

2021年上半年中小学教师资格考试 英语学科知识与教学能力试题（初级中学）（精选）

注意事项：

1. 考试时间 120 分钟，满分 150 分。
2. 请按规定在答题卡上填涂、作答。在试卷上作答无效，不予评分。

编者注：本套试卷共 33 题，依次为单项选择题（30 题）、简答题（1 题）、教学情境分析题（1 题）、教学设计题（1 题）。以下为精选的部分试题。

一、单项选择题（本大题共 30 小题，每小题 2 分，共 60 分）

在每小题列出的四个备选项中选择一个最佳答案，请用 2B 铅笔把答题卡上对应题目的答案字母按要求涂黑。错选、多选或未选均无分。

1. Which of the following shows the proper pronunciation of the English consonant group “spl” in the word “splash”?

- | | |
|-----------|------------|
| A. /səpl/ | B. /spəl/ |
| C. /spl/ | D. /səpəl/ |

2. The English phonemes /u:/ and /u/ differ in _____.

- A. length and lip rounding
- B. lip rounding
- C. length and tongue position
- D. tongue position

3. The Arctic wolf is clearly a very _____ animal, for it is able to survive subzero temperatures, long periods of darkness, and days without food.

- | | |
|---------------|-----------|
| A. ferocious | B. hardy |
| C. aggressive | D. docile |

4. It is commonly believed that solar power is an environmentally _____ technology, operating with essentially no emissions.

- | | |
|-------------|----------------|
| A. benign | B. capricious |
| C. culpable | D. detrimental |

5. It is said that Metis, the innermost _____ of Jupiter, completes a full revolution around this giant planet within seven hours.

- | | |
|-----------|--------------|
| A. comet | B. meteor |
| C. galaxy | D. satellite |

6. In 1840, both Lucretia Mott and Elizabeth Cady Stanton resented _____ proper seating at the World's Anti-slavery Convention in London because of their sex.

- A. to be denied
- B. having denied
- C. being denied
- D. to deny

7. She thought I was talking about her daughter, _____ in fact, I was talking about my daughter.

- A. when
- B. where
- C. which
- D. while

8. The main difference between the two words "childlike" and "childish" lies in _____.

- A. emotive meaning
- B. stylistic meaning
- C. metaphorical meaning
- D. collocative meaning

9. What textual pattern can be found between the two sentences "Clare loves potatoes. She was born in Ireland." ?

- A. Problem—solution.
- B. Cause—effect.
- C. Phenomenon—example.
- D. Instrument—achievement.

10. Which of the following describes the language phenomenon that a bilingual speaker uses two languages alternatively in the same conversation?

- A. Address forms.
- B. Ethnic dialect.
- C. Register variables.
- D. Code-switching.

11. Problem-solving activities, role-play, information gap, etc. are typical classroom activities of _____.

- A. the direct method
- B. total physical response
- C. the audio-lingual method
- D. communicative language teaching

12. The ultimate goal of middle school English teaching and learning is to _____.

- A. enhance certain basic language knowledge
- B. develop integrative abilities in language use
- C. increase learners' interest in studying English
- D. foster listening, speaking, reading and writing skills

13. When a teacher says, "Is this sentence right?" , he/she may be doing all of the following EXCEPT _____.

- A. giving students feedback
- B. eliciting students' responses
- C. inviting students' judgments
- D. correcting a mistake explicitly

14. In a process-based writing class, after students have finished drafting, their teacher would most probably have them _____.
 A. edit their drafts
 B. do brainstorming on the topic
 C. analyze the topic
 D. learn useful words and expressions
15. Which of the following activities is NOT appropriate for developing students' awareness of discourse coherence?
 A. Writing a conclusion for a passage.
 B. Underlining the topic sentences of each paragraph.
 C. Changing sentences from active forms into passive ones.
 D. Arranging all the sentences to produce a meaningful passage.
16. In English teaching, mechanical activities such as _____ may be helpful for teaching particular structures, but they should not be overused.
 A. transformation and role-play
 B. translation and word-matching
 C. gap-filling and topic discussion
 D. memorization and pattern drilling
17. Which of the following is most effective for a teacher when students do not understand how to do an activity that he/she has described?
 A. Demonstrating how to do it.
 B. Asking students to talk freely.
 C. Encouraging students to share their ideas.
 D. Walking around the classroom and answering questions.
18. Which of the following activities has a focus on grammar?
 A. Read a story and act it out in groups.
 B. Read a story and answer comprehension questions.
 C. Read a story and underline the most difficult sentences.
 D. Read a story and analyze how past events are described.
19. Which of the following should be discouraged concerning the use of Internet resources?
 A. Teachers depend on Internet resources for teaching materials.
 B. Teachers use Internet resources to supplement their textbooks.
 C. Teachers adapt Internet resources before using them for language input.
 D. Teachers select Internet resources according to their teaching purposes.
20. David took a test and his score was at the top 10 percent in his class. This is an interpretation of the result of a _____ test.
 A. diagnostic
 B. formative
 C. norm-referenced
 D. criterion-referenced

请阅读 Passage 1, 完成第 21~25 小题。

Passage 1

Waitrose has unveiled its vision of environmentally conscious shopping, offering customers the chance to buy food and drink that is completely free of packaging as part of a ground-breaking trial for a large retailer.

In a new drive to try to eliminate unnecessary plastic and packaging, shoppers will be able to fill their own containers with a range of products from a series of dispensers, using the first dedicated refill station installed by a major UK supermarket.

In a trial starting this week at a Waitrose supermarket in Oxford, customers are being given refillable options for products including wine and beer, rice and cleaning materials, with prices typically 15% cheaper than the packaged alternative.

A standalone pick and mix range of frozen fruit and a borrow-a-box scheme to help carry shopping home are other new retail formats being tested by Waitrose at the Oxford shop.

Waitrose has transformed the store by removing hundreds of products from their packaging, although shoppers will still be able to buy the packaged versions if they wish.

Plastic waste has become a major environmental issue, with television programs such as *Blue Planet* exposing its detrimental effects on the oceans, and media coverage highlighting the dangers of a global plastic binge.

Waitrose is among the UK's supermarkets which have signed up to the UK Plastic Pact—an industry-wide initiative to transform packaging and reduce avoidable plastic waste. However, retailers have been criticized for not doing more to tackle the issue at an earlier stage.

“This test has potential to shape how people might shop with us in the future so it will be fascinating to see which concepts our customers have an appetite for,” said Waitrose's Tor Harris.

Ariana Densham, an ocean campaigner for Greenpeace UK, said, “This is a genuinely bold step from Waitrose to trial food dispensers so customers can use refillable tubs and jars. Lots of supermarkets are starting to sell loose fruit and vegetables, but this kind of innovation could spark a refill culture that's so desperately needed to cut plastics in mainstream shops.

“The top 10 UK supermarkets produce 810000 tonnes of throwaway packaging each year, so we need to see other major retailers taking plastic reduction seriously and following Waitrose's lead.”

A choice of 160 loose fruit and vegetables will be available, along with four different wines and four beers on tap to be taken home in reusable bottles and nearly 30 products including pasta, rice, grains, couscous, lentils, cereals, dried fruit and seeds available from dispensers.

The “unpackaged” model relying on refills has already been adopted by some independent retailers, delicatessens and farm shops but this is the first time it is being used at a national supermarket chain.

For the borrow-a-box scheme, customers will pay a £5 deposit which is refundable when the container is returned. A frozen pick and mix section initially selling fruit such as blueberries and mango will encourage shoppers to bring in their own containers.

21. What was the new initiative taken by Waitrose?
 - A. Selling unpackaged products.
 - B. Extending sales scale of its stores.
 - C. Installing refillable equipment for its shops.
 - D. Putting in stock a large selection of products.
22. What can be seen at the dedicated refill station?
 - A. Plastic bottles and wrap.
 - B. Free reusable containers.
 - C. Dispensers for products.
 - D. Packaged liquid products.
23. How did Waitrose encourage its customers to shop for unpackaged products?
 - A. By giving them discounts.
 - B. By offering delivery services.
 - C. By propagandizing its concept.
 - D. By removing packaged products.
24. What was Waitrose's purpose to launch the "unpackaged" initiative?
 - A. To cut down on packaging waste.
 - B. To answer the call from the media.
 - C. To promote sales of unpackaged products.
 - D. To take the lead in reforming retail formats.
25. What is true about Waitrose's "unpackaged" initiative?
 - A. It needs to be revised and tried cautiously.
 - B. It will be applied to the mainstream shops.
 - C. It will be led by other major retailers.
 - D. It needs to be further tested in other stores.

请阅读 Passage 2, 完成第 26~30 小题。

Passage 2

It's one of the things we are most afraid might happen to us. We go to great lengths to avoid it. And yet we do it all the same. That is, we marry the wrong person. So here is the question, why will we marry the wrong person?

For most of recorded history, people married for logical sorts of reasons: because her parcel of land adjoined yours, his family had a flourishing business, her father was the magistrate in town, there was a castle to keep up, or both sets of parents subscribed to the same interpretation of a holy text. And from such reasonable marriages, there flowed loneliness, infidelity, abuse, hardness of heart and screams heard through the nursery doors. The marriage of reason was not, in hindsight, reasonable at all; it was often expedient, narrow-minded, snobbish and exploitative. That is why what has replaced it—the marriage of feeling—has largely been spared the need to account for itself.

What matters in the marriage of feeling is that two people are drawn to each other by an overwhelming instinct and know in their hearts that it is right. Indeed, the more imprudent a marriage appears (perhaps it's been only six months since they met; one of them has no job or both are barely out of their teens), the safer it can feel.

But though we believe ourselves to be seeking happiness in marriage, it isn't that simple. What we really seek is familiarity—which may well complicate any plans we might have had for happiness. We are looking to recreate, within our adult relationships, the feelings we knew so well in childhood. The love most of us will have tasted early on was often confused with other more destructive dynamics: feelings of wanting to help an adult who was out of control, of being deprived of a parent's warmth or scared of his anger, of not feeling secure enough to communicate our wishes. How logical, then, that we should as grown-ups find ourselves rejecting certain candidates for marriage not because they are wrong but because they are too right—too balanced, mature, understanding and reliable—given that in our hearts, such rightness feels foreign. We marry the wrong people because we don't associate being loved with feeling of happiness.

Finally, we marry to make a nice feeling permanent. We imagine that marriage will help us to bottle the joy we felt when the thought of proposing first came to us: Perhaps we were in Venice, on the lagoon, in a motorboat, with the evening sun throwing glitter across the sea, chatting about aspects of our souls no one ever seemed to have grasped before, with the prospect of dinner in a risotto place a little later. We married to make such sensations permanent but failed to see that there was no solid connection between these feelings and the institution of marriage.

The good news is that it doesn't matter if we find we have married the wrong person. We mustn't abandon him or her, only the founding romantic idea upon which the Western understanding of marriage has been based the last 250 years: that a perfect being exists who can meet all our needs and satisfy our every yearning. We need to swap the romantic view for a tragic (and at points comedic) awareness that every human will frustrate, anger, annoy, madden and disappoint us—and we will (without any malice) do the same to them.

The person who is best suited to us is not the person who shares our every taste (he or she doesn't exist), but the person who can negotiate differences in taste intelligently—the person who is good at disagreement. Rather than some notional idea of perfect complementarity, it is the capacity to tolerate differences with generosity that is the true marker of the “not overly wrong” person. Compatibility is an achievement of love; it must not be its precondition.

26. 缺

27. Which of the following is typical of the marriage of feeling?

- A. Being unable to support oneself.
- B. Having a sensible compassion.
- C. Being attracted to each other.
- D. Seeking a perfect match.

28. Why do people marry the wrong person in the writer's view?
- A. They instinctively reject mature and trustworthy people.
 - B. They have been misled by the age-long romantic view.
 - C. They tend to follow their hearts in choosing soul mates.
 - D. They are willing to accept someone who is different.
29. What does the underlined phrase "do the same to them" in Paragraph 6 refer to?
- A. Abandon him or her without any malice.
 - B. Swap the romantic view for a tragic awareness.
 - C. Meet all our needs and satisfy our every yearning.
 - D. Frustrate, anger, annoy, madden and disappoint him or her.
30. Which of the following is the key to a happy marriage according to the passage?
- A. Commonalities in every taste.
 - B. Mutual attraction at first sight.
 - C. Generosity in fixing differences.
 - D. Complementarity in most aspects.

二、简答题(本大题1小题,20分)

根据题目要求完成下列任务,用中文作答。

31. 请写出英语课堂教学中半控制性语言练习活动的两种形式(8分)。说明其相应的活动目的(6分),并给出相应的英语教学指令语(6分)。

三、教学情境分析题(本大题1小题,30分)

根据题目要求完成下列任务,用中文作答。

32. 下面是一位八年级学生按题目要求完成的作文,满分10分。

情境提示:你的美国笔友 Jenny 对中国的传统节日很感兴趣,请你以李华的名义给她写一封信,介绍自己和家人如何庆祝春节。

要点：准备美食、全家团聚、祈盼好运、守岁看电视、穿新衣、领压岁钱、互相拜年。

要求：短文应包含所有要点，要点顺序可以自己安排；不少于60词。

学生的作文（保留了老师评判时的标记）：

Dear Jenny,

My parents and I had a good time this Spring Festival. Before the Spring Festival, we prepared delicious food, cleaned our house and bought some new clothes. On the eve of the Spring Festival, my whole family got together for a big dinner, we stayed up and enjoyed dumplings at midnight. On the first day of the Spring Festival, I put on my new clothes and greeted my parents. I was very happy to get lucky money. I enjoyed myself.

Best wishes to you.

Yours,
Li Hua

请根据该素材回答下列问题。

(1) 请对该作文进行评分。(6分)

(2) 从语言、内容、篇章结构三个方面分别进行优缺点的点评。(24分)

四、教学设计题（本大题1小题，40分）

根据提供的信息和语言素材设计教学方案，用英文作答。

33. 设计任务：

请阅读下面的学生信息和语言素材，设计20分钟的英语语法课的教学方案。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：某城镇普通中学八年级（初中二年级）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）》三级水平。学生课堂参与积极性一般。

语言素材：

3a Read the passage and answer the questions.

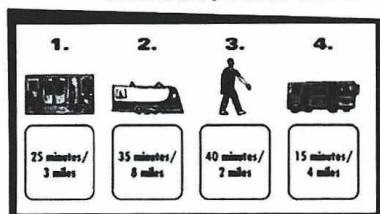


Lin Fei's home is about 10 kilometers from school. He gets up at six o'clock every day, showers and has a quick breakfast. Then he leaves for school at around six-thirty. First, he rides his bicycle to the bus station. That takes about ten minutes. Then the early bus takes him to school. The bus ride usually takes about 25 minutes.



3b PAIRWORK

Look at the pictures. Ask and answer questions.



A: How do you get to school?
B: I take the subway.
A: How far is it from your home to school?
B: It's three miles.
A: How long does it take you to get from home to school?
B: It takes 25 minutes.

(素材来自人教版英语教材八年级上册 Unit 4 How do you get to school? 第21页)