

2013年上半年教师资格证考试《初中英语》 题（精选）

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一. 单项选择题：下列各题的备选答案中，只有一项是最符合题意的，请把这个答案选出。（本大题共24小题，每小题2分，共48分）

- Which of the following consonants doesn't fall under the same category according to the voicing? ()
A.[M] B.[D] C.[B] D.[P]
- Which of the following has the proper word stress? ()
A.photographic B.photoGraphic
C.photograPhic D.Photographic
- () there is fresh air, there is oxygen.
A.Wherever B.Whenever C.Unless D.Whether
- The factory operated () until the order was filled.
A.at times B.to the minute
C.day by day D.around the clock
- After working for the firm for ten years, he finally () the rank of deputy director.
A.achieved B.approached C.attained D.acquired
- If we () our test tomorrow, I would have gone to the concert.
A.Weren't to have B.Hadn't been to have
C.Aren't to have D.Hadn't had
- Which of the following italicized parts is a subject clause? ()
A.We are quite certain *that we will get there in time*
B.He has to face the fact *that there will be no pay rise this year*
C.She said *that she had seen the man earlier that morning*
D.It's sheer luck *that the miners are still alive after ten days*
- () you said is true, there are still other factors to be considered.
A.Supposed that what B.Supposing what that
C.Granted that what D.Considered what that
- The conversational implication of "John is a machine" as a response to "what do you think of John" is context-bound. It possesses all the following distinguishing properties but ().
A.non-detachability B.calculability
C.conventionality D.defeasibility
- When learners come across new words, they are required to focus on ().
A.spelling B.semantic features
C.form, meaning and use D.word formation
- Which of the following is NOT exhibited by the deductive method? ()
A.It saves time.
B.It pays more attention to form.
C.It teaches grammar in a decontextualized way.
D.It encourages students to work out the grammatical rules.
- Which of the following materials is NOT appropriate for a teacher to use in listening practice? ()

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- A.Materials with different dialects.
B.Comprehensible authentic materials.
C.Materials with comprehensible new words for students.
D.Materials with contents beyond students' comprehension capacity.
13. () may be defined as any kind of engaging with the language on the part of the learners, usually under the teacher's supervision, whose primary objective is to consolidate learning.
A.Presentation B.Practice
C.Production D.Preparation
14. Teachers believing in the () model in a general sense usually follow the sequence of teaching new words, sentences and then the whole passage in the reading class.
A.interactive B.bottom-up
C.top-down D.interactional
15. The () approach to writing teaching pays attention to not only what to write, but also how to write.
A.product-oriented B.process-oriented
C.form-focused D.meaning-focused
16. The activity of () may maximize the possibility of eliciting ideas, words or concepts from students when it is focused on a given topic.
A.retelling B.assessing output
C.brainstorming D.checking comprehension
17. () helps students facilitate their process of accumulating vocabulary, broadening scope of vision, and increasing target language exposure.
A.Scanning B.Skimmming
C.Extensive reading D.Intensive reading
18. Which of the following nominating patterns can a teacher adopt to ensure that all students are actively involved in classroom activities? ()
A.Nominating those who are good at English.
B.Asking questions in a predicable sequence.
C.Nominating students after the question is given.
D.Nominating students before giving the question.
19. If a teacher asks "What does "corrective feedback" mean?" this type of question is called " () ."
A.referential questions B.tag questions
C.rhetorical questions D.display questions

(一)

阅读理解题

阅读下面的短文,从每题所给的四个选项中选出最佳选项(请选择唯一正确的答案)

Passage One

Donna's fourth grade classroom looked typically traditional. Yet something seemed different that day when I entered it for the first time.

My job was to make classroom visits and encourage implementing a training program focusing on language arts, ideas that would empower students to feel good about themselves and take charge of their lives. Donna was one of the

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volunteer teachers in this project.

I sat in the back and watched. All the students were working on the task, filling their notebook paper with thoughts and ideas. A student next to me was filling her page with “I can’t kick the soccer ball.” I can’t do long division with more than three numerals.’’ Her page was half full and she showed no signs of letting up. I walked down the row glancing at students’ papers. Everyone was writing down things they couldn’t do.

By this time the activity engaged my curiosity. I decided to check with the teacher to see what was going on but I noticed she too was busy writing “I can’t get John’s mother to come for a teacher conference.” “I can’t get my daughter to put gas in the car.” “I can’t…”

Curious and puzzled about what they were doing, I returned to my seat and continued my observations.

Students wrote for another ten minutes. They were then instructed to fold the papers in half and bring them to the front. They placed their “I Can’t” statements into all empty shoe boxes. Then Donna added hers. She put the lid on the box, tucked it under her arm and headed out the door and down the hall.

Students followed her. I followed the students. Half way down the hall way, Donna entered the custodian’s room, came out with a shovel, and marched the students out to the farthest corner of the playground. There they began to dig. They were going to bury their “I Can’ts”!

The digging took over then minutes with dirt. The box of “I Can’ts” was placed at the bottom of the hole and then quickly covered with dirt. Students stood around the freshly dug grave. At this point Donna announced, “Boys and girls, please join hands and bow your heads.” They quickly formed a circle around the grave.

They lowered their heads and waited. Donna delivered the eulogy.

“Friends, we gathered here today to honor the memory of ‘I Can’t’. While he was with us on earth, he touched the lives of everyone. some more than others. We have provided ‘I can’t with a final resting place and a headstone that contains his epitaph. He is survived by his brothers and sisters, ‘I can’, ‘I will’, and ‘I’m going to’. They are not as well known as their famous relative and are certainly not as strong and powerful. Perhaps some day, with your help, they will make an even bigger mark on the world. May ‘I can’t rest in peace and may everyone present pick up their lives and move forward in his absence. A men.”

20. According to the passage, which of the following statements is INCORRECT? ()

- A. Donna was a volunteer teacher of the training program.
- B. The author knew what was going to happen when he/she entered the classroom.
- C. Donna’s fourth grade classroom appeared to be traditional, resembling many others the author had seen in the past.
- D. Everyone, regardless of gender, age, and occupation, may encounter many “I can’t” in life.

21. It can be inferred from the passage that what Donna and the students were doing in the classroom () the author’s perceptions of touching.

- A. agrees with
- B. contradicts
- C. goes beyond
- D. imparts

22. The underlined word “eulogy” in the last paragraph but two means a (n) ()

- A. address
- B. ceremony
- C. tribute
- D. faith

23. According to the context, the underlined word “they” in the last paragraph refers to ()

- A. the students
- B. Donna and her students
- C. The “I can’t”
- D. “I Can”, “I Will” and “I’m Going to”

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24. The best title for the passage might be “（ ）”

- A. Donna and Her Pupils
- B. The “I Can’t” Funeral
- C. The “I Can’t” and Its Relatives
- D. The “I Can’t” Touches the Lives of Everyone

二. 简答题：根据题目要求完成下列任务，用中文作答。（本大题共1小题，共20分）

25. （论述题）根据题目要求完成下列任务，用中文作答。

《义务教育英语课程标准（2011年版）》指出，评价体系应包括形成性评价和终结性评价。解释形成性评价的定义，简述其目的与原则（分别写出三个要点），并列举课堂收集形成性评价信息的三种方式。

三. 教学情境分析题：根据题目要求完成下列任务，用中文作答。（本大题共1小题，共30分）

（二）

【片段一】

S1: Have you ever been to Paris.

S2: No. I haven't. Have you?

S1: Yes. It's wonderful.

S2: How long did you stayed?

S1: One week.

S2: The buildings are beautiful, yes?

S1: Yes, and the streets...the river...

S2: Ah. Have you ever been in Rome?

【片段二】

S1: Is the Neon bigger than the Chevy?

S2: Yes, it is. Is the Lexus cheap than...

T: Cheap...

S2: Is the Lexus cheaper than the Chevy?

S3: No, it isn't. Is the Lexus faster than the Neon?

S4: Yes, it is. Is prettier the Neon...

T: Is the...

26. （分析题）下列两个教学片段选自某初中课堂实录，阅读后回答问题：

（1）哪一个片段属于准确性训练，哪一个片段属于流利性训练？（6分）

（2）你的判断依据是什么？（12分）

（3）准确性训练和流利性训练对语言学习而言各有何利弊？（12分）

四. 教学设计题：根据提供的信息和语言素材设计教学方案，用英文作答。（本大题共1小题，共40分）

（三）

Frank: Hi, Bob. How is your day?

Bob: It's OK. I like Monday because I have P. E. and history. They're my favorite subjects.

Frank: Who's your P. E. teacher?

Bob: Mr. Hu. He always plays games with US.

Frank: That's great! But do you like history? It's boring.

Bob: Oh~I think history is interesting. What's your favorite day?

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Frank: Friday.

Bob: Why?

Frank: Because the next day is Saturday.

Bob: Ha ha! That's for sure. I like Friday too.

27.（分析题）设计任务:根据所提供的信息和语言素材设计一节课的教学方案。该方案没有固定格式,但须包含下列要点:

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

教学时间:45分钟

学生概况:某城镇普通中学八年级（初二）学生,班级人数40人,多数学生已达到《义务教育英语课程标准（2011年版）》三级水平,学生参与积极性一般。