

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)参考答案及解析

一、单项选择题

1.【答案】C。解析:本题考查辅音字母组合的发音。单词 splash 的发音为 /splæʃ/, 其中辅音字母组合 spl 的发音为 /spl/, 构成一个辅音连缀。故本题选 C。

2.【答案】A/C。解析:本题考查元音的分类。根据舌最高部分的位置分类, /u:/ 和 /u/ 同属于后元音;根据舌抬起的高度分类, /u:/ 和 /u/ 同属于高元音;根据发音的长短分类, /u:/ 属于长元音, /u/ 属于短元音;根据唇的圆展分类, /u:/ 和 /u/ 同属于圆唇元音。但是, /u:/ 和 /u/ 在唇的圆展和舌位方面都有细微区别。/u:/ 发音时双唇较 /u/ 收得更圆更小, 向前突出, 并且舌后部比 /u/ 抬得更高。所以本题 A、C 两项都符合题意。(备注: /u/ 现在通常写作 /ʊ/。本题出题不严谨, 考生注意掌握 /u:/ 和 /u/ 的主要区别即可。)

3.【答案】B。解析:本题考查形容词辨析。ferocious “凶猛的, 残暴的”, hardy “(人或动物)强壮的, 适应力强的”, aggressive “好斗的, 挑衅的”, docile “驯服的, 易驾驭的”。句意为“北极狼显然是一种非常_____动物, 因为它能够在零度以下的气温、长时间的黑暗和没有食物的日子里生存下来”。结合句意可知, hardy 更加合适, 指北极狼是一种适应力强的动物。故本题选 B。

4.【答案】A。解析:本题考查形容词辨析。benign “没有危害的, 良性的”, capricious “反复无常的, 变幻莫测的”, culpable “应受责备的, 难辞其咎的”, detrimental “有害的, 不利的”。句意为“人们普遍认为, 太阳能是一种对环境_____技术, 在使用过程中基本零排放”。根据句意, 尤其是后半句中的“with essentially no emissions”可知, benign 更符合句意。故本题选 A。

5.【答案】D。解析:本题考查名词辨析。comet “彗星, 扫帚星”, meteor “流星”, galaxy “星系, 银河系”, satellite “卫星”。句意为“据说, 墨提斯是最靠近木星的_____, 能在七小时内围绕这颗巨大的行星公转一周”。根据主句内容可知“Metis”(墨提斯, 木卫十六)是木星的卫星。故本题选 D。

6.【答案】C。解析:本题考查固定搭配及被动语态。句意为“1840年, 卢克丽霞·莫特和伊丽莎白·卡迪·斯坦顿在伦敦世界反奴隶制大会上的正当席位因其性别而被剥夺, 她们都为此感到愤慨”。resent “感到气愤”, 后常接动名词作宾语, 故排除 A、D。主语 Lucretia Mott and Elizabeth Cady Stanton 应是被剥夺席位, 故应使用动名词的被动式, 即 being denied。故本题选 C。

7.【答案】D。解析:本题考查连词。when 引导时间状语从句, 表示“(两件事同时发生或从句动作先于主句动作)在……时, 当……时”;where 可引导地点状语从句;which 不能单独引导状语从句;while 可引导时间状语从句和让步状语从句。while 引导时间状语从句时, 表示持续性的动作或状态, 意为“在……时”;while 引导让步状语从句时, 可用于突出对比主句和从句的情况。本题的句意为“她以为我在谈论她的女儿, _____事实上我正在谈论我的女儿”。前后两句表示对比, 故本题选 D。

8.【答案】A。解析:本题考查语义学。emotive meaning “情感意义”, stylistic meaning “文体意义”, metaphorical meaning “隐喻意义”, collocative meaning “搭配意义”。childlike “孩子似的, 天真无邪的”, 多指某人具有孩子身上天真、纯洁的美好品质, 含有褒义;childish “孩子气的, 幼稚的”, 多指为人处世不够成熟, 含有贬义。这两个单词的情感意义不同, 属于情感同义词。故本题选 A。

9.【答案】B。解析:本题考查句法学。problem—solution “问题—解决”, cause—effect “原因—结果”, phenomenon—example “现象—例子”, instrument—achievement “工具—实现”。土豆是爱尔兰人的主食之一,

在爱尔兰的饮食文化中扮演着重要角色,因此可以说“出生在爱尔兰”和“克莱尔喜欢吃土豆”存在一定的因果关系。故本题选B。

10.【答案】D。解析:本题考查社会语言学。Address form“称呼语”,指用来称呼别人或自己的词语。Ethnic dialect“种族方言”,指那些经历过种族歧视或隔离,或被社会孤立的、不享有特权的人群使用的语言。Register variables“语域变量”,指影响语言使用效果的语场、语旨和语式这三个变量。Code-switching“语码转换”,指说话人在一场对话或交谈中使用两种甚至多种语言或语言变体的现象。题干中的“a bilingual speaker uses two languages alternatively in the same conversation”是指一位双语者在同一场对话中使用了两种语言,这属于语码转换现象,故本题选D。

11.【答案】D。解析:本题考查外语教学法。the direct method“直接法”重视语音、语调和口语教学,强调模仿、朗读和熟记,认为学习外语需要通过不断模仿和机械练习,最后达到熟能生巧的程度。total physical response“全身反应法”提倡将语言和行为联系起来,通过身体动作教授语言。the audio-lingual method“听说法”强调反复操练,以模仿、重复和记忆的方式学习。communicative language teaching“交际语言教学法”以培养学生的语言运用和交际能力为目标,让学生在尽可能真实的语境中完成目标任务。解决问题的活动、角色扮演、信息沟活动都注重学生对语言的运用,是典型的交际语言教学活动。故本题选D。

12.【答案】B。解析:本题考查课标知识。A项“增强一定的基础语言知识”,B项“发展综合语言运用能力”,C项“提高学习者学习英语的兴趣”,D项“培养听、说、读、写技能”。英语课程的总目标是通过英语学习使学生形成初步的综合语言运用能力,促进心智发展,提高综合人文素养。所以中学英语教学的最终目标应该是发展综合语言运用能力。故本题选B。

13.【答案】D。解析:本题考查课堂教学评价与纠错。A项“给学生反馈”,B项“激发学生回答”,C项“要求学生判断”,D项“明确纠正错误”。教师用疑问句“Is this sentence right?”向学生进行反馈,让学生判断句子正误,激发学生积极思考、回答问题;该疑问句并没有直接对错误进行纠正,不属于明确纠正错误。故本题选D。

14.【答案】A。解析:本题考查重过程的写作教学模式。重过程的写作教学模式是需要几经易稿的写作教学方式。该模式下的写作一般由写前准备、打草稿、同伴或者小组修改、修订等环节组成。在一堂重过程的写作课上,学生完成草稿后,教师最有可能让他们修改草稿。故A项正确。开展有关话题的头脑风暴活动、分析话题、学习有用的单词和表达更适合在写前环节进行。

15.【答案】C。解析:本题考查语篇教学活动。为文章写一个结论、在每段的主题句下画线、把所有句子整理成一篇有意义的文章,这三项活动都需要学生分析文章结构,能培养学生的语篇连贯意识。把句子从主动形式改为被动形式是语法层面的练习,不涉及语篇内容。故本题选C。

16.【答案】D。解析:本题考查机械性练习。机械性练习是让学生通过多次重复、机械的练习活动,熟悉、记忆、掌握某些知识。转换操练、默记和句子操练属于机械性练习。A项中的“角色扮演”和C项中的“主题讨论”属于交际性练习。B项中的“翻译”属于意义性练习;“单词配对”不是针对结构的练习。故本题选D。

17.【答案】A。解析:本题考查课堂活动。教师解释活动规则后,学生仍不知道该如何开展活动时,教师进行演示是最有效的方法。B项“让学生自由讨论”和C项“鼓励学生分享他们的观点”这两项活动在学生不理解活动规则的情况下是无法开展的,此时学生并不清楚要讨论什么内容。D项“在教室走动并回答问题”,虽然教师可以一一回答学生的问题,但这样做耗时长、效率低,不如直接演示更有效。故本题选A。

18.【答案】D。解析:本题考查课堂教学活动。A项“读一个故事并以小组为单位进行表演”、B项“读一个故事并回答理解性问题”和C项“读一个故事并在最难的句子下画线”均是检查学生对文本内容的理解

和掌握程度,属于关注语篇的活动。D项“读一个故事并分析如何描述过去的事情”是引导学生关注过去时态的使用,属于关注语法的活动。故本题选D。

19.【答案】A。解析:本题考查互联网资源的使用。教材是学生学习和教师教学的重要内容和手段,现代化信息技术只对教学起辅助作用。教师利用互联网资源时,要注意其与课堂教学的适配性。B项“教师利用互联网资源来补充课本内容”、C项“教师在利用互联网资源进行语言输入前对其进行改编”、D项“教师根据教学目的选择互联网资源”,这三项都是比较合适的做法。A项“教师依靠互联网资源获取教学资源”过于强调互联网资源的地位,忽视了英语教科书的作用。故本题选A。

20.【答案】C。解析:本题考查语言测试。diagnostic test“诊断测试”旨在诊断和分析学生在学习过程中存在的问题,一般不用来衡量和评估学生的学习水平。norm-referenced test“常模参照测试”以考生个人在团体中的相对位置作为评价标准。criterion-referenced test“标准参照测试”以特定的标准(如教学目标)作为评价标准,并不关心各个考生间的成绩差异。B项一般涉及形成性评价(formative assessment)。戴维的成绩在班内排前百分之十,这是常模参照测试的结果。故本题选C。

Passage 1

21.【答案】A。解析:细节题。根据第一段“Waitrose ... offering customers the chance to buy food and drink that is completely free of packaging”可知,Waitrose为顾客提供了购买完全不带包装的食品和饮料的机会,A项正确。B、D两项文章未提及,故排除。C项是对第二段中的“shoppers will be able to fill their own containers ... using the first dedicated refill station installed by a major UK supermarket”的曲解,故排除。故本题选A。

22.【答案】C。解析:细节题。A项“塑料瓶和包装材料”,B项“免费的、可重复使用的容器”,C项“自动取货机”,D项“包装好的液体产品”。根据关键词“dedicated refill station”定位至第二段。根据第二段中的“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”可知,在“dedicated refill station”可以看到很多“dispenser”。其他三项在本段未提及,故排除。故本题选C。

23.【答案】A。解析:推断题。A项“通过给他们折扣”,B项“通过提供送货服务”,C项“通过宣传其概念”,D项“通过移除包装好的产品”。第三段提到“customers are being given refillable options for products ... with prices typically 15% cheaper than the packaged alternative”,即一些无包装的产品通常会便宜15%,折扣会吸引消费者购买此类产品,A项正确。虽然第五段提到Waitrose移除了数以百计的产品的包装,但是这只是为消费者提供了一种选择,并不能鼓励其购买无包装产品,D项是对原文的曲解。B、C两项原文未提及。故本题选A。

24.【答案】A。解析:细节题。A项“为了减少包装垃圾”,B项“为了响应媒体的号召”,C项“为了促销无包装产品”,D项“为了率先改革零售业态”。根据第一段中的“Waitrose ... offering customers the chance to buy food and drink that is completely free of packaging”和第七段中的“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”可知,Waitrose发起这项行动是为了减少包装垃圾。故本题选A。

25.【答案】B。解析:推断题。A项“它需要谨慎修改和尝试”,B项“它将会被应用于主流商店”,C项“它将由其他大型零售商主导”,D项“它需要在其他商店进一步测试”。根据第九段中的“this kind of innovation could spark a refill culture that's so desperately needed to cut plastics in mainstream shops”和第十段中的“we need to see other major retailers taking plastic reduction seriously and following Waitrose's lead”可推知,Waitrose的“无包装”计划将会被应用于主流商店,B项正确,C项错误。A项中的“be revised and tried cautiously”和D项中

的“be further tested”无法从原文推断出来,故排除。故本题选B。

Passage 2

26. 缺

27. 【答案】C。解析:细节题。A项“不能自力更生”,B项“有一种理智的同情”,C项“被互相吸引”,D项“追求般配”。根据第三段中的“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”可知,在建立于感情基础上的婚姻中,重要的是双方被一种无法抗拒的直觉相互吸引。故本题选C。

28. 【答案】A。解析:细节题。根据第四段中的“What we really seek is familiarity”及“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”可知,作者认为因为人们在婚姻中真正寻求的是熟悉感,这会导致人们拒绝那些正确的人,那些人理智、成熟、善解人意且可靠,但这让他们觉得陌生,所以人们选择与不合适的人结婚。A项正确。虽然倒数第二段提到了“romantic idea”,但并没有讲作者认为这是人们与不合适的人结婚的原因,B项错误。C、D两项原文未提及,故排除。

29. 【答案】D。解析:含义题。A项“毫无恶意地抛弃他/她”,B项“把浪漫的看法换成悲剧意识”,C项“满足我们所有的需求与渴望”,D项“使他/她沮丧、生气、恼怒、狂怒和失望”。根据题干定位至倒数第二段,根据“every human will frustrate, anger, annoy, madden and disappoint us—and we will (without any malice) do the same to them”可知,“do the same to them”指的是前文的“will frustrate, anger, annoy, madden and disappoint us”,即每个人都会让我们沮丧、生气、恼怒、狂怒和失望,而我们会让其他人有这样的感受。故本题选D。

30. 【答案】C。解析:细节题。A项“拥有共同的喜好”,B项“一见钟情”,C项“大度地解决分歧”,D项“在很多方面互补”。根据最后一段可知,真正适合自己的人不是和我们喜好都相同的人,而是能够大度地容忍差异的人。A项错误,C项正确。找到这样一个合适的人是一段幸福婚姻的关键。互补是爱情的成果,而非前提。D项错误。B项原文未提及。故本题选C。

二、简答题

31. 【参考答案】半控制性语言练习活动的两种形式:识别活动和发现活动。

(1) 识别活动

目的:识别活动让学生通过询问来识别不同的图片或匹配图片等,以此来让学生掌握材料的细节信息,提升听力能力和口语表达能力。

教学指令:

Now, please look at the pictures on the screen. You need to work in pairs to match the pictures with the activities described in the conversation through asking questions. For each pair, the first student asks what is on the picture, while the second student gives clues according to the pictures. And then the first student needs to match the pictures with the activities. Are you clear? Right, Let's begin.

(2) 发现活动

目的:发现活动是让学生通过提问、填表等捋顺故事发展的顺序或是发现遗失信息,让学生掌握故事的主要脉络或是材料的关键信息,提升听力能力和口语表达能力。

教学指令:

Look at the blackboard. Here is an incomplete timetable. And you can ask your partner to get the needed

information to fill in the table. For example, “When does Scott get up in the morning?” “When does Scott have breakfast?” “When does Scott go to school?”

(备注:半控制性语言练习活动的形式多样,除以上两种形式外,还有重组活动、解决问题活动等,考生列出其中两种并举例说明即可。)

三、教学情境分析题

32.【参考答案】

(1)该作文的评分为6分。

(2)语言方面:

优点:①单词拼写正确,用词较为准确,如“准备美食”使用了prepared这个动词,“团聚”使用了got together这一词组。

②时态使用正确,文章通篇使用一般过去时来描述春节前后发生的事情,没有出现时态使用错误。

缺点:①句子出现语法错误,在“On the eve of the Spring Festival, my whole family got together for a big dinner, we stayed up and enjoyed dumplings at midnight”这一句中,第二个逗号前后两个分句之间缺少连词,导致一个句子中出现了多个谓语。

②简单句过多,句子的主语大多是人,通篇像是“流水账”。适当使用一些复合句和特殊结构,会给作文增添亮点,使其更有层次感。

内容方面:

优点:①作文紧扣“如何庆祝春节”这一主题,内容包含了题目要求的大部分要点,词数符合题目要求。

②作文补充了“cleaned our house and bought some new clothes”“enjoyed dumplings”等内容,使文章更加充实。

缺点:①作文遗漏了“祈盼好运”“看电视”这两个要点。

②作文的开头比较突兀,可以进行寒暄、给出写信原因等,另外,结尾也可以向笔友发出邀请,使信件更加礼貌、充实、完整。

篇章结构方面:

优点:作文以时间为主线,要点按照“Before the Spring Festival”“On the eve of the Spring Festival”“On the first day of the Spring Festival”进行描述,条理清晰,结构符合逻辑。

缺点:作文直奔主题,开头、结尾都过于突兀,缺少内容。

四、教学设计题

33.【参考设计】

Teaching Contents:

This is a grammar class. The passage in 3a is about Lin Fei's transportation to school. 3b shows a pairwork to practice the grammar point. Students will be taught to distinguish among and use the special questions led by how do/how long/how far.

Teaching Objectives:

(1) All the students can gain some information about Lin Fei's transportation to school and learn the timetable after reading the passage.

(2) Most students can distinguish among the special questions led by how do/how long/how far after practising.

(3) Students can ask and answer questions about the means of transportation, the time it takes and the distance

between two places in daily communication.

(4) Students can understand the “low-carbon life” concept and are willing to take public transportation to reduce pollution.

(5) Students can know each other better after the class.

Teaching Key and Difficult Points:

(1) Teaching key point

Students can distinguish among the differences in the special questions led by how do/how long/how far.

(2) Teaching difficult point

Students can use the special questions led by how do/how long/how far in daily communication.

Major Steps:

Step 1 Presentation (8 minutes)

(1) Ask students to read the passage in 3a quickly and answer the following question.

What is the main idea of this passage?

(2) Ask students to underline the words about transportation, time and distance. And then ask them to think about the following questions.

① How many kinds of transportation are mentioned in the passage? What are they?

② How far is it from Lin Fei’s home to school?

③ How does Lin Fei get to school?

④ How long does it take in total?

Invite one student to share the first question’s answer. And then, lead students to understand the last three questions and find the answers. Later, show the answers on the PPT.

(3) Ask students to work in groups of four to compare the answers to the last three questions and try to find out the differences in the three special questions led by how far/how do/how long. Two minutes later, invite some groups to share their findings in front of the class. Lead students to make a conclusion:

① “How far” can be used to ask questions about the distance from one place to another.

② “How do” can be used to ask about the way of doing something.

③ “How long” can be used to ask questions about time, referring to the time things last.

(Justification: Fast reading can help students grasp the main idea of the passage. Leading students to find the answers step by step can cultivate their thinking ability and develop their self-driven learning awareness. The conclusion can help students better understand the differences in the three kinds of questions.)

Step 2 Practice (7 minutes)

(1) Ask students to complete the following sentences using the newly learned expressions.

① — _____ does it take to get to Beijing from Shanghai?

—About five hours.

② — _____ is it from your home to the supermarket?

—About three kilometers.

③ — _____ she get to the office?

—By subway.

(2) Ask students to work in pairs to practice the dialogue in 3b according to the given pictures on the left and tell them to take public transportation in order to reduce pollution. Two minutes later, invite several pairs to perform their dialogues.

(Justification: The sentence drill can help students consolidate what they have learned in this class. The conversation practice can help students convert input into output to improve their oral English and raise their awareness of a low-carbon lifestyle.)

Step 3 Production (5 minutes)

Divide students into groups of four. Ask them to make a survey according to the following table. And then invite some groups to report their findings in front of the class.

Name	How far is it from your home to school?	How do you get to school?	How long does it take to school?
Student A			
Student B			
Student C			
Student D			

(Justification: The survey can help students learn how to apply what they have learned to daily conversations and help them know each better. Besides, their awareness of cooperation can be enhanced.)