

2023年下半年教师资格证考试《初中英语》题

一. 单项选择题：本大题共30小题，每小题2分，共60分。

1. Which of the following correctly describes the English phoneme [ð]?
 A. A voiced dental plosive
 B. A voiced alveolar plosive
 C. A voiced dental fricative
 D. A voiced alveolar fricative
2. Which of the underlined parts is different from the rest in pronunciation?
 A. height
 B. neighbour
 C. eight
 D. weigh
3. The word “frenemy” is formed by _____.
 A. affixing
 B. clipping
 C. compounding
 D. blending
4. Teachers should give some _____ to how they can best cope with the mental and intellectual challenges that students may face in a new environment.
 A. opinions
 B. thoughts
 C. ideas
 D. advice
5. One-fourth of the committee who opposed to the teaching reform were told that since the teaching reform had already started, there was no point in _____.
 A. competing
 B. stopping
 C. protesting
 D. denying
6. I'd like to play chess with Cliff better than _____.
 A. with Perry
 B. that with Perry
 C. playing with Perry
 D. play chess with Perry
7. To their grief, they have done things they ought not to have done and _____ undone what they ought to.
 A. leave
 B. left
 C. leaving
 D. will leave
8. Long after the light _____, she still couldn't go to sleep.
 A. goes out
 B. was out
 C. has gone out
 D. had gone out
9. Which of the following suggests an illocutionary act by the speaker when he says “Is there salt in the jar at the dinner table?”
 A. To send somebody to buy some salt.
 B. To ask somebody where he can get some salt.
 C. To ask somebody to hand the salt over to him.
 D. To double check whether there is any salt left.
10. Some learners of English in South China tend to pronounce “night” as “light”, this is an example of _____.
 A. over-generalization
 B. cross-association

- C.interlingual interference
D.intralingual interference
11. What strategy does the teacher want the students to develop if he/she encourages them to use mime or gestures to make themselves understood?
A.Cognitive strategy
B.Communicative strategy
C.Affective strategy
D.Meta-cognitive strategy
12. Deducing the meaning of a word from context is one of the sub-skills of _____.
A.listening and speaking
B.listening and reading
C.speaking and writing
D.reading and writing
13. Which of the following is a controlled practice in developing students' language competence?
A.Dictation
B.Discussion
C.Debating
D.Writing an email
14. What role does a teacher play when taking part in students' group work?
A.A monitor
B.An instructor
C.An evaluator
D.A participant
15. What does a teacher intend to do when asking students to put jumbled paragraphs into a meaningful passage?
A.To enhance students' ability to guess word meaning in context.
B.To develop students' awareness of reading for the main idea.
C.To enhance students' ability to read for specific information.
D.To develop students' awareness of cohesion and coherence.
16. Which of the following is the first step according to the communicative approach of grammar teaching?
A.Consolidating students' use of grammar rules.
B.Exposing students to new grammatical items in use.
C.Providing students with chance of using grammar rules.
D.Getting students to memorize the form of grammar rules.
17. Which of the following activities can be used to engage students in communication at the post-reading stage?
A.Reciting the text.
B.Reading the text aloud.
C.Exchanging personal views on the text.
D.Filling in the blanks of the text summary.
18. What technique was he/she using if a teacher kept saying "Yes, anything else" ?
to a student who was sharing ideas about English learning?
A.Elicitation
B.Explanation
C.Paraphrasing
D.Exemplification
19. Which of the following is least appropriate in teaching English pronunciation to beginners?
A.Asking students to discriminate significant sound features.
B.Asking students to read words aloud with correct pronunciation.

- C.Requiring students to produce intelligible and acceptable sounds.
D.Teaching students the technical terms of phonetics and phonology.
20. Which of the following activities mainly focus on meaning and use?

- A.Students talk about what they did last Sunday.
B.Students write down the rules of simple past tense.
C.Students make all the sentences with simple past tense.
D.Students correct the spelling mistake in their homework.

(一)

请阅读Passage 1，完成第21～25小题。

Passage 1

The ugly word “staycation” was coined to describe the trend towards people staying at home during their vacation—going out for day trips, perhaps, but using their home as their base. There is as yet no word to describe the growing trend for people to do pretty much the reverse: going away on holiday but blending in some work—maybe quite a lot of it—into their holiday time. For many, indeed for many away this month, the frontier between work and leisure has become much more blurred. Each blends into the other, and not always to the benefit of either.

It is a trend we all recognise, but why is it happening? There is one obvious reason and some other rather less-obvious ones. The obvious one is the ubiquitous nature of communications. It is not just that everyone can be in touch with their work just about anywhere; it is also that for many people the tools they need to do their work—broadband for a start—are available too. Finishing a report or polishing a document can be done anywhere. On the Internet no one needs to know where you are.

But there is more to this transformation in behaviour. Just as important are the changing composition of the workforce and the changing nature of work itself. As far as the workforce is concerned, the biggest change has been the growth of self-employment, which has nearly doubled in the UK over the past 25 years. Management writer Charles Handy identified the growing division between core workers and portfolio workers back in 1990 in his book *The Age of Unreason*. People would learn their craft and make their contacts working full-time in whatever field they had specialised in as core workers, then later on they would go portfolio, self-employed and working for clients.

The combination of the growth of self-employment and portfolio working change the nature of holidays. Obviously, if you work for yourself you make your own decisions about such things as holidays and retirement. You have the freedom to go off when you want but also the responsibility to keep clients on board. Some clients don't need attention; others might.

There is a further way in which the distinction between work and holiday is blurring which is that the nature of work is itself changing in a host of different ways. Many jobs, of course, have to be performed at a single location: a factory, a hospital, a supermarket, pub or wherever. The people who make these places function have to “go to work”. But gradually the proportion of tasks that can be done wherever there is a broadband connection is rising relative to those that are location based. Just as most working people in Britain will now become self-employed at some stage of their lives so too will most people be able to do at least some of their work from home – or, indeed, on holiday. Look at the way in which the recent London tube strike encouraged many people to work from home that day.

If many people can do at least some work at home, there are two groups where the distinction between work and leisure has pretty much disappeared. There is the small minority for whom the hobby has become the job. The evidence is anecdotal but it is clear there are many thousands of people who have managed to turn something they had done for leisure into an income-producing activity. These include artists and writers and craft-skilled workers. Then there is a rather larger group of people for whom work has become the hobby. These are people, often retired, who gift their skills to charities and other

voluntary bodies. Is a “holiday” that consists of going on an archaeological dig work or leisure? Of course, it is both. It is an education too.

There are several growth points in the leisure business. These include activity holidays of all sorts, from hang-gliding to walking, and from some form of educational experience to volunteering. And for more and more of us, that activity includes a bit of work.

21. What has enable many people to work almost anywhere they want to?
A. Easy access to broadband.
B. Their close relationship to clients.
C. A common practice labeled as “staycation” .
D. A fuzzy boundary between work and leisure.
22. What does the underlined expression “this transformation” in Para 3 refer to?
A. Submitting a report.
B. Knowing where you are.
C. Polishing a document.
D. Combining work and leisure.
23. According to the writer, which of the following factors plays an important role in changing the nature of holidays?
A. The growth of self-employment.
B. The proportion of tasks people have.
C. Transformation of people’ s behaviors.
D. Opportunities people have to work full-time.
24. Which group of people may enjoy the freedom of working at home?
A. Surgeons.
B. Sculptors.
C. Assembly line workers.
D. Grocery store employees.
25. Which of the following coined words may be used to describe the trend of going for a holiday but blending in some work into their holiday time?
A. Docation B. Gocation C. Staycation D. Workcation

(二)

Passage 2

In our classes, formative assessments are essential in checking student understanding, and are fundamental in the formation of student content knowledge. Both of us have taught chemistry for many years and over that time we have our subject to quickly tell whether a student understands key points.

As we move around the room and interact with students, we spot-check their understanding. While students are in the process of learning, we discover and correct misconceptions. We recognize that as students develop concepts, they require different levels of support depending on their individual cognitive development as well as the cognitive load of a particular objective. At times, we provide a student with very structured assistance, but in other situation, we allow students to struggle. We realize that the learning is not a matter of spoon-feeding the context to the students. It is appropriate for the teachers to allow a student to wrestle with a difficult concept so that the student learns it deeply. So, some students we leave

alone because we know their learning will be much deeper than if we hold hand throughout, and we proceed to provide support to students who need it.

The burden of proof in the formative process is placed on the student. We provide students with learning objectives and the resources necessary to meet those objectives as they are being learned. For students who can't prove that they are making progress toward the objective, we quickly assess their comprehension and created a customized remediation plan on the spot so the students can go back and learn what they have not yet mastered.

The types of remediation and reteaching vary from student to student. We may ask students to rewatch a video or, in some case, to watch it for the first time. We give them textbook resources to consult and web pages to visit, or we may simply sit down with them and work through the concepts that weren't understood. We used to call the formative assessment process as "checking the oil", but education speaker and design thinking advocate Mark Mczntosh corrected us and equated formative assessment to a GPS. When a driver using a GPS begins to go astray, the GPS "recalculates" the route to help the driver get back on track. The driver can continue to ignore the GPS and will either eventually listen to the GPS and get back on track, or drive into a lake. In the classroom, the teacher can be the voice of the GPS redirecting students when they go astray in their understanding. Students can accept the advice and redirection of the teacher, or they can drive themselves into the cognitive lake of misconception.

It is the responsibility of the teacher to constantly evaluate each student's path and provide immediate feedback that will keep the student traveling safely through the highways of learning. Ultimately the key questions are always "Did you learn it?" And if you did, can you provide evidence that you have? However, part of good teaching is knowing where the student is along the journey, not just checking to see if they arrived safely.

26. Why do the authors call formative assessment?

- A. To raise students' awareness of their learning difficulties.
- B. To facilitate students' self-directed independent learning.
- C. To provide students timely feedback on their performances.
- D. To evaluate students' learning process via end-of-term tests.

27. According to the passage, what evidence are the students expected to provide teachers in the formative process?

- A. Their ability of making progress towards objectives.
- B. Their persistence in getting their work done.
- C. Their capacity of making remediation plans.
- D. Their tactics of using various resources.

28. Why is formative assessment compared to GPS in this passage?

- A. To verify whether people have reached their destination.
- B. To detect the location of someone you are looking for.
- C. To get people back on track when they get lost.
- D. To calculate the distance people have covered.

29. What does the underlined word "it" in the last paragraph mean?

- A. What has been written in the teacher's evaluation.
- B. What has been set as the objective of learning.
- C. The answer to the key question.
- D. The teacher's feedback.

30. What contexts are good teaching according to the last paragraph?

- A. Teaching that emphasizes outcome over process.
- B. Teaching that provides evidence of students' learning achievement.
- C. Teaching that stresses the importance of process rather than product.
- D. Teaching that ensures learning accomplishment of teaching goals.

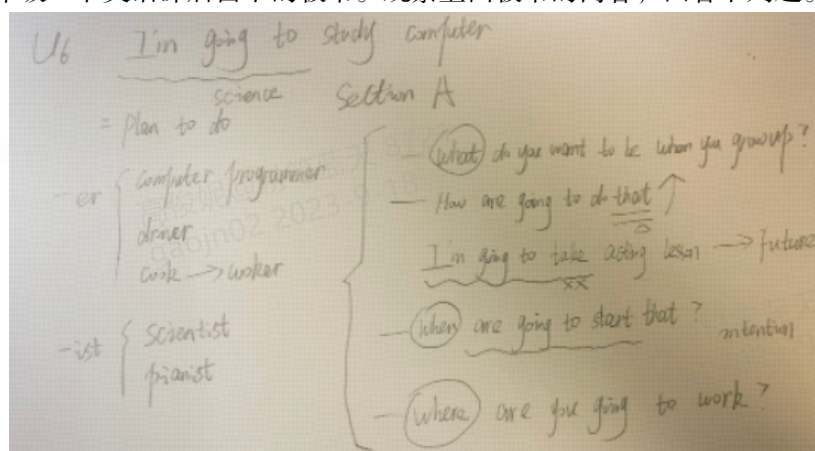
二. 简答题：本大题共1小题，共20分。

31. (论述题) 简述结对活动 (pair work) 的两个主要作用 (8分)，并简述课堂上教师运用结对活动应注意的事项 (12分)。根据题目要求完成下列任务，用国家通用语言文字作答。

三. 教学情境分析题：本大题共1小题，共30分。

(一)

下图是某教师上完八年级一节英语课后留下的板书。观察上面板书的内容，回答下列题。



32. (分析题) 根据以上材料回答问题：

- (1) 该板书有哪两个主要优点？ (10分)
- (2) 该板书有哪两个主要缺点？ (10分)
- (3) 该板书可以从哪两个方面改进？ (10分)

四. 教学设计题：本大题共1小题，共40分。

33. (论述题) 设计任务：阅读下面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，但需要包含下列要点：

- ① Teaching objectives
- ② Teaching contents
- ③ Key and difficult points
- ④ Major steps and time allocation
- ⑤ Activities and justifications

教学时间：20分钟

学生概况：某城镇普通中学九年级（初中三级）学生，班级人数40，多数学生已达到义务教育英语课程标准的相应水平。学生积极参与积极性一般。

Clara: Guess what? I'm going to Chiang Mai two weeks.

Ben: Wow, sounds like fun! But I believe that April is the hottest month of the year there.

Clara: Yes, that's true, but there is a water festival there from April 13 to 15.

Ben: I wonder if it's the same as the water Festival of the Dai people in Yunnan Province.

Clara: Yes, I think so. This is the time of Thai New Year. People go on the streets to throw water at each other.

Ben: Cool! But why do they do that?

Clara: Because the New Year is a time for cleaning and washing away bad things. Then you' ll have good luck in the new year.