

2017年下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）

1. The main difference between /e/ and /ə/ lies in the _____.
A. tongue position
B. sound duration
C. openness of the mouth
D. shape of the lips
2. _____ is the main rhyming pattern in "Mrs. White. Had a fright in the middle of the night".
A. Assonance
B. End rhyme
C. Alliteration
D. Reverse and rhyme
3. We're all keeping our _____ crossed that the surgeons do not find anything too serious with the patient.
A. fingers
B. thumbs
C. hands
D. feet
4. When implementing the project, we _____ a lot of unexpected opposition from our colleagues.
A. run for
B. make against
C. run up against
D. make away with
5. The island measures about 30 miles _____ 20 miles.
A. by
B. with
C. to
D. upon
6. —Will John come to the party?
—No, he won't come and _____.
A. Antony neither won't
B. won't Antony neither
C. either will Antony
D. neither will Antony
7. Garbo plays the role of the queen, _____ in the love she has found with Antonio.
A. rejoiced
B. rejoicing
C. being rejoiced
D. to rejoice
8. _____ ministers decide to instigate an inquiry, we _____ welcome it.
A. Should...would
B. Suppose...could
C. If...would
D. Would...will
9. What is missing at the discourse level between the two sentences "Carol loves tomatoes. She was born in Africa" ?
A. Reference.
B. Cohesion.
C. Coherence.
D. Substitution
10. The synonyms "charge" and "accuse" mainly differ in _____.
A. emotion
B. dialect
C. formality
D. collocation
11. Which of the following instructions is helpful in developing students' ability to make inferences?
A. Listen to a story and write a summary.
B. Listen to a story and work out the writer's intention.
C. Listen to the story of a boy and then draw a picture of him.
D. Listen to a story and note down the specific date of an event.
12. The most suitable question type to check students' comprehension and develop their critical thinking is _____.
A. rhetorical questions
B. referential questions

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- C.close questions
D.display questions
- 13.Diagnostic test is often used for the purpose of_____.
- A.finding out what students know and don't know
B.measuring students' general language proficiency
C.knowing whether students have the right language aptitude
D.checking whether students have achieved the teaching objectives
- 14.Which of the following activities is often used to develop students' speaking accuracy?
- A.Identifying and correcting oral mistakes.
B.Acting out the dialogue in the text.
C.Having discussions in groups.
D.Describing people in pairs.
- 15.If a teacher asks students to make their own learning plan, he/she is trying to develop their_____.
- A.cognitive strategy
B.affective strategy
C.communicative strategy
D.metacognitive strategy
- 16.When a teacher tells the students that the word "dog" may imply "loyalty", he/she is teaching the _____ of the word.
- A.denotative meaning
B.collocative meaning
C.conceptual meaning
D.connotative meaning
- 17.Which of the following is the last step in the process of writing essays?
- A.Editing the writings.
B.Writing topic sentences for paragraphs.
C.Gathering information and ideas relevant to the topic.
D.Organizing the information and ideas into a logical sequence.
- 18.The main purpose of asking questions about the topic before listening is to _____.
- A.meet students' expectation
B.increase students' confidence
C.activate students' schemata
D.provide feedback on tasks
- 19.If a teacher asks students to fill in the blanks in a passage with "that", "which" or "whom", he/she is least likely focusing on grammar at_____.
- A.lexical level
B.syntactic level
C.discourse level
D.morphological level
- 20.If a teacher asks students to talk about their hobbies in groups, he/she is trying to encourage_____.
- A.peer correction
B.peer feedback
C.peer interaction
D.peer assessment

(一)

请阅读Passage 1，完成第 21~25 题。

Passage 1

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

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

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

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

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

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

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

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

- A. Job.
- B. Meat.
- C. Physical strength.
- D. Mental agility.

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

- A. Where do humans fit into this picture?
- B. Will machines eventually replace human beings?
- C. Which could revolutionize my own job, teaching at school?
- D. Who will prosper and who will not in this machine economy?

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

- A. A global positioning system installed in all smartphones.
- B. Information collected and elicited by smartphones from your life..
- C. An optimal sampling software to store information in smartphones.
- D. Vibrations smartphones make in your pocket as a constant reminder.

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

- A. Fashion gurus specializing in producing, modeling, or marketing fashion.
- B. American young people who do not make good use of the online courses.
- C. Individuals keeping the information about their proficiency to themselves.

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

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

- A. Because people will have no privacy and can't tell any lies at all.
- B. Because they facilitate performance and productivity assessment.
- C. Because they give people no choice but to comply with computers.
- D. Because people have found it really hard to finish doing everything.

(二)

请阅读Passage 2, 完成第 26~30 题。

Passage 2

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

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

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

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

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

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

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

- A. The criticisms have been increasing.
- B. The criticisms may not be well justified sometimes.
- C. The criticisms mainly focus on the quality of non-university programs.
- D. The criticisms usually come from advocacy groups and so-called educational .

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27. Which of the following is closet in meaning to the underlined word "momentum" in paragraph 2?
- A.Moment. B.Motive.
C.Achievement. D.Incentive.
28. What can be inferred from paragraph 3?
- A.The university system of the United Sates will completely collapse.
B.The university system of the United Sates will be totally restructured.
C.The new teacher education programs may not grant student academic degrees in the future.
D.The new teacher education programs will follow the usual practice of other professional preparation.
29. What measures have been taken by some states to deal with their teachers' shortages?
- A.To increase the number of qualified teachers.
B.To increase funds for teacher education programs.
C.To expand non-university teacher education programs.
D.To establish the baseline of teacher education programs.
30. Which of the following is true of the independent teacher education programs?
- A.They are initiated to deal with teachers' shortages and education inequities.
B.They aimed to raise the standards of teacher education programs.
C.They compete with the university teacher education programs.
D.They can replace the university teacher education programs.

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）简述教材在英语教学中的两个作用（8分），列出教师使用教材的三点注意事项。（12分）

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.（论述题）下面是一位初中英语教师在语音教学中使用的练习。

Teacher's instruction:

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

Teacher's reads:

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

Students tick the words they hear:

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

根据上面所提供的信息，从下面四个方面作答：

- （1）该片段的教学目的是什么？（5分）
- （2）该教师采用了哪两种教学方法？（8分）
- （3）该教学片段体现了哪两个语音教学的原则？（8分）

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(4) 列出能恰当体现语音教学原则的其他三种方法。(9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. (论述题) 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方案。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 justifications

教学时间：20分钟

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

语言素材：

Online Shopping

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

Online shopping has several advantages. First, you can shop at any time. The shops are always open. Second, shopping usually

But many people like going out and shopping with friends. They don't like shopping on the Internet because they can't see

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