyalty" , he/she is teaching the _____ of the word.

A. denotative meaning

B. collocative meaning

C. conceptual meaning

D. connotative meaning

视频讲解

17. Which of the following is the last step in the process of writing essays?

A. Editing the writing.

B. Writing topic sentences for paragraphs.

C. Gathering information and ideas relevant to the topic.

D. Organizing the information and ideas into a logical sequence.



视频讲解

18. The main purpose of asking questions about the topic before listening is to _____.

A. meet students' expectation

B. increase students' confidence

C. activate students' schemata

D. provide feedback on tasks



视频讲解

19. If a teacher asks students to fill in the blanks in a passage with "that" "which" or "whom", he/she is least likely to focus on grammar at _____.

A. lexical level

B. syntactic level

C. discourse level

D. morphological level



视频讲解

20. If a teacher asks students to talk about their hobbies in groups, he/she is trying to encourage _____.

A. peer correction　　B. peer feedback

C. peer interaction　　D. peer assessment



视频讲解

请阅读Passage 1，完成第21~25小题。

Passage 1

With her magical first novel, Garcia joins a growing chorus of talented Latino writers whose voices are suddenly reaching a far wider, more diverse audience. Unlike Latin American writers such as Colombia's Gabriel Garcia Marquez and Peru's Mario Vargas Llosa—whose translated works became popular here in the 1970s—these authors are writing in English and drawing their themes from two cultures. Their stories, from *Dreaming in Cuban* to Julia Alvarez's *How the Garcia Girls Lost Their Accents* and Victor Villasenor's *Rain of Gold*, offer insight into the mixture of economic opportunity and discrimination that Latinos encounter in the United States. *Garcia Girls* for example, is the story of four sisters weathering their transition from wealthy Dominicans to ragtag immigrants, "We didn't feel we had the beat the United States had to offer," one of the girls says, "We had only second-hand stuff, rental houses in one redneck Catholic neighborhood after another, clothes at Round Robin, a black and white TV afflicted with wavy lines." Alvarez, a Middlebury College professor who emigrated from Santo Domingo when she was 10, says being an immigrant has given her a special vantage point: "We travel on that border between two worlds and we can see both points of view."

With few exceptions, such as Chicano writer Rudolfo Anaya, many Hispanic-Americans have

been writing in virtual obscurity for years, nurtured only by small presses like Houston's Arte Publico or the Bilingual Press in Tempe, Ariz. Only with the recent success of Sandra Cisneros's *Woman Hollering Creek* and Oscar Hijuelos's prize-winning novel, *The Mambo Kings Play Songs of Love*, have mainstream publishers begun opening door to other Latinos. Julie Grau, Cisneros's editor at Turtle Bay, says, "Editors may now be looking more carefully at a book that before they would have deemed too exotic for the general readership."

But if Villasenor's experience is any indication, some editors are still wary. In 1989, Putnam gave Villasenor a $75000 advance for the hardcover rights to *Rain of Gold*, the compelling saga of his family's migration from Mexico to California. But the editors, says Villasenor, wanted major changes: "They were going to destroy the book. It's nonfiction; they wanted to publish it as a novel. And they wanted to change the title to 'Rio Grande', which sounded like some old John Wayne movie." After a year of strained relations, he mortgaged his house, borrowed his mother's life savings and bought back the rights to the book that had taken 10 years to write.

In frustration, Villasenor turned to Arte Publico. In the eight months since its release, *Rain of Gold* has done extremely well, considering its limited distribution; 20000 copies have been sold. "If we were a mainstream publisher, this book would have been on *The New York Times* best-seller list for weeks," says Arte Pulico's Nicolas Kanelos. The author may still have a shot: he has sold the paperback rights to Dell. And he was just named a keynote speaker (with Molly Ivins and Norman Schwarzkopf) for the American Booksellers Association convention in May. Long before they gained this sort of attention, however, Villasenor, Cisneros and other Latino writers were quietly building devoted followings. Crossing the country, they read in local bookstores, libraries and schools. Their stories, they found, appeal not only to Latinos—who identify with them, but to a surprising number of Anglos, who find in them a refreshingly different perspective on American life. Still, there are unusual pressures on these writers. Cisneros vividly recalls the angst she went through in writing the final short stories for *Woman Hollering*: "I was traumatized that it was going to be one of the first Chicano books 'out there' . I felt I had this responsibility to my community to represent us in all our diversity."

21. Which of the following is true of Garcia as a Latino writer according to the passage?

A. She offered insight into the confrontations between two cultures.

B. She emigrated from Santo Domingo when she was 10 years old.

C. She became popular for her translated works in America in the 1970s.

D. She described her transition from a wealthy Dominican to a ragtag immigrant.



视频讲解

22. What advantage do the new generation Latino writers have over Latin American writers according to the passage?

A. The former are able to write in two different languages.

B. The former can translate their works into different languages.

C. The former are able to express ideas from a bi-cultural perspective.

D. The former can travel freely across the border between two countries.



视频讲解

23. Which of the following is true of the Latino writers according to Paragraph 2?

A. Their works are full of obscurities.

B. None of their works won an overnight success.

C. Most of them remained unknown to the public for years.

D. They have great difficulty getting their works published.



视频讲解

24. What can be drawn from Villasenor's experience?

A. Some editors of mainstream publishers are critical.

B. Many Latino writers were mostly favored by small presses.

C. *Rain of Gold* was going to be one of the first Chicano books.

D. *Rain of Gold* was intended to be published as a novel by the author.



视频讲解

25. What did the new generation Latino writers do to get their works known to the public?

A. They avoided writing those too exotic for readers.

B. They revised their works as required by press.

C. They translated their works into English.

D. They read their books in public places.



视频讲解

请阅读Passage 2，完成第26~30小题。

Passage 2

Scientists have been surprised at how deeply culture—the language we speak, the values we absorb—shapes the brain, and are rethinking findings derived from studies of Westerners. To take one recent example, a region behind the forehead called the medial prefrontal cortex supposedly represents the self: it is active when we ("we" being the Americans in the study) think of our own identity and traits. But with Chinese volunteers, the results were strikingly different. The "me" circuit hummed not only when they thought whether a particular adjective described themselves, but also when they considered whether it described their mother. The Westerners showed no such overlap between self and mom. Depending whether one lives in a culture that views the self as autonomous and unique or as connected to and part of a larger whole, this neural circuit takes on quite different functions.

"Cultural neuroscience", as this new field is called, is about discovering such differences. Some of the findings, as with the "me/mom" circuit, buttress longstanding notions of cultural differences. For instance, it is a cultural cliché that Westerners focus on individual objects while East Asians pay attention to context and background (another manifestation of the individualism-collectivism split). Sure enough, when shown complex, busy scenes, Asian-Americans and non-Asian-Americans recruited different brain regions. The Asians showed more activity in areas that process figure-ground relations—holistic context—while the Americans showed more activity in regions that recognize objects.

Psychologist Nalini Ambady of Tufts found something similar when she and colleagues showed drawings of people in a submissive pose (head down, shoulders hunched) or a dominant one (arms

crossed, face forward) to Japanese and Americans. The brain's dopamine-fueled reward circuit became most active at the sight of the stance—dominant for Americans, submissive for Japanese—that each volunteer's culture most values, they reported in 2009. This raises an obvious chicken-and-egg question, but the smart money is on culture shaping the brain, not vice versa. Cultural neuroscience wouldn't be making waves if it found neurobiological bases only for well-known cultural differences. It is also uncovering the unexpected. For instance, a 2006 study found that native Chinese speakers use a different region of the brain to do simple arithmetic (3 + 4) or decide which number is larger than native English speakers do, even though both use Arabic numerals. The Chinese use the circuits that process visual and spatial information and plan movements (the latter may be related to the use of the abacus). But English speakers use language circuits. It is as if the West conceives numbers as just words, but the East imbues them with symbolic, spatial freight. (Insert cliché about Asian math geniuses.) "One would think that neural processes involving basic mathematical computations are universal," says Ambady, but they "seem to be culture-specific".

Not to be the skunk at this party, but I think it's important to ask whether neuroscience reveals anything more than we already know from, say, anthropology. For instance, it's well known that East Asian cultures prize the collective over the individual, and that Americans do the opposite. Does identifying brain correlates of those values offer any extra insight? After all, it's not as if anyone thought those values are the result of something in the liver.

Ambady thinks cultural neuroscience does advance understanding. Take the me/mom finding, which, she argues, "attests to the strength of the overlap between self and people close to you in collectivistic cultures and the separation in individualistic cultures. It is important to push the analysis to the level of the brain." Especially when it shows how fundamental cultural differences are—so fundamental, perhaps, that "universal" notions such as human rights, democracy, and the like may be no such thing.

26. Which of the following is closest in meaning to the underlined phrase "making waves" in Paragraph 3?



视频讲解

A. Drawing criticism.　　B. Receiving suspicion.

C. Attracting attention.　　D. Causing disagreement.

27. Why does the author cite the findings of previous studies in Paragraph 3?



视频讲解

A. To introduce a new topic.

B. To place a topic in a larger context.

C. To discuss a solution to a certain problem.

D. To provide empirical data to confirm a prior belief.

28. Which of the following can be inferred from the passage?



视频讲解

A. Neural processes are likely to be culturally neutral.

B. The brain is believed to be influenced by different cultures.

C. Westerners focus on individualism while East Asians on collectivism.

D. Neuroscience reveals nothing more than we know from anthropology.

29. Which of the following is a significant breakthrough achieved by cultural neuroscience according to the passage?

视频讲解

A. It proves that some values are deeply rooted in human liver.

B. It correlates cultural differences with different brain activities.

C. It suggests that some universal concepts are shared across cultures.

D. It disputes our usual understanding of fundamental cultural differences.

30. Which of the following may best describe the author's attitude towards universal cultural concepts in the last paragraph?

视频讲解

A. Doubtful.　　B. Positive.

C. Negative.　　D. Neutral.

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. 简述教学日志（teaching journal）的含义（5分）和三个作用（9分），并列出教师撰写教学日志的三点注意事项（6分）。

视频讲解

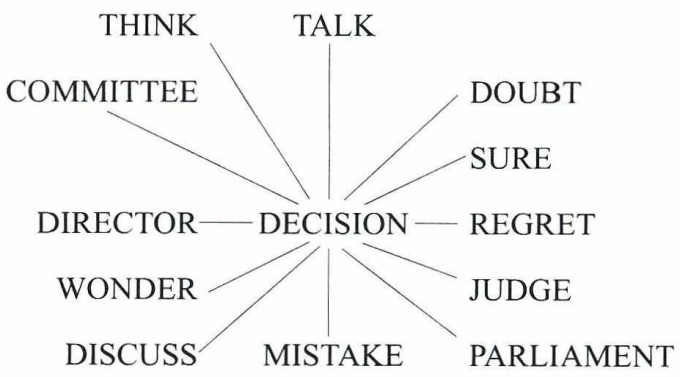
三、教学情境分析题（本大题1小题，30分）

根据题目要求完成下列任务，用中文作答。

32. 下面是一位高中英语教师进行词汇教学的课堂板书。

a black	cat
an expert	doctor
a brilliant	student
a tidy	room
a rainy	day
a difficult	problem

图一



图二

结合图示回答下面三个问题。

（1）图一和图二体现了词汇教学的哪两种方法？（10分）

（2）这两种词汇教学方法各有什么优缺点？（10分）

（3）这两种教学方法遵循了词汇教学的哪两个原则？（10分）



视频讲解

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33. **设计任务：**请阅读下面的学生信息和语言素材，设计20分钟的英语写作教学方案。教案没有固定格式，但须包含下列要点：



视频讲解

- 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。多数学生已经达到《普通高中英语课程标准（实验）》五级水平。学生课堂参与积极性一般。

语言素材：

Dear Zhou Kai,

How are you? We're doing a class survey and I have to write emails to all my pen friends in other countries. I hope you don't mind answering these questions.

1. Do most adults smoke in China?

2. In most states in the US, it is now against the law to smoke in public buildings, such as banks and offices, on public transport and in restaurants and cafes. Is it the same in China?

3. Is the government planning to change the law about smoking in public?

Hope you can answer my three questions!

Best wishes,

Paul

注：语言素材选自外研版必修2 Module 2 No Drugs第17页。

2017年上半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）

注意事项：

1.考试时间120分钟，满分150分。

2.请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. Which of the following is the feature shared by the English phonemes /m/ and /p/?

A. Voiced.　　B. Voiceless.

C. Bilabial.　　D. Dental.



视频讲解

2. Which of the following is true of English sound system?

A. Aspiration is a distinctive feature.

B. Voicing is a distinctive phonetic feature.

C. Nasalization of vowels gives rise to another vowel.

D. Length of vowels differentiates one vowel from the other.



视频讲解

3. Though the government encourages foreign investment, _____ investors are reluctant to commit funds in the current climate situation in the country.

A. potential　　B. affluent

C. optimistic　　D. solid



视频讲解

4. The man _____ the dark glasses fled away from the spot very rapidly.

A. in　　B. at

C. of　　D. by



视频讲解

5. The morpheme "-ceive" in the word "conceive" is a _____.

A. stem　　B. root

C. allomorph　　D. suffix



视频讲解

6. There is no need _____ to teach children how to behave.

A. however　　B. whatsoever

C. forever　　D. whenever



视频讲解

7. _____ advance seems to be following advance on almost a monthly basis.

A. So rapid is the rate of progress that　　B. Rapid as the rate of progress is that

C. So rapid is the rate of progress as　　D. Rapid as the rate of progress as



视频讲解

8. Tom, see that your sister gets safely back, _____?

A. can you　　B. won't we

C. won't you　　D. should we

视频讲解

9. What rhetoric device is used in the sentence "This is a successful failure" ?

A. Simile.　　B. Metonymy.

C. Metaphor.　　D. Oxymoron.

视频讲解

10. The expression "As far as I know ..." suggests that people usually observe the Maxim of _____ in their daily conversations.

A. Quantity　　B. Quality

C. Relevance　　D. Manner

视频讲解

11. When the teacher attempts to elicit more information from the students by saying "And ...?" "Good. Anything else?" , etc, he/she is playing the role of a _____.

A. prompter　　B. participant

C. manager　　D. consultant

视频讲解

12. For more advanced learners, group work may be more appropriate than pair work for tasks that are _____.

A. linguistically simple　　B. structurally controlled

C. cognitively challenging　　D. thematically non-demanding

视频讲解

13. When you focus on "utterance function" and "expected response" by using examples like "Here you are" "Thanks" you are probably teaching language at the _____.

A. lexical level　　B. sentence level

C. grammatical level　　D. discourse level

视频讲解

14. Which of the following tasks fails to encourage active language use?

A. Reciting a text.　　B. Bargaining in a shop.

C. Writing an application letter.　　D. Reading to get a message.

视频讲解

15. A teacher may encourage students to _____ when they come across new words in fast reading.

A. take notes　　B. ask for help

C. guess meaning from context　　D. look up the words in a dictionary

视频讲解

16. Which of the following statements about task design is incorrect?

A. Activities must have clear and attainable objectives.

B. Activities should be confined to the classroom context.

C. Activities must be relevant to students' life experiences.

D. Activities should help develop students' language ability.

视频讲解

17. If someone says "I know the word" , he should not only understand its meaning but also be able to pronounce, spell, and _____ it.

A. explain　　B. recognize

C. memorize　　D. use

视频讲解

18. Teachers could encourage students to use _____ to gather and organize their ideas for writing.



视频讲解

A. eliciting　　B. mind mapping

C. explaining　　D. brainstorming

19. When students are asked to go to the local museum, libraries, etc. to find out information about endangered animals and work out a plan for an exhibition, they are doing a(n) _____.



视频讲解

A. survey　　B. experiment

C. project　　D. presentation

20. Which of the following tasks fails to develop students' skill of recognizing discourse patterns?



视频讲解

A. Analyzing the structure of difficult sentences.

B. Checking the logic of the author's arguments.

C. Getting the scrambled sentences into a paragraph.

D. Marking out common openers to stories and jokes.

请阅读Passage 1，完成第21~25小题。

Passage 1

In the field of psychology, there has long been a certain haziness surrounding the definition of creativity, an I-know-it-when-I-see-it attitude that has eluded a precise formulation. During our conversation, Mark Beeman, a cognitive neuroscientist at Northwestern University, told me that he used to be reluctant to tell people what his area of study was, for fear of being dismissed or misunderstood. What, for instance, crosses your mind when you think of creativity? Well, we know that someone is creative if he produces new things or has new ideas. And yet, as John Kounios, a psychologist at Drexel University who collaborates frequently with Beeman, points out, that view is wrong, or at least not entirely right. "Creativity is the process, not the product," he says.

To illustrate, Beeman offers an example. Imagine someone who has never used or seen a paperclip and is struggling to keep a bunch of papers together. Then the person comes up with a new way of bending a stiff wire to hold the papers in place. "That was very creative," Beeman says. On the flip side, if someone works in a new field—Beeman gives the example of nanotechnology—anything that he produces may be considered inherently "creative". But was the act of producing it actually creative? As Beeman put it, "Not all artists are creative. And some accountants are very creative."

Insight, however, has proved less difficult to define and to study. Because it arrives at a specific moment in time, you can isolate it, examine it, and analyze its characteristics. "Insight is only one part of creativity," Beeman says. "But we can measure it. We have a temporal marker that something just happened in the brain. I'd never say that's all of creativity, but it's a central, identifiable component." When scientists examine insight in the lab, they are looking at what types of attention and thought processes lead to that moment of synthesis: If you are trying to facilitate

a breakthrough, are there methods you can use that help? If you feel stuck on a problem, are there tricks to get you through?

In a recent study, Beeman and Kounios followed people's gazes as they attempted to solve what's called the remote-associates test, in which the subject is given a series of words, like "pine" "crab" and "sauce" and has to think of a single word that can logically be paired with all of them. They wanted to see if the direction of a person's eyes and her rate of blinking could shed light on her approach and on her likelihood of success. It turned out that if the subject looked directly at a word and focused on it—that is, blinked less frequently, signaling a higher degree of close attention—she was more likely to be thinking in an analytical, convergent fashion, going through possibilities that made sense and systematically discarding those that didn't. If she looked at "pine" , say, she might be thinking of words like "tree" "cone" and "needle" , then testing each option to see if it fit with the other words. When the subject stopped looking at any specific word, either by moving her eyes or by blinking, she was more likely to think of broader, more abstract associations. That is a more insight-oriented approach. "You need to learn not just to stare but to look outside your focus," Beeman says. (The solution to this remote-associates test: "apple" .)

As it turns out, by simple following someone's eyes and measuring her blinks and fixation times, Beeman's group can predict how someone will likely solve a problem and when she is nearing that solution. That's an important consideration for would-be creative minds: it helps us understand how distinct patterns of attention may contribute to certain kinds of insights.

21. Which of the following is closest in meaning to the underlined word "haziness" in PARAGRAPH ONE?



视频讲解

A. Arbitrariness.　　B. Vagueness.

C. Misunderstanding.　　D. Controversy.

22. According to John Kounios, what does the underlined word "that" in PARAGRAPH TWO refer to?



视频讲解

A. Bending the stiff wire.

B. Holding papers in place.

C. The idea of making a paperclip.

D. The process of making a paperclip.

23. In PARAGRAPH FOUR, which of the following shows the purpose of describing the experiment?



视频讲解

A. To discern the link between analytical thinking and insights.

B. To discern connection between close attention and insights.

C. To discern connection between close attention and imagination.

D. To test people's capacity for close attention and abstract association.

24. Based on the experiment, which of the following may signal that the subject is nearing the solution?

A. The subject is begging to work.

B. The subject looks away at something else.

C. The subject is distracted from the given words.

D. The subject concentrates on the given words all the time.



视频讲解

25. What is the best title for this passage?

A. Creativity and Insights

B. Insights and Problem Solving

C. Where Do Insight Moments Come?

D. Where Do Creativity Moments Come?



视频讲解

请阅读Passage 2，完成第26~30小题。

Passage 2

Taylor Swift, the seven-time Grammy winner, is known for her articulate lyrics, so there was nothing surprising about her writing a long column for *The Wall Street Journal* about the future of the music industry. Yet there's reason to doubt the optimism of what she had to say.

"This moment in music is so exciting because the creative avenues an artist can explore are limitless," Swift wrote. "In this moment in music, stepping out of your comfort zone is rewarded, and sonic evolution is not only accepted ... it is celebrated. The only real risk is being too afraid to take a risk at all."

That's hard to reconcile with Nielsen's mid-year U.S. music report, which showed a 15 percent year-on-year drop in album sales and a 13 percent decline in digital track sales. This could be the 2013 story all over again, in which streaming services cannibalize their growth from digital downloads, whose numbers dropped for the first time ever last year, except that even including streams, album sales are down 3.3 percent so far in 2014. Streaming has grown even more than it did last year, 42 percent compared to 32 percent, but has failed to make up for a general loss of interest in music.

Consider this: in 2014 to date, Americans purchased 593.6 million digital tracks and heard 70.3 million video and audio streams for a sum total of 663.9 million. In the comparable period of 2013, the total came to 731.7 million.

Swift, one of the few artists able to pull off stadium tours, believes it's all about quality. "People are still buying albums, but now they're buying just a few of them," she wrote. "They are buying only the ones that hit them like an arrow through the heart."

In 2000, album sales peaked at 785 million. Last year, they were down to 415.3 million. Swift is right, but for many of the artists whose albums pierce hearts like arrows, it's too late. Sales of vinyl albums have increased 40.4 percent so far this year, according to Nielsen, and the top-selling one was guitar hero Jack White's *Lazaretto*. The top 10 also includes records by the aging or dead, such as the Beatles and Bob Marley & the Wailers. More modern entries are not exactly teen sensations, either: the Black Keys, Beck and the Arctic Monkeys. None of these artists is present on the digital sales charts, including or excluding streams. The top-selling album so far this year, by a

huge margin, is the saccharine soundtrack to the Disney animated hit "Frozen".

When, like me, you're over 40 and you believe the music industry has been in decline since in 1993 (the year Nirvana released *In Utero*), it's easy to criticize the music taste of "the kids these days", a term even the 23-year old Swift uses. My fellow dinosaurs will understand if they compare 1993's top albums to Nielsen's 2014 list. But these kids don't just like to listen to different music than we do, they no longer find much worth hearing.

The way the music industry works now may have something to do with that. In the old days, musicians showed their work to industry executives, the way most book authors still do to publishers (although that tradition, too, is eroding). The executives made mistakes and were credited with brilliant finds. Sometimes they followed the public taste, and sometimes they strove to shape it, taking big financial and career risks in the process. These days, according to Swift, it's all about the social networks. "A friend of mine, who is an actress, told me that when the casting for her recent movie came down to two actresses, the casting director chose the actress with more Twitter followers," Swift wrote. "In the future, artists will get record deals because they have fans—not the other way around."

The social networks are fickle and self-consciously sarcastic (see the recent potato salad phenomenon). They are not about arrow-through-the-heart sincerity. That's why YouTube made Psy a star, but it couldn't have been the medium for Beatle mania. Justin Timberlake has 32.9 million Twitter followers, but he's no Jack White.

In the music industry's heyday, it produced a lot of schlock. But it got great music out to the masses, too. These days, it expects artists to do their own promotion and for those who less good at that than at making music, it may mean not getting heard. For fans it means less good music to stream and download. Well, there's always the warm and fuzzy world of vinyl nostalgia, I guess.

26. How does the writer perceive Swift's attitude towards the future of the music industry?

A. She is no doubt over-optimistic about it.

B. She is too young to make a reliable judgment.

C. She is professional enough to predicate it wisely.

D. She doesn't follow what others have said about it.



视频讲解

27. Why is music industry declining in the writer's view?

A. The music world is increasingly dominated by self-centered people.

B. The music industry favors musicians who have more social networks.

C. Modern musicians are no longer taking risks when composing music.

D. Many musicians are not willing to promote their music on the Internet.



视频讲解

28. What does the underlined word "that" in PARAGRAPH EIGHT refer to?

A. Kid's music taste.

B. 1993's top album.

C. Nielsen's 2014 list.

D. The music industry.



视频讲解

29. Which of the following is closest in meaning to the underlined word "heyday" in the Last PARAGRAPH?



视频讲解

A. Bad moment.　　B. Golden time.

C. Rush hour.　　D. Lucky day.

30. Why does the writer feel nostalgic about vinyl albums?



视频讲解

A. They mainly cater for young people.

B. They promote music for people over 40.

C. They rely on social networks in their distribution.

D. They contain music that could touch people's hearts.

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. 课堂互动（classroom interaction）是重要的教学活动形式。请列出课堂互动中人际互动的四种形式（8分），简述其中两种形式的使用场景并分析其利弊（12分）。



视频讲解

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. 下面是对王老师课堂教学行为的听课记录。

- 教读单词和课文；
- 纠正学生的读音、拼写、句法等错误；
- 讲解知识点；
- 管理课堂纪律；
- 安排学生活动；
- 给学生布置作业；
- 解答学生疑问；
- 检查和评讲作业。

请根据听课记录回答下列问题。

（1）王老师的课堂角色有哪些？（15分）

（2）王老师的角色定位存在什么问题？（5分）深层原因是什么？（5分）

（3）英语教师应该如何定位自己的课堂角色？（5分）



视频讲解

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33.**设计任务：**请阅读下面的学生信息和语言素材，设计一个20分钟的英语写前准备活动。教案没有固定格式，但须包含下列要点：



视频讲解

- teaching objectives
- teaching contents
- key and difficult points
- major steps and time allocation
- activities and justifications

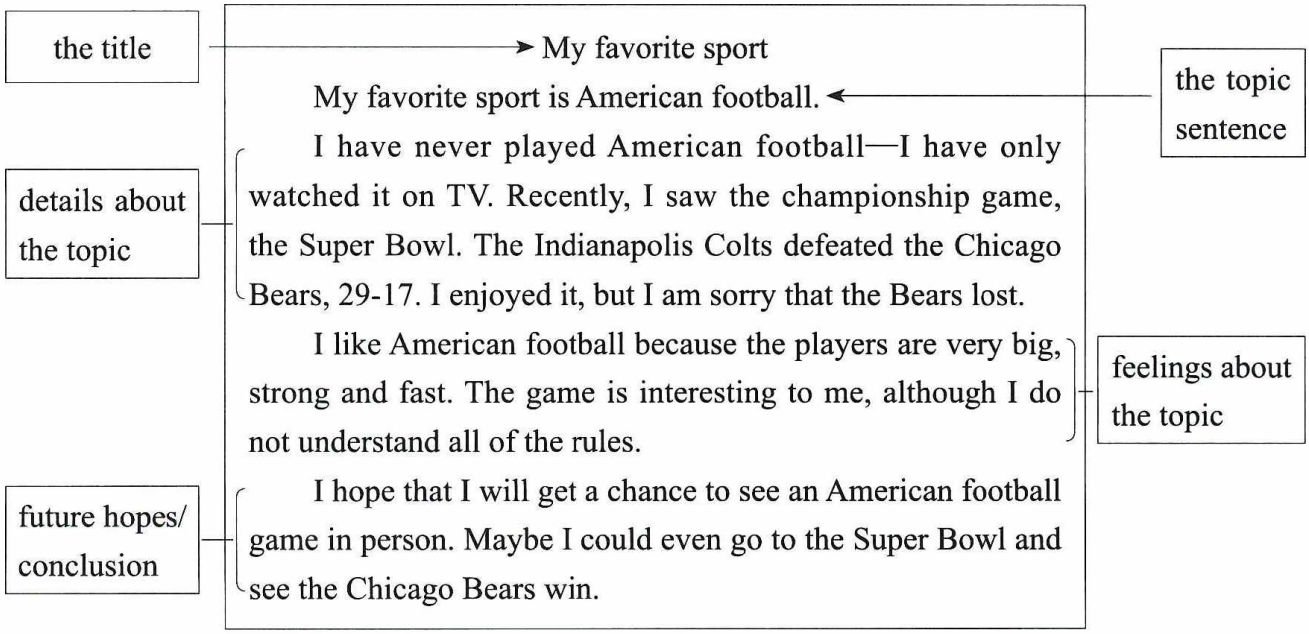
教学时间：20分钟

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（实验）》六级水平。学生课堂参与积极性一般。

语言素材：

A personal essay is a short piece of writing that tells about a personal experience or something about a person's life.

Here is an example of a personal essay.



You can write about nearly any personal topic using a format like this. The student's essay in the Reading also used this same plan.

注：语言素材选自牛津上海版（试用本）高中二年级第一学期Module 1 Unit 1 Sporting Events第11页。

2016年下半年中小学教师资格考试
英语学科知识与教学能力试题（高级中学）

注意事项：

1.考试时间为120分钟，满分150分。

2.请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

一、单项选择题（本大题共30小题，每小题2分，共60分）

在每小题列出的四个备选项中选择一个最佳答案，请用2B铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. The Chinese recipes rapidly found _____ with foreign restaurant owners.

A. favor　　B. flavor

C. fever　　D. fancy


视频讲解

2. There is every sign that new Asian immigrants are willing to _____ with Americans.

A. oblige　　B. absorb

C. assimilate　　D. stabilize


视频讲解

3. In the United States, a(n) _____ general is the chief lawyer in a government or city department.

A. senator　　B. solicitor

C. councilor　　D. inspector


视频讲解

4. All the flights _____ because of the hurricane, they decided to take the train instead.

A. had been canceled

B. having canceled

C. have been canceled

D. having been canceled


视频讲解

5. Which of the following shows how the fraction "7/9" reads in English?

A. Seventh-nine.　　B. Sevenths-nine.

C. Seven-ninth.　　D. Seven-ninths.


视频讲解

6. _____ man can aspire to and achieve goodness is evident throughout history.

A. What　　B. Whether

C. That　　D. How


视频讲解

7. The pair of English phonemes _____ differs in the manner of articulation.

A. /k/ and /t/　　B. /d/ and /g/

C. /s/ and /z/　　D. /t/ and /s/


视频讲解

8. Which of the following shows the proper rhythmic pattern of the sentence?


视频讲解

A. This is a 'question for 'Doctor 'Carrington.

B. This is 'a 'question for 'Doctor Carrington.

C. This is a 'question 'for Doctor 'Carrington.

D. This 'is a 'question for 'Doctor 'Carrington.

9. The pair "_____" are dialectal synonyms in British and American English.


视频讲解

A. tap and faucet　　B. stroll and trot

C. freedom and liberty　　D. politician and statesman

10. Which of the following might be Jane's primary concern when she sincerely asks her friend "Does your farm contain 500 acres?"


视频讲解

A. Quantity maxim.　　B. Quality maxim.

C. Relation maxim.　　D. Manner maxim.

11. Which of the following assumptions fails to describe the nature of vocabulary or vocabulary learning?


视频讲解

A. Words are best learned in context.

B. A lexical item can be more than one word.

C. All words in one language have equivalents in another.

D. Learning a word includes learning its form, meaning and use.

12. When a teacher creates a real-life situation for his students to discuss, he expects them not to focus on _____ too much.


视频讲解

A. form　　B. use

C. meaning　　D. function

13. It is suggested that teachers should not interrupt students for error correction when the activity aims at _____.


视频讲解

A. accuracy　　B. fluency

C. complexity　　D. cohesion

14. When asking students to quickly run their eyes over a whole text to get the gist, we are training their skill of _____.


视频讲解

A. scanning　　B. mapping

C. predicting　　D. skimming

15. Teachers who adopt the _____ model for reading comprehension may start teaching a text by introducing new vocabulary and structures.


视频讲解

A. parallel　　B. serial

C. top-down　　D. bottom-up

16. It is suggested that lower-level EFL learners learn to read by reading _____ materials.


视频讲解

A. simple and authentic　　B. academic and authentic

C. original and classical　　D. classical and authentic

17. When asking students to arrange the scrambled sentences into a logical paragraph, the teacher is focusing on _____.


视频讲解

A. reading skills　　B. critical thinking

C. proofreading skills　　D. textual coherence

18. Which of the following is a typical feature of formal writing?


视频讲解

A. Archaic words are usually preferred.

B. The precision of language is a priority.

C. Short and incomplete sentences are preferred.

D. An intimate relationship with the audience is established.

19. Which of the following writing activities may be used to develop students' skill of planning?

A. Editing their writing in groups.


视频讲解

B. Self-checking punctuation in their writing.

C. Sorting out ideas and putting them in order.

D. Cross-checking the language in their writing.

20. In trying to get across a message, an EFL learner may use _____ strategies to make up for a lack of knowledge of grammar or vocabulary.


视频讲解

A. communicative　　B. cognitive

C. resourcing　　D. affective

请阅读Passage 1，完成21~25小题。

Passage 1

Einstein is a mental Hercules, according to those who know his work. He has performed prodigious labors. By all the theories of physiognomy, he should be a granite-visaged Norse god of the Hindenburg type, instead of looking like a poet or musician. On theoretical grounds, he should have an iron will, instead of being pliant, docile, compromising. The explanation seems to be that Einstein, unlike most men of achievement, has never had to coerce or harden himself. His work was an exalted revel and his whole scientific life was a perpetual carnival, to judge from a speech of his at a dinner in Berlin in honor of the physicist, Max Planck. A preceding speaker had talked of the "agonizing toil" and "superhuman will" required of a great scientist. Einstein demurred. "This daily striving," he said, "is dictated by no principle or program, but arises from immediate personal need. The emotional condition which renders possible such achievements is like that of the religious devotee or the lover." On another occasion, Einstein described the impulse to grapple with his problems as "a demoniac possession" , needing no stimulation from conscious effort of the will. Einstein's own theory about himself must be correct; nothing else could account for his irresistible energy in his own regions of thought and his lamblike helplessness in ordinary contacts. To catalogue a few of his lost wars of everyday life:

For a time he refused to play the violin for charity because of his modest estimate of his own ability, and because he thought it unfair to professionals; under pressure, however, he gave many

recitals. He declined a deluxe cabin on a trip to America because of his scruples against luxury, but accepted when informed that he was hurting the feelings of the steamship line. On his trip to India, he refused to travel in a rickshaw because he thought it degrading to use a human being as a draught animal; he reconsidered, however, on the ground that rickshaw boys must live, and patronized them extensively. Hating fuss and feathers, he has been induced to make triumphal progresses on four continents. He has compared mass newspaper interviews to being bitten by wolves and to being hanged, but nevertheless he is frequently gang-interviewed.

This easy yielding to pressure would lead another man to cheapen himself, but Einstein is saved by his aesthetic sense and his unworldliness. He could not do anything sordid. He doesn't want anything; there is nothing about the man for temptation to work on. When he received the Nobel Prize in 1921, he gave it to charity. When a magazine offered him an amazing sum for an article, he rejected it contemptuously. "What?" he exclaimed. "Do they think I am a prizefighter?" But he finally wrote the article after arguing the magazine into cutting the price in half. It is said that he declined his present post at the Institute for Advanced Study at Princeton on the ground that the salary was preposterously munificent, and was persuaded to accept only by the promise of an enormous pay cut. He objected to gifts, but his 1930 trip to this country netted him five violins and other valuable booty. His backbone stiffened, however, when an admirer sought to press on him a Guarnerius valued at $33000; this he firmly refused, saying that he was not enough of a musician to do justice to the instrument. Probably no man has been more plagued than Einstein by offers of money for testimonials for toothpaste, pimple-eradicators, corn plasters, and cigarettes. He brushed all this aside as "corruption" and would have no compromise. Einstein regards money as something to give away; in 1927, he was aiding one hundred and fifty poor families in Berlin.

21. What has led to Einstein's great achievement in science according to the passage?

A. His strong belief in religion.

B. His lifelong interest in science.

C. His aesthetic sense and unworldliness.

D. His superhuman will in science research.

视频讲解

22. What does the underlined phrase "his problems" in PARAGRAPH ONE refer to?

A. His scientific pursuit.　　B. His daily striving.

C. His superhuman will.　　D. His irresistible energy.

视频讲解

23. Which of the following best describes Einstein as a man yielding to pressure?

A. He rejected luxury offers.　　B. He often cheapened himself.

C. He usually fell into a dilemma.　　D. He didn't accept expensive gifts.

视频讲解

24. Which of the following is the closest in meaning to the underlined phrase "fuss and feathers" in PARAGRAPH TWO?

A. Erratic action.　　B. Boring routines.

C. Nervous behavior.　　D. Pretentious display.

视频讲解

25. Why did Einstein refuse to accept a Guarnerius?

A. He considered it too expensive.

B. He hated all kind of corruption.

C. He didn't think he was a musician.

D. He felt he couldn't make the best of it.



视频讲解

请阅读Passage 2，完成26~30小题。

Passage 2

IF YOU want something done, the saying goes, give it to a busy person. It is an odd way to guarantee hitting deadlines. But a paper recently published in the *Journal of Consumer Research* suggests it may, in fact, be true—as long as the busy person conceptualises the deadline in the right way.

Yanping Tu of the University of Chicago and Dilip Soman of the University of Toronto examined how individuals go about both thinking about and completing tasks. Previous studies have shown that such activity progresses through four distinct phases: pre-decision, post-decision (but pre-action), action and review. It is thought that what motivates the shift from the decision-making stages to the doing-something stage is a change in mindset.

Human beings are a deliberative sort, weighing the pros and cons of future actions and remaining open to other ideas and influences. However, once a decision is taken, the mind becomes more "implemental" and focuses on the task at hand. "The mindset towards 'where can I get a sandwich'," explains Ms Tu, "is more implemental than the mindset towards 'should I get a sandwich or not?'"

Ms Tu and Dr Soman advise in their paper that "the key step in getting things done is to get started." But what drives that? They believe the key that unlocks the implemental mode lies in how people categorise time. They suggest that tasks are more likely to be viewed with an implemental mindset if an imposed deadline is cognitively linked to "now" —a so-called like-the-present scenario. That might be a future date within the same month or calendar year, or pegged to an event with a familiar spot in the mind's timeline (being given a task at Christmas, say, with a deadline of Easter). Conversely, they suggest, a deadline placed outside such mental constructs (being "unlike-the-present") exists merely as a circle on a calendar, and as such is more likely to be considered deliberatively and then ignored until the last minute.

To flesh out this idea, the pair carried out five sets of tests, with volunteers ranging from farmers in India to undergraduate students in Toronto. In one test, the farmers were offered a financial incentive to open a bank account and make a deposit within six months. The researchers predicted those approached in June would consider a deadline before December 31st as like-the-present. Those approached in July, by contrast, received a deadline into the next year, and were expected to think of their deadline as unlike-the-present. The distinction worked. Those with a deadline in the same year were nearly four times more likely to open the account immediately as

those for whom the deadline lay in the following year. Arbitrary though calendars may be in parsing up the continuous flow of time, humans parse their concept of time in line with them.

The effect can manifest itself in even subtler ways. In another set of experiments, undergraduate students were given a calendar on a Wednesday and were asked to suggest an appropriate day to carry out certain tasks before the following Sunday. The trick was that some were given a calendar with all of the weekdays coloured purple, with weekends in beige (making a visual distinction between a Wednesday and the following Sunday). Others were given a calendar in which every other week, Monday to Sunday, was a solid colour (meaning that a Wednesday and the following Sunday were thus in the same week, and in the same colour). Even this minor visual cue affected how like-or unlike-the-present the respondents tended to view task priorities.

These and other bits of framing and trickery in the research support the same thesis: that making people link a future event to today triggers an implemental response, regardless of how far in the future the deadline actually lies. If the journey of 1000 miles starts with a single step, the authors might suggest that you take that step before this time next week.

26. Why can a busy person hit deadline to the present according to the passage?

A. He cherishes time more.

B. He is good at making decisions.

C. He is used to doing things immediately.

D. He tends to link a future deadline to the present.


视频讲解

27. Which is the closest to the meaning of the underlined phrase "flesh out" in PARAGRAPH FIVE?

A. Put forward.

B. Dream up.

C. Add details to.

D. Come up with.


视频讲解

28. What does the underlined "them" in PARAGRAPH FIVE refer to?

A. Mindsets. B. Calendars.

C. Deadlines. D. Decisions.


视频讲解

29. What is the author's primary purpose in writing this passage?

A. Illustrating the key point in meeting a deadline.

B. Contrasting Yanping Tu's experiment with Dilip Somans.

C. Manifesting how visual cues affect people's perception of deadline.

D. Comparing a like-the-present deadline with an unlike-the-present one.


视频讲解

30. Which best describes the author's tone?

A. Humanistic.

B. Objective.

C. Speculative.

D. Recriminatory.


视频讲解

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.简要说明“多样化（variety）原则”在教学设计和课堂教学中的体现（10分），并简述实施多样化教学需要考虑的因素（10分）。



视频讲解

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.下面是某高三学生的一篇书面表达。

请结合生活中的一个事例，用英语写一篇短文，谈谈微笑的作用。

It used to smile face to life. that it can help us ~~soluion~~ solution many difficult. which you meeting friend. A smile is greeting. Which you need helping. you give ~~sth~~ smiles to others, others more happied help you. Smile is best exchanged ~~sl~~ way. It is best relative to others. when others are angreed to me, we smile and apologise for others, they are quickly foreign ~~me~~ our. A smile can open doors and tear down walls. When you don't know others. you only give a smile~~s~~ that others can ~~rela~~ realized your friendships. A smile can develop people and people betteun relation. If you knows a new friends, ~~you must~~ first you must gives smile for you he or her.

Smiles let our life change more and more beautiful. Please remember a smiles every day.

根据上面所给的信息，从下列三个方面作答。

（1）该学生的书面表达存在哪三个主要问题？（12分）

（2）反映了该学生英语学习中的哪些不足？（12分）

（3）教师应该从哪些方面帮助学生提高写作能力？（6分）



视频讲解

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33. **设计任务：**请阅读下面的学生信息和语言素材，设计20分钟的英语读写教学方案。该方案没有固定格式，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：某城镇普通高中一年级（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（实验）》五级水平。学生课堂参与积极性一般。

语言素材：

In some countries in western Europe, such as France, Spain and Britain, the countryside is changing.

Life has become difficult for many villages, and some are disappearing. There are a number of reasons for this. Firstly, young people from villages usually want to live somewhere livelier and they often move to the towns and do not return. Secondly, people move to the cities to find work, as there are very few jobs in the countryside. Some villages still remain because people from the cities have bought a "second home" in the village, where they come and stay at weekends. The price of the homes goes up and people from the area cannot afford to buy a house there. Another problem is that it is becoming more and more difficult for farmers to make money from their farms. So they sell their land and find another job.

All these things mean that many villages in western Europe are fighting to survive. We can only hope that they will remain. The countryside would be a sadder and uglier place without them.

注：语言素材选自外研版必修1 Module 4 A Social Survey—My Neighbourhood第39页。



视频讲解