

2020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中选择一个最佳答案，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. /s/ and /z/ can be distinguished by the _____.

- | | |
|--------------------------|---------------------------|
| A. place of articulation | B. state of tongue |
| C. state of vocal cords | D. manner of articulation |

2. The word “realization” consists of _____ syllables and _____ morphemes.

- | | |
|----------------|---------------|
| A. five; five | B. five; four |
| C. four; three | D. four; four |

3. Which of the following is least associated with newspaper publishing?

- | | |
|------------------|-----------------|
| A. Proofreading. | B. Editorial. |
| C. Censorship. | D. Citizenship. |

4. Which of the following best describes the relation between “piece” and “peace” ?

- | | |
|--------------|--------------|
| A. Synonymy. | B. Homonymy. |
| C. Antonymy. | D. Hyponymy. |

5. She was not _____ impressed by the story Paul shared with her, for she had already heard of it.

- | | |
|-----------------|-----------------|
| A. in the least | B. at the most |
| C. least of all | D. for the most |

6. Without facts, we can't form worthwhile opinions, for we need to have factual knowledge _____ our thinking.

- | | |
|---------------------------|---------------------------|
| A. which to be based upon | B. upon which to base |
| C. which to base upon | D. upon which to be based |

7. It's true that water will continue to be _____ it is today—next in importance to oxygen.

- | | |
|--------|----------|
| A. how | B. which |
| C. as | D. what |



视频讲解



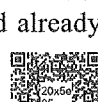
视频讲解



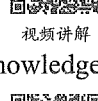
视频讲解



视频讲解



视频讲解



视频讲解



视频讲解



视频讲解

8. He is helpless under such circumstances, _____.

- A. however brilliant a mind he may have
- B. however a brilliant mind he may have
- C. however brilliant a mind may he have
- D. however a brilliant mind may he have



视频讲解

9. Which of the following refers to “the part of input that has been internalized by learners”?

- A. Feedback.
- B. Output.
- C. Intake.
- D. Washback.



视频讲解

10. Which of the following describes the language of an individual speaker with its unique characteristics?

- A. Idiolect.
- B. Taboo.
- C. Regional dialect.
- D. Social dialect.



视频讲解

11. What role does he/she play when a teacher explains the purpose of a task, the steps to do it and its time limit?

- A. An organizer.
- B. An observer.
- C. An evaluator.
- D. A prompter.



视频讲解

12. What does he/she intend to do when a teacher writes the following sentences “She gets up early. She wears a uniform. She works very hard.” on the blackboard at the presentation stage?

- A. Practice sentence patterns using model sentences.
- B. Check if students can pronounce the sentences correctly.
- C. Monitor whether students can accurately express their ideas.
- D. Draw students’ attention to the form of a new language item.



视频讲解

13. What skill does he/she use when a student uses language knowledge and contextual clues to figure out the meaning of a new word?

- A. Contrasting.
- B. Summarizing.
- C. Deducing.
- D. Predicting.



视频讲解

14. Supplementing, deleting, simplifying and reordering are often used in _____.

- A. adapting teaching materials
- B. delivering teaching materials
- C. evaluating teaching materials
- D. presenting teaching materials



视频讲解

15. Which of the following is least recommended at the lead-in stage in a reading class?

- A. Activating students’ schemata of the topic.
- B. Giving advice on how to use reading strategies.
- C. Sharing background information about the text.
- D. Correcting language mistakes students have made.



视频讲解

child. But as I sit back and think about it now, PSGL was a school that I started so that I would showcase empowerment to a group of students (and staff) who needed a real-life example of how to grow beyond one's current circumstances.

When I reflect on my journey of starting the school, I realize that every step along the way was personally teaching about empowerment. It is one thing to teach it, but it is another to live it. Unless we experience empowerment on a personal level, we cannot help students learn it, circumvent obstacles as they arise, and develop and employ the new skills needed to function to be empowered. How can we get in the face of a student and push him to a place that is foreign and scary, asking him to become greater than his environment, when we ourselves have never become greater than our own environment? We can't. Why? Because we do not know what it looks like, we do not know what it feels like. Our role as a teacher becomes technical, causing us to miss out on the spirit of truly good teaching, where one teaches with relevancy, authenticity and experience.

When I look at the faces of these students, I know that my process of starting the school was for them. When I became what I taught, when I empowered myself in space where there was no one there to empower me, when I chose to succeed without excuses, I became a living lesson.

These students saw me and our staff as extensions of the lessons we were trying to teach. Our lives, not by our perfection, but by our effort, showed students how to apply what we taught.

21. Which of the following can be regarded as a necessary condition for teachers to empower their students?

- A. Having been successful in empowering students.
- B. Possessing the expertise in the subject they teach.
- C. Having received adequate training on empowerment.
- D. Being able to integrate personal experiences into their teaching.



视频讲解

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

- A. Only children from disadvantaged backgrounds need to be empowered.
- B. The author is able to empower herself when faced with difficulties.
- C. Teachers with personal experience of empowerment cannot teach.
- D. The author does not practice what she advocates in her own life.



视频讲解

23. Which of the following is true about the Preparatory School for Global Leadership?

- A. It is the most renowned of its kind in the world.
- B. Its graduates are well received by their employers.
- C. Its staff are unwilling to empower themselves as living examples.
- D. It aims at empowering trainees to grow beyond their circumstances.



视频讲解

24. Which of the following is closest in meaning to the underlined word "circumvent" in Paragraph 4?

- A. Overcome.
- B. Encounter.
- C. Move around.
- D. Take away.



视频讲解

25. Why does the author highly value a teacher's experience of empowerment in teaching?

- A. To enable students to learn and use new skills.
- B. To turn technical teaching into dogmatic lectures.
- C. To make teaching relevant, authentic, and convincing.
- D. To extend and perfect his professional career as a teacher.



视频讲解

请阅读 Passage 2, 完成第 26~30 题。

Passage 2

Cats have the widest hearing range of nearly any mammal, not only can they perceive sound in what we define as the “ultrasonic” range, they can also appreciate all the bass Dr Dre can throw at them. They can swivel their whiskers forwards while hunting to provide a kind of short-range radar. And they can see exceptionally well in the dark thanks to a reflective surface behind the retina that bounces light back, giving it a second chance to hit a photoreceptor. They see more distinct images per second than we do.

Dog partisans will appeal to the dog's allegedly superior intelligence—though if that were the primary criterion for choosing a pet, one would expect to see a lot more crows and squid on leads around town. In fact, cats are rather cleverer than commonly assumed, as the biologist and animal-behaviour expert John Bradshaw shows in his new book. They can even be trained to an extent, which was news to me.

Bradshaw's book mixes pellets of cat lore with accounts of feline evolution, anatomy, genetics and development from newborn kitten to adulthood, plus descriptions of cat-psychology experiments in the laboratory, many of which he has conducted himself. Some of the most interesting parts indicate holes in our current scientific knowledge. “Many mother cats try to move their litters at least once before they wean them,” he observes, “but science has yet to find out why”. No one knows why cats go crazy for catnip, nor why they are able “to classify shapes according to whether they are closed or open”. Kittens, meanwhile, “may also use special movements of their tails to signal playfulness, but so far no scientist has been able to decode these”. As far as potential research projects go, decoding the tail-language of playing kittens must be about the interesting unsolved problem in science.

The cat is an apparently phlegmatic beast, but Bradshaw points out that cats experience strong emotions, and sometimes might be suffering in silence. They aren't particularly sociable, and cats who are housed with others who weren't litter-mates—perhaps by well-meaning owners who think they need the company—can become chronically stressed.

Luckily, then, cats probably aren't aware that today they are once again hate figures, the furry target of spittle-spraying ecologists who, armed with dodgy statistics, accuse cats of wildly “murdering” all the country's songbirds. It's a bit more complicated than that, Bradshaw shows. Rats also kill songbirds, and cats keep their numbers down; while the RSPB says the disappearance of habitat is a far more important factor in the decline of songbird populations than predator

numbers. But we could at least, Bradshaw suggests, reverse the counterproductive selection pressure we currently exert on the domestic cat when we neuter house cats before they reproduce. This means, he explains, that the “friendliest, most docile” cats are prevented from leaving any descendants, while wild cats—which are more suspicious of humans and better at hunting—will leave more offspring. Unintentionally, we are causing cats to evolve into animals society won’t like as much. Cat-haters probably won’t appreciate this book, but anyone else might. It is written in a friendly and engaging way, has helpful tips for cat owners, and is packed with excellent cat facts. Why, you might have wondered, do cats get stuck up trees? Because all their claws face forwards, so none can be used as brakes on the descent. We all know how good cats are at twisting mid-air to land on their feet, but they have an even more impressive trick: some cats adopt a “parachute” position during a long fall, with all four legs stuck out to the side, before coming back to the landing position at the last moment.

This cat-parachute pose, Bradshaw calculates, “limits the falling speed to a maximum of fifty-three miles an hour” so enabling some cats to fall from high-rise buildings and walk away unhurt. I’d like to see a dog try that.

26. What can be inferred about cats from Bradshaw’s research?

- A. Cats’ whiskers can aid them to confuse preys.
- B. Cats can detect sounds far away from them.
- C. Cats can process images better than we do.
- D. Cats’ intelligence has been underestimated.



视频讲解

27. According to Paragraph 3, which of the following constitutes a potential research topic?

- A. Doing cat-psychology experiments.
- B. Decoding playing kittens’ tail-language.
- C. Discovering why cats can classify shapes.
- D. Investigating why cats go crazy for catnip.



视频讲解

28. Which of the following is closest in meaning to the underlined word “phlegmatic” in Paragraph 4?

- | | |
|------------|---------------|
| A. Lonely. | B. Emotional. |
| C. Sullen. | D. Calm. |



视频讲解

29. For what reason did the ecologists accuse cats?

- | | |
|-------------------------------------|-------------------------------------|
| A. Reproducing more offspring. | B. Destroying songbirds’ habitat. |
| C. Killing the country’s songbirds. | D. Being suspicious of human beings |



视频讲解

30. According to the author, what is most impressive about cats during a long fall in Bradshaw’s writing?

- A. Cats can be trained to land safely.
- B. Cats tend to use their claws as brakes.
- C. Some cats can adopt a parachute position.
- D. Most cats are good at playing tricks in mid-air.



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. 简述进行短文听写(dictation)的目的(6分)与三个基本步骤(6分),并写出短文听写的一个优点(4分)和一个缺点(4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. 下面是一节高中英语课堂教学片段实录。

T: Arm yourself with sunscreen, sunglasses and a hat in a period of hot weather.

S1: How can you arm yourself? You already have two arms—how do you put on more?

T: Can we figure out the meaning of “arm” from the text? Look for another place where the word “sunscreen” appears.

S2: In this sentence: “Health experts warned people, when outside, to apply sunscreen with a sun protection factor ...”

S3: So I think “arm yourself” is kind of “apply” .

S1: Oh, that makes sense. Is he right?

T: I could answer you, but I’d like you to find out the meaning of “arm” in the dictionary.

...

T: Got it? Can you explain it in English?

S4: Yes, it’s a verb, different from the noun “arm” , meaning to provide yourself or others with weapons or to provide what you need for a task.

T: Nicely done!

根据上面提供的信息,回答下列问题。

(1) 该教学片段的语言教学目标和策略目标分别是什么?(8分)

(2) 该教师采取了哪三种方法达成上述目标?(12分)

(3) 该教师教学的一个优点和一个缺点分别是什么?(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 分钟的写作教学方案。教案没有固定格式，但须包含下列要点：



视频讲解

- 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第一学期学生，班级人数 40 人，多数学生已经达到《义务教育英语课程标准（2011 年版）》五级水平。学生课堂参与积极性一般。

语言素材：

WRITING

(1) Think of someone famous that you admire a lot, for example, an artist, a musician or a writer.

(2) Write two or three paragraphs about his or her life. Below are some suggestions to help you.

(3) Write about:

- Where he/she was born and where he/she lived as a child.
- His/her family.
- How he/she became famous.
- His/her songs/music/paintings/novels/poems ...
- TV shows he/she has been in.
- Your opinion of his/her work. Explain why you like him/her.
- What you think will happen to him/her.
- Whether he/she will continue to be successful.