

2021年下半年教师资格证考试《高中英语》题

一. 单选题：本大题为单项选择题，下列选项中只有一项最符合题意，请根据题干选出正确的选项。

1. Fred took a picture of you, and _____.

- | | |
|--------------------|------------------------|
| A.Susan of me | B.缺 |
| C.Susan took of me | D.Susan took a picture |

2. _____ female lions guard and feed their cubs.

- A.That male lions help
B.Male lions which help
C.Although male lions help
D.It is male lions that help

3. 缺

- | | | | |
|-----|-----|-----|-----|
| A.缺 | B.缺 | C.缺 | D.缺 |
|-----|-----|-----|-----|

4. 缺。

- | | | | |
|-----|-----|-----|-----|
| A.缺 | B.缺 | C.缺 | D.缺 |
|-----|-----|-----|-----|

5. Which of the following words is NOT a hyponym of flower?

- | | |
|-------------|-----------------|
| A.carnation | B.chrysanthemum |
| C.carrot | D.缺 |

6. Which of the following words is an antonym of “lengthen”?

- | | | | |
|-----------|-----------|--------------|-----------|
| A.shorten | B.prolong | C.abbreviate | D.sustain |
|-----------|-----------|--------------|-----------|

7. Which of the following consonants has the phonetic features “voiceless, palatal, affricative”?

- | | | | |
|-------|-----|--------|--------|
| A./f/ | B.缺 | C./tʃ/ | D./dʒ/ |
|-------|-----|--------|--------|

8. 缺。

- | | | | |
|-----|-----|-----|-----|
| A.缺 | B.缺 | C.缺 | D.缺 |
|-----|-----|-----|-----|

9. Which of the following describes a language phenomenon in which a bilingual speaker uses two languages alternatively in the same conversation or interaction?

- | | |
|----------------------|------------------|
| A.Register varieties | B.Code-switching |
| C.Ethnic dialect | D.***** form |

10. Which of the following describes a typical linear three-move exchange usually found in classroom?

2021年下半年教师资格证考试《高中英语》题

- A.Initiation→response→follow-up
B.Initiation→follow-up→response
C.Response→initiation→follow-up
D.Response→follow→up→initiation
11. When teaching pronunciation, a teacher should include phonemes, stress, intonation and _____ in the syllabus.
A.consonant B.vowel C.rhythm D.speech
12. If a teacher asks students in class, "When do we use passive voice in our daily life?", he/she is trying to draw students' attention to the _____ in grammar teaching.
A.meaning B.function C.form D.sound
13. When using such sentences as "A long time ago../Then.../ afterwards.../In the end..." in a reading class, a teacher is probably teaching language at the _____.
A.lexical level B.discourse level
C.grammatical level D.phonological level
14. When a teacher asks the students to listen to a recording to find out John's flight number and arrival time, what skills does he/she focus on? ()
A.Inferring opinion and attitude.
B.Extracting specific information.
C.Getting the general information.
D.Deducing meaning from context.
15. What activity are the students engaged in when they read each other's writings, provide feedback and make suggestions for revision before their teacher grades them?
A.Discussing. B.Brainstorming.
C.Peer reviewing. D.Draft reviewing.
16. What is a teacher trying to do when he/she asks the students to describe what they know about policemen before reading a story about them?
A.To review a passage. B.To make a comment.
C.To provide a title. D.To build a schema.
17. Which of the following is a display question used by teachers in class?

2021年下半年教师资格证考试《高中英语》题

- A.What happened to the girl in the story?
- B.What would you do if you were the girl in the story?
- C.Do you like this story Girl the Thumb,why or why not?
- D.Why do you agree that the girl was a kind-hearted person?
18. What does a teacher want the students to do when he/she asks them to find a word of similar meaning to “germinate” in a paragraph?
- A.To deduce meaning from the context.
- B.To analyze word meaning by using syntax.
- C.To identify new words by using synonyms.
- D.To apply grammatical rules to guess meaning.
19. At what stage of a lesson is a teacher likely to conduct a brainstorming activity about a topic?
- A.Producing. B.Checking.
- C.Leading-in. D.Practicing.
20. Which of the following activities best promotes the development of students' communicative skills?
- A.Doing multiple-choice questions.
- B.Sharing information with partners.
- C.Completing a summary of the text.
- D.Copying sentences from the dictionary

(一)

请阅读 Passage1，完成第21 ~ 25小题。

Passage 1

John Dewey was the philosophical father of experiential education, or as it was then referred to, progressive education. But he was also critical of completely “free, student-driven” education because students often don’t know how to structure their own learning experiences for maximum benefit.

Dewey said that an educator must take into account the unique differences between each student. Each person is different. Even when a standard curriculum is presented, each student will have a different quality of experience. Thus, teaching and curriculum must be designed in ways that allow for such individual differences.

For Dewey, education also had a broader social purpose, which was to help people become more effective members of democratic society. Dewey argued that the traditional one-way delivery style of schooling does not provide a good

2021年下半年教师资格证考试《高中英语》题

model for life in society. Instead, students need educational experience which enables them to become valued, equal, and responsible member of society.

The most common misunderstanding about Dewey is that he was simply supporting progressive education. Progressive education, according to ****, is a wild swing of the philosophical pendulum, against traditional education methods. In progressive education, freedom is the rule, with students being relatively unconstrained by the educator. The problem with progressive education, said Dewey, is that freedom alone is not a solution. Learning needs a structure and order, and must be based on a clear theory of experience, not simply the whim of teachers or students.

Dewey proposed that education be designed on the basis of a theory of experience. We must understand the nature of how students have the experiences, in order to design effective education. In this ****, Dewey's theory of experience rested on two central tenets—continuity and interaction.

Continuity refers to the **** that humans are sensitive to (or are affected by) experience. Humans survive more by learning from experience after they are born than do many other animals which rely primarily on pre-wired instinct. In humans, education is critical for providing people with the skills to live in society. Dewey argued that we learn something from every experience, whether positive or negative, and one's accumulated learned experience influences the nature of one's future experiences. Thus, every experience in some way **** all potential future experiences for an individual.

Interaction builds upon the notion of continuity and explains how past experience interacts with the present situation, to create one's present experience. Dewey's hypothesis is that your present experiences can be understood as a function of your past (stored) experience which interacts with the present situation to create an individual's experience. This explains the "one man's meat is another man's poison" maxim. Any situation can be experienced in profoundly different ways because of unique individual differences. E.g., one student loves school, another hates the same school. This is important for educators to understand. Since they can't control students' past experiences, they can try to understand those past experiences so that better educational situations can be presented to the students. Ultimately, all a teacher has control over is the **** of the present situation. The teacher with good insight into the effects of past experiences which students bring with could provide quality education which is relevant and meaningful for the students.

21. What was Dewey's criticism about progressive education?

- A. Complete freedom that teachers grant to students.
- B. Educational **** that students need.
- C. A broad social purpose that education has.
- D. Unique differences among students.

2021年下半年教师资格证考试《高中英语》题

22. How should teaching and curriculum be designed according to Dewey?

- A. In manners that allow for individual differences.
- B. In ways that foster free and student-driven education.
- C. In ways that encourage a one-way delivery style of teaching.
- D. In manners that rely heavily on established pedagogical methods

23. Which of the following is closest in meaning to the underlined word “tenets” in Paragraph 5?

- A. 略
- B. Principles.
- C. Regulations.
- D. Guidelines

24. What does continuity refer to according to Dewey?

- A. We never learn anything from our negative experiences.
- B. Animals and beings can learn from past experiences.
- C. Only positive experiences affect the nature of one’s experiences.
- D. Experience gained from the past influences one’s future experiences

25. What does the maxim “one man’s meat is another man’s poison” suggest?

- A. Teachers should teach all their students the same materials.
- B. Quality education that focuses on past experience should be offered.
- C. Teachers should teach all their students what they believe is important.
- D. Quality education that values individual development should be provided.

(二)

Passage 2

Here’s a simple arithmetic question: A bat and ball cost a dollar and ten cents. The bat costs a dollar more than the ball. How much does the ball cost?

The vast majority of people respond quickly and confidently, insisting the ball costs ten cents. This answer is both obvious and wrong. (The correct answer is five cents for the ball and a dollar and five cents for the bat.)

For more than five decades, Daniel Kahneman, a Nobel Laureate and professor of psychology at Princeton, has been asking questions like this and analyzing our answers. His disarmingly simple experiments have profoundly changed the way we think about thinking.

While philosophers, economists, and social scientists had assumed for centuries that human beings are rational agents—reason was our Promethean gift—Kahneman and his scientific partner, the late Amos Tversky, demonstrated that we’re not nearly as rational as we like to believe.

2021年下半年教师资格证考试《高中英语》题

When people face an uncertain situation, they don't carefully evaluate the information or look up relevant statistics. Instead, their decisions depend on a long list of mental shortcuts, which often lead them to make foolish decisions. These shortcuts aren't a faster way of doing the math; they're a way of skipping the math altogether. Asked about the bat and the ball, we forget our arithmetic lessons and instead default to the answer that requires the least mental effort.

A new study in the Journal of Personality and Social Psychology led by Richard West at James Madison University and Keith Stanovich at the University of Toronto suggests that, in many instances, smarter people are more vulnerable to these thinking errors. Although we assume that intelligence is a buffer against bias—that's why those with higher S.A.T. scores think they are less prone to these universal thinking mistakes—it can actually be a subtle curse.

West and his colleagues began by giving four hundred and eighty-two undergraduates a questionnaire featuring a variety of classic bias problems. Here's an example: In a lake, there is a patch of lily pads. Every day, the patch doubles in size. If it takes 48 days for the patch to cover the entire lake, how long would it take for the patch to cover half of the lake?

Your first response is probably to take a shortcut, and to divide the final answer by half. That leads you to twenty-four days. But that's wrong. The correct solution is forty-seven days.

But West and colleagues weren't simply interested in reconfirming the known biases of the human mind. Rather, they wanted to understand how these biases correlated with human intelligence. As a result, they interspersed their tests of bias with various cognitive measurements, including the S.A.T. and the Need for Cognition Scale, which measures "the tendency for an individual to engage in and enjoy thinking."

The results were quite disturbing. For one thing, self-awareness was not particularly useful: as the scientists note, "people who were aware of their own biases were not better able to overcome them." This finding wouldn't surprise Kahneman, who admits in "Thinking, Fast and Slow" that his decades of groundbreaking research have failed to significantly improve his own mental performance. "My intuitive thinking is just as prone to overconfidence, extreme predictions, and the planning fallacy"—a tendency to underestimate how long it will take to complete a task—"as it was before I made a study of these issues," he writes.

26. What can be inferred from the result of "the bat-and-ball" question?

- A. Philosophers, economists and social scientists tend to make a fuss over a trivial issue.
- B. Human beings are not as rational as they think they are when facing an uncertain situation.
- C. Human beings think quickly and confidently when responding to a simple arithmetic question.
- D. Daniel Kahneman has attained great success as a Nobel laureate and professor of psychology.

27. What does the underlined phrase "a subtle curse" in Paragraph 5 suggest?

2021年下半年教师资格证考试《高中英语》题

- A.Human beings are *** with some thinking ***.
- B.Intelligence helps reduce committing thinking errors.
- C.Thinking errors are a spell cast upon human beings.
- D.Smarter people are prone to some thinking errors.
28. What are people prone to do when facing an uncertain situation according to the passage?
- A.To skip less important information.
- B.To rely on a list of mental shortcuts.
- C.To examine the relevant statistical data.
- D.To seek an answer requiring the least mental effort.
29. What does the study made by West and his colleagues demonstrate?
- A.Self-awareness of one's own biases does not help an individual to control them.
- B.The more intelligent people are, the less vulnerable they are to reasoning biases.
- C.People will improve their thinking capacity when they are aware of their thinking errors.
- D.People may avoid committing thinking errors when realizing the mistakes they have made
30. What may be discussed by the author in subsequent paragraphs?
- A.The impact of biases on human intelligence.
- B.The reasons why intelligence improves thinking.
- C.The relationship between intelligence and thinking errors.
- D.The correlation between intuitive thinking and mental performance.

二. 简答题：请根据题目要求完成下列任务。

31. (论述题) 学习策略主要指学生为促进语言学习和语言运用而采取的各种行动和步骤。简述note-taking所属的学习策略范畴(5分)及其三个作用。(15分)

三. 教学情境分析题：请根据题目要求完成下列任务。

(一)

(1) Teacher: Let's review "be + verbing". For example, we're having a test today.

Student: I'm having a painting.

...

(2) Teacher: Lets practise the present perfect tense.For example, I have been to Beijing. Have you been to Beijing?

Student: Yes, I've been to Beijing last week.

2021年下半年教师资格证考试《高中英语》题

...

32. (论述题) 根据所给材料，从下列三个方面作答：

- (1) 分析每组对话存在的一个语言错误。(10分)
- (2) 指出该教师在上述教学设计活动中所体现的学习观和语言观。(8分)
- (3) 从三个角度分析评价该教师的语言教学观。(12分)

四. 教学设计：根据提供的信息和语言素材设计教学方案，用英文作答。

(一)

设计任务：阅读下面的学生信息和语言素材，设计15分钟的英语口语教学方案。教案没有固定格式，但须包含下列要点：

- ① Teaching objectives
- ② Teaching contents
- ③ Key and difficult points
- ④ Major steps and time allocation
- ⑤ Activities and justifications

教学时间：15分钟

学生概况：某城镇普通中学高中二年级学生，班级人数40人。多数学生已经达到《普通高中英语课程标准(2017年版2020年修订)》学业质量水平一，学生课堂参与积极性一般。

语言素材：

We've been told since we were toddlers that "It's good to share". Parents and teachers keep reminding us to share toys, snacks, books, happy memories, and sometime seven sorrows with others. When we grow up, we share photos, life stories and opinions with people around us and with those we don't know via social media. Taking it as an object of study, psychologists have published various papers stating that the behaviour of sharing is beneficial to setting up positive emotional bonding.

Today, the action of sharing takes on extra meaning. It's not just about sharing sweets or frustration; it has expanded to almost every aspect of our lives-the whole world seems to be into sharing. We are using technology to reduce the money that we spend on goods and services, or to make money out of those that we don't use ourselves all of the time. These vary from car shares to home shares, and even to pet shares. The sharing economy is taking off in all sorts of areas. It is creating new ways of thinking and is providing services to people when and where they want them.

33. (论述题) 根据提供的信息和语言素材设计教学方案，用英文作答。