



2023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）

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。

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 two-syllable words has a different stress pattern from the others?

- A. Typhoon.
- B. Balloon.
- C. Shampoo.
- D. Crayon.



视频讲解

2. Which of the following is a short vowel in English?

- A. /j/
- B. /e/
- C. /aʊ/
- D. /w/



视频讲解

3. Mr. Smith is surprised to learn that Siamak has written _____ essays on Victorian novels in his class.

- A. the next
- B. the other
- C. the most
- D. the more



视频讲解

4. That prestigious university has made it clear to all applicants that no one can be _____ for a scholarship this quarter without a good internship.

- A. eligible
- B. legible
- C. comliable
- D. compliant



视频讲解

5. We are very sorry to announce that a couple of showrooms in the castle are _____ closed for renovation.

- A. permanently
- B. currently
- C. eventually
- D. perpetually



视频讲解

6. Would you want a cup of coffee _____ shall we get down to business right away?

- A. or
- B. and
- C. then
- D. otherwise



视频讲解

7. Alex specializes in _____ medical science in this graduate school and plans to be _____ doctor upon graduation.

- A. a; the
B. the; a
C. /; a
D. a; /



视频讲解

8. The reason why I want to give up the plan is _____ if I don't, my employer will be mad at me.

- A. because
B. that
C. for
D. since



视频讲解

9. Which of the following correctly describes the semantic features of the word "girl" ?

- A. [-Human, -Male, -Adult]
B. [+Human, +Male, -Adult]
C. [+Human, -Male, +Adult]
D. [+Human, -Male, -Adult]



视频讲解

10. What is the relationship between the two sentences "The stress is on documentary and rightly so. Art photography is a bore." ?

- A. Phenomenon—reason.
B. Problem—solution.
C. Instrument—achievement.
D. Cause—consequence.



视频讲解

11. *Like* and *bike*, *bat* and *pat*, *look* and *book* are examples of _____ used in teaching pronunciation.

- A. alliteration
B. rhythm
C. weak forms
D. minimal pairs



视频讲解

12. When students are asked to listen to a recording and read after it, they are doing _____.

- A. free practice
B. guided practice
C. meaningful practice
D. controlled practice



视频讲解

13. When designing a task, teachers should take the following aspects into consideration EXCEPT _____.

- A. pacing and grouping
B. materials and sources
C. learning skills and strategies
D. teachers' interest and preferences



视频讲解

14. Which of the following activities is suitable to be conducted at the "production" stage?

- A. Debating.
B. Mimicking.
C. Reciting.
D. Repeating.



视频讲解

15. Which of the following might be most appropriate in developing students' critical thinking through reading?

- A. Students read a story and study grammar rules.
- B. Students listen to a story and read it aloud.
- C. Students read a story and evaluate it.
- D. Students read a story and recite it.



视频讲解

16. When a teacher says, "Sorry, I didn't get what you said. Can you say it again?" , he/she is _____.

- A. offering an opinion
- B. asking for advice
- C. asking for clarification
- D. checking instruction



视频讲解

17. When students take an end-of-term exam to assess how well they have learnt in the past term, they are taking a(n) _____.

- A. aptitude test
- B. proficiency test
- C. placement test
- D. achievement test



视频讲解

18. Which of the following is least important in developing school-based teaching curricula?

- A. Students' level and interest.
- B. Teachers' professional expertise.
- C. The aim and need of your school.
- D. The form of the teaching materials.



视频讲解

19. Which of the following strategies would best facilitate peer learning in writing?

- A. Asking students to grade their peers' writing.
- B. Providing students with an evaluation checklist.
- C. Encouraging students to give only positive feedback.
- D. Instructing students to focus on only one type of error.



视频讲解

20. According to the Input Hypothesis, a teacher should _____.

- A. provide students with whatever materials he/she can find
- B. choose language materials lower than students' current level
- C. provide students with as much authentic language as possible
- D. choose language materials a little higher than students' current level



视频讲解

请阅读 Passage 1, 完成第 21~25 小题。

Passage 1

I taught in a public school for 10 years. Now, as a faculty member in charge of preparing pre-service teachers, I have a different perspective on the lives of young teachers. Here are some truths I share with them.

As a young teacher, I thought that loving to be with kids would be enough to get me through long days. I discovered early on that teaching is a hard job. It's so much more than helping kids and creating engaging assignments; it is conferences, assessments, grading, paperwork ...

You have to come to the classroom with a deep understanding of your role and how it extends. Early on in my career, I complained to a colleague that I was a classroom teacher, so why was I being asked to be a mom, nurse, custodian, therapist, social worker, cheerleader, and judge and jury? My colleague said, “You are what the kids need you to be at that moment.” At the time, her advice didn’t help, but I later realized how right she was. Students are people too, and just like us grown-ups. Be empathetic and take care of your students’ needs. That is the unwritten role of the teacher.

No one told me that annual class pictures would document my out-of-date clothes, unfashionable hairstyles, and fluctuating body mass. Luckily, in my younger years, I instead mindlessly tossed them in a desk drawer and let them accumulate over the years. I am so glad I did. Those embarrassing class pictures now make up the bulk of my “why I love teaching” emergency box. On a day when I need some reminding of why I keep plugging along, I pull those babies out and flip through the memories I made with them. Don’t get me wrong, there are some pictures that make me ask, “How did we ever survive?” But even those moments make me smile because we did survive and, in many cases, we thrived. Those pictures are a great reminder of how my work and passion have influenced those students’ lives.

I’m probably not the first or last teacher to strive for perfection in every lesson. I spent too much time in my younger days thinking that once I had more experience with the curriculum, once I had a different mix of students, and once I mastered classroom management, I would be able to deliver flawless lessons. What I have come to realize is that the land of perfect lessons doesn’t exist. We are human beings who are tasked with working with other human beings. That adds up to a whole lot of fallible human beings in one classroom. You’ll never be able to predict how every student will react in every moment or how you will adjust to the hurdles you face each day. Be as gentle, patient, and forgiving with yourself as you are with your students.

Those children in front of you are also the pride and joy of their families. You’ve been given the privilege of educating them. Parents are not hiding the good ones at home and sending you the rambunctious ones for the day. You are getting the best they’ve got. Spend time building relationships.

You will want to quit and plan a new career that has nothing to do with kids, which pays twice as much and provides the freedom to use the restroom on a whim. You’ll fantasize about a time when you will sit down to eat lunch. On those days, I hope you will spend some time thinking about your “bigger purpose” . And with that armor of purpose, I hope that you will pause and remember what brought you to the profession in the first place.

You could quit, of course. But I challenge you to find another profession where the daily work you do will have such a deep and profound impact on the physical, emotional, and cognitive development of another human being. Yes. If done right, our profession can take a toll on a person. But in my opinion, that end will always justify the means.

21. What has made the author understand those unwritten roles of a teacher?

A. Her students’ expectations.



视频讲解

- B. Her colleague's routine advice.
- C. Her sympathy with her students.
- D. Her awareness of students' needs.

22. Why does the author call her desk drawer an "emergency box" in Paragraph 4?

A. Because it reminds her of her purpose of teaching when something unexpected occurs.



视频讲解

B. Because it wakes up her memory of how they have pulled themselves through hard times.

- C. Because it brings back her old and unfashionable image as a young teacher.
- D. Because it records all sacrifices she has made for her students over the years.

23. Which of the following best summarizes the main idea of Paragraph 5?

- A. The notion of perfect lessons is not well grounded at all.
- B. Good classroom management is essential to flawless lessons.
- C. Kids are unaware of the mistakes their teachers make in class.
- D. Both teachers and students tend to make mistakes in classroom.



视频讲解

24. What does the author want to share with pre-service teachers at the end of the passage?

- A. Teachers are free to decide whether to quit or continue their jobs.
- B. Don't easily give up your teaching career considering its significance.
- C. Don't enter the workforce if you are not prepared with a bigger purpose.
- D. Teachers are able to find jobs that are less demanding yet more rewarding.



视频讲解

25. Which of the following is closest in meaning to the underlined phrase "take a toll on" in the last paragraph?

- | | |
|-----------------------|-----------------------|
| A. Be in charge of. | B. Be dependent on. |
| C. Have an effect on. | D. Take advantage of. |



视频讲解

请阅读 Passage 2, 完成第 26~30 小题。

Passage 2

As a species, humans are incredibly smart. We tell stories, create magnificent art and astounding technology, build cities, and explore space. We haven't been around nearly as long as many other species, but in many respects we've accomplished more than any have before us. We eat them and they don't eat us. We even run scientific studies on them—and are thinking about recreating some of those that have gone extinct. But our intelligence comes with a curious caveat: our babies are among the dumbest—or, rather, the most helpless—that exist. A baby giraffe can stand within an hour of birth, and can even potentially flee predators on its first day of life. A baby monkey can grasp its mother and hang on for protection and nourishment. A human infant can't even hold up its own head.

The evolution of human intelligence isn't something that Celeste Kidd had ever pondered. A developmental cognitive scientist who currently works at the University of Rochester, her work

had focused mostly on learning and decision-making in children. Over years of observing young children, she became impressed with the average child's level of sophistication. But when she looked at the infants she encountered, she saw a baffling degree of helplessness: How could they be so incompetent one second and so bright so soon thereafter? One day, she posed the question to her colleague Steven Piantadosi. "Both of us wondered what could possibly justify the degree of helplessness human infants exhibit," she told me recently. "Even other primate babies, like baby chimps, which are close in evolutionary terms, can cling onto their moms." She began to see a contradiction: humans are born quite helpless, far more so than any other primate, but, fairly early on, we start becoming quite smart, again far more so than any other primate. What if this weren't a contradiction so much as a causal pathway?

That's the argument that Kidd and Piantadosi make in their new paper, published in the June issue of *PNAS*. Humans become so intelligent because human infants are so incredibly helpless, they argue; the one necessitates the other. The theory is startling, but it isn't entirely new. Researchers have been pondering the peculiarities of our birth and its evolutionary significance for quite some time. Humans belong to the subset of mammals, called viviparous mammals, that give live birth to their young. This means that infants must grow to a mature enough state inside the body to be born, but they can't be so big that they are unable to come out. This leads to a trade-off: the more intelligent an animal is, the larger its head generally is, but the birth canal imposes an upper limit on just how large that head can be before it gets stuck. The brain, therefore, must keep maturing, and the head must continue growing, long after birth. The more intelligent an animal will eventually be, the more relatively immature its brain is at birth.

Researchers have long known about this trade-off, and about the connection between brain size and neural density and intelligence. For instance, Robin Dunbar found that the ratio of neocortical volume to brain size can predict the social-group size in a number of species, including bats, cetaceans, and primates, while Simon Reader has demonstrated links in tool use and innovation to brain size in primates. Kidd and Piantadosi's new idea is that increased helplessness in newborns mandates increased intelligence in parents—and that a runaway selection dynamic can account for both. Natural selection favors humans with large brains, because those humans tend to be smarter. This may create evolutionary incentives for babies that are born at an even earlier developmental stage, which require more intelligence to raise. This creates the dynamic: over time, helpless babies make parents more intelligent, which makes babies more helpless, which makes their parents more intelligent, and so on.

26. According to Paragraph 1, which of the following is true?

- A. Some species are smarter than human beings.
- B. Extinct species have been re-created by scientists.
- C. Babies of other species are smarter than human infants.
- D. Fewer species are earlier inhabitants than human beings.



视频讲解

27. What surprised Celeste Kidd regarding children's maturation?

- A. Infants' helplessness when they are born.
- B. Children's high intelligence when they grow up.
- C. Children's leap from helplessness to sophistication.
- D. Children's incompetence in learning and decision-making.



视频讲解

28. What can we infer from Paragraph 3 about brain development?

- A. Babies' helplessness at birth is an indication of human intelligence.
- B. Other mammal brains are more mature than human brains at birth.
- C. Only intelligent mammals give live birth to their babies.
- D. All animal brains are equally immature at their birth.



视频讲解

29. What is the main message the author intends to convey?

- A. Newborns' helplessness facilitates the development of parents' intelligence.
- B. The larger the brain of a species, the larger its social-group size.
- C. Large brain size contributes to better tool use and innovation.
- D. Human beings with large brains are not necessarily smarter.



视频讲解

30. Which of the following titles best describes the passage?

- A. Why Are Babies So Dumb If Humans Are So Smart?
- B. Why Do Babies Learn Faster Than Other Mammal Babies?
- C. Why Is Human's Intelligence Higher Than That of Other Animals?
- D. Why Is the Development of Human Brains Slower Than That of Other Animals?



视频讲解

二、简答题(本大题1小题,共20分)

根据题目要求完成下列任务,用国家通用语言文字作答。

31. 简述朗读(Reading aloud)在英语教学中的两个作用(8分),写出教师需从哪两个方面指导学生朗读(6分)及在指导过程中两个应该注意的事项(6分)。



视频讲解

三、教学情境分析题(本大题1小题,共30分)

根据题目要求完成下列任务,用国家通用语言文字作答。

32. 下面的教学片段选自某初中英语教师的口语教学。

T: OK. Let's practice this dialogue.

Ss: ... (Ss don't know what to do.)

T: Well, you ask your partner "Do you like bananas?", your partner answers "Yes, I do." If he or she doesn't like, then say "No, I don't like it." Understand now?

Ss: OK.

(Ss read out the dialogue in the textbook in pairs.)

T: Now. (to one student) Does your partner like bananas?

S1: Yes, he does.

T: (to another student) Does your partner like bananas?

S2: No, he don't.

T: No, no, no, no. He doesn't.

S2: Oh. Oh. Yes. He doesn't.

T: You must pay attention to that. OK? Now, please read after me. Do you like bananas?

Ss: (in chorus) Do you like bananas?

T: Yes, I do.

Ss: (in chorus) Yes, I do.

根据所给信息回答下列问题:

(1) 该教学片段属于哪个教学环节? (3分) 其教学目的是什么? (3分)

(2) 指出该教学片段存在的三个问题。(12分)

(3) 如何针对上述问题进行相应的改进? (12分)



视频讲解

四、教学设计题(本大题1小题,共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分钟的英语听说教学方案。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



视频讲解

教学时间:20 分钟

学生概况:某城镇普通中学八年级第二学期学生, 班级人数 40 人。多数学生已经达到义务教育英语课程标准的相应水平。学生课堂参与积极性较高。

语言素材:

Helpline: Hello. Friendship Helpline. Who's calling, please?

Lingling: Hello. This is Lingling speaking.

Helpline: Hi, Lingling! How can I help you?

Lingling: I have a problem with my best friend. She is called ...

Helpline: No, don't tell me who she is. Tell me when the problem started.

Lingling: Yes. Well, we've been friends for five years. We got separated when we went to different schools last term, but we stayed in touch.

Helpline: So could you explain what happened then?

Lingling: This term, she came to study at my school. I was so happy at first. But she's so different.

Helpline: Can you tell me how she's different?

Lingling: She doesn't like me to see my other friends.

Helpline: Could I ask if you've mentioned this to her?

Lingling: Yes, but she refused to listen.

Helpline: OK, do you know why she treats you like that?

Lingling: No. I don't know.

Helpline: Maybe she doesn't feel very sure of herself in her new school.

Lingling: Maybe.