

2018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）

- Which of the following underlined parts is different from others in pronunciation?
A.wished B.Jumped C.kissed D.waited
- Which of the following shows the general intonation pattern in a complex sentence?
A.When I started my ↗career there was no ↗unemployment.
B.When I started my ↗career there was no ↘unemployment.
C.When I started my ↘career there was no ↗unemployment.
D.When I started my ↘career there was no ↘unemployment.
- All the _____ in this school are taught by the same teacher.
A.six-year-olds B.six-years-old
C.six-year-old D.six-years-olds
- The risk of infection for that patient hasn't diminished after the operation. _____, it has increased.
A.On the whole B.On the contrary
C.On the average D.On the other hand
- Testing is still a usual means _____ which students' progress is measured.
A.in B.At C.of D.by
- Many people _____ in the project at both research and editing stages and we would like to thank them all here.
A.have involved B.have been involved
C.having involved D.having been involved
- Only until very recently _____ sible that grammarians are able to make accurate statements about the rules of some language
A.has it been B.it has been
C.Was it D.it was
- This is not _____ they had expected after years of painstaking research.
A.a result as bad as B.as a result as bad
C.as bad as a result D.as bad a result as
- Which of the following words is formed through derivation?
A.students B.shorter C.bought D.insanity
- The utterance "Now, correct me if I'm wrong..." suggests that people are likely to observe the _____ Maxim in daily conversations.
A.Quantity B.Quality C.Relevance D.Manner
- When a teacher asks students to brainstorm what they will write about an unforgettable trip, he/she mainly focuses on _____.
A.ideas B.layout C.style D.feedback
- Which of the following is a communicative task?
A.Reading aloud the dialogue on page 24.
B.Writing a party invitation to your friends.
C.Translating the first paragraph into Chinese.
D.Making sentences with the expressions given.

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13. What is being practised if a teacher asks students to read words like "cot, hot" and "dog, log"?
- A. Spelling and structure.
B. Stress and sound.
C. Minimal pairs.
D. Phonetic symbols.
14. What teaching method is used by the teacher if much of his/her class time is spent on drilling sentence patterns followed by exerc
- A. The Natural Approach.
B. The Communicative Approach.
C. The Audio-lingual Method.
D. The Grammar-translation Method.
15. According to the affective filter hypothesis, _____ is NOT an influencing language learning.
- A. attitude
B. motivation
C. interest
D. intelligence.
16. What does his/her feedback focus on if a teacher's comment is "John, it would be much better if you have given more details!" ?
- A. Content.
B. Language.
C. Attitude.
D. Aptitude.
17. Which of the following is a referential question?
- A. Where was Yang Liwei born?
B. Who is the first Chinese astronaut?
C. Why do you think Yang Liwei is a great astronaut?
D. When did Yang Liwei begin his historic space travel?
18. Having lived in China for a long time, John could fully understand the cultural shocks experienced by his Chinese students. Which
- A. Avoidance.
B. Empathy.
C. Extroversion
D. Introversion.
19. When the teacher asks students to read a text for the main idea, he/she intends to develop students' skill of _____.
- A. retelling
B. predicting
C. skimming
D. scanning
20. Which of the following is based on the communicative view of language?
- A. Structural syllabus.
B. Skill-based syllabus.
C. Genre-based syllabus.
D. Functional-notional syllabus.

(一)

请阅读Passage1，完成第21~25小题。

Passage1

There are two kinds of motive for engaging in any activity: internal and instrumental. If a scientist conducts research because she wants to discover important facts about the world, that's an internal motive, since discovering facts is inherently related to the activity of research. If she conducts research because she wants to achieve scholarly renown, that's an instrumental motive, since the relation between fame and research is not so inherent. Often, people have both for doing things.

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What mix of motives— internal or instrumental or both— is most conducive to success? You might suppose that a scientist motivated by a desire to discover facts and by a desire to achieve renown will do better work than a scientist motivated by just one of those desires. Surely two motives are better than one. But as we and our colleagues argue in a paper newly published in the Proceedings of the National Academy of Sciences, instrumental motives are not always an asset and can actually be counterproductive to success.

We analyzed data drawn from 11, 320 cadets in nine entering classes at the United States Military Academy at West Point, all of whom rated how much each of a set of motives influenced their decision to attend the academy. The motives included things like a desire to get a good job later their in life and a desire to be trained as a leader in the United States Army.

How did the cadets fare, years later? How did their progress relate to their original motives for attending West Point? We found, unsurprisingly, that the stronger their internal reasons were to attend West Point, the more likely cadets were to graduate and become commissioned officers. Also unsurprisingly, cadets with internal motives did better in the military (as evidenced by early promotion recommendations) than did those without internal motives and were also more likely to stay in the military after their five years of mandatory service.

Remarkably, cadets with strong internal and strong instrumental motives for attending West Point performed worse on every measure than did those with strong internal motives but weak instrumental ones. They were less likely to graduate, less outstanding as military officers and less committed to staying in the military.

Our study suggests that efforts should be made to structure activities so that instrumental consequences do not become motives. Helping people focus on the meaning and impact of their work, rather than on, say, the financial returns it will bring, may be the best way to improve not only the quality of their work but also their financial success.

There is a temptation among educators and instructors to use whatever motivational tools are available to recruit participants or improve performance. If the desire for military excellence and service to country fails to attract all the recruits that the Army needs, then perhaps appeals to "money for college," "career training" or "seeing the world" will do the job. While this strategy may lure more recruits, it may also yield worse soldiers. Similarly, for students uninterested in learning, financial incentives for good ate or pizza parties for high performance may prompt them to participate, but it may result in less well-educated students.

21. According to the passage, which of the following is an internal motive for a newly recruited soldier?

- A. To serve the country.
- B. To receive career training.
- C. To earn money for college.
- D. To broaden their scope of vision.

22. Which of the following is closest in meaning to the underlined word "cadets" in Paragraph 3?

- A. In-service soldiers.
- B. Military researchers.
- C. Military officers.
- D. Military trainees

23. According to the passage, which of the following is conducive to career success?

- A. Strong internal and strong instrumental motives.
- B. Strong internal and weak instrumental motives.
- C. Weak internal and strong instrumental motives.
- D. Weak internal and weak instrumental motives.

24. What do the writers disapprove concerning the current situation of attracting recruits?

- A. Taking into account applicants internal motives.

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- B.Making them focus on the meaning of their work.
- C.Relying on whatever motivational tools available.
- D.Taking into account applicants' instrumental motives.

25. What can be the best title for the article?

- A.Motivation and Fame
- B.Two Types of Motives
- C.The Secret of Effective Motivation
- D.The Study on the Function of Motives

(二)

请阅读Passage2，完成第26～30小题。

Passage 2

The ritual of English tea time is believed to have originated in the late 1700s when Anna, Duchess of Bedford, ordered that a plate of cakes be sent up to her with her afternoon cup of tea.

The Duchess chronically experienced a "sinking feeling"(what we would term "low blood sugar") in the late afternoon. To tide her over the long hours between meals she turned to carbohydrates.

Other royals immediately copied the Duchess, and afternoon tea parties became quite fashionable. Low tables were set up in front of sofas and chairs, and the ladies found a new opportunity to show off pretty clothes, fine china, embroidered linen tablecloths and napkins, and silver tableware.

Tea time was also the time to exchange juicy gossip and serve refreshments. Soon darling little sandwiches and sweet pastries as well as scones were being arranged on decorative stands and plates for the ladies' pleasure.

The tea party mania quickly spread across the Atlantic where tea was already enjoyed as a beverage. This fondness for tea was later suppressed by the patriotic Americans during the era immediately preceding the American Revolution because of the unreasonable British tax on tea.

However, by April 27, 1776, Congress announced in the Philadelphia Packet that the drinking of tea can now be indulged." The custom of afternoon tea parties was not really revived in this country, though, until the mid-1800's, when Victorian ways were in vogue here. Leisure-class American ladies began having "kettledrums at 4 p.m."

"Kettledrums" was called that in connection with the term teakettle." Petits fours and other dainty delights were served amid Victorian opulence.

A Victorian diarist, Maud Berkeley (Maud: The Illustrated Diary of a Victorian Woman, Chronicle Books, 1987) gave an anecdote concerning tea time: "Mrs. Barnes had out a lovely tea-cloth for her tea-party, worked all over with cyclamens and honeysuckle. Shoggie Boucher, unused to such dainty, contrived to slop his tea all over it. Thankful it was not I. As it was, my new feather boa, which I wore for the first time, got into my teacup, causing much alarm and merriment to all assembled. Lilian Black-Barnes was, as ever, strong in adversity and wrung out the offending object in the kitchen sink. Fear it may never be the same again, none the less.

My family, mother, and I were able to relieve some of that sophisticated elegance(minus the drippy boa) when we had tea at the Ritz in London, The Palm Court, an open area on the ground floor of the hotel, is a study in turn-of-the-century decor. Gilt statuary, palms, and other plats, and stylishly-set little tables beckon welcomingly under-high-up, rose tinted skylights

Our waiter brought us a selection of finger sandwiches of smoked salmon, ham, cucumber, Cheddar cheese, cream cheese, and chives, or egg salad. Scones (similar to American biscuits) were offered with butter, and various preserves and jellies

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Along with this we were served Indian or China tea, and hot chocolate for my young daughter. Then the dapper v. waiter presented a vast tray holding many French pastries and cakes from which we could choose. After several teeny, sandwiches and a couple of marmalade-coated scones, a chocolate éclair seemed to add carbohydrate overload to carboload, but when in England, do as the English do."

This tea feast was served between 3:30 and 5:30 p.m. Around 10:00 p.m., we had regained just enough appetite to sample some fish and chips (French fries), and then we put our weary stomachs and ourselves to bed.

26. What can be inferred about the writer's opinion concerning what is served at the British teatime?

- A. The English have taken in excessive carbohydrate.
- B. The English prefer to have different types of drinks.
- C. The English are not particular about the food varieties.
- D. The English have a peculiar liking for junk food.

27. Which of the following is a typical feature of Victorian tea time?

- A. An occasion to gather with family.
- B. An occasion to demonstrate patriotism.
- C. An occasion to show off delicacy and elegance
- D. An occasion to entertain the British royal members.

28. Why does the author quote Maud Berkeley in the passage?

- A. To define the nature of Victorian tea time.
- B. To prove that tea time is fashionable in America.
- C. To exemplify how exquisite an English tea time ritual was.
- D. To contrast the difference between English and American tea time.

29. Which of the following is close in meaning to the underlined word "weary" in the last paragraph?

- A. Exhausted.
- B. Tedious.
- C. Energetic.
- D. Greedy.

30. Which of the following is not employed in the passage?

- A. Quotation.
- B. Flashback.
- C. Concrete example.
- D. Comparison and contrast.

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）简述形成性评价（formative assessment）的含义（4分），列举两种形成性评价的方法或手段（8分），并提出实施中应该注意的两个问题（8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）下面是某教师一节听说课听前环节的教学实录，单元话题为My favourite Animal。

T: Today we'll talk about animals. Do you like animals?

Ss: Yes.

T: I like animals, too. Please guess what my favourite animal is.

Ss: Dog! Monkey! Pandas! Elephant!

T: Look!（教师拿出一个毛绒兔子）My favourite animal is a rabbit. It is lovely and Cute. Please read after me: cute.

（教师在黑板上写出cute,学生跟读）

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T: Now read after me: chicken, elephant, giraffe, lion, monkey, panda, penguin, sheep, tiger, zebra. (教师在PPT上呈现听力材料中涉及的所有动物词汇, 逐一领读)

根据所给材料从下列三个方面作答:

- (1) 分析该听前教学活动设计的两个优点。(10分)
- (2) 分析该教学片段存在的两个问题。(10分)
- (3) 针对每个问题提出一条改进建议。(10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分钟的口语教学方案。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 justifications

教学时间: 20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。学生课堂参与积极性一般。

语言素材:

Ms Li: Hello, my name is Li Fang. I'm your teacher and you are my students. I'm Chinese. I'm from Wuhan What's your name?

Lingling: My name is Wang Lingling.

Ms Li: Nice to meet you, Lingling. Where are you from?

Lingling: I'm from Beijing. I'm Chinese.

Ms Li: How old are you?

Lingling: I'm thirteen years old.

Ms Li: Good. Hello, what about you?

Daming: Hello, Ms Li, my name is Li Daming and I'm from Beijing, too. I'm twelve years old.

Ms Li: Thanks. Hello, are you from America?

Tony: No, I'm not. I'm from England. I'm Tony Smith.

Ms Li: Nice to meet you, Tony Hi, are you English, too?

Betty: No, I'm not. I'm American and my name is Betty King.

Lingling: Tony and Betty are our friends.

Ms Li: Good! Welcome to Class 4 Grade 7!