

2014年下半年教师资格证考试《初中英语》 题

2014年下半年教师资格证考试《初中英语》题

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30小题，每小题2分，共60分）

1. Which of the following shows the proper pronunciation of the segment “ten bikes” in connected speech? ()
 A./tem baiks/ B./ten baiks/
 C./təm baiks/ D./tən baiks/
2. () is NOT included in the factors used in analyzing vowels.
 A.Position of the tongue
 B.Shape of lips
 C.Openness of the mouth
 D.Openness of the vocal cords
3. The study highlights how our sense of right and wrong isn't just based on (), religion and philosophy, but also on the biology of our brain.
 A.rising-up B.bring up C.uprising D.upbringing
4. Founded in 2003,the company specializes in canned fruits and vegetables and () food export business.
 A.quick-freezing B.quick-frozen
 C.quickly-freezing D.quickly-frozen
5. He resented () to wait and expected the minister () him immediately upon his arrival.
 A.to be asked, to see B.being asked, to see
 C.to be asked, seeing D.being asked, seeing
6. Tom's school was on the other side of the road, so he was told to watch out for cars when () the street.
 A.crossing B.cross C.crossed D.to cross
7. You can sleep on the couch in the lounge () you can go to a nearby hotel.
 A.or B.then C.and D.but
8. Not a single word () when he was forced to leave home and join the army in 1937.
 A.did Mark leave B.left Mark
 C.did leave Mark D.Mark left
9. How many morphemes does the word “impossible” consist of ? ()
 A.One B.Two C.Three D.Four
10. What rhetorical device is used in the underlined part of the sentence There was an eloquent pause after the story was told? ()
 A.Pun B.Simile
 C.Metaphor D.Transferred epithet
11. In teaching pronunciation, the teacher should tell the students that () can be used to convey more important messages.
 A.rhyme B.stress C.devoicing D.rhythm
12. When a teacher asks students to discuss how the writer's ideas are organized in the text, he/she intends to develop students' skill of ().
 A.recognizing the textual structure

2014年下半年教师资格证考试《初中英语》题

- B.understanding the writer’ s intention
C.distinguishing facts from opinions
D.commenting on the content of the text
13. Which of the following focus(es) on accuracy in teaching grammar? ()
A.Simulation
B.Substitution drills
C.Role play
D.Discussion
14. When a teacher says “Next, please pay attention to the time of arrival and departure of the planes in the recording.” he/she intends to develop student’ s skill of () .
A.predicting
B.getting the general pictures
C.distinguishing sounds
D.getting specific information
15. If a teacher asks students to list as many ways as they can to tell someone to open the door and list the possible function of a sentence in different contexts, he/she is probably trying to highlight () .
A.the potential meanings of a sentence
B.different realizations of the same function
C.the relationship between form and function
D.different ways of getting people to do the same thing
16. The teacher would use () to help students communicate in teaching speaking.
A.substitution drills
B.group discussion
C.listening and acting
D.reading aloud
17. () assessment is used to measure how the performance of a particular student or group of students compares with that of another.
A.Criterion-referenced
B.Norm-referenced
C.Formative
D.Summative
18. Which of the following teacher’ s instructions could serve purpose of eliciting ideas? ()
A.Shall we move on?
B.Read after me ,everyone.
C.What can you see in this picture?
D.What dose the word “quickly” mean?
19. Which of the following is an example of teachers’ indirect corrective feedback? ()
A.Say “went” instead of “go” .
B.We never use “at” that way.
C.Choice A is not the right answer.
D.Who can help him with this sentence?
20. Total Physical Response as a TEFL method is more often used for teaching () .
A.children
B.adults
C.ESP course
D.GE course

(一)

请阅读passage1，完成第21~25小题。

Passage 1

Seventy years ago, more than 160,000 Allied troops stormed the beaches of Normandy during the D-Day invasion. And while we all know that day served as a huge turning point for the Allied cause, you probably haven't thought much about what those soldiers carried with them to eat during and after the invasion. Food had to be lightweight, nutritious and very high in energy; after all, these men were about to invade Nazi-occupied land. As it so happened, the one substance that could fulfill all those requirements was a very unlikely item—a Hershey's chocolate bar.

The Hershey chocolate company was approached back in 1937 about creating a specially designed bar just for you U.S. Army emergency rations. According to Hershey's chief chemist Sam Hinkle, the U.S. government had just four requests about their new chocolate bars; they had to weight 4 ounces, be high in energy, withstand high temperatures and "taste a little better than a boiled potato". The final product was called the "D ration bar", a blend of chocolate, sugar, cocoa butter, skim milk powder and vat flour. The viscous mixture proved too thick to move through the normal chocolate bar manufacturing set up at the Hershey plant, so initially each bar had to be packed into its 4-ounce mold by hand.

As for taste, well, most who tried it said they would rather have eaten the boiled potato. The combination of fat and oat flour made the chocolate bar a dense brick, and the sugar did little to mask the overwhelmingly bitter taste to the dark chocolate. Since it was designed to withstand high temperatures, the bar was nearly impossible to bite into. Most men who ate it had to shave slices off with a knife before they could chew it, and despite the U.S. Army's best efforts to stop the men from doing so, some of the D ration bars ended up in the trash. Later in the war, Hershey introduced a new version, known as the Tropil bar, specially designed for extreme temperatures of the Pacific Theater. By the end of the war, the company had produced more than 3 billion ration bars.

But "Hitler's Secret Weapon", as many infantrymen referred to the chocolate bar, was hardly the only candy in the D-Day rations. Candy was an easy way to pep up the troops, and the quick burst of energy provided by sugar was a welcome addition to kit bags. Along with the D rations, troops received three days worth of K ration packs. These were devised more as meal replacements and not sustenance snacks like the D rations, and came completely with coffee, canned meats, processed cheese and tons of sugar. At various points during the war, men could find powdered orange or lemon drink, caramels, chewing gum and—of course—more chocolate. Along with packs of cigarettes and sugar cubes for coffee, the K ration packs provided plenty of valuable energy for fighting men.

21. What is the tone of the author in writing the article? ()

- | | |
|-------------|-------------------|
| A. Ironic | B. Passionate |
| C. Humorous | D. Matter-of-fact |

22. Which of the following features of D Ration bars is NOT true according to the passage? ()

- | | |
|-----------------|--------------------|
| A. Light weight | B. High energy |
| C. Spicy taste | D. Heat resistance |

23. Why were D Ration bars referred to as "Hitler's Secret Weapon" by Allied soldiers? ()

- A. It was a conspiracy launched by Hitler.
- B. It was produced as a weapon to defeat Hitler.
- C. It was nutritious enough to please the soldier.
- D. It was hard to eat and was disliked generally.

24. Which of the following is closest in meaning to "pep up" in the last paragraph? ()

- | | | | |
|-------------|------------|-------------|------------|
| A. Cheer up | B. Feed up | C. Steer up | D. Take up |
|-------------|------------|-------------|------------|

25. Which of the following might be the best title for the passage? ()

2014年下半年教师资格证考试《初中英语》题

- A.How Chocolate Was Made for the War
- B.How Chocolate Helped Win the War
- C.What were the Requirements about Chocolate for the War
- D.What were the Differences between D Ration Bars and K Ration Packs

(二)

请阅读passage2，完成26~30小题

Passage 2

Julia Gollard, as education minister and then prime minister, identified. The *Gonski Report* on School funding, later renamed the *Better School Plan*, as one of her crowning achievements.

Backed by the Australian Education Union and Australia's cultural-left education blob(a term coined by Britain's Secretary of State for Education, Michael Gove),her argument is that Gonski will deliver excellence and equity in education by massively increasing government expenditure.

The Gonski funding model, involving a base level of funding known as a School Resourcing Standard and additional loadings related to disadvantage, is also lauded as bring clarity, transparency and consistency to school funding. Not so, as noted by the National Commission of Audit, the flaws and weaknesses in the report are manifest.

Under the heading "Complexity of the funding model," section 9.7 Appendix Volume 1, the statement is made that "new school funding managements are complex, inconsistent and lack transparency." Instead of having a national funding model, we have a situation where the states and territories and Catholic and independent school sectors have their own approaches to allocating funding to schools.

So much for the argument that the Gonski model represents an improvement on the Howard government's supposedly opaque and insistently applied socio-economic status(SES) mode.

The Schooling Resource Standard is also criticized for not being "based on a detailed analysis of the cost of delivering education" and the formula employed for quantifying disadvantage for using faulty data leading to students "being misidentified as being inside or outside definitions of educationally disadvantaged".

Citing international research and an analysis carried out by the ALP federal member for Fraser, Andrew Leigh, when an academic at the Australian National University, the audit report also concludes there is little ,if any, relationship between increased expenditure and raising standards.

Mirroring the argument put by Jennifer Buckingham in her school Funding on a Budget, the audit report agrees "increasing funding dose not necessarily equate to better student outcomes"

As common sense suggests, and contrary to the Australian Education Union's, "I Give a Gonski" campaign, a more effective way to raise standards is to have a rigorous curriculum, qualified and committed teacher, strong parental engagement and schools, within broad guidelines, that have the flexibility to manage themselves.

To applaud the commission of audit's analysis of school funding should not be taken as unqualified support. The suggestion that the states, and most likely their education departments, should control how funding to independent school is allocated is a mistake.

State schools, on the whole, compete against non-government schools, and allowing state governments or their education bureaucracies to decide how funding is allocated to independent schools represents a conflict of interest.

26.For what reasons did Julia Gillard believe that the Gonski report was one of her best achievements? ()

- A.It would bring efficiency to school funding
- B.It would raise standards and equity in education
- C.It would reduce government budget in school funding
- D.It would control both the state schools and independent schools

2014年下半年教师资格证考试《初中英语》题

27. Which of the following is closest in meaning to “committed” in paragraph 9? ()
- A. Engaged B. Devoted C. Respected D. Promised
28. How does the author make his arguments convincing to his readers? ()
- A. He cites noted authorities as a means of supporting his opinions.
B. He presents a thesis and then lists evidence to supporting his opinions.
C. He summarized an official document and then discusses it in detail.
D. He uses official documents and then gives his personal interpretation.
29. Which of the following represents the National Commission of Audit’s view on school funding? ()
- A. There should be a national funding model.
B. Cost of delivering education should not be the major concern of school funding.
C. There is a close relationship between increased expenditure and raising standards.
D. The educational department school should control the allocation of funding to independent school.
30. Which of the following titles best expresses the ideas of the passage? ()
- A. Needed: a Better Model for Education
B. Gonski: the Advantages and Disadvantages
C. Needed: a Better Model for Funding schools
D. Gonski: a Funding Model Favored by the Prime Minister

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）

31. （论述题）根据题目要求完成下列任务，用中文作答。
请简述教师课堂上“创设语境”需要考虑的基本要素（8分），并举例说明具体的教学手段（12分）。

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）

32. （分析题）根据题目要求完成下列任务，用中文作答。

下面是某教师的课堂教学片断：

T: Now please look at this picture. what’s it?

S: It is a camera.

T: Is it a camera? No, it just looks like a camera. In fact, it’s a cake!

S: Wow……

T: Do you think it is interesting?

S: Yes.

T: For me I think it’s creative and special. Here, “creative” means 有创造力的，创新的；
and “special” means 特殊的，特别

的。Now please read after me. creative↗, creative↘; special↗, special↘(While speaking, the teacher writes the two words on the

T: Do you like this gift?

S: Yes

T: Well, I like it very much. A special gift is often interesting, popular and creative.

请根据所给的材料回答下列3个问题。

- (1) 这是课堂教学的哪一个环节？（6分）
(2) 该教师使用了哪些教学手段，分别达到什么教学目的？（12分）
(3) 根据这一教学片断，教师在课堂互动中应注意哪些问题？（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）

2014年下半年教师资格证考试《初中英语》题

33.（分析题）根据提供的信息和语言素材设计教学方案，用英文作答。

设计任务：请阅读下面学生信息和语言素材，设计一节英语写作课的教学方案，教案没有固定格式，但必须包含下列要点：

Teaching objectives

Teaching contents

Key and difficult points

Major steps and justifications

Activities and justifications

教学时间45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，多数已经达到《义务教育英语课程标准（2011版）》三年级水平，学生课堂参与积极性一般。

语言素材

Dinosaurs

Dinosaurs lived on the Earth over sixty million years ago. This was a long time before people existed. Dinosaurs lived everywhere. Some were as small as chickens. Others were as big as ten elephants. Some dinosaurs even had wings and could fly.

Many dinosaurs were harmless. They were as gentle as sheep and ate plants. Others were harmful. They were fiercer than tigers and ate meat.

Dinosaurs all died out suddenly. Nobody knows why, we know about the lives of dinosaurs from the skeletons, eggs and footprints they left behind.

Diogenes

Diogenes was a famous thinker. He lived in Greece about two thousand years ago. He taught that the way to be happy was to own as few things as possible. All he owned was a big jar that he lived in, a coat, a bag and a cup. He was very happy. One day, Diogenes saw a boy drinking water from his hands by a fountain. So he threw away his cup and became even happier.