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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（初级中学）

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 two-syllable words has a different stress pattern from the others?

A. Typhoon.

B. Balloon.

C. Shampoo.

D. Crayon.



视频讲解

2. Which of the following is a short vowel in English?

A. /j/　　B. /e/

C. /aʊ/　　D. /w/



视频讲解

3. Mr. Smith is surprised to learn that Siamak has written _____ essays on Victorian novels in his class.

A. the next　　B. the other

C. the most　　D. the more



视频讲解

4. That prestigious university has made it clear to all applicants that no one can be _____ for a scholarship this quarter without a good internship.

A. eligible　　B. legible

C. compliable　　D. compliant



视频讲解

5. We are very sorry to announce that a couple of showrooms in the castle are _____ closed for renovation.

A. permanently　　B. currently

C. eventually　　D. perpetually



视频讲解

6. Would you want a cup of coffee _____ shall we get down to business right away?

A. or　　B. and

C. then　　D. otherwise



视频讲解

7. Alex specializes in _____ medical science in this graduate school and plans to be _____ doctor upon graduation.

A. a; the　　B. the; a

C. /; a　　D. a; /

视频讲解

8. The reason why I want to give up the plan is _____ if I don't, my employer will be mad at me.

A. because　　B. that

C. for　　D. since

视频讲解

9. Which of the following correctly describes the semantic features of the word "girl" ?

A. [–Human, –Male, –Adult]

B. [+Human, +Male, –Adult]

C. [+Human, –Male, +Adult]

D. [+Human, –Male, –Adult]

视频讲解

10. What is the relationship between the two sentences "The stress is on documentary and rightly so. Arty photographs are a bore." ?

A. Phenomenon—reason.　　B. Problem—solution.

C. Instrument—achievement.　　D. Cause—consequence.

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

I taught in a public school for 10 years. Now, as a faculty member in charge of preparing pre-service teachers, I have a different perspective on the lives of young teachers. Here are some truths I share with them.

As a young teacher, I thought that loving to be with kids would be enough to get me through long days. I discovered early on that teaching is a hard job. It's so much more than helping kids and creating engaging assignments; it is conferences, assessments, grading, paperwork ...

You have to come to the classroom with a deep understanding of your role and how it extends. Early on in my career, I complained to a colleague that I was a classroom teacher, so why was I being asked to be a mom, nurse, custodian, therapist, social worker, cheerleader, and judge and jury? My colleague said, "You are what the kids need you to be at that moment." At the time, her advice didn't help, but I later realized how right she was. Students are people too, and just like us grown-ups. Be empathetic and take care of your students' needs. That is the unwritten role of the teacher.

No one told me that annual class pictures would document my out-of-date clothes, unfashionable hairstyles, and fluctuating body mass. Luckily, in my younger years, I instead mindlessly tossed them in a desk drawer and let them accumulate over the years. I am so glad I did. Those embarrassing class pictures now make up the bulk of my "why I love teaching" emergency box. On a day when I need some reminding of why I keep plugging along, I pull those babies out and flip through the memories I made with them. Don't get me wrong, there are some pictures that make me ask, "How did we ever survive?" But even those moments make me smile because we did survive and, in many cases, we thrived. Those pictures are a great reminder of how my work and passion have influenced those students' lives.

I'm probably not the first or last teacher to strive for perfection in every lesson. I spent too much time in my younger days thinking that once I had more experience with the curriculum, once I had a different mix of students, and once I mastered classroom management, I would be able to deliver flawless lessons. What I have come to realize is that the land of perfect lessons doesn't exist. We are human beings who are tasked with working with other human beings. That adds up to a whole lot of fallible human beings in one classroom. You'll never be able to predict how every student will react in every moment or how you will adjust to the hurdles you face each day. Be as gentle, patient, and forgiving with yourself as you are with your students.

Those children in front of you are also the pride and joy of their families. You've been given the privilege of educating them. Parents are not hiding the good ones at home and sending you the rambunctious ones for the day. You are getting the best they've got. Spend time building relationships.

You will want to quit and plan a new career that has nothing to do with kids, which pays twice as much and provides the freedom to use the restroom on a whim. You'll fantasize about a time when you will sit down to eat lunch. On those days, I hope you will spend some time thinking about your "bigger purpose" . And with that armor of purpose, I hope that you will pause and remember what brought you to the profession in the first place.

You could quit, of course. But I challenge you to find another profession where the daily work you do will have such a deep and profound impact on the physical, emotional, and cognitive development of another human being. Yes. If done right, our profession can take a toll on a person. But in my opinion, that end will always justify the means.

21. What has made the author understand those unwritten roles of a teacher?

A. Her students' expectations.



视频讲解

B. Her colleague's routine advice.

C. Her sympathy with her students.

D. Her awareness of students' needs.

22. Why does the author call her desk drawer an "emergency box" in Paragraph 4?

A. Because it reminds her of her purpose of teaching when something unexpected occurs.

B. Because it wakes up her memory of how they have pulled themselves through hard times.

C. Because it brings back her old and unfashionable image as a young teacher.

D. Because it records all sacrifices she has made for her students over the years.

视频讲解

23. Which of the following best summarizes the main idea of Paragraph 5?

A. The notion of perfect lessons is not well grounded at all.

B. Good classroom management is essential to flawless lessons.

C. Kids are unaware of the mistakes their teachers make in class.

D. Both teachers and students tend to make mistakes in classroom.

视频讲解

24. What does the author want to share with pre-service teachers at the end of the passage?

A. Teachers are free to decide whether to quit or continue their jobs.

B. Don't easily give up your teaching career considering its significance.

C. Don't enter the workforce if you are not prepared with a bigger purpose.

D. Teachers are able to find jobs that are less demanding yet more rewarding.

视频讲解

25. Which of the following is closest in meaning to the underlined phrase "take a toll on" in the last paragraph?

A. Be in charge of.　　B. Be dependent on.

C. Have an effect on.　　D. Take advantage of.

视频讲解

请阅读Passage 2，完成第26~30小题。

Passage 2

As a species, humans are incredibly smart. We tell stories, create magnificent art and astounding technology, build cities, and explore space. We haven't been around nearly as long as many other species, but in many respects we've accomplished more than any have before us. We eat them and they don't eat us. We even run scientific studies on them—and are thinking about re-creating some of those that have gone extinct. But our intelligence comes with a curious caveat: our babies are among the dumbest—or, rather, the most helpless—that exist. A baby giraffe can stand within an hour of birth, and can even potentially flee predators on its first day of life. A baby monkey can grasp its mother and hang on for protection and nourishment. A human infant can't even hold up its own head.

The evolution of human intelligence isn't something that Celeste Kidd had ever pondered. A developmental cognitive scientist who currently works at the University of Rochester, her work

had focused mostly on learning and decision-making in children. Over years of observing young children, she became impressed with the average child's level of sophistication. But when she looked at the infants she encountered, she saw a baffling degree of helplessness: How could they be so incompetent one second and so bright so soon thereafter? One day, she posed the question to her colleague Steven Piantadosi. "Both of us wondered what could possibly justify the degree of helplessness human infants exhibit," she told me recently. "Even other primate babies, like baby chimps, which are close in evolutionary terms, can cling onto their moms." She began to see a contradiction: humans are born quite helpless, far more so than any other primate, but, fairly early on, we start becoming quite smart, again far more so than any other primate. What if this weren't a contradiction so much as a causal pathway?

That's the argument that Kidd and Piantadosi make in their new paper, published in the June issue of *PNAS*. Humans become so intelligent because human infants are so incredibly helpless, they argue; the one necessitates the other. The theory is startling, but it isn't entirely new. Researchers have been pondering the peculiarities of our birth and its evolutionary significance for quite some time. Humans belong to the subset of mammals, called viviparous mammals, that give live birth to their young. This means that infants must grow to a mature enough state inside the body to be born, but they can't be so big that they are unable to come out. This leads to a trade-off: the more intelligent an animal is, the larger its head generally is, but the birth canal imposes an upper limit on just how large that head can be before it gets stuck. The brain, therefore, must keep maturing, and the head must continue growing, long after birth. The more intelligent an animal will eventually be, the more relatively immature its brain is at birth.

Researchers have long known about this trade-off, and about the connection between brain size and neural density and intelligence. For instance, Robin Dunbar found that the ratio of neocortical volume to brain size can predict the social-group size in a number of species, including bats, cetaceans, and primates, while Simon Reader has demonstrated links in tool use and innovation to brain size in primates. Kidd and Piantadosi's new idea is that increased helplessness in newborns mandates increased intelligence in parents—and that a runaway selection dynamic can account for both. Natural selection favors humans with large brains, because those humans tend to be smarter. This may create evolutionary incentives for babies that are born at an even earlier developmental stage, which require more intelligence to raise. This creates the dynamic: over time, helpless babies make parents more intelligent, which makes babies more helpless, which makes their parents more intelligent, and so on.

26. According to Paragraph 1, which of the following is true?

A. Some species are smarter than human beings.

B. Extinct species have been re-created by scientists.

C. Babies of other species are smarter than human infants.

D. Fewer species are earlier inhabitants than human beings.



视频讲解

27. What surprised Celeste Kidd regarding children's maturation?

A. Infants' helplessness when they are born.

B. Children's high intelligence when they grow up.

C. Children's leap from helplessness to sophistication.

D. Children's incompetence in learning and decision-making.



视频讲解

28. What can we infer from Paragraph 3 about brain development?

A. Babies' helplessness at birth is an indication of human intelligence.

B. Other mammal brains are more mature than human brains at birth.

C. Only intelligent mammals give live birth to their babies.

D. All animal brains are equally immature at their birth.



视频讲解

29. What is the main message the author intends to convey?

A. Newborns' helplessness facilitates the development of parents' intelligence.

B. The larger the brain of a species, the larger its social-group size.

C. Large brain size contributes to better tool use and innovation.

D. Human beings with large brains are not necessarily smarter.



视频讲解

30. Which of the following titles best describes the passage?

A. Why Are Babies So Dumb If Humans Are So Smart?

B. Why Do Babies Learn Faster Than Other Mammal Babies?

C. Why Is Human's Intelligence Higher Than That of Other Animals?

D. Why Is the Development of Human Brains Slower Than That of Other Animals?



视频讲解

二、简答题（本大题1小题，共20分）

根据题目要求完成下列任务，用国家通用语言文字作答。

31. 简述朗读（Reading aloud）在英语教学中的两个作用（8分），写出教师需从哪两个方面指导学生朗读（6分）及在指导过程中两个应该注意的事项（6分）。



视频讲解

三、教学情境分析题（本大题1小题，共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. 下面的教学片段选自某初中英语教师的口语教学。

T: OK. Let's practice this dialogue.

Ss: ... (Ss don't know what to do.)

T: Well, you ask your partner "Do you like bananas?" , your partner answers "Yes, I do." If he or she doesn't like, then say "No, I don't like it." Understand now?

Ss: OK.

(Ss read out the dialogue in the textbook in pairs.)

T: Now. (to one student) Does your partner like bananas?

S1: Yes, he does.

T: (to another student) Does your partner like bananas?

S2: No, he don't.

T: No, no, no, no. He doesn't.

S2: Oh. Oh. Yes. He doesn't.

T: You must pay attention to that. OK? Now, please read after me. Do you like bananas?

Ss: (in chorus) Do you like bananas?

T: Yes, I do.

Ss: (in chorus) Yes, I do.

根据所给信息回答下列问题：

（1）该教学片段属于哪个教学环节？（3分）其教学目的是什么？（3分）

（2）指出该教学片段存在的三个问题。（12分）

（3）如何针对上述问题进行相应的改进？（12分）

视频讲解

四、教学设计题（本大题1小题，共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分钟的英语听说教学方案。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:某城镇普通中学八年级第二学期学生,班级人数40人。多数学生已经达到义务教育英语课程标准的相应水平。学生课堂参与积极性较高。

语言素材:

Helpline: Hello. Friendship Helpline. Who's calling, please?

Lingling: Hello. This is Lingling speaking.

Helpline: Hi, Lingling! How can I help you?

Lingling: I have a problem with my best friend. She is called ...

Helpline: No, don't tell me who she is. Tell me when the problem started.

Lingling: Yes. Well, we've been friends for five years. We got separated when we went to different schools last term, but we stayed in touch.

Helpline: So could you explain what happened then?

Lingling: This term, she came to study at my school. I was so happy at first. But she's so different.

Helpline: Can you tell me how she's different?

Lingling: She doesn't like me to see my other friends.

Helpline: Could I ask if you've mentioned this to her?

Lingling: Yes, but she refused to listen.

Helpline: OK, do you know why she treats you like that?

Lingling: No. I don't know.

Helpline: Maybe she doesn't feel very sure of herself in her new school.

Lingling: Maybe.

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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. To make sure you get into the right _____ while driving on a motorway, you must follow the road signs.


视频讲解

A. way　　B. track

C. path　　D. lane

2. The scientists have made an _____ study of the virus that causes the disease.


视频讲解

A. exhausted

B. exhausting

C. exhaustive

D. exhaustible

3. Sally was a bit shy, but her teacher found her quite _____ discussing a recent film with others.


视频讲解

A. at home　　B. at most

C. at house　　D. at large

4. Men differ from animals _____ they can think and speak.


视频讲解

A. for which

B. in which

C. in that

D. for that

5. The future of that country will be hard to predict _____ the economic system is reformed.


视频讲解

A. only after

B. unless

C. now that

D. as long as

6. It is necessary that he _____ the assignment without delay.



视频讲解

A. hand in

B. hands in

C. must hand in

D. has to hand in

7. The letter string "t you" in the sentence "It doesn't fit you." is pronounced as _____.



视频讲解

A. /fuː/

B. /tʃuː/

C. /dʒuː/

D. /duː/

8. Which of the following shows the correct word stress for "encyclopedia" ?



视频讲解

A. /ˈɪnˌsaɪkləpiːdiə/

B. /ɪnˌsaɪkləˈpiːdiə/

C. /ɪnˌsaɪkˈləpiːdiə/

D. /ɪnˌsaɪkləpiːˈdiə/

9. You are greeting an acquaintance with "Hello" to perform the _____ function of language.



视频讲解

A. performative

B. metalingual

C. phatic

D. emotive

10. Which of the following is the smallest unit of speech that can be used to differentiate one word from another?



视频讲解

A. Morpheme.

B. Allophone.

C. Lexis.

D. Phoneme.

11. When teaching such words as "left" and "right" , a teacher asks his/her students to touch their left arms and then touch their right eyes. What does this kind of activity exemplify?



视频讲解

A. Direct Method.

B. Audio-lingual Method.

C. Grammar Translation Method.

D. Total Physical Response.

12. What activities are least appropriate for developing the skill of reading for the gist?



视频讲解

A. Reading a text quickly and writing a summary.

B. Reading a text quickly and choosing the best title.

C. Reading a text quickly and analyzing its discourse pattern.

D. Reading a text quickly and then telling what it is mainly about.

13. Which of the following refers to a process in which a teacher asks his/her students to observe sentences in a passage and then work out their structures?



视频讲解

A. Deductive teaching.　　B. Inductive teaching.

C. Task-based teaching.　　D. Content-based teaching.

14. Which of the following is the most controlled activity?



视频讲解

A. Acting out a dialogue.　　B. Brainstorming.

C. Reading aloud a dialogue.　　D. Exchanging information.

15. In order to help students learn the idiomatic use of English, teachers need to draw students' attention to _____.



视频讲解

A. prefixation　　B. collocation

C. suffixation　　D. derivation

16. Which of the following exercises is intended to practice the communicative use of "Do you have ...?" and "I have ..." ?



视频讲解

A. Changing one sentence pattern to the other.

B. Applying those sentence patterns in a conversation.

C. Listening to the tape and writing down the sentences.

D. Substituting the objects in the sentences with the words given.

17. A teacher asks students to write reflective journals about their English learning experiences. The major purpose is to develop students' _____.



视频讲解

A. communicative strategy

B. metacognitive strategy

C. affective strategy

D. cognitive strategy

18. When a teacher says "I don't quite understand. What do you mean by saying that?" , what does he/she intend to do?



视频讲解

A. To refuse.　　B. To comment.

C. To express opinions.　　D. To ask for clarification.

19. At what stage will a teacher initiate a discussion with the students on certain topics to activate their prior knowledge?



视频讲解

A. Presentation.　　B. Practice.

C. Production.　　D. Lead-in.

20. Which of the following activities is most appropriate for developing a learner's integrated language skills?



视频讲解

A. Writing down a phone call message.

B. Completing multiple-choice exercises.

C. Copying words from a reading passage.

D. Filling in the missing words in a passage.

请阅读Passage 1，完成第21~25小题。

Passage 1

Of all the changes that have taken place in English-language newspapers during the past quarter-century, perhaps the most far-reaching has been the inexorable decline in the scope and seriousness of their arts coverage.

It is difficult to the point of impossibility for the average reader under the age of forty to imagine a time when high-quality arts criticism could be found in most big-city newspapers. Yet a considerable number of the most significant collections of criticism published in the 20th century consisted in large part of newspaper reviews. To read such books today is to marvel at the fact that their learned contents were once deemed suitable for publication in general-circulation dailies.

We are even farther removed from the unfocused newspaper reviews published in England between the turn of the 20th century and the eve of World War Ⅱ, at a time when newsprint was dirt-cheap and stylish arts criticism was considered an ornament to the publications in which it appeared. In those far-off days, it was taken for granted that the critics of major papers would write in detail and at length about the events they covered. Theirs was a serious business, and even those reviewers who wore their learning lightly, like George Bernard Shaw and Ernest Newman, could be trusted to know what they were about. These men believed in journalism as a calling, and were proud to be published in the daily press. "So few authors have brains enough or literary gift enough to keep their own end up in journalism," Newman wrote, "that I am tempted to define 'journalism' as 'a term of contempt applied by writers who are not read to writers who are'".

Unfortunately, these critics are virtually forgotten. Neville Cardus, who wrote for the *Manchester Guardian* from 1917 until shortly before his death in 1975, is now known solely as a writer of essays on the game of cricket. During his lifetime, though, he was also one of England's foremost classical-music critics, and a stylist so widely admired that his *Autobiography* (1947) became a best-seller. He was knighted in 1967, the first music critic to be so honored. Yet only one of his books is now in print, and his vast body of writings on music is unknown save to specialists.

Is there any chance that Cardus's criticism will enjoy a revival? The prospect seems remote. Journalistic tastes had changed long before his death, and postmodern readers have little use for the richly upholstered Vicwardian prose in which he specialized. Moreover, the amateur tradition in music criticism has been in headlong retreat.

21. What is true about the current major English-language newspapers according to the first two paragraphs?


视频讲解

A. High-quality arts criticism is rarely found.

B. Arts reviews are often copied from other publications.

C. Arts coverage is mainly composed of collections of criticism.

D. Arts criticism has disappeared since the start of the 20th century.

22. Which of the following characterizes newspaper reviews in England before World War Ⅱ?

A. Detailed account of events.

B. Wide scope of topics.

C. Elaborate layout.

D. Casual style.

视频讲解

23. Which of the following could be Newman's view?

A. It is writers' duty to entertain their readers.

B. It is contemptible for writers to be journalists.

C. Writers are likely to be tempted into journalism.

D. Not all writers are capable of journalistic writing.

视频讲解

24. What can be learned about Cardus according to the last two paragraphs?

A. His style caters to modern specialists.

B. His writings fail to follow the amateur tradition.

C. His music criticism may not appeal to readers today.

D. His reputation as a music critic has long been in dispute.

视频讲解

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

A. Newspapers of the Good Old Days

B. The Lost Horizon in Newspapers

C. Mournful Decline of Newspapers

D. Prominent Critics in Newspapers

视频讲解

请阅读Passage 2，完成第26~30小题。

Passage 2

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

"Schools have always been in a society where practical is more important than intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society."

"Intellect is resented as a form of power or privilege," writes historian and professor Richard

Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized—going to school and learning to read—so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, reorder, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes, and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise."

26. What do American parents expect their children to acquire in school?



视频讲解

A. The confidence in intellectual pursuits.

B. The habit of thinking independently.

C. Practical abilities for future careers.

D. Profound knowledge of the world.

27. Why does the author insist that schools should be a counterbalance to the American anti-intellectualism?



视频讲解

A. To enable the kids to fully participate in their democracy.

B. To encourage the kids to readily accept others' views.

C. To develop the kids' habit of rigorous book learning.

D. To discipline and control the kids' behavior.

28. Why was Mark Twain's *Huckleberry Finn* cited by the author?



视频讲解

A. As an instance of being civilized in the schooling process.

B. As a figure who was short of the innate goodness.

C. As a hero of the time when the story was written.

D. As an example of American anti-intellectualism.

29. According to the passage, which of the following is true about Emerson?



视频讲解

A. He is an advocate of regular schooling.

B. He is an opponent of intellectualism.

C. He is a pioneer of education reform.

D. He is a scholar in favor of intellect.

30. Which of the following represents the author's view on intellect?

A. It evolves from common sense.

B. It is secondary to intelligence.

C. It should be pursued.

D. It ignores power.

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. 从四个方面简述教师课堂提问的目的（8分，用国家通用语言文字作答），并列举两种问题类型（6分，用英文作答），分别举例说明（6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. 下面片段选自某初中英语课堂教学实录。

> Create a context by pointing to a boy or a girl in the class and say, "He/She is a boy/girl. He/She comes from England. He/She is a student. He/She has a sister, and she is a student, too. They are in the same school, but in different grades."
>
> Write down the sentences on the blackboard. Underline the new words and phrase (come from, student, sister, different) and explain their Chinese meaning.
>
> Ask the class to read aloud the words and sentences together after the teacher.
>
> Ask the students to work in pairs: Replace "England" with names of other places, and replace "sister" with "brother".

根据该教学片段，从下面四个方面作答。

（1）分析该教师的教学意图。（6分）

（2）分析该教师采用的两种教学方式。（6分）

（3）分析该教师教学中存在的两个主要问题。（10分）

（4）针对每个问题提出一条改进建议。（8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15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：



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：某城镇普通中学八年级（初中二年级）学生，班级人数40人。多数学生已经达到《义务教育英语课程标准（2011年版）》三级水平。学生课堂参与积极性一般。

语言素材：

A Healthy Lifestyle, the Chinese Way

Traditional Chinese doctors believe we need a balance of *yin* and *yang* to be healthy. For example, are you often weak and tired? Maybe you have too much *yin*. You should eat hot *yang* foods, like beef. Eating Dangshen and Huangqi herbs is also good for this. But people who are too stressed out and angry may have too much *yang*. Chinese doctors believe that they should eat more *yin* foods like tofu. Chinese medicine is now popular in many western countries. It's easy to have a healthy lifestyle, and it's important to eat a balanced diet.

2021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（初级中学）

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. _____ Thames is famous throughout the world for its history, its culture, etc.


视频讲解

A. A　　B. An

C. /　　D. The

2. The dancer and _____ has already arrived at the concert hall.


视频讲解

A. singer　　B. a singer

C. the singer　　D. singers

3. The reason why she didn't show up at the party is _____ she got stuck in a traffic jam.


视频讲解

A. as

B. because

C. which

D. that

4. The process of word formation by changing "mathematics" into "math(s)" is called _____.


视频讲解

A. back-formation　　B. conversion

C. clipping　　D. blending

5. The movie was so popular that it was _____ one more week.


视频讲解

A. extended　　B. delayed

C. postponed　　D. suspended

6. The two cats could be _____ only by the number of rings on their tails, otherwise they were exactly alike.


视频讲解

A. separated

B. divided

C. disconnected

D. differentiated

7. Which of the following sets of English consonants has the same manner of articulation?

A. /p/, /b/, /k/, /g/

B. /k/, /g/, /m/, /n/

C. /t/, /d/, /tr/, /dr/

D. /d/, /ʃ/, /θ/, /ð/



视频讲解

8. Which of the following shows the correct word stress of the word "nationalistic" ?

A. /ˌnæʃnəˈlɪstɪk/

B. /ˈnæʃnəlɪstɪk/

C. /næʃnəˈlɪstɪk/

D. /ˌnæʃnəlɪsˈtɪk/



视频讲解

9. Interlanguage refers to a system of rules developed in the minds of L2 learners, which has some features of _____ plus some that are independent of _____.

A. the L1; the L1

B. the L2; the L2

C. the L1 and L2; the L1

D. the L1 and L2; the L1 and L2



视频讲解

10. Which of the following statements is true about the second language development?

A. Receptive skills may develop simultaneously with productive skills.

B. Productive skills are much easier to be acquired than receptive skills.

C. Receptive and productive skills are susceptible to first language.

D. Receptive and productive skills develop equally well for most L2 learners.



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?


视频讲解

A. Discussing.　　B. Brainstorming.

C. Peer reviewing.　　D. Draft reviewing.

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?


视频讲解

A. To review a passage.

B. To make a comment.

C. To provide a title.

D. To build a schema.

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 would best promote 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

Businesses throw around the term "innovation" to show they're on the cutting edge of everything from technology and medicine to snacks and cosmetics. Companies are touting chief innovation officers, innovation teams, innovation strategies and even innovation days.

But that doesn't mean the companies are actually doing any innovating. Instead they are using

the word to convey monumental change when the progress they're describing is quite ordinary. Like the once ubiquitous buzzwords "synergy" and "optimization" , innovation is in danger of becoming a cliche—if it isn't one already.

"Most companies say they're innovative in the hope they can somehow con investors into thinking there is growth when there isn't," says Clayton Christensen, a professor at Harvard Business School and the author of the 1997 book, *The Innovator's Dilemma*.

The definition of the term varies widely depending on whom you ask. To Bill Hickey, chief executive of Bubble Wrap's maker, Sealed Air Corp., it means inventing a product that has never existed, such as packing material that inflates on delivery. To Ocean Spray Cranberries Inc. CEO Randy Papadellis, it is turning an overlooked commodity, such as leftover cranberry skins, into a consumer snack like Craisins. To Pfizer Inc.'s research and development head, Mikael Dolsten, it is extending a product's scope and application, such as expanding the use of a vaccine for infants that is also effective in older adults.

Scott Berkun, the author of the 2007 book *The Myths of Innovation*, which warns about the dilution of the word, says that what most people call an innovation is usually just a "very good product" . He prefers to reserve the word for civilization-changing inventions like electricity, the printing press and the telephone—and, more recently, perhaps the iPhone.

Mr. Berkun, now an innovation consultant, advises clients to ban the word at their companies. "It is a chameleon-like word to hide the lack of substance," he says. Mr. Berkun tracks innovation's popularity as a buzzword back to the 1990s, amid the dot-com bubble and the release of James M. Utterback's *Mastering the Dynamics of Innovation* and Mr. Christensen's *Dilemma*. The word appeals to large companies because it has connotations of being agile and "cool" , like start-ups and entrepreneurs, he says.

Technology concerns aren't necessarily the worst offenders. Apple Inc. and Google Inc. mentioned innovation 22 times and 14 times, respectively, in their most recent annual reports. But they were matched by Procter & Gamble Co. (22 times), Scotts Miracle-Gro Co. (21 times) and Campbell Soup Co. (18 times).

The innovation trend has given birth to an attendant consulting industry, and Fortune 100 companies pay innovation consultants $300000 to $1 million for work on a single project, which can amount to $1 million to $10 million a year, estimates Booz & Co. innovation strategy consultant Alex Kandybin.

21. Which of the following is likely to be the reason for most companies to favor the word "innovation" according to this passage?

A. They want to improve their products and service.

B. They are interested in technological innovations.

C. They are on the cutting edge of everything.

D. They are trying to attract investments.


视频讲解

22. Why does the word "innovation" mean different things for different people according to this passage?

A. It is used to serve different purposes.

B. It carries different shades of meaning.

C. It is so abstract that it is hard to define.

D. It might be beyond their comprehension.



视频讲解

23. What has been brought about by the popularity of the term "innovation" according to the passage?

A. The sprouting up of technological innovations.

B. Placing innovation on a company's top agenda.

C. Emergence of a new career—innovation consultant.

D. Emergence of a technological innovation movement.



视频讲解

24. What does the word "innovation" mean to Scott Berkun?

A. A very good product.

B. Cool and agile.

C. Civilization-changing inventions.

D. Start-ups and entrepreneurs.



视频讲解

25. What is the author's attitude towards the companies' use of the term "innovation"?

A. Cynical.　　B. Negative.

C. Positive.　　D. Neutral.



视频讲解

请阅读Passage 2，完成第26~30小题。

Passage 2

Steve Jobs was the co-founder and CEO of Apple and former Pixar.

Steve Jobs was born in San Francisco, California to Joanne Simpson and a Syrian father. Paul and Clara Jobs of Mountain View, California then adopted him. In 1972, Jobs graduated from Homestead High School in Cupertino, California and enrolled in Reed College in Portland, Oregon. One semester later, he dropped out, later taking up the study of philosophy and foreign cultures.

Steve Jobs had a deep-seated interest in technology, so he took up a job at Atari Inc, then a leading manufacturer of video games. He struck up a friendship with fellow designer Steve Wozniak and attended Homebrew Computer Club meetings with him.

After saving up some money, Jobs took off for India in the search of enlightenment. Once he returned, he convinced Wozniak to quit his job at Hewlett Packard to join him in his venture that concerned personal computers. They sold items like scientific calculators to raise seed capital.

In 1976, Jobs and Wozniak founded Apple Computer in the Jobs family garage. The first personal computer was sold for $666.66. By 1980, Apple had already released three improved versions of the personal computer. It had a wildly successful IPO (Initial Public Offering), which made both founders millionaires many times over.

A tiff with the Apple's Board of Directors and John Scully led to Jobs' resignation. Steve Jobs decided that he wanted to change the hardware industry. The company was called NeXTStep, which produced the NeXT Computer. The machine was a commercial washout but helped with future work in object-oriented programming, PostScript, and magneto-optical devices. Jobs returned to his original company after Apple acquired NeXT in 1996.

Steve Jobs also started Pixar, which has produced multiple blockbuster films, including *Toy Story* (1995); *A Bug's Life* (1998); *Toy Story 2* (1999); *Monsters, Inc.* (2001); *Finding Nemo* (2003); and *The Incredibles* (2004).

In 2004, Jobs was diagnosed with a malignant tumor in his pancreas, which was successfully treated.

Jobs resigned as CEO of Apple on August 24, 2011 and subsequently assumed the role of Chairman of the Board.

On October 5, 2011, Jobs passed away.

26. What has contributed to Jobs' venture of manufacturing personal computers?

A. The influence of his friend who used to work for Hewlett Packard.

B. His working experience of manufacturing video games.

C. The educational background he has had.

D. His profound interest in technology.


视频讲解

27. How did Apple Computer manage to increase its wealth swiftly in the early 1980s?

A. By issuing stocks in public.

B. By marketing some personal computers.

C. By recruiting wealthy people as partners.

D. By selling such items as scientific calculators.


视频讲解

28. Which of the following is closest in meaning to the underlined word "tiff" in Paragraph 6?

A. Disparity.

B. Quarrel.

C. Tease.

D. Complaint.


视频讲解

29. Which of the following is true about the NeXT Computer?

A. It was a reduplication.

B. It was a commercial failure.

C. It was a blockbuster success.

D. It was a best seller at that time.


视频讲解

30. Which of the following is probably the most appropriate title for the passage?

A. Steve Jobs

B. Apple Computer

C. What Steve Jobs Left Untouched

D. The Companies Steve Jobs Founded


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.在阅读教学中，有的教师倾向于采用从词语到句子、再到语篇的教学方法。简述采用此种方法的理论基础（8分），并指出该教学方法存在的两个优点（6分）和两个缺点（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.下面是一位教师的英语课堂教学片段。

Teacher: Good morning, class! We had a wonderful party yesterday ... Jack, why were you absent?

Jack (in a low voice): I got a fever and went to see the doctor.

Teacher: I am sorry. I can't hear you. Tom, what did Jack say?

Tom: He got a fever and he went to see the doctor.

Teacher: Oh, Jack said that he had got a fever and gone to see the doctor. Now we are going to learn the indirect speech.

根据以上材料回答下列问题。

（1）分析该片段的教学意图。（5分）

（2）说明该教学环节的作用（5分）及其依据（5分）。

（3）从三个角度分析该教师接下来教学应该注意的问题。（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：**

请阅读下面的学生信息和语言素材，设计15分钟的英语听说教学方案。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：某城镇普通中学八年级学生，班级人数40人。多数学生已经达到《义务教育英语课程标准（2011年版）》三级水平。学生课堂参与积极性一般。

语言素材：

Helen: Hi, Tom. I'm making some plans to work in an old people's home this summer.

Tom: Really? I did that last summer!

Helen: Oh, what did they ask you to help out with?

Tom: Mm ... things like reading the newspaper to the old people, or just talking to them. They told me stories about the past and how things used to be.

Helen: That sounds interesting.

Tom: Yeah, a lot of old people are lonely. We should listen to them and care for them.

Helen: You're right. I mean, we're all going to be old one day, too.

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（初级中学）（精选）

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。

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

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 shows the proper pronunciation of the English consonant group "spl" in the word "splash"?



视频讲解

A. /səpl/　　B. /spəl/

C. /spl/　　D. /səpəl/

2. The English phonemes /u:/ and /u/ differ in _____.



视频讲解

A. length and lip rounding

B. lip rounding

C. length and tongue position

D. tongue position

3. The Arctic wolf is clearly a very _____ animal, for it is able to survive subzero temperatures, long periods of darkness, and days without food.



视频讲解

A. ferocious　　B. hardy

C. aggressive　　D. docile

4. It is commonly believed that solar power is an environmentally _____ technology, operating with essentially no emissions.



视频讲解

A. benign　　B. capricious

C. culpable　　D. detrimental

5. It is said that Metis, the innermost _____ of Jupiter, completes a full revolution around this giant planet within seven hours.



视频讲解

A. comet　　B. meteor

C. galaxy　　D. satellite

6. In 1840, both Lucretia Mott and Elizabeth Cady Stanton resented _____ proper seating at the World's Anti-slavery Convention in London because of their sex.



视频讲解

A. to be denied　　B. having denied

C. being denied　　D. to deny

7. She thought I was talking about her daughter, _____ in fact, I was talking about my daughter.



视频讲解

A. when　　B. where

C. which　　D. while

8. The main difference between the two words "childlike" and "childish" lies in _____.



视频讲解

A. emotive meaning

B. stylistic meaning

C. metaphorical meaning

D. collocative meaning

9. What textual pattern can be found between the two sentences "Clare loves potatoes. She was born in Ireland." ?



视频讲解

A. Problem—solution.　　B. Cause—effect.

C. Phenomenon—example.　　D. Instrument—achievement.

10. Which of the following describes the language phenomenon that a bilingual speaker uses two languages alternatively in the same conversation?



视频讲解

A. Address forms.　　B. Ethnic dialect.

C. Register variables.　　D. Code-switching.

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



视频讲解

A. the direct method

B. total physical response

C. the audio-lingual method

D. communicative language teaching

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



视频讲解

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

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



视频讲解

A. giving students feedback

B. eliciting students' responses

C. inviting students' judgments

D. correcting a mistake explicitly

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

Waitrose has unveiled its vision of environmentally conscious shopping, offering customers the chance to buy food and drink that is completely free of packaging as part of a ground-breaking trial for a large retailer.

In a new drive to try to eliminate unnecessary plastic and packaging, shoppers will be able to fill their own containers with a range of products from a series of dispensers, using the first dedicated refill station installed by a major UK supermarket.

In a trial starting this week at a Waitrose supermarket in Oxford, customers are being given refillable options for products including wine and beer, rice and cleaning materials, with prices typically 15% cheaper than the packaged alternative.

A standalone pick and mix range of frozen fruit and a borrow-a-box scheme to help carry shopping home are other new retail formats being tested by Waitrose at the Oxford shop.

Waitrose has transformed the store by removing hundreds of products from their packaging, although shoppers will still be able to buy the packaged versions if they wish.

Plastic waste has become a major environmental issue, with television programs such as *Blue Planet* exposing its detrimental effects on the oceans, and media coverage highlighting the dangers of a global plastic binge.

Waitrose is among the UK's supermarkets which have signed up to the UK Plastic Pact—an industry-wide initiative to transform packaging and reduce avoidable plastic waste. However, retailers have been criticized for not doing more to tackle the issue at an earlier stage.

"This test has potential to shape how people might shop with us in the future so it will be fascinating to see which concepts our customers have an appetite for," said Waitrose's Tor Harris.

Ariana Densham, an ocean campaigner for Greenpeace UK, said, "This is a genuinely bold step from Waitrose to trial food dispensers so customers can use refillable tubs and jars. Lots of supermarkets are starting to sell loose fruit and vegetables, but this kind of innovation could spark a refill culture that's so desperately needed to cut plastics in mainstream shops.

"The top 10 UK supermarkets produce 810000 tonnes of throwaway packaging each year, so we need to see other major retailers taking plastic reduction seriously and following Waitrose's lead."

A choice of 160 loose fruit and vegetables will be available, along with four different wines and four beers on tap to be taken home in reusable bottles and nearly 30 products including pasta, rice, grains, couscous, lentils, cereals, dried fruit and seeds available from dispensers.

The "unpackaged" model relying on refills has already been adopted by some independent retailers, delicatessens and farm shops but this is the first time it is being used at a national supermarket chain.

For the borrow-a-box scheme, customers will pay a £5 deposit which is refundable when the container is returned. A frozen pick and mix section initially selling fruit such as blueberries and mango will encourage shoppers to bring in their own containers.

21. What was the new initiative taken by Waitrose?



视频讲解

A. Selling unpackaged products.

B. Extending sales scale of its stores.

C. Installing refillable equipment for its shops.

D. Putting in stock a large selection of products.

22. What can be seen at the dedicated refill station?



视频讲解

A. Plastic bottles and wrap.

B. Free reusable containers.

C. Dispensers for products.

D. Packaged liquid products.

23. How did Waitrose encourage its customers to shop for unpackaged products?



视频讲解

A. By giving them discounts.

B. By offering delivery services.

C. By propagandizing its concept.

D. By removing packaged products.

24. What was Waitrose's purpose to launch the "unpackaged" initiative?



视频讲解

A. To cut down on packaging waste.

B. To answer the call from the media.

C. To promote sales of unpackaged products.

D. To take the lead in reforming retail formats.

25. What is true about Waitrose's "unpackaged" initiative?



视频讲解

A. It needs to be revised and tried cautiously.

B. It will be applied to the mainstream shops.

C. It will be led by other major retailers.

D. It needs to be further tested in other stores.

请阅读Passage 2，完成第26~30小题。

Passage 2

It's one of the things we are most afraid might happen to us. We go to great lengths to avoid it. And yet we do it all the same. That is, we marry the wrong person. So here is the question, why will we marry the wrong person?

For most of recorded history, people married for logical sorts of reasons: because her parcel of land adjoined yours, his family had a flourishing business, her father was the magistrate in town, there was a castle to keep up, or both sets of parents subscribed to the same interpretation of a holy text. And from such reasonable marriages, there flowed loneliness, infidelity, abuse, hardness of heart and screams heard through the nursery doors. The marriage of reason was not, in hindsight, reasonable at all; it was often expedient, narrow-minded, snobbish and exploitative. That is why what has replaced it—the marriage of feeling—has largely been spared the need to account for itself.

What matters in the marriage of feeling is that two people are drawn to each other by an overwhelming instinct and know in their hearts that it is right. Indeed, the more imprudent a marriage appears (perhaps it's been only six months since they met; one of them has no job or both are barely out of their teens), the safer it can feel.

But though we believe ourselves to be seeking happiness in marriage, it isn't that simple. What we really seek is familiarity—which may well complicate any plans we might have had for happiness. We are looking to recreate, within our adult relationships, the feelings we knew so well in childhood. The love most of us will have tasted early on was often confused with other more destructive dynamics: feelings of wanting to help an adult who was out of control, of being deprived of a parent's warmth or scared of his anger, of not feeling secure enough to communicate our wishes. How logical, then, that we should as grown-ups find ourselves rejecting certain candidates for marriage not because they are wrong but because they are too right—too balanced, mature, understanding and reliable—given that in our hearts, such rightness feels foreign. We marry the wrong people because we don't associate being loved with feeling of happiness.

Finally, we marry to make a nice feeling permanent. We imagine that marriage will help us to bottle the joy we felt when the thought of proposing first came to us: Perhaps we were in Venice, on the lagoon, in a motorboat, with the evening sun throwing glitter across the sea, chatting about aspects of our souls no one ever seemed to have grasped before, with the prospect of dinner in a risotto place a little later. We married to make such sensations permanent but failed to see that there was no solid connection between these feelings and the institution of marriage.

The good news is that it doesn't matter if we find we have married the wrong person. We mustn't abandon him or her, only the founding romantic idea upon which the Western understanding of marriage has been based the last 250 years: that a perfect being exists who can meet all our needs and satisfy our every yearning. We need to swap the romantic view for a tragic (and at points comedic) awareness that every human will frustrate, anger, annoy, madden and disappoint us—and we will (without any malice) do the same to them.

The person who is best suited to us is not the person who shares our every taste (he or she doesn't exist), but the person who can negotiate differences in taste intelligently—the person who is good at disagreement. Rather than some notional idea of perfect complementarity, it is the capacity to tolerate differences with generosity that is the true marker of the "not overly wrong" person. Compatibility is an achievement of love; it must not be its precondition.

26. 缺

27. Which of the following is typical of the marriage of feeling?


视频讲解

A. Being unable to support oneself.

B. Having a sensible compassion.

C. Being attracted to each other.

D. Seeking a perfect match.

28. Why do people marry the wrong person in the writer's view?

A. They instinctively reject mature and trustworthy people.

B. They have been misled by the age-long romantic view.

C. They tend to follow their hearts in choosing soul mates.

D. They are willing to accept someone who is different.



视频讲解

29. What does the underlined phrase "do the same to them" in Paragraph 6 refer to?

A. Abandon him or her without any malice.

B. Swap the romantic view for a tragic awareness.

C. Meet all our needs and satisfy our every yearning.

D. Frustrate, anger, annoy, madden and disappoint him or her.



视频讲解

30. Which of the following is the key to a happy marriage according to the passage?

A. Commonalities in every taste.

B. Mutual attraction at first sight.

C. Generosity in fixing differences.

D. Complementarity in most aspects.



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. 请写出英语课堂教学中半控制性语言练习活动的两种形式（8分）。说明其相应的活动目的（6分），并给出相应的英语教学指令语（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. 下面是一位八年级学生按题目要求完成的作文，满分10分。

情境提示：你的美国笔友Jenny对中国的传统节日很感兴趣，请你以李华的名义给她写一封信，介绍自己和家人如何庆祝春节。

要点:准备美食、全家团聚、祈盼好运、守岁看电视、穿新衣、领压岁钱、互相拜年。

要求:短文应包含所有要点,要点顺序可以自己安排;不少于60词。

学生的作文(保留了老师评判时的标记):

Dear Jenny,

My parents and I had a good time this Spring Festival. Before the Spring Festival, we prepared delicious food, cleaned our house and bought some new clothes. On the eve of the Spring Festival, my whole family got together for a big dinner, we stayed up and enjoyed dumplings at midnight. On the first day of the Spring Festival, I put on my new clothes and greeted my parents. I was very happy to get lucky money. I enjoyed myself.

Best wishes to you.

Yours,

Li Hua

请根据该素材回答下列问题。

(1)请对该作文进行评分。(6分)

(2)从语言、内容、篇章结构三个方面分别进行优缺点的点评。(24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分钟的英语语法课的教学方案。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:某城镇普通中学八年级(初中二年级)学生,班级人数40人。多数学生已经达到《义务教育英语课程标准(2011年版)》三级水平。学生课堂参与积极性一般。

语言素材：

3a Read the passage and answer the questions.

How does he get to school? _____

How long does it take? _____

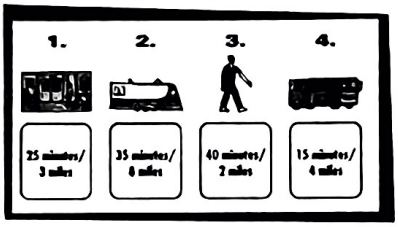
How far is it from his home to school? About 10 kilometers.

Lin Fei's home is about 10 kilometers from school. He gets up at six o'clock every day, showers and has a quick breakfast. Then he leaves for school at around six-thirty. First, he rides his bicycle to the bus station. That takes about ten minutes. Then the early bus takes him to school. The bus ride usually takes about 25 minutes.



3b PAIRWORK

Look at the pictures. Ask and answer questions.



A: How do you get to school?
B: I take the subway.
A: How far is it from your home to school?
B: It's three miles.
A: How long does it take you to get from home to school?
B: It takes 25 minutes.

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（初级中学）

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 shows the correct stress of the word “pedestrian”?

A. /ˈpədestriən/　　B. /pədesˈtriən/

C. /pədestriˈən/　　D. /pəˈdestriən/



视频讲解

2. Which of the following words has a different stress pattern?

A. Facility.　　B. Caterpillar.

C. Community.　　D. Accompany.



视频讲解

3. Because of the strong sun, the new drawing-room curtains have _____ from dark blue to grey.

A. faded　　B. paled

C. fainted　　D. blurred



视频讲解

4. Which of the following pairs of words are synonyms?

A. Red and color.　　B. Tall and short.

C. Petrol and gasoline.　　D. Father and farther.



视频讲解

5. We don’t know what experiment those researchers would _____ on females to test this hypothesis.

A. apply　　B. carry

C. deliver　　D. perform



视频讲解

6. Tom said he would go to Hong Kong for winter vacation and he _____ go.

A. did　　B. had

C. does　　D. will



视频讲解

7. It is forbidden _____ faster than 60 mph on this highway.

A. to driving　　B. to drive

C. being driven　　D. to be driven



视频讲解

8. In the sentence "It's no use *crying over the spilt milk.*" , the italicized part is _____.

A. an object

B. an adverbial

C. a subject

D. a complement



视频讲解

9. Which of the following describes the function of the sentence "It is a nice day, isn't it?" ?

A. Informative.

B. Phatic.

C. Directive.

D. Performative.



视频讲解

10. Which of the following describes the process in which one's language ability is developed in natural and everyday situation?

A. Performance. B. Competence.

C. Learning. D. Acquisition.



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

In a traditional classroom, much, if not most, of class time is spent with the teacher presenting content—telling, showing, explaining, lecturing. Whether it's a first-grade teacher reading to students, a high school government teacher lecturing on the Articles of Confederation, or a math teacher demonstrating how to solve an equation, class time is when the teacher delivers information and the students receive it.

Ideally, lessons involve a mixture of delivery and discussion, supplemented by activities that engage students to support their comprehension. But in reality, just getting the content across can take most of the class period, especially when lessons are interrupted by students' questions, discipline problems, and distractions like fire drills, assemblies, and other disruptions.

There are lots of good reasons for this model and its durability in education. It is an efficient way to assure that all students have access to the same course content, and it provides a way for teachers to transmit their expertise in a subject, and enthusiasm for it, to their students. Most teachers love being the "sage on the stage", and many are very good at it.

Nevertheless, many teachers also feel frustrated by the limitations of this model, especially when lecture and presentation take up the lion's share of the class period, leaving little time for the good stuff of teaching—getting into students' heads, helping them make meaning out of information, drawing out their evolving understanding, encouraging and sparking their excitement and comprehension. In today's environment of high-stakes testing, with multiple standards—and now with the Common Core, new standards—there never seems to be enough time for all the things teachers wish they could do with their students: project-based activities, individual or group learning challenges, deep discussions and inquiry activities.

So it's not surprising that, when teachers are asked what they believe is the greatest value of flipping instruction, the answer is almost always, "It gives me more time to work directly with students during class." Teachers at Michigan's Clintondale High School claim that, since they have flipped their classrooms, the amount of time they spend with students has increased by a factor of four. That is a substantial gain—and it makes a real difference in students believing that the teacher is there for them when help is needed.

21. According to the passage, what differentiates a flipped classroom from a traditional one?

A. The amount of time that teachers spend with individual students.

B. The amount of knowledge that teachers impart to students.

C. The content of the teaching materials used by the teachers.

D. The variety of the activities organized by teachers.


视频讲解

22. According to the passage, which of the following features typically characterizes a traditional classroom?

A. Inquiry.　　B. Delivery.

C. Exemplification.　　D. Discussion.


视频讲解

23. Which of the following best explains the underlined expression "sage on the stage" in Paragraph 3?

A. Demanding.　　B. Liberal.

C. Imaginative.　　D. Authoritative.


视频讲解

24. According to Paragraph 4, what should have been incorporated in traditional classrooms?

A. Preparing students for high-stakes tests.

B. Developing students' analytical thinking skills.

C. Assisting students to attain the Common Core standards.

D. Enhancing students' ability to cope with learning pressures.


视频讲解

25. Which of the following reflects the author's view on a flipped classroom?

A. Radical.　　B. Opposed.

C. Supportive.　　D. Paradoxical.


视频讲解

请阅读Passage 2，完成第26~30小题。

Passage 2

First there were hammers banging. Then paint brushes. Then carpet. Soon, we had a new room above the garage. And my grandmother moved in.

It was the late 1960s, I was 10 and had no idea that we were going against the grain, that the trend was for families to splinter, seniors to take better and longer care of themselves, kids to move away younger and younger.

All I knew was that our family had three generations under one roof, which made a difference in who sat where in the car, what desserts mysteriously disappeared overnight and how long you waited outside the bathroom door.

This past week, a new census report raised a lot of eyebrows. In the past decade, there has been a resuming of the family deck: a 30 percent rise in U.S. households with at least three generations. People are moving back in. Generations are consolidating.

So I guess we were ahead of our time. Of course, today this has more to do with money than anything else. Senior citizens have a harder time paying their bills and their children have a harder time shelling out monthly checks for retirement or nursing homes. Kids can't find jobs, even college grads. What it means, ultimately, is more people under one roof, with a broader span of years between them. Braces and dentures. Grey hair and dyed hair. This is lamented as a regrettable consequence of a feeble economy. But I'm not sure it's a bad thing.

I learned a lot from having our grandmother in the house. For one thing, it beat hiring a babysitter we didn't like. And there was someone else to take us to school or drive us to places when our folks were working. There was another family member at the school plays and another person to cry to if we were hurting. I got to watch how my mother related to her mother, and I saw that mine wasn't the only generation that found the one before it confounding and, at times, infuriating.

I also heard more family history than I did with just one older generation under the roof. There was no shortage of conversation. Dinners were louder and more animated. In short, we were bigger. My grandmother spoke about an immigrant neighborhood, sitting on fire escapes and drinking egg creams, and my folks talked about listening to the radio during the Pearl Harbor attacks. They all spoke about relatives I'd never met and never would meet, my bloodline, my family tree.

It wasn't all "The Waltons" . I knew who I was and where I came from more once my grandmother called our home her home.

There's a wonderful film called "Avalon" that follows an immigrant's family in the 20th century. At the beginning of the film, it is Thanksgiving, and a small city home is jammed with uncles, aunts, grandparents, kids. At the end of the film, years later, it is Thanksgiving again, and a family of four sits in a suburban kitchen eating with the TV on. Yes, it was cramped, sometimes annoying, and it was no fun waiting for a shower or hearing my grandmother snoring. But years later, when she finally moved out, I can tell you this. It got quieter. It was less funny. We were still a family, but we were ... smaller.

So the economy may be driving us more under one roof, and we may whine that our independence is withering. But for centuries, kids, parents, grandparents and even great-grandparents have been sharing space, and when it stopped, we began complaining about the collapse of family values. Maybe the economy, of all things, is offering us a small fix.

26. Which of the following is true about the evolution of American families around the 1960s?

A. Three generations of the family decided to unite and live together.

B. Young people moved away from their parents to live on their own.

C. Uncles, aunts, parents, grandparents and kids lived together to have fun.

D. Seniors wanted to stay away from their kids after retirement to enjoy life.


视频讲解

27. Which of the following is closest in meaning to the underlined phrase "raised a lot of eyebrows" in Paragraph 4?

A. Initiated many disagreements.

B. Expressed strong disbelief.

C. Showed much disapproval.

D. Caused great surprise.


视频讲解

28. What does the underlined expression "our folks" in Paragraph 6 refer to?

A. The author's relatives.

B. The author's grandparents.

C. The author's parents.

D. The author's neighbors.


视频讲解

29. What does the writer value most in a three-generation family?

A. A better sense of himself and a closer tie to his family.

B. Richer knowledge about his relatives and neighborhoods.

C. Parental love and support whenever and wherever he needs.

D. Family conversations at the dinner table about interesting issues.


视频讲解

30. Why did the writer mention the film *Avalon*?

A. To illustrate the lack of privacy in a three-generation family.

B. To show nostalgia for his happy childhood life in a big family.

C. To demonstrate the role economy plays in shaping family structures.

D. To highlight the common problems encountered by immigrant families.


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。

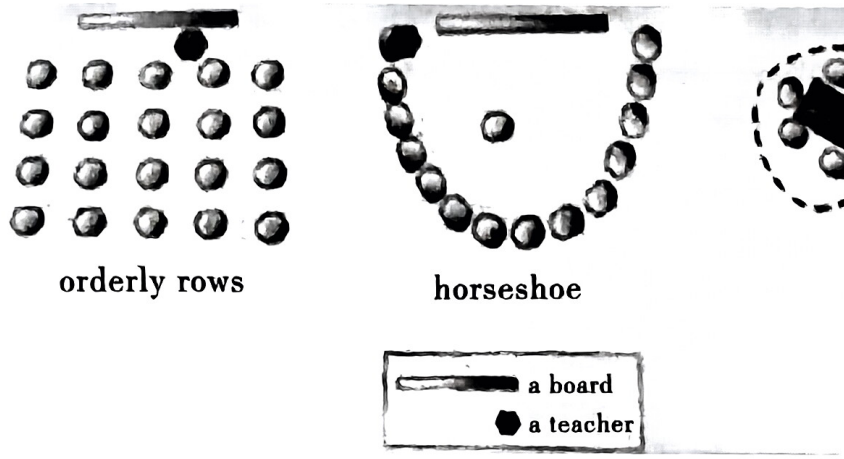
31. 简述学习策略对学生英语学习的作用（5分）。以记笔记为例，简述培养学习策略的三种方法（15分）。


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. 下面是英语课堂的三种座位图。



根据英语课堂教学实际情况，回答下列问题。

（1）分别列出上面座位图的一个优点。（18分）

（2）分别分析上面座位图的一种适用情况。（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：**

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：

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：某城镇普通中学八年级（初中二年级）学生，班级人数40人。多数学生已经达到《义务教育英语课程标准（2011年版）》三级水平。学生课堂参与积极性一般。

语言素材：

Summarizing

While reading, make notes or underline the main ideas in the text. After reading, write a short summary in your own words. This can help you better understand the text.

A Country Music Song Changed Her Life Forever

When Sarah was a teenager, she used to fight over almost everything with her family. But five years ago, while she was studying abroad in England, she heard a song full of feelings about returning home on the radio. It made Sarah think about her family and friends back in the US. She came to realize how much she actually missed all of them. Ever since then, she has been a fan of American country music.

Country is a traditional kind of music from the southern states of America. Nashville, Tennessee is the home of country music. Many songs these days are just about modern life in the US, such as the importance of money and success, but not about belonging to a group. However, country music brings us back to the "good old days" when people were kind to each other and trusted one another. It reminds us that the best things in life are free—laughter, friends, family, and the beauty of nature and the countryside.

Sarah hasn't been to Nashville yet, but it is her dream to go there one day. She has already read a lot about the place and done some research on it. She knows that there is a Country Music Hall of Fame Museum in Nashville. There are also always a lot of great country music concerts with famous musicians and singers, like Garth Brooks. Sarah has already listened to most of his songs. "Garth is one of the most successful musicians in American history. He's sold more than 120 million records. I hope to see him sing live one day!"

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（初级中学）

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 words has a stress pattern different from the rest?



视频讲解

A. Prepare.　　B. Technique.

C. Obvious.　　D. Advice.

2. Which of the following underlined words will be stressed when Julia responds to the person who has mistaken her for Julian?



视频讲解

A. My name is Julia, not Julian.

B. My name is Julia, not Julian.

C. My name is Julia, not Julian.

D. My name is Julia, not Julian.

3. The word "UNESCO" is called a(n) _____.



视频讲解

A. acronym　　B. blend

C. clipped word　　D. coined word

4. He looks like a Scottish, but his accent may give him _____.



视频讲解

A. off　　B. out

C. in　　D. away

5. The book is so well received that it sells _____ the million.



视频讲解

A. at　　B. in

C. by　　D. to

6. _____ we are successful, we can be sure that we did our best.



视频讲解

A. Provided that　　B. If only

C. If or not　　D. Whether or not

7. —Will you be able to go swimming with us?

— _____.



视频讲解

A. I'm afraid not　　B. I'm afraid

C. I'm not afraid　　D. I'm not afraid so

8. _____ is the custom, the investigators carried out a painstaking search of the debris after the air crash.

A. What　　B. As

C. Which　　D. That



视频讲解

9. There are different words for paternal grandmother (*nainai*) and maternal grandmother (*waipo*) in Chinese, but in English the word "grandmother" is generally used in both cases, which suggests that _____.

A. equal importance is given to maternal and paternal grandparents in China

B. equal importance is given to maternal and paternal grandparents in Britain

C. language may influence people's ways of thinking to a large extent

D. people of different languages categorize things in different ways



视频讲解

10. Which of the following is employed by a speaker who addresses senior people as "the elderly" rather than "the old" ?

A. Social dialect.　　B. Taboo.

C. Lingua franca.　　D. Euphemism.



视频讲解

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

A. elicitation　　B. monitoring

C. prompting　　D. recasting



视频讲解

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) _____.

A. diagnostic test　　B. placement test

C. proficiency test　　D. achievement test



视频讲解

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

A. Field-dependence.　　B. Intolerance of Ambiguity.

C. Risk-taking.　　D. Field-independence.



视频讲解

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

A. word-guessing through context

B. summarizing the main idea

C. understanding textual coherence

D. scanning for detailed information



视频讲解

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 brain is truly a marvel. A seemingly endless library, whose shelves house our most precious memories as well as our lifetime's knowledge. But is there a point where it reaches capacity? In other words, can the brain be "full"?

The answer is a resounding no, because, well, brains are more sophisticated than that. A study published in *Nature Neuroscience* earlier this year shows that instead of just crowding in, old information is sometimes pushed out of the brain for new memories to form.

Previous behavioral studies have shown that learning new information can lead to forgetting. But in this study, researchers used new neuroimaging techniques to demonstrate for the first time how this effect occurs in the brain.

The paper's authors set out to investigate what happens in the brain when we try to remember information that's very similar to what we already know. This is important because similar information is more likely to interfere with existing knowledge, and it's the stuff that crowds without

being useful.

To do this, they examined how brain activity changes when we try to remember a "target" memory, that is, when we try to recall something very specific, at the same time as trying to remember something similar (a "competing" memory). Participants were taught to associate a single word (say, the word sand) with two different images—such as one of Marilyn Monroe and the other of a hat.

They found that as the target memory was recalled more often, brain activity for it increased. Meanwhile, brain activity for the competing memory simultaneously weakened. This change was most prominent in regions near the front of the brain, such as the prefrontal cortex, rather than key memory structures in the middle of the brain, such as the hippocampus, which is traditionally associated with memory loss.

The prefrontal cortex is involved in a range of complex cognitive processes, such as planning, decision making, and selective retrieval of memory. Extensive research shows this part of the brain works in combination with the hippocampus to retrieve specific memories.

If the hippocampus is the search engine, the prefrontal cortex is the filter determining which memory is the most relevant. This suggests that storing information alone is not enough for a good memory. The brain also needs to be able to access the relevant information without being distracted by similar competing pieces of information.

In daily life, forgetting actually has clear advantages. Imagine, for instance, that you lost your bank card. The new card you receive will come with a new personal identification number (PIN). Research in this field suggests that each time you remember the new PIN, you gradually forget the old one. This process improves access to relevant information, without old memories interfering.

When we acquire new information, the brain automatically tries to incorporate it within existing information by forming associations. And when we retrieve information, both the desired and associated but irrelevant information is recalled.

The majority of previous research has focused on how we learn and remember new information. But current studies are beginning to place greater emphasis on the conditions under which we forget, as its importance begins to be more appreciated.

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

A. Definite.　　B. Repetitive.

C. Echoing.　　D. Impressive.


视频讲解

22. According to the passage, why can't our brain be "full" ?

A. It can forget what we want to remember.

B. It can memorize what we want to remember.

C. It can store limitless information like a library.

D. It forgets the old information while absorbing the new.


视频讲解

23. According to the passage, which part of our brain is traditionally considered to be fundamental to the formation of new memories?



视频讲解

A. The frontal cortex.

B. The middle of the brain.

C. The prefrontal cortex.

D. The back part of the brain.

24. What is the main purpose of writing this article?



视频讲解

A. To interpret why our memory loss occurs.

B. To elaborate how we retrieve specific memories.

C. To explain why our memory capacity seems to be limitless.

D. To present the balance between remembering and forgetting.

25. Which of the following is likely to be discussed in the subsequent study?



视频讲解

A. The influence of memory.

B. The conditions related to forgetting.

C. The ways used to prevent forgetting.

D. The factors involved in memory formation.

请阅读Passage 2，完成第26~30小题。

Passage 2

For most American kids, it wouldn't be Halloween without trick-or-treating for candy; however, that wasn't always the case. When the custom of trick-or-treating started in the 1930s and early 1940s, children were given everything from homemade cookies and pieces of cake to fruit, nuts, coins and toys. In the 1950s, candy manufacturers began to get in on the act and promote their products for Halloween, and as trick-or-treating became more popular, candy was increasingly regarded as an affordable, convenient offering. It wasn't until the 1970s, though, that wrapped, factory-made candy was viewed as the only acceptable thing to hand out to all the little ghosts and goblins that showed up on people's doorsteps. A key reason for this was safety, as parents feared that real-life boogeymen might tamper with goodies that weren't store-bought and sealed.

Today, when it comes to Halloween candy, a number of the most popular brands are enduring classics. For example, the first Hershey's Milk Chocolate bar was produced in 1900 and Hershey's Kisses made their debut in 1907. Company founder Milton Hershey was a pioneer in the mass-production of milk chocolate and turned what previously had been a luxury item for the well-to-do into something affordable for average Americans. In the early 1900s, he also built an entire town, Hershey, Pennsylvania, around his chocolate factory. In 1917, Harry Burnett Reese moved to Hershey, where he was a dairyman for the chocolate company and later worked at its factory. Inspired by Milton Hershey's success, Reese, who eventually had 16 children, began making candies in his basement. In the mid-1920s, he built a factory of his own and produced an assortment of candies, including peanut butter cups, which he invented in 1928 and made with Hershey's

chocolate. During World War II, a shortage of ingredients led Reese to pull the plug on his other candies and focus on his most popular product, peanut butter cups. In 1963, Hershey acquired the H.B Reese Candy Company.

In 1923, a struggling, Minnesota-born candy maker, Frank Mars, launched the Milky Way bar, which became a best-seller. In 1930, he introduced the Snickers bar, reportedly named for his favorite horse, followed in 1932 by the 3 Musketeers bar. Frank's son Forrest eventually joined the company, only to leave after a falling out with his father. Forrest Mars relocated to England, where he created the Mars bar in the early 1930s. In 1941, he launched M&Ms. Mars anticipated that World War II would produce a cocoa shortage, so he partnered with Bruce Murrie, son of a Hershey executive, in order to have access to a sufficient supply of ingredients; the candy's name stands for Mars and Murrie.

Another crowd-pleasing Halloween candy, the Kit Kat bar, was first sold in England in 1935 as a Rowntree's Chocolate Crisp and in 1937 was rechristened the Kit Kat Chocolate Crisp. The name is said to be derived from a London literary and political group, the Kit-Cat (or Kit Kat) club, established in the late 17th century. The group's moniker is thought to be an abbreviation of the name of the man who owned the shop where the group originally gathered. Since 1988, the brand has been owned by Nestle, maker of another perennial trick-or-treat favorite, the Nestle Crunch bar, which debuted in the late 1930s.

26. What are the main features of Halloween candy in the 1970s?



视频讲解

A. Safe, wrapped and factory-made.

B. Original, homemade and expensive.

C. Delicious, manufactured and expensive.

D. Convenient, homemade and inexpensive.

27. Who does the underlined word "boogeymen" in Paragraph 1 refer to?



视频讲解

A. Evil spirits haunting kids.

B. People with evil intentions.

C. Kids in Halloween costumes.

D. Candy makers and store keepers.

28. Which of the following correctly describes Milton Hershey?



视频讲解

A. He mass-produced milk chocolate bars for the wealthy.

B. He duplicated the brand of Hershey's Kisses in 1907 for Halloween.

C. He employed Harry Burnett Reese who later founded his own company.

D. He encouraged Forrest Mars and Bruce Murrie to jointly produce M&Ms.

29. How was the name "Kit Kat Chocolate Crisp" derived?



视频讲解

A. It was renamed by Nestle, another maker of the Halloween candies.

B. It was borrowed from the name of Rowntree's Chocolate Crisp.

C. It was named after a London literary and political group.

D. It was abbreviated from the name of a shop owner.

30. What is the passage mainly about?

A. The names and brands of Halloween candies.

B. The origin and history of Halloween candies.

C. The popularity and fame of Halloween candies.

D. The consumers and manufacturers of Halloween candies.

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. 简述小组活动（group work）在英语教学中的两个作用（8分），并提出有效实施小组活动的三条建议（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. 下面是某教师一节课导入环节的教学实录，单元话题为Animals in danger。

T: Hi, Class! Let's look at these pictures! Can you tell us what animals they are?

Ss: Elephants!/Tigers!/Monkeys!/Dolphins!

T: Let's see what these animals can do. Can elephants swim?

Ss: Yes.

T: Can tigers swim?

Ss: Yes.

...

T: What animals do you like best? S1.

S1: Pandas.

T: Why do you like them?

S1: Because they are cute.

T: Great! Anyone else? Do you like tigers, S2?

S2: Yes.

T: Why?

S2: Because they are brave.

T: Can you tell us where they live?

Ss: In the zoo./In the forest./In the cage.

T: Look! (pointing to the tiger in the cage) Why are they sad?

Ss: ...

根据所给信息从下列三个方面作答。

(1)列出该教师运用封闭式和开放式提问的各两个例句。(12分)

(2)分析封闭式问题与开放式问题各自的一个优点和一个缺点。(12分)

(3)分析该教师提问的两个特点。(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:20分钟

学生概况:某城镇普通中学八年级(初中二年级)学生,班级人数40人。多数学生已经达到《义务教育英语课程标准(2011年版)》三级水平。学生课堂参与积极性一般。

语言素材：

David's Hobbies

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

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

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

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

2018年下半年中小学教师资格考试
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1. Which of the following underlined parts is different from others in pronunciation?

A. Wished.　　B. Jumped.

C. Kissed.　　D. Waited.



视频讲解

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

A. When I started my ↗ career there was no ↗ unemployment.

B. When I started my ↗ career there was no ↘ unemployment.

C. When I started my ↘ career there was no ↗ unemployment.

D. When I started my ↘ career there was no ↘ unemployment.



视频讲解

3. All the _____ in this school are taught by the same teacher.

A. six-year-olds　　B. six-years-old

C. six-year-old　　D. six-years-olds



视频讲解

4. The risk of infection for that patient hasn't diminished after the operation. _____, it has increased.

A. On the whole　　B. On the contrary

C. On the average　　D. On the other hand



视频讲解

5. Testing is still a usual means _____ which students' progress is measured.

A. in　　B. at

C. of　　D. by



视频讲解

6. Many people _____ in the project at both research and editing stages and we would like to thank them all here.

A. have involved

B. have been involved

C. having involved

D. having been involved



视频讲解

7. Only until very recently _____ possible that grammarians are able to make accurate statements about the rules of some languages.


视频讲解

A. has it been　　B. it has been

C. was it　　D. it was

8. This is not _____ they had expected after years of painstaking research.


视频讲解

A. a result as bad as　　B. as a result as bad

C. as bad as a result　　D. as bad a result as

9. Which of the following words is formed through derivation?


视频讲解

A. Students.　　B. Shorter.

C. Bought.　　D. Insanity.

10. The utterance "Now, correct me if I'm wrong ..." suggests that people are likely to observe the _____ Maxim in daily conversations.


视频讲解

A. Quantity　　B. Quality

C. Relation　　D. Manner

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" ?


视频讲解

A. Spelling and structure.

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.?


视频讲解

A. The Natural Approach.

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

There are two kinds of motives for engaging in any activity: internal and instrumental. If a scientist conducts research because she wants to discover important facts about the world, that's an internal motive, since discovering facts is inherently related to the activity of research. If she conducts research because she wants to achieve scholarly renown, that's an instrumental motive, since the relation between fame and research is not so inherent. Often, people have both for doing things.

What mix of motives—internal or instrumental or both—is most conducive to success? You might suppose that a scientist motivated by a desire to discover facts and by a desire to achieve renown will do better work than a scientist motivated by just one of those desires. Surely two motives are better than one. But as we and our colleagues argue in a paper newly published in the *Proceedings of the National Academy of Sciences*, instrumental motives are not always an asset and

can actually be counterproductive to success.

We analyzed data drawn from 11320 cadets in nine entering classes at the United States Military Academy at West Point, all of whom rated how much each of a set of motives influenced their decision to attend the academy. The motives included things like a desire to get a good job later in life and a desire to be trained as a leader in the United States Army.

How did the cadets fare years later? How did their progress relate to their original motives for attending West Point?

We found, unsurprisingly, that the stronger their internal reasons were to attend West Point, the more likely cadets were to graduate and become commissioned officers. Also unsurprisingly, cadets with internal motives did better in the military (as evidenced by early promotion recommendations) than did those without internal motives and were also more likely to stay in the military after their five years of mandatory service.

Remarkably, cadets with strong internal and strong instrumental motives for attending West Point performed worse on every measure than did those with strong internal motives but weak instrumental ones. They were less likely to graduate, less outstanding as military officers and less committed to staying in the military.

Our study suggests that efforts should be made to structure activities so that instrumental consequences do not become motives. Helping people focus on the meaning and impact of their work, rather than on, say, the financial returns it will bring, may be the best way to improve not only the quality of their work but also their financial success.

There is a temptation among educators and instructors to use whatever motivational tools are available to recruit participants or improve performance. If the desire for military excellence and service to country fails to attract all the recruits that the Army needs, then perhaps appeals to "money for college" "career training" or "seeing the world" will do the job. While this strategy may lure more recruits, it may also yield worse soldiers. Similarly, for students uninterested in learning, financial incentives for good attendance or pizza parties for high performance may prompt them to participate, but it may result in less well-educated students.

21. According to the passage, which of the following is an internal motive for a newly recruited soldier?



视频讲解

A. To serve the country.

B. To receive career training.

C. To earn money for college.

D. To broaden their scope of vision.

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



视频讲解

A. In-service soldiers.

B. Military researchers.

C. Military officers.

D. Military trainees.

23. According to the passage, which of the following is conducive to career success?



视频讲解

A. Strong internal and strong instrumental motives.

B. Strong internal and weak instrumental motives.

C. Weak internal and strong instrumental motives.

D. Weak internal and weak instrumental motives.

24. What do the writers disapprove concerning the current situation of attracting recruits?



视频讲解

A. Taking into account applicants' internal motives.

B. Making them focus on the meaning of their work.

C. Relying on whatever motivational tools available.

D. Taking into account applicants' instrumental motives.

25. What can be the best title for the article?



视频讲解

A. Motivation and Fame

B. Two Types of Motives

C. The Secret of Effective Motivation

D. The Study on the Function of Motives

请阅读Passage 2，完成第26~30小题。

Passage 2

The ritual of English tea time is believed to have originated in the late 1700's when Anna, Duchess of Bedford, ordered that a plate of cakes be sent up to her with her afternoon cup of tea.

The Duchess chronically experienced a "sinking feeling" (what we would term "low blood sugar") in the late afternoon. To tide her over the long hours between meals she turned to carbohydrates.

Other royals immediately copied the Duchess, and afternoon tea parties became quite fashionable. Low tables were set up in front of sofas and chairs, and the ladies found a new opportunity to show off pretty clothes, fine china, embroidered linen tablecloths and napkins, and silver tableware.

Tea time was also the time to exchange juicy gossip and serve refreshments. Soon darling little sandwiches and sweet pastries as well as scones were being arranged on decorative stands and plates for the ladies' pleasure.

The tea party mania quickly spread across the Atlantic where tea was already enjoyed as a beverage. This fondness for tea was later suppressed by the patriotic Americans during the era immediately preceding the American Revolution because of the unreasonable British tax on tea.

However, by April 27, 1776, Congress announced in the *Philadelphia Packet* that "the drinking of tea can now be indulged." The custom of afternoon tea parties was not really revived in this country, though, until the mid-1800's, when Victorian ways were in vogue here. Leisure-class American ladies began having "kettledrums" at 4 p.m. "Kettledrums" was called that in connection with the term "teakettle" . Petits fours and other dainty delights were served amid Victorian opulence.

A Victorian diarist, Maud Berkeley (*Maud: The Illustrated Diary of a Victorian Woman*, Chronicle Books, 1987) gave an anecdote concerning tea time: "Mrs. Barnes had out a lovely tea-cloth for her tea-party, worked all over with cyclamens and honeysuckle. Shoggie Boucher, unused to such dainty, contrived to slop his tea all over it. Thankful it was not I. As it was, my new feather boa, which I wore for the first time, got into my teacup, causing much alarm and merriment to all assembled. Lilian Black-Barnes was, as ever, strong in adversity and wrung out the offending object in the kitchen sink. Fear it may never be the same again, none the less."

My family, mother, and I were able to relieve some of that sophisticated elegance (minus the drippy boa) when we had tea at the Ritz in London. The Palm Court, an open area on the ground floor of the hotel, is a study in turn-of-the-century decor. Gilt statuary, palms, and other plants, and stylishly-set little tables beckon welcomingly under high-up, rose-tinted skylights.

Our waiter brought us a selection of finger sandwiches of smoked salmon, ham, cucumber, Cheddar cheese, cream cheese, and chives, or egg salad. Scones (similar to American biscuits) were offered with butter, and various preserves and jellies.

Along with this we were served Indian or China tea, and hot chocolate for my young daughter. Then the dapper waiter presented a vast tray holding many French pastries and cakes from which we could choose. After several teeny sandwiches and a couple of marmalade-coated scones, a chocolate eclair seemed to add carbohydrate overload to carbo-loading, but "when in England, do as the English do".

This tea feast was served between 3:30 and 5:30 p.m. Around 10:00 p.m., we had regained just enough appetite to sample some fish and chips (French fries), and then we put our weary stomachs and ourselves to bed.

26. What can be inferred about the writer's opinion concerning what is served at the British tea time?

A. The English have taken in excessive carbohydrate.

B. The English prefer to have different types of drinks.

C. The English are not particular about the food varieties.

D. The English have a peculiar liking for junk food.

视频讲解

27. Which of the following is a typical feature of Victorian tea time?

A. An occasion to gather with family.

B. An occasion to demonstrate patriotism.

C. An occasion to show off delicacy and elegance.

D. An occasion to entertain the British royal members.

视频讲解

28. Why does the author quote Maud Berkeley in the passage?

A. To define the nature of Victorian tea time.

B. To prove that tea time is fashionable in America.

C. To exemplify how exquisite an English tea time ritual was.

D. To contrast the difference between English and American tea time.

视频讲解

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



视频讲解

A. Exhausted.　　B. Tedious.

C. Energetic.　　D. Greedy.

30. Which of the following is not employed in the passage?



视频讲解

A. Quotation.

B. Flashback.

C. Concrete example.

D. Comparison and contrast.

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. 简述形成性评价（formative assessment）的含义（4分），列举两种形成性评价的方法或手段（8分），并提出实施中应该注意的两个问题（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. 下面是某教师一节听说课听前环节的教学实录，单元话题为My favourite animal。

T: Today we'll talk about animals. Do you like animals?

Ss: Yes.

T: I like animals, too. Please guess what my favourite animal is.

Ss: Dog! Monkey! Panda! Elephant!

T: Look! (教师拿出一个毛绒兔子) My favourite animal is a rabbit. It is lovely and cute. Please read after me: cute. (教师在黑板上写出cute，学生跟读)

T: Now read after me: chicken, elephant, giraffe, lion, monkey, panda, penguin, sheep, tiger, zebra. (教师在PPT上呈现听力材料中涉及的所有动物词汇，逐一领读)

Ss: ...

根据所给材料从下列三个方面作答。

（1）分析该听前教学活动设计的两个优点。（10分）

（2）分析该教学片段存在的两个问题。（10分）

（3）针对每个问题提出一条改进建议。（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：20分钟

学生概况：某城镇普通中学七年级（初中一年级）学生，班级人数40人。多数学生已经达到《义务教育英语课程标准（2011年版）》二级水平。学生课堂参与积极性一般。

语言素材：

Ms Li: Hello, my name is Li Fang. I'm your teacher and you are my students. I'm Chinese. I'm from Wuhan. What's your name?

Lingling: My name is Wang Lingling.

Ms Li: Nice to meet you, Lingling. Where are you from?

Lingling: I'm from Beijing. I'm Chinese.

Ms Li: How old are you?

Lingling: I'm thirteen years old.

Ms Li: Good. Hello, what about you?

Daming: Hello, Ms Li, my name is Li Daming and I'm from Beijing, too. I'm twelve years old.

Ms Li: Thanks. Hello, are you from America?

Tony: No, I'm not. I'm from England. I'm Tony Smith.

Ms Li: Nice to meet you, Tony. Hi, are you English, too?

Betty: No, I'm not. I'm American and my name is Betty King.

Lingling: Tony and Betty are our friends.

Ms Li: Good! Welcome to Class 4 Grade 7!

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（初级中学）

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 similarity among the English consonants /p/, /b/ and /m/ is that they are all _____.

A. fricative
B. plosive
C. labial-dental
D. bilabial



视频讲解

2. Which of the following is a back vowel in English?

A. /əː/　　B. /ɔː/
C. /ʌ/　　D. /e/



视频讲解

3. There is only one playground slide in this school, so the students have to take _____ to use it.

A. turns　　B. the turns
C. a turn　　D. the turn



视频讲解

4. Out of everyone's expectation, Johnson suddenly returned _____ a rainy night.

A. at　　B. in
C. on　　D. during



视频讲解

5. She _____ it very well when she described her younger brother as "brilliant but lazy".

A. put
B. made
C. assumed
D. interpreted



视频讲解

6. We don't think _____ possible to master a foreign language without much memory work.

A. this　　B. that
C. its　　D. it



视频讲解

7. _____ the same mistakes in the annual financial report again made his boss very angry.

A. His having made

B. He having made

C. He had made

D. He has made

视频讲解

8. I would have told him the answer, but I _____ so busy then.

A. had been　　B. were

C. was　　D. would be

视频讲解

9. The use of the expression "I won't bore you with all the detail ..." indicates that people usually observe the _____ Maxim in their daily conversations.

A. Quantity　　B. Quality

C. Relation　　D. Manner

视频讲解

10. Which of the following is an evaluative move used by a teacher in class to comment on students' performance?

A. Initiation move.　　B. Follow-up move.

C. Framing move.　　D. Repair move.

视频讲解

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

A. Problem-solving activities.

B. Opinion exchange activities.

C. Information-gap activities.

D. Pattern practice activities.

视频讲解

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

A. presentation　　B. demonstration

C. elicitation　　D. evaluation

视频讲解

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

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

视频讲解

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

A. Evaluating its point of view.

B. Finding out the facts.

C. Finding detailed information.

D. Doing translation exercises.

视频讲解

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?

A. To make a study plan.

B. To summarize a story.

C. To read a text aloud.

D. To do pattern drills.



视频讲解

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

A. Paraphrasing sentences.

B. Translating sentences.

C. Unscrambling sentences.

D. Transforming sentences.



视频讲解

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

A. interaction with peers

B. variety and dynamism

C. an increase in language practice

D. opportunities to guarantee accuracy



视频讲解

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

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.



视频讲解

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

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

C. Taking a test.　　D. Copying a text.



视频讲解

请阅读Passage 1，完成第21~25小题。

Passage 1

In recent years, however, society has come to understand the limitations of schools that merely sort and rank students. We have discovered that students in the bottom one-third to one-half of the rank order—plus all who drop out before being ranked—fail to develop the foundational reading,

writing, and mathematical proficiency needed to survive in, let alone contribute to, an increasingly technically complex and ethnically diverse culture. So today, in asking schools to leave no child behind, society is asking that educators raise up the bottom of the rank-order distribution to a specified level of competence. We call those expectations our "academic achievement standards". Every state has them, and, as a matter of public policy, schools are to be held accountable for making sure that all students meet them.

To be clear, the mission of sorting has not been eliminated from the schooling process. For the foreseeable future, students will still be ranked at the end of high school. However, society now dictates that such a celebration of differences in amount learned must start at a certain minimum level of achievement for all.

The implications of this change in mission for the role of assessment are profound. Assessment and grading procedures designed to permit only a few students to succeed (those at the top of the rank-order distribution) must now be revised to permit the possibility that all students could succeed at some appropriate level. Furthermore, procedures that permitted (perhaps even encouraged) some students to give up in hopelessness and to stop trying must now be replaced by others that promote hope and continuous effort. In short, the entire emotional environment surrounding the prospect of being evaluated must change, especially for perennial low achievers.

The students' mission is no longer merely to beat other students in the achievement race. At least part of their goal must be to become competent. Teachers must believe that all students can achieve a certain level of academic success, must bring all of their students to believe this of themselves, must accommodate the fact that students learn at different rates by making use of differentiated instruction, and must guide all students toward the attainment of standards.

The driving dynamic force for students cannot merely be competition for an artificial scarcity of success. Because all students can and must succeed in meeting standards, cooperation and collaboration must come into play. The driving forces must be confidence, optimism, and persistence—for all, not just for some. All students must come to believe that they can succeed at learning if they try. They must have continuous access to evidence of what they believe to be credible academic success, however small. This new understanding has spawned increased interest in formative assessment in recent years.

21. What do the "academic achievement standards" in Paragraph 1 refer to?


视频讲解

A. The driving dynamic forces for all students who need to survive in society.

B. Confidence, optimism, and persistence that students need in order to succeed.

C. Differentiated levels of competence specified for students with different abilities.

D. The missions of students who want to beat others in their achievement race in school.

22. Which of the following would happen due to the change in mission for the role of assessment?


视频讲解

A. Most students would achieve a certain level of academic success.

B. Educators would raise up the bottom of the rank-order distribution.

C. Teachers would help low achievers to beat high achievers successfully.

D. Schools would eliminate sorting and ranking from the schooling process.

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


视频讲解

A. Adapt.　　B. Match.

C. Accept.　　D. Understand.

24. Which is meant by the author about the emotional promise of assessment for students?


视频讲解

A. To reach a minimum level of achievement.

B. To build up their confidence in success.

C. To enable them to compete with others.

D. To help them realize their goals.

25. Which of the following is likely to be the title of this passage?


视频讲解

A. Formative Assessment

B. Success in Meeting Standards

C. A New Mission of Assessment

D. Limitations of Current School Ranking

请阅读Passage 2，完成第26~30小题。

Passage 2

The subject of ballads, books and films, Robin Hood has proven to be one of popular culture's most enduring folk heroes. Over the course of 700 years, the outlaw from Nottinghamshire who robs the rich to give to the poor has emerged as one of the most enduring folk heroes in popular culture—and one of the most versatile. But how has the legend of Sherwood Forest's merry outlaws evolved over time? Did a real Robin Hood inspire these classic tales?

Beginning in the 15th century and perhaps even earlier, Christian revelers in certain parts of England celebrated May Day with plays and games involving a Robin Hood figure with near-religious significance. In the 19th century, writer-illustrators like Howard Pyle adapted the traditional tales for children, popularizing them in the United States and around the world. More recently, bringing Robin to the silver screen has become a rite of passage for directors ranging from Michael Curtiz and Ridley Scott to Terry Gilliam and Mel Brooks.

Throughout Robin's existence, writers, performers and filmmakers have probed their imaginations for new incarnations that resonate with their respective audiences. In 14th-century England, where agrarian discontent had begun to chip away at the feudal system, he appears as an anti-establishment rebel who murders government agents and wealthy landowners. Later variations from times of less social upheaval dispense with the gore and cast Robin as a dispossessed aristocrat with a heart of gold and a love interest, Maid Marian.

Academics, meanwhile, have combed the historical record for evidence of a real Robin Hood. English legal records suggest that, as early as the 13th century, "Robehod" "Rabunhod" and other

variations had become common epithets for criminals. But what had inspired these nicknames: a fictional tale, an infamous bandit or an amalgam of both? The first literary references to Robin Hood appear in a series of 14th- and 15th-century ballads about a violent yeoman who lived in Sherwood Forest with his men and frequently clashed with the Sheriff of Nottingham. Rather than a peasant, knight or fallen noble, as in later versions, the protagonist of these medieval stories is a commoner. Little John and Will Scarlet are part of this Robin's "merry" crew—meaning, at the time, an outlaw's gang—but Maid Marian, Friar Tuck and Alan-a-Dale would not enter the legend until later, possibly as part of the May Day rituals.

While most contemporary scholars have failed to turn up solid clues, medieval chroniclers took for granted that a historical Robin Hood lived and breathed during the 12th or 13th century. The details of their accounts vary widely, however, placing him in conflicting regions and eras. Not until John Major's *History of Greater Britain* (1521), for example, is he depicted as a follower of King Richard, one of his defining characteristics in modern times.

We may never know for sure whether Robin Hood ever existed outside the verses of ballads and pages of books. And even if we did, fans, young and old, would still surely flock to England's Nottinghamshire region for a tour of the legend's alleged former hangouts, from centuries-old pubs to the Major Oak in Sherwood Forest. What we do know is that the notion of a brave rebel who lives on the outskirts of society, fighting injustice and oppression with his band of companions, has universal appeal—whether he's played by Erroll Flynn, Russell Crowe or even, as on a 1979 episode of *The Muppet Show*, Kermit the Frog.

26. Which of the following is closest in meaning to the underlined phrase "a rite of passage" in Paragraph 2?


视频讲解

A. A milestone event.

B. A top agenda.

C. A religious ceremony.

D. A privileged right.

27. Which of the following is true about Maid Marian according to the passage?


视频讲解

A. A woman with a good heart.

B. A woman Robin Hood loved.

C. A woman Robin Hood helped.

D. A woman studying Robin Hood legend.

28. Which of the following has been a defining characteristic of Robin Hood since the sixteenth century according to the passage?


视频讲解

A. A religious celebrity.

B. A versatile aristocrat.

C. A supporter of King Richard.

D. A beloved robber in Nottingham.

29. Which of the following methods is used by the author in elaborating his points?



视频讲解

A. Quotation.

B. Contrast and comparison.

C. Classification.

D. Rhetorical question.

30. Which of the following is a proper title for the passage?

A. The Real Robin Hood

B. The Fictional Robin Hood

C. The Figurative Robin Hood

D. The Imaginary Robin Hood



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. 简述英语校内课外活动的三个主要作用（6分），列出四种活动形式（8分），并写出教师组织课外活动的三点注意事项（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. 以下片段选自某初中英语课堂教学实录。

T: Good morning, boys and girls. We talked about "The present perfect tense" yesterday, and I hope you have got some idea about it. Do you still remember the forms of the tense?

S1: Have/Has done.

T: You are right, good boy. And who can say a sentence with the form?

S2: Let me try. We have learnt English for a few years.

T: Very good, thank you.

S3: My father have gone to Hangzhou and often tells us about its beautiful scenery there.

T: Oh, you also remember the form, but then, where is your father? Is he still in Hangzhou or back home now?

S3: Back home.

T: Oh, I see, you mean your father went to Hangzhou sometime in the past, and he **has** come back home from there. And since your father is not you yourself, not I, next time you should say "My father **has** been to Hangzhou and often tells us about its beautiful scenery there". OK?

请根据该教学片段回答下面三个问题。

(1)该教师的教学有哪些优点?写出两个即可。(8分)

(2)该教师发现学生表达错误时,采取了哪四种具体的纠错方式?(8分)

(3)列出其他两种纠错方式,并各举一例说明。(14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15分钟的英语听说教学方案。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:某城镇普通中学七年级(初中一年级)学生,班级人数40人。多数学生已经达到《义务教育英语课程标准(2011年版)》二级水平。学生课堂参与积极性不高。

语言素材：

Hi! I'm Tony. I don't like to get up early. In the morning, I get up at eight. Then I go to school at eight thirty. I don't have much time for breakfast, so I usually eat very quickly. For lunch, I usually eat hamburgers. After school, I sometimes play basketball for half an hour. When I get home, I always do my homework first. In the evening, I either watch TV or play computer games. At ten thirty, I brush my teeth and then I go to bed.

Mary is my sister. She usually gets up at six thirty. Then she always takes a shower and eats a good breakfast. After that, she goes to school at eight thirty. At twelve, she eats lots of fruit and vegetables for lunch. After lunch, she sometimes plays volleyball. She always eats ice-cream after dinner. She knows it's not good for her, but it tastes good! In the evening, she does her homework and usually swims or takes a walk. At nine thirty, she goes to bed.

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（初级中学）

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 main difference between /e/ and /ə/ lies in the _____.

A. tongue position　　B. sound duration

C. openness of the mouth　　D. shape of the lips



视频讲解

2. _____ is the main rhyming pattern in "Mrs. White/Had a fright/In the middle of the night".

A. Assonance　　B. End rhyme

C. Alliteration　　D. Reverse rhyme



视频讲解

3. We're all keeping our _____ crossed that the surgeons do not find anything too serious with the patient.

A. fingers　　B. thumbs

C. hands　　D. feet



视频讲解

4. When implementing the project, we _____ a lot of unexpected opposition from our colleagues.

A. run for　　B. make against

C. run up against　　D. make away with



视频讲解

5. The island measures about 30 miles _____ 20 miles.

A. by　　B. with

C. to　　D. upon



视频讲解

6. —Will John come to the party?

—No, he won't come and _____.

A. Antony neither won't

B. won't Antony neither

C. either will Antony

D. neither will Antony



视频讲解

7. Garbo plays the role of the queen, _____ in the love she has found with Antonio.

A. rejoiced

B. rejoicing

C. being rejoiced

D. to rejoice

视频讲解

8. _____ ministers decide to instigate an inquiry, we _____ welcome it.

A. Should; would　　B. Suppose; could

C. If; would　　D. Would; will

视频讲解

9. What is missing at the discourse level between the two sentences "Carol loves tomatoes. She was born in Africa." ?

A. Reference.　　B. Cohesion.

C. Coherence.　　D. Substitution.

视频讲解

10. The synonyms "charge" and "accuse" mainly differ in _____.

A. emotion　　B. dialect

C. formality　　D. collocation

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 plan, he/she is trying to develop their _____.



视频讲解

A. cognitive strategy　　B. affective strategy

C. communicative strategy　　D. metacognitive strategy

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



视频讲解

A. denotative meaning　　B. collocative meaning

C. conceptual meaning　　D. connotative meaning

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



视频讲解

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.

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



视频讲解

A. meet students' expectation

B. increase students' confidence

C. activate students' schemata

D. provide feedback on tasks

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 _____.



视频讲解

A. lexical level　　B. syntactic level

C. discourse level　　D. morphological level

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



视频讲解

A. peer correction　　B. peer feedback

C. peer interaction　　D. peer assessment

请阅读Passage 1，完成第21~25小题。

Passage 1

Self-driving vehicles threaten to send truck drivers to the unemployment office. Computer programs can now write journalistic accounts of sporting events and stock price movements. There are even computers that can grade essay exams with reasonable accuracy, which could revolutionize my own job. Increasingly, machines are providing not only the brawn but the brains, too. And that raises the question of where humans fit into this picture—who will prosper and who won't in this new kind of machine economy?

Within five years we are likely to have the world's best education, or close to it, online and free. But not everyone will sit down and go through the material without a professor pushing them to do the work.

Your smartphone will record data on your life and, when asked, will tell you what to do, drawing on data from your home or from your spouse and friends if need be. "You've thrown out that bread the last three times you've bought it, give it a pass" will be a text message of the future. How about "Now is not the time to start another argument with your wife" ? The GPS is just the beginning of computer-guided instruction. Take your smartphone on a date, and it might vibrate in your pocket to indicate "Kiss her now." If you hesitate for fear of being seen as pushy, it may write: "Who cares if you look bad? You are sampling optimally in the quest for a lifetime companion."

A lot of jobs will consist of making people feel either very good or very bad about themselves. Coaches, mentors and disciplinarians will spread to many areas of life, at least for those of us who can stand to listen to them. These people will cajole us, flatter us and shame us into improving our lives, our work habits and our consumption.

Computing and software will make it easier to measure performance and productivity.

It will be harder to gloss over our failings and maintain self-deception. In essence everyone will suffer the fate of professional chess players, who will always know when they have lost a game, have an exact numerical rating for their overall performance, and find excuses for failure hard to come by.

Individuals will have many measures of their proficiency. They will have an incentive to disclose that information to get the better job or social opportunity. You'll assume the worst about those who keep secrets, and so openness will reign. Many of us will start to hate the idea of Big Data.

21. Which of the following is closest in meaning to the underlined word "brawn" in Paragraph 1?

A. Job.

B. Meat.

C. Physical strength.

D. Mental agility.

视频讲解

22. What does the underlined phrase "the question" in Paragraph 1 refer to?

A. Where do humans fit into this picture?

B. Will machines eventually replace human beings?

C. Which could revolutionize my own job, teaching at school?

D. Who will prosper and who will not in this machine economy?

视频讲解

23. What makes the instructions sent by smartphones valuable and reliable for people when doing things?

A. A global positioning system installed in all smartphones.

B. Information collected and elicited by smartphones from your life.

C. An optimal sampling software to store information in smartphones.

D. Vibrations smartphones make in your pocket as a constant reminder.

视频讲解

24. Who will be most likely to suffer from this technological revolution?

A. Fashion gurus specializing in producing, modeling, or marketing fashion.

B. American young people who do not make good use of the online courses.

视频讲解

C. Individuals keeping the information about their proficiency to themselves.

D. Professional chess players who are not able to calculate the play outcome.

25. Why will many people start to hate Big Data according to the last paragraph?



视频讲解

A. Because people will have no privacy and can't tell any lies at all.

B. Because they facilitate performance and productivity assessment.

C. Because they give people no choice but to comply with computers.

D. Because people have found it really hard to finish doing everything.

请阅读Passage 2，完成第26~30小题。

Passage 2

Teacher education provided by U.S. colleges and universities has been routinely criticized since its inception in the early nineteenth century, sometimes deservedly. These programs, like non-university programs, are uneven in quality and can be improved. What makes today's criticisms different is an aggressive effort by advocacy groups, and self-proclaimed educational entrepreneurs to deregulate the preparation of teachers, and to expand independent, alternative routes into teaching.

This effort to "disrupt" the field of teacher preparation in the United States has gained considerable momentum and legitimacy, with venture capitalists, philanthropy, and the U.S. Department of Education all providing sponsorship and substantial funding.

The strength of this effort is that the United States may quickly seek to dismantle its university system and replace much of it with independent, private programs. The resulting system of teacher preparation may differ dramatically in its government, structure, content, and processes moving away from its current location alongside legal, medical, and other professional preparation that pairs academic degrees with professional training.

Throughout the nation, states are reporting teacher shortages in particular subject areas and geographical locations, and several states have either passed legislation to lower the standards for becoming a teacher or, like the state of Washington, have looked toward expanding the number of teacher education providers to try to fill teaching vacancies. The federal government has contributed to the push to lower standards for becoming a teacher with the Teacher Preparation Academy provision in the new K-12 education law, the *Every Student Succeeds Act*, which encourages states to expand the number of independent programs not associated with colleges and universities.

Because of the increasing tuition rates, a consequence in part, of cuts in funding to public universities that continue to educate most U.S. teachers, enrollments in college and university teacher education programs have declined in many parts of the country. Independent teacher education programs are being viewed by some as an important part of the solution in staffing the nation's classrooms and addressing our serious and enduring problems in education inequities. Additionally, advocacy groups, philanthropists, and so-called education entrepreneurs are working aggressively to expand these independent alternative routes into teaching.

Given the seriousness of the teacher shortage problem in the United States and the substantial media attention that has been given to independent teacher education programs as the solution to teacher shortages and education inequities, policy makers should very carefully examine the evidence that exists about the nature and impact of these relatively new programs that are rapidly expanding while university teacher education enrollments decline.

26. What can be inferred from Paragraph 1 about criticisms against teacher education?

A. The criticisms have been increasing.

B. The criticisms may not be well justified sometimes.

C. The criticisms mainly focus on the quality of non-university programs.

D. The criticisms usually come from advocacy groups and so-called educational entrepreneurs.

视频讲解

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

A. Moment. B. Motive.

C. Achievement. D. Incentive.

视频讲解

28. What can be inferred from Paragraph 3?

A. The university system of the United States will completely collapse.

B. The university system of the United States will be totally restructured.

C. The new teacher education programs may not grant students academic degrees in the future.

D. The new teacher education programs will follow the usual practice of other professional preparation.

视频讲解

29. What measures have been taken by some states to deal with their teacher shortages?

A. To increase the number of qualified teachers.

B. To increase funds for teacher education programs.

C. To expand non-university teacher education programs.

D. To establish the baseline of teacher education programs.

视频讲解

30. Which of the following is true of the independent teacher education programs?

A. They are initiated to deal with teacher shortages and education inequities.

B. They aimed to raise the standards of teacher education programs.

C. They compete with the university teacher education programs.

D. They can replace the university teacher education programs.

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. 简述教材在英语教学中的两个作用（8分），列出教师使用教材的三点注意事项（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. 下面是一位初中英语教师在语音教学中使用的练习。

Teacher's instruction:

Look at the words on the blackboard. Tick the word you hear in each sentence I read.

Teacher reads:

1. I don't like these sports.
2. These pots are very dirty.
3. Look at that white cord on the water.
4. Mr. Smith was short.

Students tick the words they hear:

A	B
1. spots	sports
2. pots	ports
3. cod	cord
4. shot	short

根据上面所提供的教学情境，从下面四个方面作答。

（1）该片段的教学目的是什么？（5分）

（2）该教师采用了哪两种教学方法？（8分）

（3）该教学片段体现了哪两个语音教学的原则？（8分）

（4）列出能恰当体现语音教学原则的其他三种方法。（9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：

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:某城镇普通中学七年级(初中一年级)学生,班级人数40人。多数学生已经达到《义务教育英语课程标准(2011年版)》二级水平。学生课堂参与积极性较高。

语言素材:

Online Shopping

There are many ways of shopping, and online shopping is one of them. You can buy almost everything on the Internet, and it's very easy. First, you choose something—clothes, tickets, a mobile phone, even a new computer—and pay for it. Then you receive it a few days later by post.

Online shopping has several advantages. First, you can shop at any time. The shops are always open. Second, shopping usually takes a lot of time. But to shop on the Internet you only need a computer and a mouse! You can also compare the prices of the same product and spend a lot. ... or save money.

But many people like going out and shopping with friends. They don't like shopping on the Internet because they can't see the product or try the clothes on. Also paying over the Internet isn't always safe.

Online shopping is changing our way of life. One day no one will go to the shops any more, because you'll be able to buy anything on the Internet, and you will be able to receive it anywhere in the world at any time!

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（初级中学）

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 main difference between /m/ and /n/ lies in _____.

A. the manner of articulation　　B. the place of articulation

C. voicing　　D. length


视频讲解

2. _____ is the main rhyming pattern in the sentence "Alice's aunt ate apples and acorns around August."

A. Reverse rhyme　　B. End rhyme

C. Assonance　　D. Alliteration


视频讲解

3. Tom is snobbish, always _____ the influential people.

A. making out for

B. making up

C. making up to

D. making up for


视频讲解

4. Britain _____ for control of the sea in the 17th century.

A. contended　　B. contrived

C. contented　　D. confined


视频讲解

5. Which of the following best describes the relation between "night" and "knight"?

A. Metonymy.　　B. Homonymy.

C. Antonymy.　　D. Hyponymy.


视频讲解

6. Of the people who work here, _____ are French and _____ English.

A. half; half　　B. the half; the half

C. a half; a half　　D. a half; the half


视频讲解

7. You'll find yourself thinking about nothing _____ when you're very nervous.

A. wherever　　B. whatsoever

C. whenever　　D. however


视频讲解

8. Mr. Johnson has a habit of asking questions _____.

A. and then not listen to the answers

B. but then not listen for the answers

C. and then not listening to the answers

D. and then doesn't listen to the answers


视频讲解

9. On hearing the utterance "It's hot here", the listener opened the door. It is a(n) _____.

A. locutionary act

B. illocutionary act

C. direct speech act

D. perlocutionary act


视频讲解

10. What rhetoric device is used in the sentence "Many hands make light work."?

A. Synecdoche. B. Simile.

C. Metaphor. D. Oxymoron.


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.

A. eliciting　　B. mind mapping

C. explaining　　D. brainstorming

视频讲解

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) _____.

A. survey

B. experiment

C. project

D. presentation

视频讲解

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

A. Analyzing the structure of difficult sentences.

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

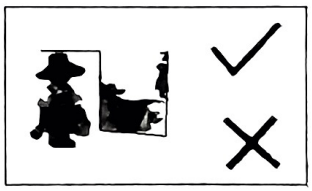
C. Getting the scrambled sentences into a paragraph.

D. Marking out common openers to stories and jokes.

视频讲解

请阅读Passage 1，完成第21~25小题。

Passage 1



Kimberley Asselin sits in a rocking chair in front of her 22 kindergartners, a glistening smile across her face as she greets them for the morning. Even at 9 a.m., she is effervescent and charismatic.

Yet behind Asselin's bright expression, her enthusiasm is fading. Asselin, 24, is days away from finishing her first year as a teacher, the career of her dreams since she was a little girl giving arithmetic lessons on a dry-erase board to her stuffed bears and dolls.

While she began the school year in Virginia's Fairfax County full of optimism, Asselin now finds herself, as many young teachers do, questioning her future as an educator. What changed in the months between August and June? She says that an onslaught of tests that she's required to give to her five- and six-year-old students has brought her down to reality.

"It's more than a first-year teacher ever imagines," Asselin said. "You definitely have a lot of highs and lows, and it keeps going up and down and up and down."

New federal data that the Education Department released in April shows that about 10 percent of new teachers leave the profession within the first year on the job, and 17 percent leave within five years of starting. Though far lower than earlier estimates, it still means that many young educators

bail from the classroom before they gain much of a foothold. For Asselin, testing has been the biggest stressor.

The proliferation of testing in schools has become one of the most contentious topics in U.S. education. The exams can alter the course of a student's schooling and can determine whether a teacher is promoted or fired. In Virginia, schools earn grades on state-issued report cards based on the scores students earn on mandatory end-of-year exams.

The Fairfax County school system, one of the nation's largest, boasts that its kindergarten students take part in coursework that exceeds the state's standards. Unlike most states, Virginia has never adopted the Common Core State Standards, but Virginia officials say that the state's academic standards are just as—or more—rigorous.

Asselin said that means that even the youngest students in public school are under an academic microscope, making kindergarten about far more than socialization and play time.

21. Why does Asselin question her future as an educator in less than a year's time?



视频讲解

A. It is a common practice for American young teachers.

B. She has experienced too many highs and lows in her work.

C. It is totally beyond her expectation to give kids endless tests.

D. She has grown tired of greeting her kindergartners every day.

22. Why do the schools in Virginia emphasize regular testing?



视频讲解

A. More rigorous academic standards can be achieved.

B. Students' performances can be accurately measured.

C. Schools are ranked according to students' test scores.

D. Teachers' academic performances can be properly assessed.

23. In PARAGRAPH EIGHT, what does the writer imply by saying that "even the youngest students ... under an academic microscope" ?



视频讲解

A. Students' performances are being supervised.

B. Students' performances are over measured by tests.

C. Students' performances are examined at the micro level.

D. Students' performances are not a concern at the macro level.

24. According to the author, what kind of place is a kindergarten supposed to be?



视频讲解

A. A place of academic training.

B. A place of reading and writing.

C. A place where there are no tests.

D. A place of socialization and fun.

25. What is Asselin likely to do under the current educational system?



视频讲解

A. Reconsider her future.

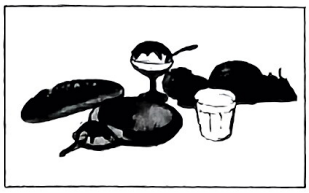
B. Change her ways of teaching.

C. Have fewer tests for her students.

D. Emphasize her students' academic skills.

请阅读Passage 2，完成第26~30小题。

Passage 2



According to one account, the hamburger was first sold at the Erie County Fair in Hamburg, New York, in 1885, by brothers Frank and Charles Menches. The two Ohio brothers had arrived on the grounds of the fair too late to get a supply of chopped pork for their sandwich concession. The butcher sold them beef instead, and after some experimentation they formulated a sandwich, which they named after the Buffalo, New York, suburb where they were doing business.

Hamburg's claim to be the site of the first hamburger is disputed by the town of Seymour, Wisconsin, where a man named Charles Nagreen is claimed to have served hamburger sandwiches in 1885.

Another story about the origins of the ubiquitous burger states that in the late 1800's Fletcher Davis, a potter in Athens, Texas, wasn't selling enough pottery. Therefore he opened a lunch counter. His specialty? A ground-beef patty served between slices of home-made bread. In 1904 Davis went to the World's Fair in St. Louis, Missouri, with his recipe, which was, of course, a big hit. At the Fair the ground beef sandwich was deemed the hamburger, because in Hamburg, Germany, ground beef patties were popular, though the patties there are more like meat loaf and lack a bun. (It is believed that 19th-century German sailors learned about eating raw shredded beef, "Steak Tartare", in the Baltic Provinces. A German cook eventually had the idea of cooking the Tartare mixture.)

Fletcher Davis is also credited with serving fried potato strips at the World's Fair. A friend in Paris, Texas, had given him the idea, but a reporter thought that Davis said "Paris, France" and those potatoes are forevermore "French Fries".

Another contender in the "hamburger invention" contest is Louie's Lunch, a Yale off-campus eatery. This New Haven, Connecticut, site is said to have first offered the burger in 1895.

The commercial bun on which hamburgers are now served was created by diner operator Walter Anderson of Wichita, Kansas, who also invented the modern grill (both events around 1916) and then established the chain of White Castle hamburger restaurants.

Lionel Clark Sternberger, later proprietor of the Rite Spot steakhouse in Los Angeles, experimentally tossed a slice of cheese on a hamburger he was cooking at his father's short-order shop in Pasadena, California, in 1924, thus originating the cheeseburger.

The word "cheeseburger" was patented by Louis Ballast in 1944. Ballast grilled a slice of cheese onto burgers at his Denver, Colorado, drive-in.

Well, you know the rest—McDonald's, Burger King, Wendy's, White Castle, etc.—burgers everywhere. Some good, some so-so. But certainly an all-American favorite. A "classic".

26. What are hamburgers most likely to be named after?

A. The recipe for making them.

B. The person who invented them.

视频讲解

C. The place where they were first sold.

D. The restaurant where they are initially served.

27. Which of the following is closest in meaning to the underlined word "ubiquitous" in PARAGRAPH THREE?


视频讲解

A. Deliciously made.

B. Easily found.

C. Commonly mentioned.

D. Hotly disputed.

28. How did Fletcher Davis make a living before starting to sell his "hamburgers"?


视频讲解

A. He was a sailor in Germany.

B. He sold fried potato strips.

C. He opened a lunch counter.

D. He sold pottery products.

29. Which of the following best describes the author's tone of writing this article?


视频讲解

A. Factual. B. Critical.

C. Humorous. D. Sarcastic.

30. Which of the following might be the best title for the passage?


视频讲解

A. Burger Flavors

B. Burger Recipes

C. Burger Beginnings

D. Burger Ingredients

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.课后作业布置要体现"差异性原则"。简述你对"差异性原则"的理解（8分），并从作业类型、作业难度和作业量三个方面举例说明如何布置作业（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. 下面是初中英语课堂教学导入活动中的师生对话片段，该单元的话题是“Jobs”。

T: Hi, Lily. What does your mother do?
S: He ...
T: Oh, no. Not “he”, your mother is a woman. You should use “she” instead of “he”. OK?
S: ... Er ... Mm ... (不知所措)
T: Go on! What's your mother's job?
S: He is a ...

根据上面教学情境回答下列问题。

（1）该教师采用了何种纠错方式？（5分）效果如何？（2分）你的判断依据是什么？（3分）

（2）该教师的纠错行为对学生的表达有何影响？（10分）

（3）针对该教师的纠错行为，提出两条建议。（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，设计一个15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：



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：某城镇普通中学初中二年级第一学期学生，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）》三级水平。学生课堂参与积极性一般。

语言素材：

Who's Got Talent

Everyone is good at something, but some people are truly talented. It's always interesting to watch other people show their talents. Talent shows are getting more and more popular. First, there were shows like *American Idol* and *America's Got Talent*. Now, there are similar shows around the world, such as *China's Got Talent*.

All these shows have one thing in common: They try to look for the best singers, the most talented dancers, the most exciting magicians, the funniest actors and so on. All kinds of people join these shows. But who can play the piano the best or sing the most beautifully? That's up to you to decide. When people watch the show, they usually play a role in deciding the winner. And the winner always gets a very good prize.

However, not everybody enjoys watching these shows. Some think that the lives of the performers are made up. For example, some people say they are poor farmers, but in fact they are just actors. However, if you don't take these shows too seriously, they are fun to watch. And one great thing about them is that they give people a way to make their dreams come true.

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（初级中学）

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. It was such a(n) _____ when they met each other in Beijing because each thought that the other was still in Hong Kong.

A. occurrence　　B. chance

C. coincidence　　D. occasion


视频讲解

2. When you come to our city you can see _____ yourself how beautiful it is.

A. in　　B. for

C. to　　D. with


视频讲解

3. We have no trust in him because he has never _____ the grandiose promises he makes.

A. delivered on

B. eaten off

C. forgotten about

D. abided by


视频讲解

4. With the villager _____ the way, we had no trouble _____ the cottage.

A. to lead; finding　　B. to lead; to find

C. leading; to find　　D. leading; finding


视频讲解

5. A new park has sprung up in _____ was a wasteland ten years ago.

A. that　　B. what

C. which　　D. where


视频讲解

6. He said he'd phone you _____ he got home.

A. the moment

B. the moment when

C. at the moment

D. at the moment when


视频讲解

7. Which indefinite article "a" should be read emphatically in the following sentences?

A. He is a handsome boy, but not smart.

B. He is not a suspect, but is the suspect.

C. He bought a cartoon book for his son.

D. He is talking with a middle-aged man.


视频讲解

8. Which of the following indicates a more polite request or invitation?

A. Come around ↗ tonight.　　B. Come around ↘ tonight.

C. Come around ↘↗ tonight.　　D. Come around ↗↘ tonight.


视频讲解

9. Due to the _____ influence, some Chinese learners of English wrongly passivize intransitive verbs like "die" as in "John was died last year".

A. interlingual　　B. intercultural

C. intralingual　　D. intracultural


视频讲解

10. _____ tells where a person comes from, whereas _____ tells what he does.

A. Dialect; register　　B. Style; genre

C. Dialect; style　　D. Register; genre


视频讲解

11. Which of the following assumptions fails to describe the nature of vocabulary or vocabulary learning?

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.


视频讲解

12. When a teacher creates a real-life situation for his students to discuss, he expects them not to focus on _____ too much.

A. form　　B. use

C. meaning　　D. function


视频讲解

13. It is suggested that teachers should not interrupt students for error correction when the activity aims at _____.

A. accuracy　　B. fluency

C. complexity　　D. cohesion


视频讲解

14. When asking students to quickly run their eyes over a whole text to get the gist, we are training their skill of _____.

A. scanning　　B. mapping

C. predicting　　D. skimming


视频讲解

15. Teachers who adopt the _____ model for reading comprehension may start teaching a text by introducing new vocabulary and structures.

A. parallel　　B. serial

C. top-down　　D. bottom-up


视频讲解

16. It is suggested that lower-level EFL learners learn to read by reading _____ materials.

A. simple and authentic

B. academic and authentic

C. original and classical

D. classical and authentic


视频讲解

17. When asking students to arrange the scrambled sentences into a logical paragraph, the teacher is focusing on _____.

A. reading skills

B. critical thinking

C. proofreading skills

D. textual coherence


视频讲解

18. Which of the following is a typical feature of formal writing?

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.


视频讲解

19. Which of the following writing activities may be used to develop students' skill of planning?

A. Editing their writing in groups.

B. Self-checking punctuation in their writing.

C. Sorting out ideas and putting them in order.

D. Cross-checking the language in their writing.


视频讲解

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.

A. communicative　　B. cognitive

C. resourcing　　D. affective


视频讲解

请阅读Passage 1，完成第21~25小题。

Passage 1

Hidden Valley looks a lot like the dozens of other camps that dot the woods of central Maine. There's a lake, some soccer fields and horses. But the campers make the difference. They're all American parents who have adopted kids from China. They're at Hidden Valley to find bridges from their children's old worlds to the new. Diana Becker watches her 3-year-old daughter Mika dance to a Chinese version of "Twinkle, Twinkle, Little Star". "Her soul is Chinese," she says, "but really she's growing up American."

Hidden Valley and a handful of other "culture camps" serving families with children from overseas reflect the huge rise in the number of foreign adoptions, from 7093 in 1990 to 15774 last year. Most children come from Russia (4491 last year) and China (4206) but there are also

thousands of others adopted annually from South America, Asia and Eastern Europe. After cutting through what can be miles of red tape, parents often come home to find a new predicament. "At first you think, 'I need a child'," says Sandy Lachter of Washington, D.C., who with her husband, Steve, adopted Amelia, 5, from China in 1995. "Then you think, 'What does the child need?'"

The culture camps give families a place to find answers to those kinds of questions. Most grew out of local support groups; Hidden Valley was started last year by the Boston chapter of Families with Children from China, which includes 650 families. While parents address weighty issues like how to raise kids in a mixed-race family, their children just have fun riding horses, singing Chinese songs or making scallion pancakes. "My philosophy of camping is that they could be doing anything, as long as they see other Chinese kids with white parents," says the director, Peter Kassen, whose adopted daughters Hope and Lily are 6 and 4.

The camp is a continuation of language and dance classes many of the kids attend during the year. "When we rented out a theater for 'Mulan', it was packed," says Stephen Chen of Boston, whose adopted daughter Lindsay is 4. Classes in Chinese language, art and calligraphy are taught by experts, like Renne Lu of the Greater Boston Chinese Cultural Center. "Our mission is to preserve the heritage," Lu says.

Kids who are veteran campers say the experience helps them understand their complex heritage. Sixteen-year-old Alex was born in India and adopted by Kathy and David Brinton of Boulder, Colo., when he was 7. "I went through a stage where I hated India, hated everything about it," he says. "You just couldn't mention India to me." But after six sessions at the East India Colorado Heritage Camp, held at Snow Mountain Ranch in Estes Park, Colo., he hopes to travel to India after he graduates from high school next year.

21. What is the author's primary purpose in writing the passage?


视频讲解

A. Revealing the procedures for foreign adoptions.

B. Recounting an amazing childhood camping experience.

C. Investigating how Hidden Valley serves foreign adoption families.

D. Demonstrating how culture camps help foreign adoption families.

22. Which of the following is closest in meaning to the underlined word "predicament" in PARAGRAPH TWO?


视频讲解

A. Dilemma.

B. Status.

C. Contradiction.

D. Consequence.

23. Where are the adopted kids served by Hidden Valley from?


视频讲解

A. Russia.

B. India.

C. China.

D. America.

24. What can a culture camp help to do according to Peter Kassen?



视频讲解

A. It helps the adopted kids form a correct attitude to their complex heritage.

B. It helps the Chinese children have fun with their American parents.

C. It helps the Americans increase the adoption from Russia and China.

D. It helps the American parents adopt children from other countries.

25. What can be inferred about Alex from the last paragraph?



视频讲解

A. The culture camps caused Alex to hate everything about India.

B. The East India Colorado Heritage Camp led to Alex's immigration.

C. Hidden Valley served as a link between Alex's old world and the new.

D. The culture camps helped Alex better understand his mixed-race family.

请阅读Passage 2，完成第26~30小题。

Passage 2

Birds are a critical part of our ecological system. But more than ever, birds are threatened by human pollution and climate change.

We need the birds to eat insects, move seeds and pollen around, transfer nutrients from sea to land, clean up after the mass death of the annual Pacific salmon runs, or when a wild animal falls anywhere in a field or forest.

How could we enjoy spring without the birds flitting busily in our garden or dropping by to check out the flowers in our urban window box? Can you contemplate America without the soaring bald eagle, or even those scavengers like the pigeons and gulls that clean up discarded food scraps on our city streets and waterfronts? How diminished our lives would be without them?

Scavenging eagles and condors need hunters to behave responsibly and bury, or remove, the remains of any shot deer peppered with fragments of lead bullets. Loons, ducks and other water birds will be poisoned by lead bullets and lead fishing sinkers if we allow such objects to drop in their feeding space.

All sea and shore birds, even the puffins and guillemots of the otherwise pristine Aleutians, need us to make sure that no other heavy metals, like mercury and cadmium, are dumped in rivers and make their way across the oceans.

Birds like the terns, knots and shearwaters that migrate between the far north and deep south of our planet need people everywhere to cease and desist from filling in their wetland fuel stops and rest stations, and from constructing golfing resorts and factories in their feeding and breeding grounds.

Seabirds are among the most endangered vertebrate species on the planet, with the International Union for Conservation of Nature classifying 97 species as globally threatened, and 17 in the highest category of critically threatened. Of greatest concern are the pelicans of the southern oceans and the spectacular, but slow-breeding albatross.

Plastic bags must be eliminated from natural environments so sea and shore birds don't

mistakenly carry such debris back to feed their chicks, with invariably lethal consequences. The albatross, cormorants and herons need us to stop over-fishing and compromising their normal food supply.

The pelicans, penguins and all the birds that inhabit, or visit, our coastlines need us to ensure that we do not dump oil into gulfs and bays, or release so much carbon dioxide into the atmosphere that the oceans turn acidic and we lose the mussels and oysters, the mass of calcareous plankton that feeds so many creatures, and the coral reefs that nurture enormous numbers of edible species.

Think about it: We share this small green planet. As they fly, feed and nest, the birds monitor the health of the natural world for us, provided that we, in turn, make the effort to access that key information.

The birds and humans are both large, complex and ultimately vulnerable organisms that inhabit the top of the food chain. At the end of the day, their fate will be our fate.

26. Which of the following is closest in meaning to the underlined word "contemplate" in PARAGRAPH THREE?


视频讲解

A. Live in.

B. Think about.

C. Arrive at.

D. Comment on.

27. What does the underlined word "them" in PARAGRAPH THREE refer to?


视频讲解

A. Birds.

B. Flowers.

C. Food scrapes.

D. Scavengers.

28. What does the author intend to do in writing the passage?


视频讲解

A. To evaluate our needs of birds to save our earth.

B. To describe various measures to protect the birds.

C. To criticize the effects of human pollution on birds.

D. To explain a basic tie between birds and human beings.

29. Which of the following fails to tell what birds do according to the passage?


视频讲解

A. They help plants grow in miraculous ways.

B. They clean up the dead bodies of fish and animals.

C. They keep the oceans from being polluted and acidic.

D. They are likely to attack those irresponsible hunters.

30. Which of the following best describes the author's attitude?


视频讲解

A. Humanistic.

B. Subjective.

C. Sentimental.

D. Recriminatory.

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.简述教师在组织小组活动（group work）时的两个注意事项（8分）。列举教师在开展小组活动时的两个主要角色（6分），并概括有效开展小组活动时教师应具备的两种主要能力（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.下面是某初中教师在教授一篇有关职业的课文前的活动片段。

（上课铃响，教师先让学生听一首英文歌曲，然后进行下列活动）

T: How do you like this song? Do you know the name of this song?

S1: Sorry, I don't know.

T: It's OK. Does anybody know the name of this singer?

S2: His name is Robbie Williams.

T: Exactly. Do you know the name of the song?

S2: *Better Man.*

T: Excellent! It's *Better Man*. Hum, we don't know much about him, but he is a singer. Well, Lily, would you like to be a singer in the future?

S3: No.

T: What would you like to be?

S3: I want to be a doctor.

T: (To S4) What would you like to be?

S4: I want to be a teacher.

...（该活动持续10分钟）

根据上面的信息，从下面三个方面作答。

（1）指出该教学活动的环节、目的和注意事项。（10分）

（2）简析教师的设计意图与方法。（10分）

（3）指出该教学活动片段存在的问题。（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分钟的英语听说教学方案。该方案没有固定格式，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：某城镇普通中学初中一年级（七年级）学生，班级人数40人。多数学生已经达到《义务教育英语课程标准（2011年版）》二级水平。学生课堂参与积极性一般。

语言素材：

My best friend is called Louise. She's short and chubby. She has big eyes, a straight nose and blond hair. She has brown eyes. Louise is very funny. She likes to tell jokes. Sometimes she makes jokes in class and gets into trouble! Louise and I like to go to the movies together and we like to talk about our favorite actors, singers, etc.	Alan is my best friend. He's very strong and athletic. He loves all kinds of sports—especially soccer. He's of medium height and thin. He has short, straight, black hair and green eyes. We like to go to watch soccer games with our friends. And we often talk about games we see on TV. Alan knows about all the players of all the teams. He's like an encyclopedia of soccer!	My best friend's name is Penny. She is really smart. She always gets good grades at school. But she's also a lot of fun to be with. She's tall and rather large. She has long, straight, brown hair and brown eyes. We both like music a lot. We like to listen to music and sometimes we go to concerts together. We like to talk about the words of our favorite songs.