

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(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. Which of the following English phonemes has more than one allophone based on its position in a word?

A. /w/	B. /j/
C. /m/	D. /l/
2. What is the right pronunciation of the word “permit” when it is used as a noun?

A. /'pəmit/	B. /pə'mit/
C. /pə: 'mit/	D. /'pə:mit/
3. Astronomer Heidi Hammel, a proponent of science education, conveys a passion for planetary science that her fascinated audience find _____.

A. equivocal	B. archaic
C. timid	D. infectious
4. The discoveries made by Nobel Prize-winning geneticist Barbara McClintock are considered to be among the major _____ of 20th-century biological science.

A. proposals	B. elaborations
C. accomplishments	D. deliberations
5. Hoping to preserve natural habitats, conservationists lobbied for legislation that would _____ commercial development in these areas.

A. accommodate	B. diversify
C. promote	D. arrest
6. The ethical judgments of the court become an important issue and the court cannot maintain its legitimacy as guardian of the law _____ justices behave like politicians.

A. when	B. lest
C. before	D. unless



视频讲解



视频讲解



视频讲解



视频讲解



视频讲解



视频讲解

15. Which of the following activities is NOT appropriate for developing students' awareness of discourse coherence?

- A. Writing a conclusion for a passage.
- B. Underlining the topic sentences of each paragraph.
- C. Changing sentences from active forms into passive ones.
- D. Arranging all the sentences to produce a meaningful passage.



视频讲解

16. In English teaching, mechanical activities such as _____ may be helpful for teaching particular structures, but they should not be overused.

- A. transformation and role-play
- B. translation and word-matching
- C. gap-filling and topic discussion
- D. memorization and pattern drilling



视频讲解

17. Which of the following is most effective for a teacher when students do not understand how to do an activity that he/she has described?

- A. Demonstrating how to do it.
- B. Asking students to talk freely.
- C. Encouraging students to share their ideas.
- D. Walking around the classroom and answering questions.



视频讲解

18. Which of the following activities has a focus on grammar?

- A. Read a story and act it out in groups.
- B. Read a story and answer comprehension questions.
- C. Read a story and underline the most difficult sentences.
- D. Read a story and analyze how past events are described.



视频讲解

19. Which of the following should be discouraged concerning the use of Internet resources?

- A. Teachers depend on Internet resources for teaching materials.
- B. Teachers use Internet resources to supplement their textbooks.
- C. Teachers adapt Internet resources before using them for language input.
- D. Teachers select Internet resources according to their teaching purposes.



视频讲解

20. David took a test and his score was at the top 10 percent in his class. This is an interpretation of the result of a _____ test.

- | | |
|--------------------|-------------------------|
| A. diagnostic | B. formative |
| C. norm-referenced | D. criterion-referenced |



视频讲解

请阅读 Passage 1, 完成第 21~25 小题。

Passage 1

“The age of melancholy” is how psychologist Daniel Goleman describes our era. People today experience more depression than previous generations, despite the technological wonders that help us every day. It might be because of them.

Our lifestyles are increasingly driven by technology. Phones, computers and the Internet pervade our days. There is a constant, nagging need to check for texts and emails, to update Facebook, MySpace and LinkedIn profiles, to acquire the latest notebook or cellphone.

Are we being served by these technological wonders or have we become enslaved by them? I study the psychology of technology, and it seems to me that we are sleepwalking into a world where technology is severely affecting our well-being. Technology can be hugely useful in the fast-paced modern living, but we need to stop it from taking over.

For many of us, it is becoming increasingly difficult to control the impulse to check our inbox yet again or see whether the headlines have changed since we last looked. Our children are in a similar position, scared to miss a vital Tweet or status update on Facebook. In many homes, the computer has become the centre of attention; it is the medium through which we work and play.

How does this arise, and what is it doing to us? In this era of mass consumption, we are surrounded by advertising that urges us to find a fulfillment through the acquisition of material goods. As a result, adults and children increasingly believe that in order to belong and feel good about themselves, they must own the latest model or gadget.

Yet research by psychologist Tim Kasser of Knox College in Galesburg, Illinois, has shown that people who place a high value on material goals are unhappier than those who are less materialistic. Materialism is also associated with lower self-esteem, greater narcissism, greater tendency to compare oneself unfavorably with other people, less empathy and more conflict in relationships.

Our culture also constantly reminds us that time is money. This shows a need for total efficiency, which is the reason for us to allow laptop computers and mobile phones to blur the separation between work and home. As one unhappy human-resource manager in a high-tech company put it, “They gave me a mobile phone so they can own me 24 hours a day, and a portable computer, so my office is now with me all the time—I cannot break out of this pressure.” Sound familiar?

Psychologists generally believe that the lack of a clear separation between work and home greatly damages our relationships with loved ones. It also predisposes us to focus on the here and now at the expense of long-term goals.

By imposing these twin pressures, modern society is in danger of swapping the standard of living for quality of life. We need ways to help recover those increasingly large parts of our lives that we have ceded to technology, to regain mastery over technology and learn to use it in a healthy and positive way.

21. What does Daniel Goleman attempt to illustrate by calling the era “the age of melancholy” in Paragraph 1?

- A. Technology has increased people’s feelings of happiness.
- B. People become frustrated for lack of on-line experience.
- C. People are getting stressed out because of technology.
- D. Technology can work wonders in modern society.



视频讲解

22. What impact has been produced by technology on people according to Paragraph 2?

- A. People cannot afford the latest laptops.
- B. People have to adopt a different lifestyle.
- C. People constantly write messages and emails.
- D. People cannot live without computers or telephones.



视频讲解

23. What is the author most worried about concerning the change induced by technology?

- A. Technology will take away people's jobs.
- B. People's happiness will be greatly jeopardized.
- C. Technology is developing at a breath-taking speed.
- D. People will be indifferent to technological wonders.



视频讲解

24. According to Tim Kasser, why are people obsessed with material pursuit?

- A. The pressure from peers and relatives.
- B. The temptation to own the latest model.
- C. The divergence of life values and standards.
- D. The convenience of accessing digital devices.



视频讲解

25. Which of the following would be the best title for the passage?

- A. Technology Wonders Bring New Lifestyles
- B. Technology Today: Empowers or Enslaves
- C. The Standard of Living or Quality of Life
- D. Sad Feelings in Advanced Society



视频讲解

请阅读 Passage 2, 完成第 26~30 题。

Passage 2

Speaking two languages rather than just one has obvious practical benefits in an increasingly globalized world. But in recent years, scientists have begun to show that the advantages of bilingualism are even more fundamental than being able to converse with a wider range of people. Being bilingual, it turns out, makes you smarter. It can have a profound effect on your brain, improving cognitive skills not related to language and even shielding against dementia in old age.

This view of bilingualism is remarkably different from the understanding of bilingualism through much of the 20th century. Researchers, educators, and policy-makers long considered a second language to be an interference, cognitively speaking, that hindered a child's academic and intellectual development.

They were not wrong about the interference: there is ample evidence that in a bilingual's brain both language systems are active even when he is using only one language, thus creating situations in which one system obstructs the other. But this interference, researchers are finding out, isn't so much a handicap as a blessing in disguise. It forces the brain to resolve internal conflict, giving the mind a workout that strengthens its cognitive muscles.

Bilinguals, for instance, seem to be more adept than monolinguals at solving certain kinds of

mental puzzles. In a 2004 study by the psychologists Ellen Bialystok and Michelle Martin-Rhee, bilingual and monolingual preschoolers were asked to sort blue circles and red squares presented on a computer screen into two digital bins—one marked with a blue square and the other marked with a red circle.

In the first task, the children had to sort the shapes by color, placing blue circles in the bin marked with the blue square and red squares in the bin marked with the red circle. Both groups did this with comparable ease. Next, the children were asked to sort by shape, which was more challenging because it required placing the images in a bin marked with a conflicting color. The bilinguals were quicker at performing this task.

The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function—a command system that directs the attention processes that we use for planning, solving problems, and performing various other mentally demanding tasks. These processes include ignoring distractions to stay focused, switching attention willfully from one thing to another, and holding information in mind—like remembering a sequence of directions while driving.

Why does the tussle between two simultaneously active language systems improve these aspects of cognition? Until recently, researchers thought the bilingual advantage stemmed primarily from an ability for inhibition that was honed by the exercise of suppressing one language system: this suppression, it was thought, would help train the bilingual mind to ignore distractions in other contexts. But that explanation increasingly appears to be inadequate, since studies have shown that bilinguals perform better than monolinguals even at tasks that do not require inhibition, like threading a line through an ascending series of numbers scattered randomly on a page.

The key difference between bilinguals and monolinguals may be more basic: a heightened ability to monitor the environment. “Bilinguals have to switch languages quite often—you may talk to your father in one language and to your mother in another language,” says Albert Costa, a researcher at the University of Pompeu Fabra in Spain. “It requires keeping track of changes around you in the same way that we monitor our surroundings when driving.” In a study comparing German-Italian bilinguals with Italian monolinguals on monitoring tasks, Mr. Costa and his colleagues found that the bilingual subjects not only performed better, but they also did so with less activity in parts of the brain involved in monitoring, indicating that they were more efficient at it.

26. What can be inferred from the passage about the traditional view of bilingualism?

- A. Bilinguals are cognitively disadvantaged.
- B. The pros of bilingualism outweigh the cons.
- C. Bilinguals have advantages over monolinguals.
- D. Bilinguals and monolinguals are intellectually similar.



视频讲解

27. According to Bialystok and Martin-Rhee, why is the second task more challenging than the first one?

- A. It demands the subjects to solve a variety of tough problems.
- B. It involves a more complicated cognitive process in the brain.
- C. It requires more time and experience to complete the second task.
- D. It forces the subjects to focus all their attention on the experiment.



视频讲解

28. How is language interference perceived by modern researchers according to the passage?

- A. It impedes a child's academic growth.
- B. It improves a child's cognitive flexibility.
- C. It diverts a child's attention from one thing to another.
- D. It enables a child to use two languages interchangeably.



视频讲解

29. Which of the following is closest in meaning to the underlined word "tussle" in Paragraph 7?

- | | |
|--------------|--------------|
| A. Tunnel. | B. Quarrel. |
| C. Struggle. | D. Argument. |



视频讲解

30. Which of the following would be the best title of the passage?

- A. Fallacies about Bilinguals
- B. Why Bilinguals Are Smarter
- C. Odds and Ends of Bilinguals
- D. Bilinguals: Advantages or Disadvantages



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. 请列出四种英语阅读技能(8分), 并分别写出一句课堂教学指令语以培养相应的技能(12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. 下面是某教师讲解remember doing something和remember to do something语言点时的课堂实录。

Teacher: Li Hua, what did you do last Sunday morning?

Li Hua: I played badminton with my friends.

Teacher (to the class): Did Li Hua remember playing badminton with her friends?

Students: Yes, she did.

Teacher: Liu Ying, what did you do last Sunday morning?

Liu Ying: I visited my grandparents.

Teacher (to the class): Did Liu Ying remember visiting her grandparents?

Students: Yes, she did.

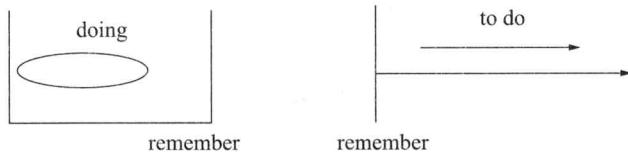
Teacher: What will you do this Sunday morning then, Liu Ying?

Liu Ying: I will see a film with my sister.

Teacher: Please remember to take the tickets with you and be there on time.

Liu Ying: Sure, I will remember to do that. Thank you.

Teacher: Now class, can you tell the difference between “remember doing sth.” and “remember to do sth.” ? Look at the following diagrams:



请根据此教学情景回答下列问题。

- (1) 该教师在讲解知识点时运用了哪两种方法? (8分)
- (2) 这些方法各自有何特点? (8分)能发挥什么作用? (8分)
- (3) 使用这些方法时应重点注意什么? (6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:根据下列学生信息和语言素材,设计20分钟的英语读写课的教学方案。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



视频讲解

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。多数学生的英语水平达到了课程标准的相应要求。学生课堂参与积极性一般。

语言素材:

In the summer when I want to relax, I go down to the river at the edge of our village. There is a deep pond and all the village children meet in hot weather to swim.

The tall trees along the river bank give us shade when we just want to sit and talk and the sandy river bank is perfect for the little children to play on. On the opposite river bank are some large rocks to which we older children swim when we want to sunbathe. The river flows slowly and water is crystal clear. The air smells of trees and damp earth and my worries begin to disappear as soon as I arrive.

Sometimes on warm evenings we take food and drink down to the river. It's very pleasant to sit with friends and watch the night fall. I can't think of anywhere I'd rather be on a summer evening.

