

2017年下半年中小学教师资格考试 英语学科知识与教学能力试题(高级中学)

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. The sound of "th" in "thin" is _____.
A. voiceless, dental, and fricative B. voiced, dental, and fricative
C. voiceless, dental, and affricative D. voiced, dental, and affricative
2. Of all the following pairs of words, _____ is a minimal pair.
A. *boot* and *bought* B. *deep* and *dog*
C. *either* and *neither* D. *ghost* and *best*
3. _____ can fly very high in _____ sky.
A. The birds; the B. The birds; /
C. Birds; the D. Birds; /
4. In my opinion she is kind and polite, so I put her rudeness today down as _____.
A. ordinary B. untimely
C. progressive D. accidental
5. With spring approaching, the pink of the apple-blossom is beginning to _____.
A. show B. grow
C. rise D. ascend
6. Mr. Woods, I am here just in case anything out of the ordinary _____.
A. happens B. happen
C. would happen D. will happen
7. I look back on this pleasant holiday in Beijing with _____ pleasure.
A. anything but B. all but
C. everything but D. nothing but
8. Tom, take this baggage and put it _____ you can find enough space.
A. which B. in which
C. wherever D. whereas



视频讲解



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9. What is the main rhetoric device used in “*The Pentagon was divided on the air strike.*” ?

- A. Synecdoche.
- B. Metonymy.
- C. Metaphor.
- D. Oxymoron.



视频讲解

10. Which inference in the brackets of the following sentences is a presupposition?

- A. Ede caught a trout. (Ede caught a fish.)
- B. Don't sit on Carol's bed. (Carol has a bed.)
- C. This blimp is over the house. (The house is under the blimp.)
- D. Coffee would keep me awake all night. (I don't want coffee.)



视频讲解

11. Which of the following instructions is helpful in developing students' ability to make inferences?

- A. Listen to a story and write a summary.
- B. Listen to a story and work out the writer's intention.
- C. Listen to the story of a boy and then draw a picture of him.
- D. Listen to a story and note down the specific date of an event.



视频讲解

12. The most suitable question type to check students' comprehension and develop their critical thinking is _____.

- A. rhetorical questions
- B. referential questions
- C. close questions
- D. display questions



视频讲解

13. Diagnostic test is often used for the purpose of _____.

- A. finding out what students know and don't know
- B. measuring students' general language proficiency
- C. knowing whether students have the right language aptitude
- D. checking whether students have achieved the teaching objectives



视频讲解

14. Which of the following activities is often used to develop students' speaking accuracy?

- A. Identifying and correcting oral mistakes.
- B. Acting out the dialogue in the text.
- C. Having discussions in groups.
- D. Describing people in pair.



视频讲解

15. If a teacher asks students to make their own learning plan, he/she is trying to develop their _____.

- A. cognitive strategy
- B. affective strategy
- C. communicative strategy
- D. metacognitive strategy



视频讲解

16. When a teacher tells the students that the word “dog” may imply “loyalty”, he/she is teaching the _____ of the word.

- A. denotative meaning
- B. collocative meaning
- C. conceptual meaning
- D. connotative meaning



视频讲解

17. Which of the following is the last step in the process of writing essays?

- A. Editing the writings.
- B. Writing topic sentences for paragraphs.
- C. Gathering information and ideas relevant to the topic.
- D. Organizing the information and ideas into a logical sequence.



视频讲解

18. The main purpose of asking questions about the topic before listening is to _____.

- A. meet students' expectation
- B. increase students' confidence
- C. activate students' schemata
- D. provide feedback on tasks



视频讲解

19. If a teacher asks students to fill in the blanks in a passage with "that" "which" or "whom", he/she is least likely focusing on grammar at _____.

- A. lexical level
- B. syntactic level
- C. discourse level
- D. morphological level



视频讲解

20. If a teacher asks students to talk about their hobbies in groups, he/she is trying to encourage _____.

- A. peer correction
- B. peer feedback
- C. peer interaction
- D. peer assessment



视频讲解

请阅读 Passage 1, 完成 21~25 小题。

Passage 1

With her magical first novel, Garcia joins a growing chorus of talented Latino writers whose voices are suddenly reaching a far wider, more diverse audience. Unlike Latin American writers such as Colombia's Gabriel Garcia Marquee of Peru's Mario Vargas Llosa—whose translated works became popular here in the 1970s—these authors are writing in English and drawing their themes from two cultures. Their stories, from *Dreaming in Cuban* to Julia Alvarez's *How the Garcia Girls Lost Their Accent* and Victor Villasenor's *Rain of Gold*, offer insight into the mixture of economic opportunity and discrimination that Latinos encounter in the United States. *Garcia Girls* for example, is the story of four sisters weathering their transition from wealthy Dominicans to ragtag immigrants, "We didn't feel we had the beat the United States had to offer," one of the girls says, "We had only second-hand stuff, rental houses in one redneck Catholic neighborhood after another, clothes at Round Robin, a black and white TV afflicted with wavy lines." Alvarez, a Middlebury College professor who emigrated from Santo Domingo when she was 10, says being an immigrant has given her a special vantage point: "We travel on that border between two worlds and we can see both points of view."

With few exceptions, such as Chicano writer Rudolfo Anaya, many Hispanic-Americans have been writing in virtual obscurity for years, nurtured only by small presses like Houston's Arte Publico or the Bilingual Press in Tempe, Ariz. Only with the recent success of Sandra Cisneros's *Woman Hollering Creek* and Oscar Hijuelos's prize-winning novel, *The Mambo Kings Play Songs*

of Love, have mainstream publishers begun opening door to other Latinos. Julie Grau, Cisneros's editor at Turtle Bay, says, "Editors may now be looking more carefully at a book that before they would have deemed too exotic for the general readership."

But if Villaseñor's experience is any indication, some editors are still wary. In 1989, Putnam gave Villaseñor a \$75,000 advance for the hardcover rights to *Rain of Gold*, the compelling saga of his family's migration from Mexico to California. But the editors, says Villaseñor, wanted major changes: "They were going to destroy the book. It's nonfiction; they wanted to publish it as a novel. And they wanted to change the title to 'Rio Grande', which sounded like some old John Wayne movie." After a year of strained relations, he mortgaged his house, borrowed his mother's life savings and bought back the rights to the book that had taken 10 years to write.

In frustration, Villaseñor turned to Arte Publico. In the eight months since its release, *Rain of Gold* has done extremely well, considering its limited distribution; 20,000 copies have been sold. "If we were a mainstream publisher, this book would have been on *The New York Times* best-seller list for weeks," says Arte Pulico's Nicolas Kanelos. The author may still have a shot: he has sold the paperback rights to Dell. And he was just named a keynote speaker (with Molly Ivins and Norman Schwarzkopf) for the American Booksellers Association convention in May. Long before they gained this sort of attention, however, Villaseñor, Cisneros and other Latino writers were quietly building devoted followings. Crossing the country, they read in local bookstores, libraries and schools. Their stories, they found, appeal not only to Latinos—who identify with them, but to a surprising number of Anglos, who find in them a refreshingly different perspective on American life. Still, there are unusual pressures on these writers. Cisneros vividly recalls the angst she went through in writing the final short stories for *Woman Hollering*: "I was traumatized that it was going to be one of the first Chicano books 'out there'. I felt I had this responsibility to my community to represent us in all our diversity."

21. Which of the following is true of Garcia as a Latino writer according to the passage?

- A. She offered insight into the confrontations between two cultures.
- B. She emigrated from Santo Domingo when she was 10 years old.
- C. She became popular for her translated works in America in the 1970s.
- D. She described her transition from wealthy Dominicans to ragtag immigrants.



视频讲解

22. What advantage do the new generation Latino writers have over Latin American writers according to the passage?

- A. The former are able to write in two different languages.
- B. The former can translate their works into different languages.
- C. The former are able to express ideas from a bi-cultural perspective.
- D. The former can travel freely across the border between two countries.



视频讲解

23. Which of the following is true of the Latino writers according to Paragraph 2?

- A. Their works are full of obscurities.
- B. None of their works won an overnight success.



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- C. Most of them remained unknown to the public for years.
 D. They have great difficulty getting their works published.
24. What can be drawn from Villasenor's experience?
 A. Some editors of mainstream publishers are critical.
 B. Many Latino writers were mostly favored by small presses.
 C. *Rain of Gold* was going to be one of the first Chicano books.
 D. *Rain of Gold* was intended to be published as a novel by the author.
25. What did the new generation Latino writers do to get their works known to the public?
 A. They avoided writing those too exotic for readers.
 B. They revised their works as required by press.
 C. They translated their works into English.
 D. They read their books in public places.
- 请阅读 Passage 2, 完成 26~30 小题。



视频讲解



视频讲解

Passage 2

Scientists have been surprised at how deeply culture—the language we speak, the values we absorb—shapes the brain, and are rethinking findings derived from studies of Westerners. To take one recent example, a region behind the forehead called the medial prefrontal cortex supposedly represents the self: it is active when we (“we” being the Americans in the study) think of our own identity and traits. But with Chinese volunteers, the results were strikingly different. The “me” circuit hummed not only when they thought whether a particular adjective described themselves, but also when they considered whether it described their mother. The Westerners showed no such overlap between self and mom. Depending whether one lives in a culture that views the self as autonomous and unique or as connected to and part of a larger whole, this neural circuit takes on quite different functions.

“Cultural neuroscience”, as this new field is called, is about discovering such differences. Some of the findings, as with the “me/mom” circuit, buttress longstanding notions of cultural differences. For instance, it is a cultural cliché that Westerners focus on individual objects while East Asians pay attention to context and background (another manifestation of the individualism-collectivism split). Sure enough, when shown complex, busy scenes, Asian-Americans and non-Asian-Americans recruited different brain regions. The Asians showed more activity in areas that process figure-ground relations—holistic context—while the Americans showed more activity in regions that recognize objects.

Psychologist Nalini Ambady of Tufts found something similar when she and colleagues showed drawings of people in a submissive pose (head down, shoulders hunched) or a dominant one (arms crossed, face forward) to Japanese and Americans. The brain's dopamine-fueled reward circuit became most active at the sight of the stance—dominant for Americans, submissive for Japanese—that each volunteer's culture most values, they reported in 2009. This raises an obvious chicken-and-egg question, but the smart money is on culture shaping the brain, not vice versa. Cultural

neuroscience wouldn't be making waves if it found neurobiological bases only for well-known cultural differences. It is also uncovering the unexpected. For instance, a 2006 study found that native Chinese speakers use a different region of the brain to do simple arithmetic ($3 + 4$) or decide which number is larger than native English speakers do, even though both use Arabic numerals. The Chinese use the circuits that process visual and spatial information and plan movements (the latter may be related to the use of the abacus). But English speakers use language circuits. It is as if the West conceives numbers as just words, but the East imbues them with symbolic, spatial freight. (Insert cliché about Asian math geniuses.) "One would think that neural processes involving basic mathematical computations are universal," says Ambady, but they "seem to be culture-specific".

Not to be the skunk at this party, but I think it's important to ask whether neuroscience reveals anything more than we already know from, say, anthropology. For instance, it's well known that East Asian cultures prize the collective over the individual, and that Americans do the opposite. Does identifying brain correlates of those values offer any extra insight? After all, it's not as if anyone thought those values are the result of something in the liver.

Ambady thinks cultural neuro-science does advance understanding. Take the me/mom finding, which, she argues, "attests to the strength of the overlap between self and people close to you in collectivistic cultures and the separation in individualistic cultures. It is important to push the analysis to the level of the brain." Especially when it shows how fundamental cultural differences are—so fundamental, perhaps, that "universal" notions such as human rights, democracy, and the like may be no such thing.

26. Which of the following is closest in meaning to the underlined phrase "making waves" in Paragraph 3?

- | | |
|--------------------------|--------------------------|
| A. Drawing criticism. | B. Receiving suspicion. |
| C. Attracting attention. | D. Causing disagreement. |



视频讲解

27. Why does the author cite the findings of previous studies in Paragraph 3?

- A. To introduce a new topic.
 B. To place a topic in a larger context.
 C. To discuss a solution to a certain problem.
 D. To provide empirical data to confirm a prior belief.



视频讲解

28. Which of the following can be inferred from the passage?

- A. Neural processes are likely to be culturally neutral.
 B. The brain is believed to be influenced by different cultures.
 C. Westerners focus on individualism while East Asians on collectivism.
 D. Neuroscience reveals nothing more than we know from anthropology.



视频讲解

29. Which of the following is a significant breakthrough achieved by cultural neuroscience according to the passage?

- A. It proves that some values are deeply rooted in human liver.
 B. It correlates cultural differences with different brain activities.



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- C. It suggests that some universal concepts are shared across cultures.
D. It disputes our usual understanding of fundamental cultural differences.

30. Which of the following may best describe the author's attitude towards universal cultural concepts in the last paragraph?

- A. Doubtful. B. Positive.
C. Negative. D. Neutral.



视频讲解

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. 简述教学日志(teaching journal)的含义(5分)和三个作用(9分),并列教师撰写教学日志的三点注意事项(6分)。

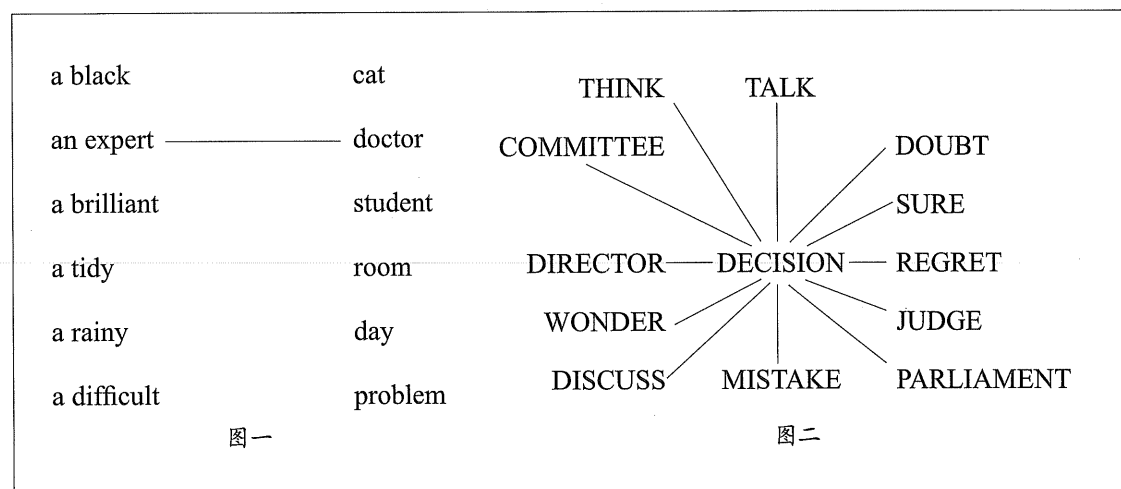


视频讲解

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. 下面是一位高中英语教师进行词汇教学的课堂板书。



结合图示回答下面三个问题:

- (1) 图一和图二体现了词汇教学的哪两种方法?(10分)
- (2) 这两种词汇教学方法各有什么优缺点?(10分)
- (3) 这两种教学方法遵循了词汇教学的哪两个原则?(10分)



视频讲解

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：请阅读下面学生信息和语言素材，设计20分钟的英语写作教学方案。教案没有固定格式，但必须包含下列要点：



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

语言素材：

Dear Zhou Kai,

How are you? We' re doing a class survey and I have to write emails to all my pen friends in other countries. I hope you don't mind answering these questions.

1. Do most adults smoke in China?
2. In most states in the US, it is now against the law to smoke in public buildings, such as banks and offices, on public transport and in restaurants and cafes. Is it the same in China?
3. Is the government planning to change the law about smoking in public?

Hope you can answer my three questions!

Best wishes,
Paul