

2014年下半年教师资格证考试《高中英语》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）

1. which of the following is the proper pronunciation of “have to” as a result of assimilation? ()
A. / hef tu / B. / hev tu / C. / hæf tu / D. / hæv tu /
2. which of the following shows the proper rhythmical pattern of the sentence? ()
A. `Come to ´see us at our ´new a `partment
B. ´Come to ´see us at ´our new `apartment
C. ´Come to ´see us ´at our ´new ´apartment
D. ´Come to ´see us ´at our ´new a ´partment
3. He came to dinner and my mom fixed a roast, prime rib ,pie, yoghurt, drinks, and all that kind of () ,and it was really good.
A.meat B.stuff C.staff D.dish
4. Unlike her () sister, Judith is a shy ,unsociable person who dislike to go to parties or to make new friends.
A.charming B.friendly C.gracious D.gregarious
5. He pledged support for “ () care” , where youngsters were looked after by close relatives like aunts or uncles, but not parents.
A.family B.kinship C.sibling D.relative
6. I will never know all that was in his head at the time , () .
A.nor will anyone else B.nor anyone else will
C.nor won´t anyone else D.nor anyone else won´t
7. She doesn´t want to work right now because she thinks that if she () a job she probably wouldn´t be able to visit her friends very often .
A.has to get B.were to get
C.had got D.could have got
8. What is the correct way to read the decimal “106.16” in English? ()
A. One hundred and six point one six
B. One hundred and six point sixteen
C. One hundred and six points one six
D. One hundred and six points sixteen
9. When any of the maxims under the Cooperative Principle is flouted on purpose, () might arise.
A.ambiguous structure
B.contradictory proposition
C.mutual understanding
D.conversational implicature
10. Indian English is a () variety of the English language.
A.social B.regional
C.historic D.situational
11. In teaching pronunciation, the teacher should tell the students that () can be used to convey more important messages.

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- A.rhyme B.stress C.devoicing D.rhythm
12. When a teacher asks students to discuss how the writer’ s ideas are organized in the text, he /she intends to develop students’ skill of ().
- A.recognizing the textual structure
B.understanding the writer’ s intention
C.distinguishing facts from opinions
D.commenting on the content of the text
13. Which of the following focus(es) on accuracy in teaching grammar? ()
- A.Simulation B.Substitution drills
C.Role play D.Discussion
14. When a teacher says “Next, please pay attention to the time of arrival and departure of the planes in the recording .” he / she intends to develop students’ skill of ().
- A.predicting
B.getting the general picture
C.distinguishing sounds
D.getting specific information
15. If a teacher asks students to list as many ways as they can to tell someone to open the door and list the possible functions of a sentence in different contexts. he / she is probably trying to highlight ().
- A.the potential meanings of a sentence
B.different realizations of the same function
C.the relationship between form and function
D.different ways of getting people to do the same thing
16. The teacher would use () to help students communicate in teaching speaking.
- A.substitution drills B.group discussion
C.listening and acting D.reading aloud
17. () assessment is used to measure how the performance of a particular student or group of students compares with that of another.
- A.Criterion–referenced B.Norm–referenced
C.Formative D.Summative
18. Which of the following teacher’ s instruction could serve the purpose of eliciting ideas? ()
- A.Shall we move on?
B.Read after me, everyone
C.What can you see in this picture
D.What does the word “quickly” mean?
19. Which of the following is an example of teachers’ indirect corrective feedback? ()
- A.Say “went” instead of “go”
B.We never use “at” that way
C.Choice A is not the right answer
D.Who can help him with this sentence?

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20. Total Physical Response as a TEFL method is more often used for teaching ().

A. children

B. adults

C. ESP course

D. GE course

(一)

Passage 1

Unless you spend much time sitting in a college classroom or browsing through certain areas of the Internet, it's possible that you had not heard of trigger warnings until a few weeks ago, when they made an appearance in the Times. The newspaper explained that the term refers to preemptive alerts, issued by a professor or an institution at the request of students, indicating that material presented in class might be sufficiently graphic to spark symptoms of post-traumatic-stress disorder.

The term seems to have originated in online feminist forums, where trigger warnings have for some years been used to flag discussion of rape or other sexual violence. The *Times* piece, which was skeptically titled "warnings: The Literary Canon Could Make Students Squirm," suggested that trigger warnings are moving from the online fringes to the classroom, and might be more broadly applied to highlight in advance the distress or offense that a work of literature might cause. "Huckleberry Finn" would come with a warning for those who have experienced racism; "The Merchant of Venice" would have an anti-Semitism warning attached. The call from students for trigger warnings was spreading on campuses such as Oberlin, where a proposal was drafted that would advise professors to "be aware of racism, classism, sexism, and other issues of privilege and oppression" in devising their syllabi; and Rutgers, where a student argued in the campus newspaper that trigger warnings would contribute to preserving the classroom as a "safe space" for students.

Online discussion of trigger warnings has sometimes been guardedly sympathetic, sometimes critical. Jessica Valenti has noted on *The Nation*'s website that potential triggers for trauma are so manifold as to be beyond the possibility of cataloguing: "There is no trigger for warning for living your life." Some have suggested that a professor's ability to teach would be compromised should it become commonplace for "The Great Gatsby" to hear a trigger warning alerting readers to the disgusting characters and incidents within its pages. Others have worried that trigger-warning advocates, in seeking to protect the vulnerable, run the risk of disempowering them instead, "Bending the world to accommodate our personal frailties does not help us overcome them", Jenny Jarvie wrote on *The New Republic*'s online site.

Jarvie's piece, like many others on the subject, cited the University of California, Santa Barbara, as a campus where champions of trigger warnings have made significant progress. Earlier this year, students at U.C.S.B. agreed upon a resolution recommending that such warnings be issued in instances where classroom materials might touch upon "rape, sexual assault, abuse, self-injurious behavior, suicide, and graphic violence". The resolution was brought by a literature student who said that, as a past victim of sexual violence, she had been shocked when a teacher showed a movie in class which depicted rape, without giving advance notice of the content. The student hoped to spare others the possibility of experiencing a post-traumatic-stress reaction.

The trigger-warning debate may, by comparison, seem hard to understand; but express a large cultural preoccupation with achieving safety, and a fear of living in its absence. The hope that safety might be found, as in a therapist's office, in a classroom where literature is being taught is in direct contradiction to one purpose of literature, which is to give expression through art to difficult and difficult and uncomfortable ideas, and thereby to enlarge the reader's experience and comprehension. The classroom can never be an entirely safe space, nor, probably, should it be. But it's difficult to fault those who hope that it might be, when the outside world constantly proves itself pervasively hostile, as well as, on occasion, horrifically violent.

21. Which of the following groups of people are most in favor of "trigger warning"? ()

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- A.Students B.Reporters C.Feminists D.Professors
22. Which of the following might be a possible change to be brought about by trigger warning to literature teaching? ()
- A.Teachers will abandon materials related to racism, sexism, violence, etc.
B.Teachers will ignore students’ requests for a “safe space” in designing their syllabi.
C.Teachers will give students advance notice of the content that is likely to distress or offend them.
D.Teachers will allow students to express different and uncomfortable ideas to enlarge their experience.
23. What does the author mean by “compromised” in PARAGRAPH 3? ()
- A.Questioned B.Improved C.Challenged D.Weakened
24. What does “them” in PARAGRAPH 3 refer to ? ()
- A.Risks B.Frailties
C.Traumas D.Possibilities
25. Which of the following can be the negative impact that trigger warning exerts on literature teaching according to the writer? ()
- A.It may highlight the purpose of literature teaching.
B.It may expose students to the dark side of the world.
C.It may deprive students of their intellectual growth.
D.It may cause students to experience a post-traumatic-stress disorder.

(二)

Passage 2

The medical community owes economists a great deal. Amartya Sen won a Nobel Prize for Economic Sciences in 1998. He has spent his entire career promulgating ideas of justice and freedom, with health rarely out of his gaze. Joseph Stiglitz won a Noble in 2001. In 1998, when he was chief economist at the (then) notoriously regressive World Bank, he famously challenged the Washington Consensus. And Jeff Sachs, a controversial figure to some critics, can fairly lay claim to the enormous achievement of putting health at the center of the Millennium Development Goals. His

“Commission on Macroeconomics and Health” was a landmark report, providing explicit evidence to explain why attacking disease was absolutely necessary if poverty was to be eradicated. And I must offer my own personal gratitude to a very special group of economists— Larry Summers, Dean Jamison, Kenneth Arrow, David Evans, and Special Gupta. They were the economic team that drove the work of Global Health 2035.

But although we might be kind to economists, perhaps we should be tougher on the discipline of economics itself. For economics has much to answer for. Pick up any economics textbook, and you will see the priority given to markets and efficiency, price and utility, profit and competition. These words have chilling effects on our quest for better health.

They seem to marginalize those qualities of our lives that we value most of all – not our self-interest, but out humanity; not the costs and benefits of monetary exchange, but vision and ideals that guide our decisions. It was these issues that were addressed at last week’ s Global Health Lab, held at London School of Hygiene & Tropical Medicine. Anne Mills, Vice-Director of the school, fervently argued the case in favor of economists. It was they who contributed to understanding the idea of “best-buys” in global health. It was economists who challenged user fees. And it was economists who made the connection between health and economic growth, providing one of the most compelling political arguments for taking health seriously. Some economists might adore markets, but not health economists, she said. “Health care is different.” For her kind of economist, a health system is a “social institution that embodies that embodies the values of society” .

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Although competition has a part to play in health, it should be used judiciously as a mechanism to improve the quality of care. Chris Whitty, Chief Scientific Adviser at the UK's Department for International Developments, expressed his contempt for those who profess indifference to economics. Economic is about the efficient allocation of scarce resources. Anyone who backed the inefficient allocation of resources is "immoral". He did criticize economists for their arrogance, though. Economists seemed to believe their ideas should be accepted simply because of the authority they held as economists. Economics, he said, is only one science among many that policy makers have to take into account. But Clare Chandler, A medical anthropologist, took a different view. She asked, what has neoliberal economics ever done for global health? Her answer, in one word, was "inequality", Neoliberal economics frames the way we think and act. Her argument suggested that any economic philosophy that put a premium on free trade, privatization, minimal government, and reduced public spending on social and health sectors is a philosophy bereft of human virtue. The discussion that followed, led by Martin McKee, posed difficult questions. Why do economists treat their theories like religions? Why are economists so silent on their own failures? Can economics ever be apolitical? There were few satisfactory answers to these questions.

26. Which of the following best describes the author's attitude toward economists? ()
- A. Contempt B. Reservation
C. Detachment D. Endorsement
27. Who holds a critical view on economists role in medical field according to the passage? ()
- A. Amartya Sen. B. Jeff Sachs
C. Larry Summers D. Clare Chandler
28. Which of the following is closest in meaning to "discipline" in PARAGRPH 2? ()
- A. Subject B. Lesson C. Punishment D. Regulation
29. Which of the following is NOT used in the author's presentation of his ideas? ()
- A. Thesis statement B. Rhetorical questions
C. Specific examples D. Direct quotation
30. What does the author intend to tell the reader? ()
- A. There is still a long way to go for economists to genuinely contribute to global health.
B. Economists' role in global health is, to a large extent, negative.
C. Economists increased the inequality of resource allocations in global health.
D. Economics is only one science among many that policy makers have to take into account in providing health care programs.

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. (分析题) 根据题目要求完成下列任务，用中文作答。
课堂提问的作用是什么？（8分）封闭性问题与开放性问题各自有什么特点？（12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）
（三）

T: Now, let's make our own wishes with "if only". But please don't forget to give a description, even though it's very brief, of situation, the context, where you make the wish with one or two sentences... how about Liz?

Liz: Now it's 8 o'clock, and there is a traffic jam on the express way. The hotel will cancel our room at 6 o'clock if we do not get to the hotel. Then, I'll say: oh, I wish if only I didn't go on the journey.

T: Listen, Liz. You see, once you use "I wish", you don't need to use "if only", Just use either one.

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Liz: Yes.

T: So will you try again? Just the wish.

Liz: If only I didn't go on the journey.

T: To make it better, you can say "if only hadn't gone on this journey", because you are already on the way. Go on, please.

32. (分析题) 根据题目要求完成下列任务, 用中文作答。

下面是某教授的课堂教学片断:

请根据所给材料, 分析该教师的教学目的和教学过程, 评价其教学行为和反馈方式。

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)

(四)

Town Twinning

How are Oxford in the UK and Grenoble in France similar? Well, they are both medium-sized towns of between 100,000 and 200,000 inhabitants. They both have universities and industries. Tourism is important to both of them, and they are both close to some of the most beautiful countryside in the region. But they share something else, they have a town twinning agreement.

Town twinning is not a new idea, but it has become more popular in recent years because it's now easier to find out about and visit other countries and towns. It's an agreement between towns or cities of similar size and age, and which have similar features such as tourism, industry, culture and entertainment.

Town twinning agreements encourage people from the two towns to visit each other. There are visits and exchanges between schools, theater groups and sports teams. Visitors from the foreign town usually stay in the private homes of the town they are visiting. There is usually a big party for the visitors.

Town twinning agreements are perhaps most useful for students and people who want to practice speaking another language. This is because living with a foreign family for one or two weeks means that you have to speak their language, and as a result you improve fast.

33. (分析题) 根据提供的信息和语言素材设计教学方案, 用英文作答。

设计任务: 请阅读下面学生信息和语言素材, 设计一节语言读写课教学方案。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: 45分钟

学生概况: 某城镇普通中学高中一年级第二学期学生, 班级人数40人, 多数学生已经达到《普通高中英语课程标准(试验)》五级水平, 学生课堂参与积极性一般。