

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

(科目代码:405)

重要提示

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

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

条形码
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请将此条形码揭下,
贴在答题卡指定位置

准考证号

姓名

注意事项

一、本试卷满分 150 分,总时限 120 分钟,各部分不单独计时,答题时请注意合理分配时间。

二、请按照要求在答题卡上填写好自己的姓名,涂写好准考证号,严禁折叠答题卡。

三、必须在答题卡上答题;在题本上答题,一律无效。

四、监考人员宣布考试开始时,方可答题;宣布考试结束时,应立即停止答题。题本、答题卡、草稿纸一律留在桌上,待监考人员确认数量无误,允许离开后,方可离开考场。如果违反了以上任何一项要求,都将影响你的成绩。

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一、单项选择题(本大题共 30 小题,每小题 2 分,共 60 分)

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

1. In terms of place of articulation, the two consonants [f], [v] are _____.
A. dental B. alveolar C. palatal D. labiodental
2. Which of the following correctly describes the English phoneme/d/?
A. A voiced dental fricative. B. A voiced alveolar stops.
C. A voiceless dental stops. D. A voiceless alveolar fricative.
3. The kids were not _____ for the broken windows.
A. to be blamed B. to blame C. being lamed D. to being blamed
4. I guess that team is _____ to win the match, but I am not quite sure.
A. possible B. likely C. impossible D. certain
5. The suggestion has been made that he _____ to hospital immediately.
A. was sent B. be sent C. would be D. being
6. _____ you've passed the test, you can drive a car on your own. But you still should be careful.
A. Even if B. However C. Now that D. Unless
7. The day _____ I left my hometown was a turning point in my life.
A. why B. when C. where D. what
8. Your friend broke your favorite camera and had it _____.
A. repairing B. repair C. repaired D. repairs
9. The function of the sentence "A nice day, isn't it?" is _____.
A. informative B. phatic C. directive D. performative
10. Which of the following groups are complementary antonyms?
A. good—bad B. buy—sell
C. above—below D. alive—dead
11. In a writing class, what activity should be done in the post-writing part?
A. Discussion and brainstorm B. Drafting
C. Self-editing D. Sample show
12. Which of the following strategies belongs to communication strategy?
A. When speaking English, the students can realize the mistakes and correct them.
B. The students often talk about their own feelings about learning with classmates and teachers.
C. The students communicate with others by using gestures and expressions.
D. The students use reference books to get more information.
13. Which of the following doesn't belong to the principles of grammar teaching?
A. Effectiveness B. Appropriateness
C. Aomprehensiveness D. Systematization
14. The purpose of topic-based performance activities in classroom activities is to _____.
A. cultivate students' interest in learning English
B. develop students' language sense and pronunciation
C. develop students' autonomous learning, cooperation and ability
D. develop students' ability to understand the language in a specific environment, and obtain a sense of fun and achievement

15. What's the teacher doing by saying "Now you are going to do this in pairs"?
- A. Checking understanding. B. Giving prompt.
C. Setting tasks. D. Getting feedback.
16. Which of the following is suitable for speaking?
- A. TPR actions B. Recognizing pictures
C. Information gap D. Matching pictures with descriptions.
17. A teacher can get some feedback through many ways, except that _____.
- A. asking questions B. examination papers
C. homework D. teaching plan
18. What's the teacher doing by saying "Be quiet!!"?
- A. Controlling discipline.
B. Giving prompt.
C. Evaluating students' work.
D. Directing students' attention to the lesson.
19. What learning strategy can the following activity help to train in vocabulary teaching?
The teacher creates a situation for students to use the new words in.
- A. imagery B. association
C. contextualization D. translation
20. In teaching grammar, what stage can the teacher use for following activity?
The teacher asks the students to talk about what the boy is doing according to the picture.
- A. Practice B. Summary
C. Warm up D. Homework

请阅读 Passage 1, 完成第 21-25 小题。

Passage 1

Dozens of scientists and tourists who spent over a week aboard a vessel trapped in Antarctic ice were rescued Thursday in an international effort that followed multiple attempts thwarted by the region's harsh climate.

The 52 were safely rescued by a transport helicopter from a Chinese icebreaker that landed on a makeshift helipad of ice near their stricken Russian research vessel. In multiple flights, it transferred about 12 at a time to an Australian vessel, where they will begin their journeys home, said authorities involved in the operation.

"Great relief!" scientific expedition leader Chris Turney said in a Twitter TWTR+6.05% message.

The airlift operation was confirmed by China's official Xinhua news agency, which has a reporter aboard the Chinese icebreaker, the Xue Long, or Snow Dragon. A statement from the Australian Maritime Safety Authority, in charge of coordinating the operation, indicated passengers were safely transferred by early evening to the Australian icebreaker AuroraAustralia.

Trapped in a particularly thick ice floe just before Christmas on its way toward Antarctica, the Russian research vessel Akademik Shokalskiy remains immobile. Its 22-member crew is staying aboard. While the passengers weren't in imminent danger, they expressed frustration as holidays passed but also maintained their spirits, including by stamping out the makeshift helipad with their feet on New Year's Day.

Thursday's rescue marked only the latest attempt to get close to the blue-hulled Russian vessel since it first called for help on Christmas Day. Over the past few days, ice-breaking vessels from China, Australia and France have made separate unsuccessful bids to cut through thick layers of ice to reach it.

After the rescue got under way Thursday afternoon under bright blue skies, video footage showed the twin-blade helicopter touching down gingerly on the makeshift helipad. Passengers wearing identical red life jackets walked in single file on the ice toward the helicopter.

Just hours before Thursday's rescue, Australian maritime authorities had announced natural conditions would cause them to abandon the mission yet again. Illustrating the caution, China's State Oceanic Administration, which runs the Xue Long, posted a statement on its website quoting its captain, Wang Jianzhong, as saying he was working continuously to ensure the icebreaker itself wouldn't get trapped in the thick ice.

In outlining the plan ahead of the flights, authorities said Chinese rescuers would fly 12 passengers at a time initially to the Xue Long, which was waiting 12 nautical miles away from the Russian craft in more open water, and then the Aurora Australis, waiting a further two nautical miles away.

Mr. Turney, a professor of climate change at the University of New South Wales, offered in his Twitter messages a "huge thanks" to the Chinese and Australian authorities for ensuring all are "safe and sound."

The incident has highlighted the dangers of Antarctic travel even during the southern-summer months. Usually at this time of year, international attention on the frozen continent is typically limited to clashes between Japan's research whaling fleet and anti-whaling activists.

All the world is making a fuss. Some passengers sang in an impromptu New Year's message recorded at a party in a common room on board the Russian ship by a journalist from Britain's Guardian newspaper. The group cheered and clapped to count down the last moments of 2013. Both passengers and crew have spent their time tweeting messages and videos of their experience.

21. What does the underlined word "thwarted" mean in the first paragraph?
- A. prevent someone from doing sth B. try one's best to do sth
- C. frighten by something D. destroy
22. According to the passage, the vessel trapped in a thick ice is _____.
- A. an Australian vessel B. a Russian vessel
- C. a China vessel D. a French vessel
23. How many crew members were trapped in the vessel?
- A. 22 B. 12
- C. 52 D. 24
24. According to the passage, which of the following statements is true?
- A. Because of the thick ice, the vessel rescue attempts failed several times.
- B. The Chinese icebreaker, Snow Dragon, transported the people trapped in the vessel home.
- C. The 52 were safely rescued by a transport helicopter from a Chinese icebreaker at a time.
- D. The Antarctic travel is dangerous even during the southern-summer months.
25. Where does this text probably come from?
- A. Children's literature B. Science fiction
- C. An advertisement D. A news report

Passage 2

Most episodes of absent-mindedness forgetting where you left something or wondering why you just entered a room are caused by a simple lack of attention, says Schacter. “You’re supposed to remember something, but you haven’t encoded it deeply.”

Encoding, Schacter explains, is a special way of paying attention to an event that has a major impact on recalling it later. Failure to encode properly can create annoying situations. If you put your mobile phone in a pocket, for example, and don’t pay attention to what you did because you’re involved in a conversation, you’ll probably forget that the phone is in the jacket now hanging in your wardrobe (衣柜). “Your memory itself isn’t failing you,” says Schacter. “Rather, you didn’t give your memory system the information it needed.”

Lack of interest can also lead to absent-mindedness. “A man who can recite sports statistics from 30 years ago,” says Zelinski, “may not remember to drop a letter in the mailbox.” Women have slightly better memories than men, possibly because they pay more attention to their environment, and memory relies on just that.

Visual cues can help prevent absent-mindedness, says Schacter. “But be sure the cue is clear and available,” he cautions. If you want to remember to take a medication (药物) with lunch, put the pill bottle on the kitchen table—don’t leave it in the medicine chest and write yourself a note that you keep in a pocket.

Another common episode of absent-mindedness: walking into a room and wondering why you’re there. Most likely, you were thinking about something else. “Everyone does this from time to time,” says Zelinski. The best thing to do is to return to where you were before entering the room, and you’ll likely remember.

26. Why does the author think that encoding properly is very important?
- A. It helps us understand our memory system better.
 - B. It enables us to recall something from our memory.
 - C. It expands our memory capacity considerably.
 - D. It slows down the process of losing our memory.
27. One possible reason why women have better memories than men is that _____.
- A. they have a wider range of interests
 - B. they are more reliant on the environment
 - C. they have an unusual power of focusing their attention
 - D. they are more interested in what’s happening around them
28. A note in the pocket can hardly serve as a reminder because _____.
- A. it will easily get lost
 - B. it’s not clear enough for you to read
 - C. it’s out of your sight
 - D. it might get mixed up with other things
29. What do we learn from the last paragraph?
- A. If we focus our attention on one thing, we might forget another.
 - B. Memory depends to a certain extent on the environment.
 - C. Repetition helps improve our memory.
 - D. If we keep forgetting things, we’d better return to where we were.

30. What is the passage mainly about?
- The process of gradual memory loss.
 - The causes of absent-mindedness.
 - The impact of the environment on memory.
 - A way if encoding and recalling.

二、简答题(本大题 1 小题,20 分)

根据题目要求完成下列任务,用中文作答。

31. 课堂活动组织形式得当与否,会直接影响活动的效果。请回答课堂活动的组织形式有哪些,并列举合适的活动形式(8 分)。并阐述教学活动设计的注意事项(12 分)。

三、教学情境分析题(本大题 1 小题,30 分)

根据题目要求完成下列任务,用中文作答。

32. 以下为某老师在阅读课授课过程中的核心教学环节。

核心环节 1:学习生词

具体活动:教师让学生打开教材,跟着朗读生词 perfect, business, empty, properly, simple, enough...然后给些时间,让学生练习朗读生词。

核心环节 2:学习课文

具体活动:教师向学生介绍要学习的课文题目是 My perfect holiday,然后和学生一段一段的学习课文,找出新的知识,分析难句结构。

核心环节 3:翻译课文

具体活动:教师让学生将课文一句一句译成汉语,然后背诵全文。

问题:请结合阅读教学的相关原则和流程评析以上案例(12 分)并提出有针对性的改进措施(18 分)。

四、教学设计题(本大题 1 小题,40 分)

根据提供的信息和语言素材设计教学方案,用英文作答。

33. 设计任务:请阅读下面学生信息和语言素材,设计 20 分钟的英语阅读课的教学方案。教案没有固定格式,但须包含下列要点:

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

教学时间:20 分钟

学生情况:某城镇普通中学高中年级学生,班级人数 40 人,多数学生已经达到《普通高中英语课程标准(实验)》五级水平。学生课堂积极性一般。

语言素材:

How Daisy Learned To Help Wildlife

Daisy had always longed to help endangered species of wildlife.

One day she woke up and found a flying carpet by her bed. “Where do you want to go?” it asked.

Daisy responded immediately. “I’d like to see some endangered wildlife.” she said. “Please take me to a distant land where I can find the animal that gave fur to make this sweater.” At once the carpet flew away and took her to Tibet. There Daisy saw an antelope looking sad. It said. “We’re being killed for the wool beneath our stomachs. Our fur is being used to make sweaters for people like you. As a result, we are now an endangered species.” At that Daisy cried, “I’m sorry I didn’t know that. I wonder what is being done to help you. Flying carpet, please show me a place where there’s some wildlife.”

The flying carpet travelled so fast that next minute they were in Zimbabwe. Daisy turned around and found that she was being watched by an elephant. “Have you come to take my photo?” it asked.

In relief Daisy burst into laughter. “Don’t laugh.” said the elephant, “We used to be an endangered species. Farmers hunted us without mercy. They said we destroyed their farms. And money from tourists only went to the large tour companies. So the government decided to help. They allowed tourists to hunt only a certain number of animals if they paid the farmers. Now the farmers are happy and our numbers are increasing. So good things are being done here to save local wildlife.”

Daisy smiled. “That’s good news. It shows the importance of wildlife protection, but I’d like to help as the WWF suggests.”

The carpet rose again and almost at once they were in a thick rainforest. A monkey watched them as it rubbed itself. “What are you doing?” asked Daisy. “I’m protecting myself from mosquitoes.” it replied. “When I find a millipede insect. I rub it over my body. It contains a powerful drug which affects mosquitoes. You should pay more attention to the rainforest where I live and appreciate how the animals live together. No rainforest, no animals, no drugs.”

Daisy was amazed. “Flying carpet, please take me home so I can tell WWF and we can begin producing this new drug. Monkey, please come and help.” The monkey agreed. The carpet flew home. As they landed, things began to disappear. Two minutes later everything had gone – the monkey too.

So Daisy was not able to make her new drug. But what an experience! She had learned so much! And there was always WWF.

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1. How many liaisons of sound are there in the sentence “I called you half an hour ago”?
A. one
B. two
C. three
D. four
2. /t/ is not fully pronounced in _____.
A. football
B. suitcase
C. at home
D. hot day
3. The following day I ran my first race at high _____.
A. latitude
B. altitude
C. longitude
D. attitude
4. If you wait for the _____ moment to act, you may never begin your project.
A. definitive
B. optimum
C. implacable
D. righteous
5. I don't ever say such words in public; that would be _____ my dignity.
A. beneath
B. under
C. beyond
D. above
6. The origins of human speech remain a mystery, _____ we have a fairly accurate idea of when writing began.
A. once
B. if
C. though
D. since
7. Even when _____ to such tough living conditions, the children would never have any complaint.
A. exposing
B. exposed
C. expose
D. to expose
8. _____ her mother started to go to the meditation class.
A. It was at about this time that
B. That was about this time
C. It was at about this time when
D. It was about this time that
9. What type of sentence is “Tom likes apples, but Tim likes pears.”?
A. A simple sentence.
B. A coordinate sentence.
C. A complex sentence.
D. None of the above.
10. The ambiguity in “My friend drove me to the bank.” is caused by _____.
A. lexical items
B. a grammatical structure
C. homonymy
D. polysemy
11. Which of the following is a communicative activity?
A. Listening to the news report and talking about an event.
B. Listening to the news report and filling in a form.
C. Listening to the news report and writing the main idea.
D. Transferring the information from the news report into a chart.
12. Teachers who believe in the _____ model will enable students to understand the meaning and usage of the words first, and then make full use of the words in listening, reading or writing tasks, ask representatives to show products of the tasks, and give an evaluation for it at last when teaching vocabulary.

A. PPP

B. PWP

C. PPT

D. TBLT

13. _____ is a type of activity in which the teacher reads out a passage in normal speed for two or three times and students are to note down the words they could catch as they listen as much as possible.
- A. Answering questions
B. Gap-filling
C. Dictogloss
D. Sequencing
14. There are some speaking activities. Which of the following mainly focuses on the form and accuracy?
- A. Controlled activities.
B. Semi-controlled activities.
C. Communicative activities.
D. Problem-solving activities.
15. When a teacher asks the students to find some key words from a text, quickly, he/she is intended to train students' _____ strategy in reading class.
- A. skimming
B. scanning
C. extensive reading
D. intensive reading
16. Which of the following is NOT among the features of process writing?
- A. Help students to understand their own composing process.
B. Let students discover what they want to say as they write.
C. Encourage feedback both from the teacher and peers.
D. Emphasize the form rather than the content.
17. What's the teacher doing by saying "Who wants to have a try"?
- A. Controlling discipline.
B. Giving prompt.
C. Evaluating students work.
D. Directing students' attention to the lesson.
18. Which of the following is NOT the advantage of group work?
- A. Creating some peaceful and quiet time in class.
B. Arousing their awareness of cooperation.
C. Promoting students participation in the class.
D. Encouraging different opinions and contributions to the work.
19. What is the teacher doing in terms of error correction?
- S: I go to the theatre last night.
T: You go to the theatre last night?
- A. Correcting the student's mistake.
B. Hinting that there is a mistake.
C. Encouraging peer correction.
D. Asking the student whether he really went to the theatre.
20. Which one does not belong to subjective questions in the following English tests?
- A. Writing.
B. Oral test.
C. Translation.
D. Cloze

请阅读 Passage 1, 完成第 21-25 小题。

Passage 1

An electric signal can trick a monkey's brain into believing the animal's finger has been touched.

Touch something, and your brain knows. The hand sends signals to the brain to announce contact was made. But that feeling of touch may not require making actual contact, tests on monkeys now show.

Zapping brain cells can fool the animal into thinking its finger has touched something.

A person who has lost a limb or become paralyzed may need an artificial limb to complete everyday tasks. But such patients may not truly feel any objects they hold. The new findings point toward one day creating a sense of touch in those who use such artificial limbs. Psychologist Sliman Bensmaia of University of Chicago worked on the new tests. His team's findings appeared on October 14 in the Proceedings of the National Academy of Sciences of the United States of America.

The sense of touch is crucial to everyday tasks: People without it may have difficulty cracking an egg, lifting a cup or even turning a doorknob. That's why restoring it is a major goal for designers of artificial limbs.

In their new study, Bensmaia and his co-workers worked with rhesus monkeys. The scientists implanted electrodes small devices that can detect and relay an electrical signal—into the animals' brains. The scientists used the electrode data to identify which neurons had become active. Then the scientists used the implanted electrodes to zap those same neurons. And the monkeys reacted as though their fingers had been touched. In fact, they hadn't.

The monkeys couldn't use words to tell the scientists what they had felt. Instead, they communicated by looking in a particular direction—just as when they had really been touched.

The new findings show how touch-sensitive devices could be built. The new study also offers “a nice clear pathway” for figuring out how to restore a sense of touch to an amputee or someone with an injury of spinal cord.

The study shows how artificial limbs might be connected to the brain so that a person can “feel” with such a prosthesis. But such a super sensory device doesn't exist yet and scientists have a lot of work to do before people will benefit from it. Researchers must first figure out whether the electrodes would work in people in the same way they do in monkeys.

“I think the foundation is laid for human trials,” Bensmaia said.

21. What does the underlined word “it” refer to?

- A. The sense of touch
- B. An artificial limb
- C. The turning of a doorknob
- D. The lifting of a cup

22. Bensmaia tested monkeys to prove that the feeling of touch _____.

- A. is important to everyday tasks
- B. may not require making actual contact
- C. is a problem of life and death
- D. may be a challenge for designers of artificial limbs.

23. Monkeys tell researchers their sense of touch by _____.

- A. putting up one of their fingers
- B. making their brain cells active
- C. looking in a particular direction
- D. mimicking natural signals in the brain

24. The last sentence of the text suggests humans _____.

- A. will use touch-sensitive devices
- B. will test monkeys soon
- C. lay foundations for monkey trials
- D. will be tested on the electrodes

25. The passage is mainly about _____.

- A. restoring a sense of touch
- B. fooling a clever monkey
- C. making new artificial limbs
- D. sending a signal with a touch

Passage 2

From the very beginning of school we make books and reading a constant source of possible failure and public humiliation. When children are little we make them read aloud, before the teacher and other children, so that we can be sure they “know” all the words they are reading. This means that when they don’t know a word, they are going to make a mistake, right in front of everyone. After having taught fifth-grade classes for four years, I decided to try at all costs to rid them of their fear and dislike of books, and to get them to read oftener and more adventurously.

One day soon after school had started; I said to them, “Now I’m going to say something about reading that you have probably never heard a teacher say before. I would like you to read a lot of books this year, but I want you to read them only for pleasure. I am not going to ask you some questions to find out whether you understand the books or not. If you understand enough of a book to enjoy it and want to go on reading it, that’s enough for me. Also I’m not going to ask you what words mean.”

The children sat stunned and silent. Was this a teacher talking? One girl, who had just come to us from a school where she had had a very hard time, looked at me steadily for a long time after I had finished. Then, still looking at me, she said slowly and seriously, “Mr. Holt, do you really mean that?” I said just as seriously, “I mean every word of it.”

During the spring she really astonished me. One day, she was reading at her desk. From a glimpse of the illustrations I thought I knew what the book was. I said to myself, “It can’t be,” and went to take a closer look. Sure enough, she was reading *Moby Dick*, in edition with woodcuts. I said, “Don’t you find parts of it rather heavy going?” She answered, “Oh, sure, but I just skip over those parts and go on to the next good part.”

This is exactly what reading should be and in school so seldom is—an exciting, joyous adventure. Find something, dive into it, take the good parts, skip the bad parts, get what you can out of it, go on to something else. How different is our mean-spirited, picky insistence that every child get every last little scrap of “understanding” that can be dug out of a book.

26. According to the passage, children’s fear and dislike of books may result from _____.

- A. reading little and thinking little
- B. reading often and adventurously
- C. being made to read too much
- D. being made to read aloud before others

27. The teacher told his students to read _____.

- A. for enjoyment
- B. for knowledge
- C. for a larger vocabulary
- D. for higher scores in exams

28. Upon hearing the teacher’s talk, the children probably felt that _____.

- A. it sounded stupid
- B. it was not surprising at all
- C. it sounded too good to be true
- D. it was no different from other teachers’ talk

29. Which of the following statements about the girl is TRUE according to the passage?

- A. She skipped over those easy parts while reading.
- B. She had a hard time finishing the required reading tasks.

- C. She learned to appreciate some parts of the difficult books.
D. She turned out to be a top student after coming to this school.
30. From the teacher's point of view, _____.
A. children cannot tell good parts from bad parts while reading
B. children should be left to decide what to read and how to read
C. reading is never a pleasant and inspiring experience in school
D. reading involves understanding every little piece of information

二、简答题(本大题 2 小题,20 分)

根据题目要求完成下列任务,用中文作答。

31. 简述口语教学的原则(12 分),口语教学中应如何平衡准确性与流利性这二者的关系(8 分)。

三、教学情境分析题(本大题 1 小题,30 分)

根据题目要求完成下列任务,用中文作答。

32. 以下是某位教师对阅读课文 Hometown Feelings 授课内容的部分课堂教学片段:

Good morning, everyone! Today we are going to learn Unit 10, Section B: Hometown Feelings. First, let's open the books and turn to page 125 and learn some new words and expressions... Now, let's turn to page 78 and look at the text. Now, who can read aloud the first paragraph? ... Okay, good. Now, who can translate this paragraph into Chinese? ... Good. Any problems? Okay, now, let's come to the second paragraph...

就以上内容,请从师生角色、阅读策略等角度对该老师的授课方式进行评价并提出建议。

四、教学设计题(本大题 1 小题,40 分)

根据提供的信息和语言素材设计教学方案,用英文作答。

33. 设计任务:请阅读下面学生信息和语言素材,设计 20 分钟的英语阅读教学设计,该方案没有固定的格式,但须包含下列要点:

Teaching objectives

Teaching contents

Key and difficult points

Major steps and time allocation

Activities and justification

教学时间:20 分钟

学生情况:某城镇普通中学高中年级学生,班级人数 40 人,多数学生已经达到《普通高中英语课程标准(实验)》五级水平。学生课堂积极性一般。

语言素材:

Wang Peng sat in his empty restaurant feeling very frustrated. It had been a very strange morning. Usually he got up early and prepared his menu of barbecued mutton kebabs, roast pork, stir-fried vegetables and fried rice. Then by lunchtime they would all be sold. By now his restaurant ought to be full of people. But not today! Why was that? What could have happened? He thought of his mutton, beef and bacon cooked in the hottest, finest oil. His cola was sugary and cold, and his ice cream was made of milk, cream and delicious fruit. “Nothing could be better” he thought.

Suddenly he saw his friend Li Chang hurrying by. “Hello, Lao Li,” he called. “You’re usual?” But Li Chang seemed not to hear. What was the matter? Something terrible must have happened if Li Chang was not coming to eat in his restaurant as he always did.

Wang Peng followed Li Chang into a new small restaurant. He saw a sign in the window.

Tired of all that fat? Want to lose weight?

Come inside Yong Hui’s slimming restaurant.

Only slimming foods served here.

Make yourself thin again!

Curiosity drove Wang Peng inside. It was full of people. The hostess, a very thin lady, came forward. “Welcome,” she said. “My name is Yong Hui. I’ll help you lose weight and be fit in two weeks if you eat here every day.” Then she gave a menu to Wang Peng. There were few choices of food and drink on it: just rice, raw vegetables served in vinegar, fruit and water. Wang Peng was amazed at this and especially at the prices. It cost more than a good meal in his restaurant! He could not believe his eyes. He threw down the menu and hurried outside. On his way home he thought about his own menu. Did it make people fat? Perhaps he should go to the library and find out. He could not have Yong Hui getting away with telling people lies! He had better do some research!

At the library Wang Peng was surprised to find that his restaurant served far too much fat and Yong Hui’s far too little. Even though her customers might get thin after eating Yong Hui’s food, they were not eating enough energy-giving food to keep them fit. They would become tired very quickly. Wang Peng felt more hopeful as he drove back home. Perhaps with a discount and a new sign he could win his customers back. So he wrote:

Want to feel fit and energetic?

Come and eat here! Discounts today!

Our food gives you energy all day!

The competition between the two restaurants was on!

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

(科目代码:405)

重要提示

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

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

条形码
粘贴处

请将此条形码揭下,
贴在答题卡指定位置

准考证号

姓名

注意事项

一、本试卷分满分 150 分,总时限 120 分钟,各部分不单独计时,答题时请注意合理分配时间。

二、请按照要求在答题卡上填写好自己的姓名,涂写好准考证号,严禁折叠答题卡。

三、必须在答题卡上答题;在题本上答题,一律无效。

四、监考人员宣布考试开始时,方可答题;宣布考试结束时,应立即停止答题。题本、答题卡、草稿纸一律留在桌上,待监考人员确认数量无误,允许离开后,方可离开考场。如果违反了以上任何一项要求,都将影响你的成绩。

五、在本套试卷中,可能有些试题较难,因此你不要在一道题上思考时间太久,遇到不会答的题目可先跳过去,如果有时间再去思考,否则,你可能没有时间完成后面的题目。

六、试题答错不倒扣分。

**停! 请不要往下翻! 听候监考老师的指示。
否则,会影响你的成绩。**

一、单项选择题(本大题共 30 小题,每小题 2 分,共 60 分)

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

1. The vowel /u:/ in /fu:d/ (food) is a _____ vowel?
A. back B. front C. unrounded D. central
2. Consonants are classified in terms of _____.
A. the place where the airstream obstruction occurs
B. the part of tongue that is the highest
C. openness of the mouth
D. the length of the sound
3. Jim has few friends because he is such a _____ person.
A. belligerent B. gregarious C. generous D. beneficent
4. He was fired because of his _____ refusal to follow orders.
A. obstructive B. obstinate C. obedient D. obsessive
5. The city government is building more roads to _____ the increasing number of cars.
A. accommodate B. accept
C. hold D. receive
6. —How many boy students are there in your class?
—There are _____ girls as boys.
A. three times many as B. many as three times
C. as many three times D. three times as many
7. Much _____ I have traveled, I have never seen anyone to equal her inefficiency.
A. although B. as C. while D. if
8. True friendship is like sound health, the value _____ is seldom known until it is lost.
A. on which B. of which
C. about which D. among which
9. X: He has been to China. Y: He has been to Asia.
The relationship of X and Y is that “_____”.
A. X is synonymous with Y B. X is inconsistent with Y
C. X entails Y D. X presupposes Y
10. A: Do you know where Mr. Brown is?
B: Somewhere in the southern suburbs of the city.
Speaker B violates the maxim of _____.
A. quality B. quantity C. manner D. relation
11. Some teachers teach reading by introducing new vocabulary and structure first and then going over the text sentence by sentence and paragraph by paragraph with the students. This way is known as _____.
A. top-down model B. bottom-up model
C. interactive model D. integrative model
12. Which aspect do students focus on when they learn the usage of vocabulary?
A. Spelling. B. Lexical rules. C. Collocation. D. Pronunciation.
13. What should the teacher try to avoid when selecting listening activities?
A. The listening activity must have a real, communicative purpose.

- B. The listening activity must cater to students' real life.
C. Pre-listening tasks must help students identify the purpose of the listening activity.
D. The classroom climate surrounding the listening activity can be anxious.
14. Which of the following activities is not communicative activity in teaching speaking?
A. Information gap activities. B. Accuracy-focused games.
C. Debates and interviews. D. Problem-solving activities.
15. How should the teacher deal with students' writing errors?
A. Teachers should limit students to take risks to use new vocabulary and structures.
B. Teachers should often show negative attitude towards students' writing errors.
C. Teachers should make corrections for all the writing errors of students.
D. Teachers should underline the errors and leave them for students to correct themselves.
16. For better classroom management, what should the teacher do while the students are doing activities?
A. Participating in a group.
B. Preparing for the next procedure.
C. Moving around to monitor, prompt and provide help.
D. Standing in front of the class.
17. Which of the following does NOT belong to the ways of collecting information for formative assessment?
A. Learner portfolio. B. Testing.
C. Classroom observation. D. Questionnaire survey
18. Which of the following features is not involved in good textbooks?
A. Textbooks should help students feel at ease.
B. Textbooks should help students develop confidence.
C. Textbooks should maximize students' learning potential.
D. Textbooks should cater for students' same learning styles.
19. To assess how well a student is performing relative to his or her own previous performance, a teacher would use _____ assessment.
A. criterion-referenced B. individual-referenced
C. norm-referenced D. peer
20. The teacher asks students to do a group-work task. Before the task, the teacher assigns roles clearly around the class, pointing to each student in turn. "You are A...you are B...etc." Here the teacher plays the role of _____.
A. controller B. prompter C. facilitator D. organizer

请阅读 Passage 1, 完成第 21-25 小题。

Passage 1

Results showed that at least a tenth of the Harvard first-year undergraduates polled admitted to having cheated on an exam prior to starting at the university, while almost half admitted to cheating on their homework. An anonymous survey by Harvard's newspaper has revealed a surprising pattern of academic dishonesty among students entering the US universities.

The survey by The Harvard Crimson was emailed to the incoming first year undergraduates; 1,600 students responded. Results showed that at least a tenth of the students polled admitted to having cheated on an exam prior to starting at the university, while almost half admitted to cheating on their homework.

Athletes were apparently the most prone to cheating. 20 percent of students who played a university sport admitted to cheating on an exam compared to 9 percent of students who did not.

The survey also revealed that men were not only more likely to cheat but were also more likely to admit to it.

The results, compared to a previous survey done on the class of 2013, suggested that cheating may be becoming more commonplace. Of the outgoing seniors only 7 percent admitted to cheating in an exam and another 7 percent said they had been dishonest on a take-home test. 32 percent of the seniors said they had cheated on homework during their undergraduate years.

The surveys come in the wake of a cheating scandal at the university which saw 120 students investigated for sharing answers on an exam in 2012. One recent graduate stated: "Cheating was commonplace when I was at Harvard, especially with students in their first year or two. I would say as many as 60 percent of students took notes into some exams. No one really cared the faculty, well some of them at least, seemed to recognize and yet ignore the problem."

In an email to NBC News, Jeff Neal, a Harvard representative, explained that a committee, made up of faculty, staff and students had been established to tackle cheating, which "is a national problem in American education".

He added: "While the vast majority of Harvard and other students do their work honestly, beginning this year Harvard College has implemented a new, more robust strategy of communicating with all students, particularly first-year students, about the importance—and the ways to achieve—academic integrity."

In a rebuff to critics who say university has become little more than an expensive party, 84 percent of the responding undergraduates fully expected to prioritize their academics over extracurricular activities, sport, employment and their social lives. Not a single student put academics at the bottom of their list. Not content with confining themselves to their degree subject, 59 percent of incoming students expressed a desire to pursue a secondary field of study, and 36 percent hoped to learn a language.

21. What did the results show according to the first two paragraphs?
 - A. Most American students cheat in exams before they enter universities.
 - B. Most American students entering the universities admit they have cheated.
 - C. Half of students entering the universities admit to cheating on their homework.
 - D. There is academic dishonesty among students entering the US University.
22. What does the author mean by saying "The results suggested that cheating may be becoming more commonplace." (Para.5)?
 - A. After the previous survey in 2013, more students are found cheating.
 - B. More cheating students were under the survey this time.
 - C. No measures are taken to manage the phenomenon of cheating.
 - D. Most students don't pay attention to their curricula.
23. Which of the following is not the measure taken by Harvard University?
 - A. The university has set up a committee made up of faculty, staff and students.
 - B. Communicate with students about the importance of academic honesty.
 - C. Punish the students who cheat and if cheat, with no diploma.
 - D. Communicate with students about how to achieve academic integrity.
24. What can we learn from the last paragraph?
 - A. Most students prefer extracurricular activities to academics.

- B. Most students of Harvard University still pay attention to academics.
C. The tuition fee of Harvard University is quite high.
D. Cheating phenomenon mean no enterprise of students.
25. What is the tone of the author according to the passage?
A. Subjective B. Exaggerated C. Sarcastic D. Objective

请阅读 Passage 2, 完成第 26-30 小题。

Passage 2

Rewards and punishments are used in different ways by different communities to maintain social order and preserve cultural values. In all cultures, parents must teach their children to avoid danger and to observe the community's moral precepts. Adults also condition each other's observance of social norms, using methods ranging from mild forms of censure, such as looking away when someone makes an inappropriate remark, to imprisoning or executing individuals for behavior considered deviant or dangerous. The caning of American teenager Michael Fay in Singapore for vandalism in 1994 brought wide media attention to cultural differences in the application of punishment. Faced with increasing violence at home, many Americans endorsed Singapore's use of corporal punishment to maintain social order. Was Fay's punishment effective? Whether he subsequently avoids vandalism is unknown, but the punishment did apparently lead to his avoidance of Singapore—which he left promptly.

The operative techniques societies use to maintain social control vary in part with the dangers and threats that confront them. The Gusii of Kenya, with a history of tribal warfare, face threats not only from outsiders but also from natural forces, including wild animals. Gusii parents tend to rely more on punishment and fear than on rewards in conditioning appropriate social behavior in their children. Caning, food deprivation, and withdrawing shelter and protection are common forms of punishment.

In contrast, the Mixtecos of Juxtlahuaca, Mexico, are a highly cohesive community, with little internal conflict, and social norms that encourage cooperation. Their social patterns appear adaptive, for the Mixtecos are dominated by the nearby Spanish Mexicans, who control the official government and many economic resources in their region. The Mixtecos do not generally impose fines or jail sentences or use physical punishment to deter aggression in either adults or children. Rather, they tend to rely on soothing persuasion. Social ostracism is the most feared punishment, and social ties within the community are very strong, so responses that reinforce these ties are effective in maintaining social order.

In the United States, fear of social ostracism or stigma was once a more powerful force in maintaining control over antisocial behavior, especially in small communities. Today, even imprisonment does not appear to be an adequate deterrent to many forms of crime, especially violent crime. Although one reason is the inconsistent application of punishment, another may be the fact that imprisonment no longer carries the intense stigma it once had, so that prison is no longer as an effective punishment.

26. The best title of this passage would be _____.
A. Crime and Punishment B. Reward and Punishment
C. Social Order D. Cultural values
27. According to the passage, what is a universal cultural norm in maintaining social order?
A. Children must be obedient to their parents.
B. People must publicly complain when someone misbehaves.
C. People should do their parts to ensure that others comply with social rules.
D. People should publicly humiliate the wrongdoers.

28. What can be inferred from the Michael Fay case?
- A. Many Americans were opposed to the corporal punishment that Michael Fay received in Singapore.
 - B. The American media did not pay any attention to cultural differences until 1994.
 - C. The caning was effective because Michael Fay subsequently refrained from vandalism.
 - D. Michael Fay left Singapore immediately after the caning punishment.
29. What would a Gusii mother from Kenya most likely do to punish her children?
- A. To stop giving them pocket money.
 - B. To persuade them in a gentle way.
 - C. To verbally humiliate them.
 - D. To threaten to expel them from the home.
30. The word “stigma” (in fourth paragraph) most probably means _____.
- A. irony
 - B. verbal
 - C. persuasion
 - D. bad reputation

二、简答题(本大题 2 小题,20 分)

根据题目要求完成下列任务,用中文作答。

31. 在语法教学中,语法练习的形式有哪几种?(10 分)请对任意两种练习形式进行举例说明。(10 分)

三、教学情境分析题(本大题 2 小题,30 分)

根据题目要求完成下列任务,用中文作答。

32. 针对高中人教版必修二 Unit 2 Cultural Relics 第一课时的口语课。教师课前准备了全世界各地文化遗产的图片,如:中国的长城、埃及的金字塔、法国的艾菲尔铁塔、英国的大本钟诸如此类,用多媒体演示给学生欣赏。在欣赏的过程中让学生说出这些文化遗产是什么,进行一个小的竞赛,鼓励他们说出它们的名字。教师在课堂气氛已经调动起来的时候,给同学们提出以下问题让学生交流讨论:

T: (1) Have you been to Yuanmingyuan and the Forbidden City?

(2) Have you been to other countries and see their cultural relics?

(3) What do you think of the cultural relics you have seen?

在讨论当中,让学生交流曾经去过或曾经看到过的文化遗产,并且对此发表一定的感想。时间控制在 10-15 分钟左右。学生可以分成四人小组进行讨论,5 分钟之后,请同学们进行沟通和交流。

请根据以上案例,回答下列问题:

(1) 该教师在本节课中运用了什么教学法?(6 分)有什么作用?(8 分)

(2) 根据新课标,谈谈在中学英语口语课堂上进行小组讨论的必要性。(16 分)

四、教学设计题(本大题 1 小题,40 分)

根据提供的信息和语言素材设计教学方案,用英文作答。

33. 设计任务:请阅读下面学生信息和语言素材,设计 20 分钟的英语阅读教学设计,该方案没有固定的格式,但须包含下列要点:

Teaching objectives

Teaching contents

Key and difficult points

Major steps and time allocation

Activities and justification

教学时间:20 分钟

学生情况:某城镇普通中学高中一年级学生,班级人数 40 人,多数学生已经达到《普通高中英语课程标准(实验)》五级水平。学生课堂积极性一般。

语言素材:

Franklin’s Famous Kite Experiment

In the eighteenth century, Benjamin Franklin conducted a number of experiments in which he showed what electricity is. Here is how he described one of his experiments.

In June 1752, I wanted to show that lightning and electricity are the same. Having realized that I could use a kite to attract lightning, I decided to do an experiment. I built a strong kite and waited for bad weather. When the first thunderstorm came, I took my condenser to a shed in the fields where I could do my experiment. My son helped me fly the kite.

The kite flew high in the rainy sky, but nothing happened. I was beginning to think that the experiment would not work. Just then, I saw some of the hairs on the string stand up. The string was getting charged! I brought my finger close to the key and felt a light and very clear electric shock. Others followed even before the whole string was wet, and I was able to collect and store a great deal of electricity in the condenser. This experiment proves that lightning and electricity are the same.

To do the experiment you need four things, a kite, a key, some really bad weather and a condenser, to store electricity. Most kites are made of paper, but a kite made of silk will not tear so soon in weather with rain and strong winds. Build the frame of the kite by making a small cross of two pieces of light wood. The pieces should be just long enough to reach the corners of the handkerchief. Tie the corners of the handkerchief to the points of the cross, and you will have a nice strong kite. Add a tail to the frame and tie a long string to the cross so you can control the kite.

The next three steps are very important. First, fix a very sharp piece of metal, pointing a foot or more above the frame to the top of the longer stick of the cross. Second, fasten a key to the end of the long string. Third, tie a silk ribbon to the string, just above the key. This ribbon, which must not get wet, will protect you from the electricity.

Fly the kite when a thunderstorm appears to be coming on. Stand inside a door, or under some cover, so that the silk ribbon does not get wet, Take care that the string does not touch the wall or the door. When a thundercloud comes over the kite, the sharp piece of metal will pull the electricity from the cloud. The kite and the string will become charged. When the kite and the string are wet from the rain, they will conduct the electricity very well. You can collect and store the electricity in the condenser and use it for other experiments.

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

参考答案及解析

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2020 年上半年中小学教师资格考试

英语学科知识与教学能力(高级中学)考前冲刺密卷(一)

一、单项选择题

1. D 【解析】考查语音学。句意:就发音部位来说,辅音[f]和[v]属于什么音?A项意为“齿音”;B项意为“齿龈音”;C项意为“腭音”;D项意为“唇齿音”。[f]和[v]的发音是牙齿和舌头的共同参与,因此是唇齿音。故本题选D。
2. B 【解析】考查语音学。句意:下列哪项能正确描述/d/的发音?从发音方式来看,/d/属于爆破音(stops),从发音部位来看,/d/属于齿龈音(alveolar),从声带振动来看,/d/属于浊辅音(voiced consonants)。故本题选B。
3. B 【解析】考查动词的语态。句意:这些小孩子不会因窗户打破而受责备。be to blame表示受责备,用主动形式表示被动。故本题选B。
4. B 【解析】考查形容词辨析。句意:我猜测那个队伍很有可能会赢得比赛,但我不是很确定。be likely to do sth表示很有可能做某事,主语既可为人也可为物,另外三项只能用物做主语,且常用it做主语。在该题中主语为that team,队伍,应为人。故本题选B。
5. B 【解析】考查虚拟语气。句意:应该立马将他送到医院去。that引导的是suggestion的同位语从句,从句中用should+do形式表达虚拟语气,should可省略。故本题选B。
6. C 【解析】考查状语从句。句意:既然你已经通过了考试,你可以自己开车了,但你仍然要小心。A项意为“尽管”;B项意为“然而”;C项意为“既然”;D项意为“除非”。题干中的现在完成时表示已经通过了考试。故本题选C。
7. B 【解析】考查定语从句。句意:我离家的那一天是我生命中的转折点。定语从句完整,且先行词为the day表示时间。故本题选B。
8. C 【解析】考查非谓语动词。句意:你的朋友弄坏了你最喜欢的摄像机,然后修好了。题干中的it为camera,和repair之间为被动关系,为have sth done的结构。故本题选C。
9. B 【解析】考查语言的功能。句意:“天气不错哦,是吧”这句话的功能是什么?A项意为“信息功能”;B项意为“寒暄功能”;C项意为“指导功能”;D项意为“施为功能”。这句话属于人与人之间的寒暄,是为了维持人际关系,属于寒暄功能。故本题选B。
10. D 【解析】考查语义学。句意:下列哪个选项是互补反义词?A项两个词在语义上形成对立两极,在两极中可以插入表示不同程度的词语,是等级反义词,B项和C项的两个词是基于某种关系建立起来的反义词,属于关系反义词,D项两个词在语义上相互对立,属于互补反义词。故本题选D。
11. D 【解析】考查写作教学。句意:在写作课堂上,写后环节应该做什么活动?A项意为“讨论和头脑风暴”;B项意为“打草稿”;C项意为“自我修订”;D项意为“范文展示”。A项用于写前;B项和C项用于写中;D项用于写后。故本题选D。
12. B 【解析】考查义务教育课标的分级标准。句意:下列哪项属于交际策略?A项意为“说英语时,学生能发现自己的问题并进行纠正”;B项意为“学生们经常和同学、教师谈论自己的学习感受”;C项意为“学生能够用手势和表情与他人交流”;D项意为“学生能够用参考书获取更多信息”。根据《义务教育英语课程标准(2011版)》,交际策略是学生为了争取更多的交际机会、维持交际以及提高交际效果而采取的行动,涉及到人与人之间的沟通和交际。故本题选B。
13. D 【解析】考查语法教学。句意:下列哪项不属于语法教学的原则。A项意为“有效性”;B项意为“适合性”;C项意为“全面性”;D项意为“系统性”。语法教学的原则有有效性原则、适合性原则、情景原则、形式与意义相结合、全面性原则、交际性原则和工具性原则。D项“系统性”不属于语法教学的原则。故本题选D。
14. C 【解析】考查教学活动。句意:课堂活动中话题类表演活动的目的是什么。A项意为“培养学生学习英语的兴趣”;B项意为“培养学生的语感和语音”;C项意为“培养学生的自主学习和合作的能力”;D项意为“培养学生在特定环境中领悟语言的能力,获得乐趣和成就感”。题干中的话题类表演活动,为输出环节的活动形式,且需要小组合作,应当训练的是学生的自主学习和合作的能力。故本题选C。

15. C 【解析】考查课堂用语。句意:教师说“现在你们两两一组来做这个”的时候,教师是在干什么? A 项意为“检查是否理解”;B 项意为“提示”;C 项意为“设置任务”;D 项意为“给出反馈”。题干中教师说的话应该是给学生设置任务。故本题选 C。

16. C 【解析】考查口语教学。句意:下列哪项最适合训练口语? A 项意为“全身反应法动作”,训练的是听力和反应能力;B 项意为“指认图片”,训练的是观察能力;C 项意为“信息沟活动”,训练的是口语表达能力;D 项意为“将图片和描述连线”,训练的是阅读能力。只有 C 项涉及说的行为。故本题选 C。

17. D 【解析】考查教学反馈。句意:教师可以通过很多方式获取反馈,除了下列哪项? A 项意为“问问题”;B 项意为“考试试卷”;C 项意为“家庭作业”;D 项意为“教案”。A 项、B 项和 C 项均是教师获取教学反馈的常用方式,D 项属于教学前的准备工作。故本题选 D。

18. A 【解析】考查课堂用语。句意:教师说“安静!!”的时候是在干什么? A 项意为“控制纪律”;B 项意为“给出提示”;C 项意为“评价学生的表现”;D 项意为“把学生的注意力集中到课堂上”。教师说这句话的时候应该是在管理课堂纪律。故本题选 A。

19. C 【解析】考查词汇教学。句意:在词汇教学中,下列活动能训练学生的什么学习策略? “教师创设情境,让学生在情境中使用新单词”。A 项意为“意象”;B 项意为“联想”;C 项“语境化”;D 项意为“翻译”。题干中的“创设情境”和 C 项中的“语境化”相对应。故本题选 C。

20. A 【解析】考查语法教学。句意:在教学语法时,下列活动应该是哪个环节? 教师让学生根据图片来谈论小男孩在干什么。A 项意为“练习”,为语言的机械性练习;B 项意为“总结”,总结本堂课的重点内容;C 项意为“热身”,活跃课堂气氛,将学生注意力转到英语课堂上来;D 项意为“家庭作业”,巩固课堂所学。题干为学生根据图片进行表达,再结合选项,A 项正确。故本题选 A。

Passage 1

【试题分析】这是一篇记叙文。主要谈论的是俄罗斯南极考察船被困乘客全部获救的故事。

21. A 【解析】词义猜测题。根据文章第一段中的“by the region's harsh climate”可知,由于局部恶劣天气的影响,几次尝试都失败了。故本题选 A。

22. B 【解析】细节理解题。根据文章第二段第一句“The 52 were safely rescued by a transport helicopter from a Chinese icebreaker that landed on a makeshift helipad of ice near their stricken Russian research vessel.”可知,被困的是俄罗斯科考船。故本题选 B。

23. A 【解析】细节理解题。根据文章第五段第二句“‘Its 22-member crew is staying aboard.’”可知,有 22 名船员在船上。故本题选 A。

24. D 【解析】细节理解题。根据第一段最后一句话“in an international effort that followed multiple attempts thwarted by the region's harsh climate.”可知,救援多次失败是因为天气问题,故 A 项错误;根据第二段第二句“it transferred about 12 at a time to an Australian vessel”可知,真正运送大家回家的是 an Australian vessel,并且 helicopter 一次只能运输 12 个人,故 B 项和 C 项错误;根据倒数第二段中的“The incident has highlighted the dangers of Antarctic travel even during the southern-summer months.”可知,即使在夏季在南极旅行也有危险。故 D 项正确。故本题选 D。

25. D 【解析】细节理解题。根据文章的整体内容可知,本文最有可能源自于一篇新闻报道。故本题选 D。

Passage 2

【试题分析】这是一篇议论文。首段提出现象:absent-mindedness,意为“心不在焉,精神不集中”。第二段说明第一个 cause,即 failure to encode properly,第三段说明第二个 cause,即 lack of interest,第四段给了一种解决方法,即 visual cues,第五段说明第三个 cause,即 thinking about sth else。

26. B 【解析】细节理解题。该题属于细节理解题的考点一:5W+1H (why),故使用题干定位法。第一步:定。题干中的核心词应为“encoding properly”;第二步:找。找到相关句子为第二段中的“Encoding, Schacter explains, is a special way of paying attention to an event that has a major impact on recalling it later. Failure to encode properly can create annoying situations.”。encoding 是关注某事的一种特殊方式,这影响到以后是否能回忆起这件事来;第三步:匹配。故本题选 B。

27. D 【解析】细节理解题。该题属于细节理解题的考点一:5W+1H (what),故使用题干定位法。第一步:定。题干中的核心词应为“better memories”;第二步:找。找到相关句子为第三段第三句,女性比男性的记忆力稍强,这也许是因为她们对周围的环境更加注意,而记忆正是依靠这个,B 项干扰性较强,B 项中的 they 指的是女性,但关键句是说记忆依靠环境,而不是女性依靠环境;第三步:匹配。故本题选 D。

28. C 【解析】细节理解题。该题属于细节理解题的考点一:5W+1H (what),故使用题干定位法。第一步:定。题干中的核心词应为“note in the pocket”;第二步:找。找到相关句子为第四段第一句,“视觉线索可以防止遗忘某事”可知破折号之后的警告“不要把药瓶放在药箱里,然后写一张纸条装进口袋”正是为了防止药瓶,提示性信条离开了视线;第三步:匹配。故本题选C。

29. A 【解析】推理判断题。根据最后一段的前两句“心不在焉的另一个常见的情景是:走进房间,却不知为什么要进来。你很有可能是在想别的事”,可知本题答案为A。故本题选A。

30. B 【解析】主旨大意题。根据第1、3、5段的首句可以得出,本文主要讲的是精神不集中的原因。故本题选B。

二、简答题

31. 【参考答案】

(1)课堂活动的组织形式一般有四种:全班、小组、对子和个人。

全班活动的形式一般有竞赛、游戏、猜谜、讨论、辩论等。

小组活动的形式一般有讨论、角色扮演、辩论、头脑风暴、游戏等。

对子活动可以是句子操练、问答、情境对话、角色扮演、讨论等。

个人活动可以是听力训练、短文背诵、模仿、跟读、讲故事、英语演讲及阅读和写作等。

(2)进行教学活动设计时应注意以下问题:

①活动要有效,努力做到活动内容和形式的统一,应寓教于乐,不要本末倒置,不能纯粹为了游戏或让学生动起来进行设计。

②活动的设计要有助于学生高级思维能力的发展,尤其是创造性思维能力的培养,要有利于学生发展自己的潜能优势。教学活动必须为学生提供知识的多元表征,并鼓励学生自身对知识进行多种方式表征。

③活动要有利于学生获得不同程度的发展,使不同程度的学生都能体验到学习的成就感,而不是仅仅为了传递书本知识。

④活动要符合学生的年龄特征和学科的要求,例如,在低年级可以设计一些游戏,在高年级可以设计一些富有挑战性的问题等。

三、教学情境分析题

32. 【参考答案】(1)本案例中教师只纯粹完成阅读课教学任务,忽视了学生的主体性地位;只片面重视了语言知识的学习,忽略了对学生阅读能力的培养;对英语学习者来说,阅读教学的主要目的就是培养学生的阅读能力,培养学生的阅读策略。

案例中的教师让学生单调机械性朗读单词、分析文章的难句结构以及将课文翻译成汉语属于较为传统的“语法翻译法”,教学方式呆板单一,沉闷的课堂气氛可想而知,不利于激发学生学习兴趣和积极性;同时在教学中只片面地强调和重视了语言结构和语言形式;而忽视了在阅读课对学生阅读策略的培养,且忽视了语言学习对学生发展的价值。

(2)改进措施:

①在读前,教师应根据阅读材料,结合学生的生活实际,通过师生对话,激发学生参与兴趣与欲望,并在交谈中教师有意识地引导激活学生关于假期计划的背景知识,熟悉阅读话题,引导学生对文章进行预测,为进一步有效地阅读奠定基础。

②在读中,教师应设计多样化的且分层次的任务,如:从宏观设置整体任务,学生进行略读,归纳文章大意,段落大意;培养学生略读策略。从微观设置细节任务,通过寻读,进行选择,填空,连线,画图,补充信息,辨别真伪、根据上下文、构词法推断词义等,发展学生的阅读能力,以帮助学生逐步达到目标,同时兼顾对学生阅读策略的培养。

③在读后,可采用任务性教学法,创设任务情境,培养学生运用所学英语做事情的能力,提高其综合语言运用能力,比如该案例中教师可创设“完美假期策划师”的真实生活情境,激发学生参与的参与热情,并增强他们合理利用时间,有效安排假期的意识。

四、教学设计题

33. 【参考答案】Teaching content: It is a reading material about wildlife protection.

Teaching objectives

(1) Knowledge objectives

① Help students to understand and master the words, phrases and sentence patterns.

②All the students can know something about the endangered animals and wildlife situation and protection.

(2) Ability objectives

①Understand the main idea, scan for the needed information and grasp the details.

②Improve students' reading skills such as skimming, scanning and so on.

(3) Emotional objectives

Cultivate students' awareness of protecting wildlife and nature and develop students' sense of cooperative learning.

Teaching key points

Get the general idea of the whole passage and understand the importance of wildlife protection and then do something for wildlife.

Teaching difficult points

Students can use their own words to express their own ideas and improve their reading skills.

Teaching procedures

Step 1:Lead-in (1 minute)

At the beginning of the class, the teacher will ask students a question "Why don't polar bears eat penguins?" And students answer the question individually.

(Justification: This step can attract students' attention, which can pave a way for the following class.)

Step 2:Pre-reading (2 minutes)

In this step, do a brainstorming task. The teacher will ask students to list some endangered animals. Then present the questions "Do you know where these animals live, and why they are endangered?" Students will be divided into groups; they will share their ideas within their own group and predict the main idea of the passage.

(Justification: This step can develop students' ability of prediction, which is useful for the following class.)

Step 3:While-reading (10 minutes)

①Skimming: The students will skim the passage quickly, and find out the main idea independently. Then the teacher will invite some students to answer. They will be encouraged whether their answers are right or not.

②Scanning: Students are required to read the passage again. The teacher will design the following question for the students.

Who is the main character in the story?

What helped Daisy go to see some endangered wildlife?

What animals has she seen and talked with?

What is happening to Tibetan antelopes? And why are they killed?

③Careful reading: The students will work to find out the difficult words, phrases, and sentences. Then the teacher will ask the students to share their answers. The teacher will use some pictures and videos to explain the new phrases and sentences.

(Justification: This step can develop students' reading abilities, like skimming, scanning and careful reading.)

Step 4:Post-reading (5 minutes)

In this step, the teacher will hold a discussion on how to protect wildlife animals. Students can discuss it by groups. After discussing, some groups will be invited to show their ideas.

(Justification: This step can let students talk about the topic freely and develop their communication abilities. Cultivate their awareness of protecting wildlife and nature.)

Step 5:Summary (1 minute)

Students summarize the key points they have learned in this lesson. Teacher makes supplements and emphasizes that wildlife is precious, so we should love and protect it.

(Justification: This step can make students recall the main language points in the class.)

Step 6:Homework (1 minute)

Students are encouraged to search for more information about other kinds of wildlife animals. They are supposed to share them next class.

(Justification: This step can consolidate what they have learned in the class and apply what they have learned into daily life.)

2020 年上半年中小学教师资格考试

英语学科知识与教学能力(高级中学)考前冲刺密卷(二)

一、单项选择题

1. D 【解析】考查语音学。句意:下面这句话中有多少个连读?,liaison 意为“连音”,在同一个意群里,如果相邻两词中的前一个词是以辅音结尾,后一个词是以元音或半元音,特别是/i/开头,就要将前后两个音拼起来连读。本句中 called~you, half~an, an~hour, hour~ago 均需要连读,即 I called~you half~an~hour~ago。故本题选 D。

2. C 【解析】考查语音学。句意:下列哪个单词中的/l/的发音不完全?爆破音是指发音器官在口腔中形成阻碍,然后气流冲破阻碍而发出的音。爆破音有 6 个,即/p/, /b/, /t/, /d/, /k/, /g/。当一个爆破音后面紧跟着另一个爆破音时,前面的爆破音不发生爆破,这种现象叫做失去爆破。当一个爆破音后面紧跟着一个摩擦音、破擦音、鼻辅音或舌边音时,前面的爆破音发出的声音是非常轻微的,有时甚至听不出来,这种现象叫做不完全爆破。/h/为摩擦音,所以只有 C 项中的/l/属于不完全爆破。故本题选 C。

3. B 【解析】考查名词辨析。句意:第二天我第一次在高海拔地区参加了赛跑。A 项意为“纬度,选择的余地”;B 项意为“高度,海拔高度”;C 项意为“经度”;D 项意为“态度,看法”,只有 B 项符合句意。故本题选 B。

4. B 【解析】考查形容词辨析。句意:如果你总等待最佳行动时机,你将永远不会着手你的计划。A 项意为“明确的,最终的,决定性的”;B 项意为“最佳的,最适宜的”;C 项意为“(指仇恨、愤怒、敌意等)难平息的,不能改变的”;D 项意为“正直的,正义的”。故本题选 B。

5. A 【解析】考查固定搭配。句意:在公共场合我从不不说这些话,因为这有损我的尊严。beneath one's dignity 是固定搭配,意为“损害尊严,有失身份”。故本题选 A。

6. C 【解析】考查连词辨析。句意:虽然我们对于写作的起始有了相当准确的观点,但是演讲的起源仍然是个谜。根据句意可知,前后是转折关系。故本题选 C。

7. B 【解析】考查省略。句意:甚至当孩子们处在如此艰难的生活状况中时,他们也不会有任何的抱怨。在状语从句中,当从句的主语与主句的主语一致时,且动词为 be 动词时,可以将从句中的主语与 be 动词一并省略掉。前半句实际上是状语从句 when (the children are) exposed to such tough living conditions 的省略说法,省略了主语和 be 动词。故本题选 B。

8. A 【解析】考查强调句。句意:大概是在这个时间,她母亲开始上禅修课了。It is/was...that 是强调句的标志,去掉该结构后,句子依然意思完整。若不用介词 at,后面则需用关系副词 when 引导。故本题选 A。

9. B 【解析】考查句法学。句意:“汤姆喜欢苹果,但蒂姆喜欢梨”是什么类型的句子?该句子是由 but 连接的两个分句,不是简单句(simple sentence),也不是复合句(complex sentence),而是并列句(coordinate sentence)。故本题选 B。

10. D 【解析】考查语义学。一词多义(polysemy)经常会导致表达含糊不清,表达意思不清楚。因为 bank 有“河边”和“银行”两个含义,所以本句的歧义在于不知道是开车带“我”去河边还是去银行。故本题选 D。

11. A 【解析】考查交际活动。句意:以下哪项是交际活动?听新闻报道并谈论其中的一个事件含有口头语言输出,属于 communicative activity(交际活动),其他选项均不符合。故本题选 A。

12. D 【解析】考查词汇教学模式。句意:教师认为_____模式将使学生首先理解单词的含义和用法,然后在听力、阅读或写作任务中充分利用单词,最后在教授词汇的时候请代表展示任务的结果并进行评估。任务型教学模式(Task-based Language Teaching)是新课程标准所倡导的一种教学模式。在任务前,教师通过展示让学生理解词语的意义和用法。任务环节,教师要通过将词汇最大限度地置于听读写练习中。任务后,学生推举各组代表来展示听读写的任务完成情况。最终,教师对学生的任务汇报进行评价,评价他们对新词的应用。故本题选 D。

13. C 【解析】考查听力教学活动。句意:_____是一种典型活动,教师以正常速度朗读一段两到三遍,学生要记下他们尽可能多地听见的单词。题目中所述听力教学活动为语法听写(dictogloss)。A 项意为“回答问题”;B 项意为“填空”;D 项意为“排序”。故本题选 C。

14. A 【解析】考查口语教学。句意:以下的演讲活动中,哪项主要关注形式和准确性? 口语活动有多种方式,其中控制型活动主要重视形式与准确性;半控制型活动更加重视语言的意思与交际功能;交际活动允许真正的信息交换;解决问题的活动比较有创造性,因为它有明确的目标或要解决的问题。故本题选 A。

15. B 【解析】考查阅读教学。句意:当老师要求学生从课文中快速找到一些关键词时,他/她打算在阅读课上训练学生的_____策略。B 项意为“寻读”,可以帮助学生快速找到所需信息,准确定位。A 项意为“略读”,快速浏览文本,掌握文章大意。C 项意为“泛读”,是指进行广泛、大量的阅读,可以使学生通过频繁地接触语言材料,自觉或不自觉的学到或掌握大量词汇,开阔学生的视野。D 项意为“精读”,是指深入细致、逐字逐句地阅读,可以通过深入钻研,加深知识的积累。故本题选 B。

16. D 【解析】考查写作教学。句意:以下哪项不属于过程写作的特点? A 项意为“帮助学生了解自己的写作过程”;B 项意为“让学生发现自己想写的内容”;C 项意为“鼓励老师和同伴的反馈”,这三项都是过程写作的特点。D 项意为“强调形式而不是内容”,过程写作关注写作的内容与过程,因此 D 项不属于过程写作的特点。故本题选 D。

17. B 【解析】考查教师角色。教师要转变在教学中的角色,不应仅是知识的传授者、课堂教学的控制者,同时也是学生学习的评价者、促进者、指导者、组织者、帮助者、参与者和合作者以及资源的提供者。A 项意为“控制纪律”,体现了教师控制者的角色,故排除。B 项意为“评价学生的工作”,体现了教师评价者的角色,故排除。D 项意为“将学生的注意力集中到学习上”,体现了教师指导者的作用。题干中教师问“谁想试一试”,对课堂活动起到促进作用,体现了教师“促进者”的角色,更符合题意。故本题选 B。

18. A 【解析】考查小组活动。句意:以下哪项不是团队合作的优势? 小组讨论能让学生积极地表达自己的意见和观点,促进学生参与课堂活动,提升学生的交流合作意识,而不是给学生创造安静的学习时间。故本题选 A。

19. B 【解析】考查课堂纠错。句意:老师在纠错方面在做什么? S:我昨天晚上去剧院。T:你昨晚去剧院了吗? 教师通过重复学生的话是在暗示学生的话里有错误。故本题选 B。

20. D 【解析】考查英语测试内容。句意:在以下英语测试中,哪个不属于主观性试题? 不属于主观性试题的是完形填空。写作、口语测试以及翻译这三项测试都需要被测试者加入主观性的思考,每个人的回答不尽相同,而完型填空是根据指定的语境进行填空,答案可以固定下来。故本题选 D。

Passage 1

【试题分析】本文是一篇说明文。主要介绍了一种新型的技术也就是电讯号可以让人们的触觉产生错觉,即使是没有触摸到东西也能有触感,这种可以为瘫痪或截肢病人带来方便。

21. A 【解析】词义理解题。文中第四段的第一句“The sense of touch is crucial to everyday tasks: People without it may have difficulty cracking an egg”可知,触觉对于人们的日常生活至关重要,接下来解释了为什么重要,没有触觉会遇到什么问题。所以 it 指代第一句中的 sense of touch。故本题选 A。

22. B 【解析】细节理解题。根据第五段最后一句“the monkeys reacted as though their fingers had been touched. In fact, they hadn't.”,可知猴子以为他们摸到了东西其实并没有,所以触觉有的时候并不需要真正接触东西。故本题选 B。

23. C 【解析】细节理解题。根据第六段第二句话“Instead, they communicated by looking in a particular direction.”可知猴子们相互沟通是通过朝着特定的方向看。故本题选 C。

24. D 【解析】细节理解题。根据文章最后一句“I think the foundation is laid for human trials,”可知人类应该做一下电讯号的实验。故本题选 D。

25. A 【解析】主旨大意题。本文主要讲的就是电讯号会让改变人的触觉,所以 A 选项恢复触觉符合题意。故本题选 A。

Passage 2

【试题分析】本文是一篇记叙文。作者认为阅读应该是一种快乐,而不是强迫性的阅读,强调通过快乐阅读培养阅读习惯。

26. D 【解析】细节理解题。题目的意思是:根据文段孩子们害怕或者是不喜欢读书是因为_____。根据第一段第三句“This means that when they don't know a word, they are going to make a mistake, right in front of everyone”意为,这意味着当他们不知道单词的时候,他们会犯错,而且是在所有的人面前犯错,这会让他们感到害怕和厌烦。故本题选 D。

27. A 【解析】细节理解题。根据第二段第二句作者的话“I would like you to read a lot of books this

year, but I want you to read them only for pleasure.”和第四句“If you understand enough of a book to enjoy it and want to go on reading it, that’s enough for me.”可知读书是一种乐趣,在这里 enjoyment, enjoy 和 pleasure 是同义词。故本题选 A。

28. C 【解析】推理判断题。根据第三段第一句“The children sat stunned and silent.”和第四句“Mr. Holt, do you really mean that?”可得出答案。当老师说了这些话之后,孩子们都很震惊,很奇怪,所以他会去问老师是不是真的这样?这表明学生是不太相信的。答案选项的 it sounded too good to be true,意为听起来太好了以致不相信这是真的。故本题选 C。

29. C 【解析】细节理解题。根据第四段最后一句话“She answered, Oh, sure, but I just skip over those parts and go on to the next good part.”意为“她回答说,哦,当然,但我只是跳过这些部分,继续读下一个好的部分”,从中可以得出答案是这个女孩知道如何欣赏这些文章。故本题选 C。

30. B 【解析】推理判断题。四个选项的意思分别是:A项,孩子在阅读的时候不能够区别好的部分以及不好的部分;B项,应该留给学生孩子自己去选择,读什么以及如何读;C项,在学校阅读永远不会是一个愉快和启发性的体验;D项,阅读需要理解每一部分的信息。其实根据常识可以判断 C 项和 D 项是错误的,然后再结合全文大意,作者认为孩子不应该是强迫去读,要让他们自己读,选择材料读。故本题选 B。

二、简答题

31. 【参考答案】(1)口语教学的原则:

①系统化原则。英语口语表达作为其中一种技能,不能追求一蹴而就,教师需要由浅入深、由易到难、由机械模仿到自由运用循序渐进地进行。

②互动性原则。学生必须在互动的口语训练中练习自己的口语,才能有效提高自己的口语能力。

③情景化原则。设置和学生的生活经历、学生感兴趣的话题息息相关的情景进行口语练习,不仅可以检查学生恰当使用所学语言的情况,而且可以使学生学习在新的场景下创造性地运用语言,同时可以让学生在现实生活中碰到相关的交际场景时能够应付自如。

④科学性原则。在口语教学中需要客观地、科学地对待纠错。通常而言,在实际的操练语言的场合,教师对学生的错误可多纠正;但是在运用语言进行交际的场合,则没有必要进行过多的纠正,只要不影响正常的交际即可。

⑤平衡流利性和准确性原则。教师在口语教学中应该首先强调流畅性,同时注意精确性、得体性。

⑥激励性原则。要想提高口语水平,仅靠学习和掌握理论是远远不够的,必须要通过大量的实践,可以说口语训练是实现和提高口语表达能力的关键因素。教师应该多鼓励学生使用英语,当他们英语使用得多了,便能够熟能生巧,那么口语水平也就自然而然地提高了。

(2)口语是一种产出性技能既要流利又要准确。流利强调意义的完整表达,准确强调语言形式的正确使用。过分注重流利而忽视准确,可能造成语言令人费解的后果;而过分强调准确,则会使意义表达不连贯。因此,在口语教学中应该首先强调流利性,同时注意准确性,很好地平衡两者关系。一般来说,模仿性口语要纠错,以保证正确输出,为精确表达奠定基础。交际性口语要容忍错误的发生,尽量不打断学生的思路,等学生连贯地表达出自己的想法后再纠正典型错误。

三、教学情境分析题

32. 【参考答案】(1)新课标中明确提出,坚持教师为主导,学生为主体,培养学生自主学习的能力,鼓励学生通过积极尝试、自我探究、自我发现和主动实践等学习方式学习。很显然该案例中的教师没有很好地做到这一点。

(2)①该案例中的教师采用了传统的自下而上的阅读方式,在一开始便将文章中出现的新单词和新的表达用语意义呈现给学生,虽然为学生解决了陌生词汇可能给学生带来的阅读障碍,但它不利于学生主体性的发挥和自主学习能力的提高,不利于学生阅读策略,即根据上下文猜测词义的能力。

建议:该老师可将这种被动地教授词汇的方式改为读前词汇预测或者读中根据上下文猜测词汇意义。

②在教学方法上,采用了过时的语法翻译法,先朗读文章,再逐字逐句地翻译文章内容,虽然这种方法帮助学生掌握了语言知识,特别是语法知识,但它忽视对学生语言技能的培养,尤其是学生口头语言的表达,也不利于培养学生阅读兴趣。

建议:采用新课标中提倡的任务型教学方法,教学中应增加开放性的任务型活动和探究性的学习内容,使学生有机会表达自己的看法与观点。教师要鼓励学生学会合作,发展与人沟通的能力。具体教学活动可采用以下方式,读前活动:明确目的;熟悉话题;预测内容;预测词汇;激发兴趣和欲望;布置任务。读中活动:略读;

找读;根据所读内容画图、标图、连线、填表、排序、补全信息;为课文选择或添加标题;根据所读内容制作图表;边读边操作;判断真伪。读后活动:转述所读内容;根据所读内容进行角色扮演;讨论;改写;续尾;写摘要。

四、教学设计题

33. 【参考答案】Class type: Reading class

1. **Teaching Contents:** This lesson contains some useful words and phrases about healthy eating. Meanwhile, in this passage it makes students think what healthy food is and how important it is to eat healthy food.

2. **Teaching Objectives:**

(1) Knowledge objective

Students can acquire the knowledge of balanced diet and nutrition.

(2) Ability objectives:

Students are able to talk about different kinds of food, unhealthy eating and balanced diet.

Students can improve their reading ability.

(3) Emotional objectives:

Students can develop a sense of forming a healthy eating habit.

Students can develop the ability of cooperative learning.

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

Teaching Key Points:

(1) How to improve students' reading ability through the activities.

(2) How to enable the students to comprehend the bad effects of unhealthy eating habits and develop balanced eating habits.

Teaching Difficult Points:

Enable students to talk about different kinds of food and balanced diet.

4. **Major Steps:**

Step 1: Warm-up (1minute)

The teacher shows students four pictures of food made of different ingredients and asks them to guess their function. Then ask students to brainstorm what other ingredients can be used in food and their function.

(Justification: Showing pictures can arouse students' learning interest, and brainstorming can lay the groundwork for the following activities.)

Step 2: Pre-reading (3minutes)

(1) The teacher asks the students whether they know that the food they eat helps them grow in different ways.

Then shows students some pictures about different kinds of food on the screen, and asks students to classify them into different categories.

Food that provides energy	Food that helps bones and muscles grow	Food that helps the body fight diseases

After students complete the form, the teacher asks them to discuss the answers they have filled. Meanwhile, the teacher offers some suggestions.

(2) The teacher asks students to work in pairs to discuss the following questions and then invites three of them to tell their opinions to the class.

① Which groups of food do you like best?

② Which do you eat most often?

③ What will happen to you if you don't eat a balanced diet?

(3) The teacher lets students look at the title and the pictures of it and predict what the passage is about, then read it quickly to see if they are right.

(Justification: Cultivate students' ability to classify different kinds of food and enable students to realize the necessity to keep a balanced diet. Make predictions about the text can arouse their curiosity to know more about it.)

Step 3: While- reading (10 minutes)

(1) Skimming and Scanning

Skimming

The teacher asks students to skim the reading passage and then answer the following questions:

- a. Who are mentioned in the story?
- b. Where did the story happen?

After that the teacher checks the answers with the whole class.

Scanning

①The teacher allows students to read the passage carefully this time and then asks students to divide the passage into 3 parts and give the main idea of each part.

	Main idea
Part1	
Part2	
Part3	

②When students are reading, ask them to locate some important details, and then use the information from the reading passage to tick out the correct statements and give reasons for their answers.

- a. Usually Wang Peng’s restaurant was full of people. ()
- b. Yong Hui could make people thin in two weeks by giving them a good diet. ()
- c. Wang Peng’s regular customers often become fat. ()
- d. Yong Hui’s menu gave customers more energy-giving food. ()

(Justification: Students’ reading ability of getting the general ideas and locating the specific information can be trained and improved by skimming and scanning practice.)

(2) Careful reading

The teacher asks the students to read the passage again and work in groups to make a mind map of to show the development of the passage.

(Justification: In this part, students’ summarizing ability and critical thinking ability can be trained. They can also learn to cooperate with each other.)

Step 4: Post-reading (5minutes)

The teacher asks students todiscuss the following questions in groups and write down the main points and compare them with those of other groups.

- (1) What do you think Wang Peng will provide to win his customers back?
- (2) How do you think the story will end?

When students are discussing the questions, the teacher can withhold the readiness to provide resources.

(Justification: Discussing in groups provides them the opportunities to express their ideas actively and makes them have a deeper understanding of the text. At the same time, it can also inspire their imagination and cultivate their cooperative awareness.)

Step 5: Summary and homework (1 minute)

1. Ask students to make a summary about what they have learned today and if necessary, teacher makes supplement.

- 2. Teacher tells students that they need have a healthy life.
- 3. Students make a chart about healthy diet and introduce to their friends.

(Justification: In this part, students can consolidate the main content and apply what they have learned in daily life.)

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

一、单项选择题

1. A 【解析】考查语音学。句意:/fu:d/(food)中的元音/u:/属于哪一类元音? 根据发音时舌头活动的范围,单元音可以分为前元音(front vowel)、中元音(middle vowel)和后元音(back vowel);根据发音方式时

的唇形,单元音可以分为圆唇音(rounded vowel)、扁唇音(unrounded vowel)和中常音。根据长度分为长音和短音。其中/u:/属于后元音、圆唇音和长音,结合选项,只有A项符合。故本题选A。

2. A 【解析】考查语音学。句意:辅音的分类依据是_____。辅音的分类依据主要有三种:发音方式、发音部位和声带震动与否。其中发音部位指发生气流阻碍的部位。故A项正确。B项、C项、D项三项均是描写元音的因素。故本题选A。

3. A 【解析】考查形容词辨析。句意:吉姆几乎没有任何朋友,因为他是一个_____的人。A项意为“好争吵的”;B项意为“爱社交的”;C项意为“慷慨的”;D项意为“仁慈的”。根据句意可知吉姆几乎没有朋友,所以只有A项更符合句意。故本题选A。

4. B 【解析】考查形容词辨析。句意:他因固执地拒绝遵守命令而被解雇了。B项意为“固执的,顽固的”;A项意为“妨碍的”;C项意为“服从的”;D项意为“着迷的,迷恋的”。根据句意可知B项更符合。故本题选B。

5. A 【解析】考查动词辨析。句意:市政府正在修建更多的道路以适应日益增加的车辆。A项意为“容纳,使适应”;B项意为“接受,承认,承担”;C项意为“持有,支持,保存”;D项意为“收到,得到,接受”,其余三项均不符合句意。故本题选A。

6. D 【解析】考查形容词用法。句意:“你的班级里有多少男同学?”“女生人数是男生的三倍。”此句用的是该句型A+be+倍数+as+adj./adv.(原级)+as+B,表示“A是B的多少倍”。故本题选D。

7. B 【解析】考查倒装句。句意:我虽然见多识广,但还从未见过比她更有效率的人。该题是由as的引导让步状语从句,当作表语的形容词/副词/动词原形置于句首时,从句要部分倒装。故本题选B。

8. B 【解析】考查定语从句。句意:友谊像健康一样直到失去才知道它的珍贵。先行词为sound health,关系词与value之间为所属关系,所以选用of which。故本题选B。

9. C 【解析】考查语义学。句意:X:他去过中国,Y:他去过亚洲。A项表示“同义关系”;B项表示“矛盾关系”;C项表示“蕴含关系”;D项表示“预设关系”。分析题干可知,他去过中国,那么他一定去过亚洲;他去过亚洲,但不一定去过中国。因此,由X能推出Y,但是由Y推不出X,X被包含在Y,属于蕴含关系。故本题选C。

10. B 【解析】考查语用学。句意:A:你知道Mr. Brown在哪儿吗?B:该市南部郊区的某个地方。Quantity Maxim意为数量准则,要求说话人所说的话包含交谈所需要的信息;说话人所说的话不应超出所需要的信息。Quality Maxim意为质量准则,指努力说真话。要求说话者要说真话,不要说假话;不要说缺乏证据的话。Relation Maxim意为关系准则,要求说话要有关联、切题。Manner Maxim意为方式准则,指说话要明白清楚。要求避免晦涩;谈话者所说的话应清楚简要,有条理;避免歧义;简明扼要;井井有条。显然B没有提供充足的信息量,但这可能是因为他自己也不是很清楚确切地地址。为了遵守质量(quality)准则,他只好违反数量(quantity)准则——使你的话语如(交谈的当前目的)所要求的那样信息充分。故本题选B。

11. B 【解析】考查阅读教学。句意:一些教师通过首先介绍新的词汇和结构来教阅读,然后与学生逐句逐段地讨论文本,这种方式被称为_____。就阅读教学的模式来说,主要有三种:自上而下的模式(top-down model),自下而上的模式(bottom-up model)和补偿模式(interactive model)。在自下而上的模式中,学生从字母到单词到句子,逐个进行解码,从而理解全文。故本题选B。

12. C 【解析】考查词汇教学。句意:学生在学习词汇用法时会关注哪些方面?,当学生学习词汇的用法时,学生应注意词汇的搭配(collocation)、短语(phrases)、习语(idioms)、风俗(style)和语域(register)等,A项、B项、D项均属于词汇的信息(basic information)。故本题选C。

13. D 【解析】考查听力教学。句意:在选择听力活动时,老师应该避免什么?为保证听力活动的效果,课堂气氛应是轻松活跃的,不应该处于焦躁的氛围中。A项意为“听力活动必须具有真正的交际目的”;B项意为“听力活动必须迎合学生的现实生活”。C项意为“听前任务必须帮助学生识别听力活动的目的”。以上三项均是听力教学应遵循的原则,只有D项错误。故本题选D。

14. B 【解析】考查口语教学。句意:下列哪项不是教学口语的交际活动?口语教学有很多种活动,包括控制型活动、半控制型活动、交际型活动等。交际型活动又包括很多,例如信息差活动、讨论、辩论、访谈、解决问题的活动、以流利性为导向的游戏等。A项意为“信息差活动”;C项意为“讨论、辩论”;D项意为“解决问题的活动”。这三项都属于交际性活动。B项意为“关注准确性活动”,属于控制性活动。故本题选B。

15. D 【解析】考查写作教学。句意:老师应该如何处理学生的写作错误?学生在写作中犯错常常是难以避免的情况,但是教师要不怕学生犯错并鼓励他们运用较难的词汇和句子,这样学生的写作能力才会提

高,故 A 项错误。教师如果经常对错误持消极的态度,就会阻碍学生的写作热情,不利于写作技能的提高,故 B 项错。教师在批阅作文时,不应该自己把所有的错误都改正,而应该指出错误并让学生自己去改,以培养学生独立写作的能力,C 项错误。D 项,教师应强调错误,并留给学生纠正,这是教师处理学生写作错误的正确做法。故本题选 D。

16. C 【解析】考查教师角色。句意:为了更好地管理课堂,在学生进行活动时老师应该怎么做?教师的角色分为:管理者、评定者、组织者、促进者、参与者、信息提供者。学生小组活动时,教师最好在教室里走动,监控活动完成情况,为学生提供帮助。起到管理者、促进者以及信息提供者的作用。有必要时教师可以参与活动,但不宜过度。否则会影响到课程的管理。故本题选 C。

17. B 【解析】考查教学评价。句意:以下哪项不属于收集用于形成性评估的信息的方式?A 项意为“学习者记录袋”;C 项意为“课堂观察”;D 项意为“问卷调查”。学习者记录袋、课堂观察、问卷调查都属于形成性评价的方式。诸如期末、学业等考试中,应采用口试、听力和笔试相结合的方式,综合考查学生的语言应用能力都属于终结性评价。B 项属于终结性评价。故本题选 B。

18. D 【解析】考查课程标准中的实施意见。句意:好的教科书不包含以下哪些功能?A 项意为“教科书应帮助学生放轻松”;B 项意为“教科书应帮助学生建立信心”;C 项意为“教科书应最大限度地提高学生的潜力”;D 项意为“教科书应使学生具有相同的学习风格”。好的教材,应该考虑到不同层次学生的需求,以及不同学生的学习风格,而不是使学生具有相同通的学习风格。故本题选 D。

19. B 【解析】考查教学评价。句意:为了评估学生相对于自己以前的表现,老师将使用_____评估。教学评价标准包括目标参照性评价、常模参照性评价和个体参照性评价。A 项意为“目标参照性评价”,称绝对评价,它是以教学目标为评价的标准,依据教学目标和教材编制试题来测量学生的学业成绩,判断学生是否达到了教学目标的要求,不以评定学生之间差别为目的,多用于水平考试,比如升级考试、毕业考试、合格考试,不适用于甄选人才。B 项意为“个体参照性评价”,指的是学生以自身为参照物,前后表现进行比较。C 项意为“常模参照性评价”,是指评价时以学生所在团体的平均成绩为参照标准(常模),根据其在团体中的相对位置(或名次)来报告评价结果。对一个学生与其之前的表现相比作评价属于个体参照性评价。故本题选 B。

20. D 【解析】考查教师角色。句意:教师要求学生完成小组任务。在执行任务之前,教师会在全班清晰地分配角色,依次指向每个学生。“你是 A……你是 B……”等等。在这里,老师扮演_____角色,教师在要求学生进行小组任务前,先给全班同学分配角色,这体现了教师的组织者角色。故本题选 D。

Passage 1

【试题分析】本文是一篇议论文。本文通过一些数据表明了如今哈佛大学学生作弊的现象的,一些学者认为这是美国教育中一个全国性的问题,并对此采取了措施,即便如此,一些学者认为美国大部分的学生依然很重视学业。

21. D 【解析】概括归纳题。文章开头提到,据哈佛大学的报纸进行的一项匿名调查揭示了一个出人意料的事实,那就是进入美国大学的学生中存在学术上不诚实的行为。接着作者在文章第二段引用具体数据来说明这一主题。选项中,D 项意为“进入美国大学的学生中存在学术上不诚实的行为”,这与前两段的中心意思一致。故本题选 D。

22. A 【解析】细节理解题。题目中的“The results suggested that cheating may be becoming more commonplace.”意为“与此前针对 2013 班级所做的调查相比,该次调查结果表明作弊现象可能会越来越普遍”,由此可推知,2013 年所做的调查之后,人们发现更多的学生作弊,故作弊现象可能会越来越普遍。故本题选 A。

23. C 【解析】细节理解题。根据题目中的“the measure taken by Harvard University”可定位至第七、第八段。这两段提到,哈佛大学已成立一个由教职员和学生组成的委员会,目的是整治作弊现象。从今年开始哈佛学院要实施一个新的、更强大的战略用来与所有学生,尤其一年级的学生沟通关于学术诚信的重要性以及如何实现学术诚信。A、B、D 项与原文相吻合,而 C 项文中并未提到,因此不是哈佛大学采取的措施。故本题选 C。

24. B 【解析】推理判断题。文章最后一段开头讲到“In a rebuff to critics who say university has become little more than an expensive party”,即调查结果对于那种说哈佛大学无异于一个昂贵聚会的批评做出反驳,接着讲到哈佛大学的大部分受访学生优先考虑学业,而且部分学生并不局限于自己的专业,积极拓展。可见哈佛大学并非是一个昂贵聚会,学生们虽然作弊,依然很重视学业。故本题选 B。

25. D 【解析】观点态度题。本文主要讲述了进入美国大学的学生中存在的学术上的不诚实行为。作者

严格按照调查结果,引用调查数据以及相关权威人士的观点,客观地陈述了这一现象。因而,作者采用了客观陈述的语气。A项意为“主观的”;B项意为“夸张的”;C项意为“讽刺的”;D项意为“客观的”。故本题选D。

Passage 2

【试题分析】本文是一篇说明文。本文主要介绍了为了维持社会秩序以及保持文化价值,不同的社会采用不同的方式进行奖惩,其中列举了美国、新加坡、肯尼亚、墨西哥。

26. B 【解析】主旨大意题。文章开篇点题,根据第一段的首句“Rewards and punishments are used in different ways by different communities to maintain social order and preserve cultural values.”,可知为了维持社会秩序,不同的社会采用不同的方式进行奖惩。且下文中作者所举的例子都是围绕这一主题进行的。由此可知,文章的中心为“不同的文化中有不同的奖励和惩罚措施”。故本题选B。

27. C 【解析】推理判断题。由题干关键词 maintaining social order 定位文章第一段,根据该段第二句“In all cultures, parents must teach their children to avoid danger and to observe the community’s moral precepts. Adults also condition each other’s observance of social norms”可知成人之间也用不同的方式相互监督彼此是否遵守社会准则。故本题选C。

28. D 【解析】推理判断题。由题干关键词 Michael Fay 定位文章第一段。该段倒数第三句“wide media attention to cultural differences in the application of punishment. Faced with increasing violence at home, many Americans endorsed Singapore’s use of corporal punishment to maintain social order.”提到由于费伊故意破坏公共财产在新加坡遭到鞭刑的案例,许多美国人对新加坡实行体罚来维持社会秩序的做法是认可的,由此可排除A项;B项说美国媒体直到1994年才开始广泛关注文化差异,在文中并没有依据,因此排除;根据该段倒数第二句“Whether he subsequently avoids vandalism is unknown”可知我们不知道之后他是否不再故意破坏公共财产,可排除C项。根据第一段最后一句“but the punishment did apparently lead to his avoidance of Singapore—which he left promptly.”可知,D项正确。故本题选D。

29. D 【解析】细节理解题。由题干关键词 Gusii 和 Kenya 定位文章第二段第三句“Gusii parents tend to rely more on punishment...withdrawing shelter”,由此可知,古西人的父母愿意更多地依赖惩罚及恐吓而不是奖赏来调节他们子女的社会行为。鞭打、禁食、逐出家门都是惩罚的常见形式。故本题选D。

30. D 【解析】词义猜测题。由 stigma 定位文章最后一段,该段讲的是美国社会的奖惩制度。根据该段第一句“In the United States, fear of social ostracism or stigma was once a more powerful force in maintaining control over antisocial behavior, especially in small communities.”,可知 or 连接的并列结构“ostracism or stigma”,其中 stigma 的意思应该与 ostracism(排斥)相似,比 imprisonment(监禁)的含义在程度上要轻,结合选项可推知, stigma 应是“坏名声、侮辱”的意思。A项意为“讽刺”;B项意为“口头的”;C项意为“说服,劝说”。故本题选D。

二、简答题

31. 【参考答案】(1) 语法练习的形式

①机械型练习。这类练习的作用是帮助学生熟记,掌握语法规则和形式,一般使用互不连接的单独结构、短语或句子。常见的练习形式有填空、选择和替换等。

②意义型练习。这类练习强调形式的正确理解和输出,但同时涉及了意义。练习仍然使用互不连接的单独结构,答案通常是确定的。常见的练习形式有:基于意义的填空或选择、配对、改错及合并句子、汉译英或英译汉等。

③交际型练习。这类练习最有使用价值和趣味性,它强调以交际为目的的意义输出或理解。在交际过程中同时注意结构的运用。常见的练习形式有:两人活动、小组讨论活动、角色扮演活动、头脑风暴活动等。

(2) 练习举例

①机械型练习——替换练习。

T: I’m trying to find a book in the box.

S: I’m trying to find a book in the box.

T: Shelf.

S: I’m trying to find a book in the shelf.

T: Bed.

S: I’m trying to find a book in the bed.

②意义型练习——汉译英

我打算在我家乡买套房子。

I want to buy a house in my home town.

三、教学情境分析题

32. 【参考答案】

(1) 直接法, 交际法

在课堂上运用图片展现和小组讨论不仅可以调节课堂气氛, 同时也可以增加学生的知识。现在的孩子应该多多少少了解其中的文化背景及历史, 甚至有的学生可能还有去过其中的一处景点, 这有利于提高他们与他人交际的积极性。且多姿多彩的图片也能吸引学生的兴趣。

(2) 课标提出: 中小学英语教育的总目标是发展学生的综合语言运用能力。在课堂上通过小组讨论的信息交流, 学生在口头语言表达能力得到了提高, 并且提高了他们的综合语言运用能力。

课标提出: 中学英语教育要重视培养学生的合作精神, 小组活动的形式可以让学生在组员之间的互帮互助中完成学习任务。

课标提出: 新时代的教育要以学生为主体, 提高学生学习英语的信心和学习兴趣。小组讨论能让学生与同学交流自己所经历的事情, 且在听说读写各个方面都有所提高, 提高了他们学习英语的信心, 更加自觉地参与学习, 真正成为学习的主人。

课标提出: 教育要面向全体学生。通过小组讨论的信息交流活动可以解决大班教学课堂上很难做到让每个学生都拥有表达机会的问题, 尽可能的激发每一位学生进行英语口语交流。从而做到面向全体学生, 让每个学生都有发言权。

四、教学设计题

33. 【参考答案】

Class type: Reading class

1. Teaching Contents: It is about Franklin's famous kite experiment. It tells what did Franklin prepare for the experiment and how did Franklin conduct the experiment.

2. Teaching Objectives:

(1) Knowledge objectives

① Students can master the following words, phrases and the sentence patterns.

Important words: conduct, charge, shock, prove, tear, fasten, explain, and appear.

Important phrases: do an experiment, a great deal, tie...to, stop...from...

Important sentence patterns: Having realized that I could use a kite to attract lightning, I decided to do an experiment.

② Students can understand the passage and know how electricity was discovered.

(2) Ability objective

Students can improve their reading abilities and skills through reading activities.

(3) Emotional objectives

After learning the passage, students are expected to know about some famous scientists and their inventions and train students' qualities of science. Students will have a serious attitude towards science.

3. Teaching Key and Difficult Points:

(1) Teaching Key Points:

Students can learn the words and phrases listed above and students' reading ability can be improved.

(2) Teaching Difficult Points:

Students can understand the important sentence pattern and the passage better.

4. Major Steps:

Step 1: Warm-up and lead-in (1 minute)

The teacher shows students a picture of Franklin and invites some students to introduce him according to their preparations before class.

(Justification: Showing pictures can arouse students' learning interest, and introduction can lay the groundwork for the following activities.)

Step 2: Pre-reading (2 minutes)

Teacher shows a picture of kite and lead students to predict the passage. And then teacher leads students to share

their own ideas of flying a kite.
(Justification: Activate students’ background knowledge, and help the teacher introduce the theme of the text.)

Step 3: While-reading (11 minutes)

(1) Skimming

Ask the students to read the passage quickly and match the paragraphs with the main ideas (on the screen).
Show the following on the screen:

- Paragraph 1: The Tip of doing the experiment
Paragraphs 2-3: Introduction to Franklin s experiment
Paragraphs 4-6: The process of the experiment

Students browse the text quickly to get the general idea.
(Justification: Train students’ ability of skimming for the main idea.)

(2) Scanning

- Ask students to read the text again to tell the sentences True (T) or False (F).
- a. In 1752, scientists already knew what electricity is. ()
 - b. Franklin was helped by a friend to do the experiment. ()
 - c. Franklin made the kite of silk because wet silk does not conduct electricity. ()
 - d. A condenser was used in the experiment to store electricity. ()
 - e. The key tied to the string was put into the door to stop the kite from flying away. ()

Students finish the reading task and report to the whole class.
(Justification: Train students’ ability of scanning for detailed information.)

(3) Careful reading

- ① Ask students to read the text carefully to find some new words, phrases and difficult sentences.
Teacher asks students to guess the meanings of the new words and phrases first and then explains their meanings according to the context.

Using the sentence “Having realized that I could use a kite to attract lightning, I decided to do an experiment.” to help students understand the use of non-predicate verbs.

- ② Ask students to draw a flowchart to show the steps of the experiment.
(Justification: Train students’ ability of guessing according to context. Improve their reading skills.)

Step 4: Post-reading (5 minutes)

Use the multimedia to present Franklin’s experiment.
Students are asked to fill in the form about Science Report.

Experimenter’ s name	
Justification	
Procedure	
Result	
Conclusion	

(Justification: Teach students how to write a science report.)

Step 5: Summary and homework (1 minute)

1. Ask students to make a summary about what they have learned today and if necessary, teacher makes supplement.
2. Teacher tells students that they need have an optimistic attitude towards the life and the future in their daily life.
3. Introduce the procedure of experiment to their parents.
- (Justification: Students can consolidate what they have learned in the class and apply what they have learned in the class.)