

# 2018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）

1. The similarity between the English consonants /p/, /b/ and /m/ is that they are all \_\_\_\_\_.  
A. fricative  
B. plosive  
C. labial-dental  
D. bilabial
2. Which of the following is a back vowel in English?  
A. /ə:/  
B. /ɔ:/  
C. /ʌ/  
D. /e/
3. There is only one playground slide in this school, so students have to take \_\_\_\_\_ to use it.  
A. turns  
B. the turns  
C. a turn  
D. the turn
4. Out of everyone's expectation, Johnson suddenly returned \_\_\_\_\_ a rainy night.  
A. at  
B. in  
C. on  
D. during
5. She \_\_\_\_\_ it very well when she described her younger brother as "brilliant but lazy".  
A. put  
B. made  
C. assumed  
D. interpreted
6. We don't think \_\_\_\_\_ possible to master a foreign language without much memory work.  
A. this  
B. that  
C. its  
D. it
7. \_\_\_\_\_ the same mistakes in the annual financial report again made his boss very angry.  
A. His having made  
B. He having made  
C. He had made  
D. He has made
8. I would have told him the answer, but I \_\_\_\_\_ so busy then.  
A. had been  
B. were  
C. was  
D. would be
9. The use of the expression "I won't bore you with all the details..." includes that people usually observe the \_\_\_\_\_ maxim in their daily \_\_\_\_\_.  
A. quantity  
B. quality  
C. relevance  
D. manner
10. Which of the following is an evaluative move used by a teacher in class to comment on students' performance?  
A. Initiation move.  
B. Follow-up move.  
C. Framing move.  
D. Repair move.
11. Which of the following activities is NOT typical of the Task-based Language Teaching Method?  
A. Problem-solving activities.  
B. Opinion exchange activities.  
C. Information-gap activities.  
D. Pattern practice activities.
12. If a teacher shows students how to do an activity before they start doing it, he/she is using the technique of \_\_\_\_\_.  
A. presentation  
B. demonstration  
C. elicitation  
D. evaluation
13. When a teacher asks students to discuss how a text is organized, he/she is most likely to help them \_\_\_\_\_.  
A. evaluate the content of the text  
B. analyze the structure of the passage

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- C.understand the intention of the writer  
D.distinguish facts from opinions
14. Which of the following practices can encourage students to read an article critically?  
A.Evaluating its point of view.  
B.Finding out the facts.  
C.Finding detailed information.  
D.Doing translation exercises.
15. Which of the following is a display question used by teachers in class?  
A.If you were the girl in the story, would you behave like her?  
B.Do you like this story The Thumb Girl, why or why not?  
C.Do you agree that the girl was a kind-hearted person?  
D.What happened to the girl at the end of the story?
16. Which of the following would a teacher encourage students to do in order to develop their cognitive strategies?  
A.To make a study plan. B.To summarize a story.  
C.To read a text aloud. D.To do pattern drills.
17. Which of the following exercises would a teacher most probably use if he/she wants to help students develop discourse competence?  
A.Paraphrasing sentences.  
B.Translating sentences.  
C.Unscrambling sentences.  
D.Transforming sentences.
18. The advantages of pair and group work include all of the following EXCEPT\_\_\_\_\_.  
A.interaction with peers  
B.variety and dynamism  
C.an increase in language practice  
D.opportunities to guarantee accuracy
19. Which of the following should a teacher avoid when his/her focus is on developing students' ability to use words appropriately?  
A.Teaching both the spoken and written form.  
B.Teaching words in context and giving examples.  
C.Presenting the form, meaning, and use of a word.  
D.Asking students to memorize bilingual word lists.
20. Which of the following practices is most likely to encourage students' cooperation in learning?  
A.Doing a project. B.Having a dictation.  
C.Taking a test. D.Copying a text.

(一)

请阅读 Passage 1，完成第 21 ~ 25 小题。

**Passage 1**

In recent years, however, society has come to understand the limitations of schools that merely sort and rank students. We have discovered that students in the bottom one-third to one-half of the rank order—plus all who drop out before

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being ranked fail to develop the foundational reading, writing, and mathematical proficiencies needed to survive in society, let alone contribute to, an increasingly technically complex and ethnically diverse culture. So today, in asking schools to leave no child behind, society is asking that educators raise up the bottom of the rank–order distribution to a specified level of competence. We call those expectations our “academic achievement standards”. Every state has them, and, as a matter of public policy, schools are to be held accountable for making sure that all students meet them. To be clear, the mission of sorting has not been eliminated from the schooling process. For the foreseeable future, students will still be ranked at the end of high school. However, society now dictates that such a celebration of differences in amount learned must start at a certain minimum level of achievement for all.

The implications of this change in mission for the role of assessment are profound. Assessment and grading procedures designed to permit only a few students to succeed (those at the top of the rank–order distribution) must now be revised to permit the possibility that all students could succeed at some appropriate level. Furthermore, procedures that permitted (perhaps even encouraged) some students to give up in hopelessness and to stop trying must now be replaced by others that promote hope and continuous effort. In short, the entire emotional environment surrounding the prospect of being evaluated must change, especially for perennial low achievers.

The students’ mission is no longer merely to beat other students in the achievement race. At least part of their goal must be to become competent. Teachers must believe that all students can achieve a certain level of academic success, must bring all of their students to believe this of themselves, must accommodate the fact that students learn at different rates by making use of differentiated instruction, and must guide all students toward the attainment of standards.

The driving dynamic force for students cannot merely be competition for an artificial scarcity of success. Because all students can and must succeed in meeting standards, cooperation and collaboration must come into play. The driving forces must be confidence, optimism and persistence—for all, not just for some. All students must come to believe that they can succeed in learning if they try. They must have continuous access to evidence of what they believe to be credible academic success, however small. This new understanding has spawned increased interest in formative assessment in recent years.

21. What do the “academic achievement standards” in Paragraph 1 refer to?
  - A. The driving dynamic forces for all students who need to survive in society.
  - B. Confidence, optimism, and persistence that students need in order to succeed.
  - C. Differentiated levels of competence specified for students with different abilities.
  - D. The missions of students who want to beat others in their achievement race in
  - E. school.
22. Which of the following would happen due to the change in mission for the role of assessment?
  - A. Most students would achieve a certain level of academic success.
  - B. Educators would raise up the bottom of the rank–order distribution.
  - C. Teachers would help low achievers to beat high achievers successfully.
  - D. Schools would eliminate sorting and ranking from the schooling process.
23. Which of the following is closest in meaning to the underlined word “accommodate” in Paragraph 4?
  - A. Adapt.
  - B. Match.
  - C. Accept.
  - D. Understand.
24. Which is meant by the author about the emotional promise of assessment for students?
  - A. To reach a minimum level of achievement.
  - B. To build up their confidence in success.

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C.To enable them to compete with others.

D.To help them realize their goals.

25. Which of the following is likely to be the title of this passage?

A.Formative Assessment

B.Success in Meeting Standards

C.A New Mission of Assessment

D.Limitations of Current School Ranking

## (二)

请阅读 Passage 2，完成第 26 ~ 30 小题。

## Passage 2

The subject of ballads, books and films, Robin Hood has proven to be one of popular culture's most enduring folk heroes. Over the course of 700 years, the outlaw from Nottinghamshire who robs the rich to give to the poor has emerged as one of the most enduring folk heroes in popular culture and one of the most versatile. But how has the legend of Sherwood Forest's merry outlaws evolved over time? Did a real Robin Hood inspire these classic tales? Beginning in the 15th century and perhaps even earlier, Christian revelers in certain parts of England celebrated May Day with plays and games involving a Robin Hood figure with near-religious significance. In the 19th century, writer-illustrators like Howard Pyle adapted the traditional tales for children, popularizing them in the United States and around the world. More recently, bringing Robin to the silver screen has become a rite of passage for directors ranging from Michael Curtiz and Ridley Scott to Terry Gilliam and Mel Brooks.

Throughout Robin's existence, writers, performers and filmmakers have probed their imaginations for new incarnations that resonate with their respective audiences. In 14th-century England, where agrarian discontent had begun to chip away at the feudal system, he appears as an anti-establishment rebel who murders government agents and wealthy landowners. Later, variations from times of less social upheaval dispense with the gore and cast Robin as a dispossessed aristocrat with a heart of gold and a love interest, Maid Marian.

Academics, meanwhile, have combed the historical record for evidence of a real Robin Hood. English legal records suggest that, as early as the 13th century, "Robehod", "Rabunhod" and other variations had become common epithets for criminals. But what had inspired these nicknames: a fictional tale, an infamous bandit or an amalgam of both? The first literary references to Robin Hood appear in a series of 14th- and 15th-century ballads about a violent yeoman who lived in Sherwood Forest with his men and frequently clashed with the Sheriff of Nottingham. Rather than a peasant, knight or fallen noble, as in later versions, the protagonist of these medieval stories is a commoner. Little John and Will Scarlet are part of this Robin's "merry" crew meaning—at the time, an outlaw's gang—but Maid Marian, Friar Tuck and Alan-a-Dale would not enter the legend until later, possibly as part of the May Day rituals. While most contemporary scholars have failed to turn up solid clues, medieval chroniclers took for granted that a historical Robin Hood lived and breathed during the 12th or 13th century. The details of their accounts vary widely, however, placing him in conflicting regions and eras. Not until John Major's "History of Greater Britain" (1521), for example, is he depicted as a follower of King Richard, one of his defining characteristics in modern times.

We may never know for sure whether Robin Hood ever existed outside the verses of ballads and pages of books. And even if we did, fans young and old, would still surely flock to England's Nottinghamshire region for a tour of the legends alleged former hangouts, from centuries-old pubs to the Major Oak in Sherwood Forest. What we do know is that the notion of a brave rebel who lives on the outskirts of society, fighting injustice and oppression with his band of companions, has universal appeal—whether he's played by Erroll Flynn, Russell Crowe or even, as on a 1979 episode of The Muppet Show, Kermit the Frog.

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26. Which of the following is closest in meaning to the underlined phrase “a rite of passage” in Paragraph 2?
- A.A milestone event. B.A top agenda.  
C.A religious ceremony. D.A privileged right.
27. Which of the following is true about Maid Marian according to the passage?
- A.A woman with a good heart.  
B.A woman Robin Hood loved.  
C.A woman Robin Hood helped.  
D.A woman studying Robin Hood legend.
28. Which of the following has been a defining characteristics of Robin Hood since the sixteenth century according to the passage?
- A.A religious celebrity.  
B.A versatile aristocrat.  
C.A supporter of King Richard.  
D.A beloved robber in Nottingham.
29. Which of the following methods is used by the author in elaborating his points?
- A.Quotation.  
B.Contrast and comparison.  
C.Classification.  
D.Rhetorical question.
30. Which of the following is a proper title for the passage?
- A.The Real Robin Hood  
B.The Fictional Robin Hood  
C.The Figurative Robin Hood  
D.The Imaginary Robin Hood

**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）简述英语校内课外活动的三个主要作用（6分），列出四种活动形式（8分），并写出教师组织课外活动的三点注意事项（6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）下面片段选自某初中英语课堂教学实录。

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T: Good morning, boys and girls. We talked about "The present perfect tense" yesterday, and I hope you have got some idea about it. Do you still remember the forms of the tense?

S1: Have/Has done.

T: You are right, good boy. And who can say a sentence with the form?

S2: Let me try. We have learnt English for a few years.

T: Very good, thank you.

S3: My father have gone to Hangzhou and often tells us about its beautiful scenery there.

T: Oh, you also remember the form, but then, where is your father? Is he still in Hangzhou or back home now?

S3: Back home.

T: Oh, I see, you mean your father went to Hangzhou sometime in the past, and he has come back home from there. And since your father is not you yourself, not I, next time you should say "My father has been to Hangzhou and often tells us about its beautiful scenery there". OK?

请根据该教学片段回答下面三个问题：

- (1) 该教师的教学有哪些优点？写出两个即可。（8分）
- (2) 该教师发现学生表达错误时，采取了哪四种具体的纠错方式？（8分）
- (3) 再列出其他两种纠错方式，并各举一例说明。（14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）设计任务：请阅读下面学生信息和语言素材，设计15分钟的英语听说教学方案。教案设有固定格式，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：15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。学生课程参与积极性不高。

语言素材：

Hi! I'm Tony. I don't like to get up early. In the morning, I get up at eight, Then I go to school at eight thirty. I don't have much

Mary is my sister. She usually gets up at six thirty. Then she always takes a shower and eats a good breakfast. After that, she goes cream after dinner. She knows it's not good for her, but it tastes good! In the evening, she does her homework and usually swims