

2015年上半年教师资格证考试《初中英语》 题

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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30小题，每小题2分，共60分）

- The phrase “in bed” is pronounced as () in real speech.
A./in' bed/ B./im' bed/ C./' inbəd/ D./' imbəd/
- There are two syllables in the word “photo”, /əu/ occurs in both syllables, but the first one is () the second because it is stressed.
A.longer than B.shorter than
C.as long as D.as short as
- Jimmy asked Mary to lend him some money, which she agreed to, () that he paid her back the following month.
A.on occasion B.in case
C.under circumstances D.on condition
- Zhang Jun's teacher suggests that he take a (n) () language course to improve his English.
A.intermediate B.middle
C.medium D.average
- It is reported that the () of the country, from hotels to transport, is old and decrepit.
A.industrialization B.infrastructure
C.correspondence D.commutation
- () conscious of her moral obligations as a citizen.
A.Marsha was and always will be
B.Marsha has to be and always will be
C.Marsha had been and will always be
D.Marsha has been and will always be
- Potential subjects should be informed of the research and () an opportunity to decide if they want to participate.
A.gave B.giving C.give D.be given
- Don't be discouraged. () and you will surely pass the exam.
A.Make a bit more effort
B.To make a bit more effort
C.Making a bit more effort
D.If you make a more effort
- What would you say to the hotel receptionist to get a double room?
—— ().
A.Rent us a double room
B.Book us a double room
C.We'd like to have a double room
D.Let's have a double room
- Which of the following best represents the order from a harsh command to a very polite request? ()
A. Could you close the door? B. Close the door.
C. Please close the door. D. Would you please close the door?
A.b—c—a—d B.c—b—a—d C.d—a—c—b D.c—b—d—a

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11. The first P in the PPP teaching model stand for (), which aims to get learners to perceive the form and meaning of a structure.
 A.practice
 C.presentation
 B.production
 D.preparation
12. The main objective of mechanical practice is to help students learn by heart the () of a language item.
 A.meaning
 B.function
 C.context
 D.form
13. The () method is more fitted to the explicit presentation of grammar when the basic structure is being identified.
 A.inductive
 C.comparative
 B.contrastive
 D.deductive
14. Which of the following can be regarded as a communicative language task? ()
 A.Information-gap activity.
 B.Dictation.
 C.Sentence transformation.
 D.Blank-filling.
15. If a teacher asks students to concentrate on such features as structure, coherence and cohesion of a text, he/she aims at developing students' ().
 A.strategic competence
 B.culture awareness
 C.communicative competence
 D.discourse awareness
16. English teachers often ask students to () a passage to get the gist of it.
 A.skim
 B.scan
 C.predict
 D.infer
17. The correct meaning of a lexical item in a given context is ().
 A.the one provided in a dictionary
 B.the one which best fits the context
 C.the central or core meaning of the item
 D.the one which is assumed to be correct
18. In writing, students may not know how to put something into proper English and thus ask their teacher for help. Here the teacher is to play the role of a/an ().
 A.facilitator
 C.controller
 B.assessor
 D.participant
19. A/An () language test, such as IELTS or TOEFL, is developed on the basis of a fixed standard.
 A.individual-referenced
 C.norm-referenced
 B.peer-referenced
 D.criterion-referenced
20. A systematic textbook evaluation is NOT to examine whether a textbook ().
 A.covers all grammatical rules
 B.provides authentic language
 C.matches the needs of learners
 D.can help realize the objectives of a language program

(一)

请阅读Passage 1,完成第21—25小题。

Passage 1

For many people, there is a very well-established stereotype that the first-class American universities are simply the best. However, I am not quite convinced of that. When I look back at my academic formation in the USA and compare it to the academic formation some of my friends had at Brazil, I don't feel like I am more prepared than my peers. Thus, I am currently facing a dilemma of whenever to pursue my graduate studies in Brazil or in the USA.

The difference in our academic backgrounds, however, is the more liberal nature of American education. From my experience at Georgetown, and from what I know of American higher education, there are very few strict requirements imposed on students. Generally speaking, you are relatively free to take whichever classes you want, provided that they are under the scope of your major field of study.

To illustrate, I compared the master's degrees in economics from Duke and Fundacao Getulio Vargas(FGV), a Brazilian university. I chose to present a master's degree comparison here because the short two-year study period makes it simpler than comparing a four-year program. Duke's program works like this: you pick a field of study and then have a required number of courses that you have to take in certain areas. Most of the requirements are not course-specific, but area-specific. With some fields of study, you can skip certain areas altogether. If you choose to get a master's degree in applied economics, for instance, you don't have to take any mathematics courses. In FGV, all economics students need to take the same core structure: Microeconomics 1 through 4, Macroeconomics 1 through 3, Economics, Statistics 1 and 2, and Math for Economics 1 and 2. From then on, you can specialize in certain fields, and the elective structure seems to be the same as in Duke: you pick five electives from your main area of interest.

This seems to be the same kind of difference that I noticed comparing what I studied in Georgetown as an undergraduate to what some of my friends studied in their undergraduate careers in Brazil. Now, is this more liberal education good or bad? There are factors pulling it each way, and the ideal solution, in my view, is a reasonable middle ground. What I see happening in American universities, however, is a little too much liberalization. Too much liberty tends to encourage students to take the more "interesting" course, and ignore those that are considered most "boring". The problem is that many of these "boring" courses are usually foundational courses, which give students the analytical tools they need in order to be truly competent in their fields of study.

In the end, I feel like American universities sometimes delegate too much responsibility to students in terms of choosing their academic careers. For me, this is troubling. Students in their twenties usually have very little experience in the field they are studying, and many times they don't really know the tools they need to succeed in their area of interest. It is certainly the case in my situation. Fortunately, I research and discuss a lot before picking my classes, and was able to take advantage of my liberal American education to build both a strong foundation and take classes that interest me. But is this always the case? From my experience, I think not. What I see happening at Georgetown is that many students just pick the classes they find most interesting, without any real consideration of how it is going to support their overall academic formation. This result is a deficit in fundamentals.

21. Which of the following influences the writer's judgment of the universities in the passage? ()

- A. The academic information provided by his friends in Brazil.
- B. The information obtained from the university authorities.
- C. Those commonly held beliefs concerning the ranking of universities.
- D. The learning experience of himself in the USA and that of his friends in Brazil.

22. Why did the writer choose to compare the master's programs rather than the bachelor's programs? ()

- A. It is easier to make such a comparison.

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- B.The master' s program may better illustrate the difference.
 C.The master' s program is simpler than the bachelor' s program.
 D.It is of less interest to the writer to compare the bachelor' s programs.
23. Which of the following can be inferred as the writer' s attitude toward the American higher education? ()
 A.Biased. B.Positive. C.Critical D.Negative.
24. Which of the following is true about the writer' s experience? ()
 A.He has benefited from the American education.
 B.He has been harmed by the American education.
 C.He has not laid a solid foundation for his academic career.
 D.He has selected courses that do not support his overall academic formation.
25. Which of the following words is closet in meaning to "deficit" in the last paragraph? ()
 A.Deficiency B.Sufficiency
 C.Requirement D.Decline

(二)

请阅读Passage 2,完成第26—30小题。

Passage 2

One evening, while Marcos Ugarte was doing his homework and his father, Eduardo, a teacher, prepared lesson plans, they heard someone yelling outside. Eduardo, 47, and Marcos, 15, stepped onto the porch of their home in Troutdale, Oregon, and saw a commotion four doors down, outside the home of their neighbors, the Ma family. "I didn' t think anything was wrong," Eduardo recalls. "I told Marcos we should give them some privacy." He headed back inside, but Marcos' s eye was caught by a glow from the Ma house.

"Dad, the house is on fire!" Marcos cried.

Clad only in shorts, the barefoot teen sprinted toward the Ma' s home with his dad. Grandmother Yim Ma, mother Suzanne Ma, and son Nathan Ma were gathered on the front lawn yelling for help. When the Ugartes got there, they saw father Alex Ma stumbling down the stairs, coughing, his face black with soot.

"Is anyone else in the house?" Eduardo asked.

"My son!" Alex managed to say, pointing to the second floor. Eduardo started up the stairs, but thick, black smoke, swirling ash, and intense heat forced him to his knees. He crawled upstairs and down the hall where Alex said he would find Cody, eight, who had locked himself in a bedroom.

As the fire raged across the hall, Eduardo banged on the bedroom door and tried to turn the doorknob. Cody didn' t respond. Eduardo made his way back downstairs.

Meanwhile, Marcos saw Yim and Suzanne pulling an aluminum ladder out of the garage. "Cody was standing at the window, screaming for help," says Marcos. "I knew I had to do something." He grabbed the ladder, positioned it near the window, and climbed toward the boy.

When Marcos reached the window, he pushed the screen into the room and coaxed Cody out. "It' s OK," Marcos told him. "I' ve got you."

Holding Cody with one arm, Marcos descended the ladder.

When firefighters arrived, plumes of black smoke were billowing from the back of the house as flames engulfed the second floor. Emergency personnel took Cody to a nearby hospital, where he was treated for smoke inhalation and released. No one else was injured. The cause of the blaze is still under investigation.

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“You just don’t see a teenager have that kind of composure,” says Mark Maunder, Gresham Fire Department battalion chief.

The Ma family relocated. The day after the fire, Alex visited Marcos. “Thank you for saving my son.” Alex said. “You are his hero forever.”

26. What did Eduardo mean when he said to his son “……we should give them some privacy”? ()

- A. He was indifferent to his neighbors.
- B. He wanted his son to do his homework.
- C. He would like to concentrate on his own work.
- D. He thought that nothing unusual occurred in the neighborhood.

27. How many people are there in the Ma family? ()

- A. Five.
- B. Six.
- C. Three.
- D. Four.

28. Who does the underlined word “he” in PARAGRAPH 5 refers to? ()

- A. Alex.
- B. Eduardo.
- C. Marcos.
- D. Nathan.

29. What does the underlined word “composure” in the last but one PARAGRAPH mean? ()

- A. Sympathy.
- B. Bravery.
- C. Calmness.
- D. Warm-heartedness.

30. Which of the following is the best title for the passage? ()

- A. Fire Upstairs in the Neighbor’s house
- B. A Mysterious Fire That Cause No Death
- C. Teen Braves Blaze to Help Neighbors in Need
- D. Importance of Neighbor’s Help in Times of Difficulty

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。

简述scanning的含义并举一例说明其基本用途，写出训练该技能的三条注意事项并用英语写出两句相关的教师指令语。

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。

下面是某英语教师在阅读课教案中设计的教学目标，该单元的话题是animals.

Topic: animals

Teaching aims:

- (1) to make students know about the animals in danger.
- (2) to practice listening, reading and speaking.
- (3) to learn how to get useful information from the text.

根据所给信息从下列三个方面作答：

- (1) 分别评析上述教学目标存在的三个问题。（9分）
- (2) 提出三条相应的建议。（9分）
- (3) 分别修改各项教学目标。（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）

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。

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设计任务：请阅读下面学生信息和语言素材，设计一节英语听说课的教案。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 justification

教学时间：45分钟

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

语言素材：

Interviewer: Scott has an interesting job. He works at a radio station. Scott, what time is your radio show?

Scott: From 12 o' clock at night to 6' clock in the morning.

Interviewer: What time do you usually get up?

Scott: At 8:30 o' clock at night. Then I eat breakfast at 9.

Interviewer: That' s a funny time for breakfast!

Scott: Yeah. After that, I usually exercise at about 10:20.

Interviewer: When do you go to work?

Scott: At 11:00 o' clock, so I' m never late for work.