

2022 上教师资格证《高中英语》试题及解析

单项选择

1. Which of the following shows the proper pronunciation of the segment "did you" in connected speech?
- A. /did3u B. /didju:
C. /di:dju:/ D. /didju/
2. How many liaisons of sound are there in the sentence "Tell us all about it"?
- A. one
B. two
C. three
D. four
3. The shy girl felt _____ and uncomfortable when she could not answer her teacher's questions.
- A. amazed
B. awkward
C. curious
D. amused
4. Most people on this island are recreational fishers, and _____, fishing forms an actual part of their leisure time.

A. accidentally

B. purposefully

C. obviously

D. formally

5. The Government is anxious to keep the whole _____ out of court.

A. example

B. instance

C. case

D. sample

6. Many a boy _____ playing basketball.

A. likes

B. like

C. to like

D. have like

7. Nobody but the twins _____ some interest in the project till now.

A. shows

B. show

C. have shown

D. has shown

8. Now that we've discussed our problem, are people happy with the decisions_____?

- A. taking
- B. take
- C. taken
- D. to take

9. Which of the following is a slip of tongue?

- A. No cross, no crown.
- B. No pains, no gains.
- C. No sweat without sweet.
- D. No smoke without fire.

10. The phenomenon that words having different meanings have the same form is called_____.

- A. hyponymy
- B. synonymy
- C. polysemy
- D. homonymy

11. Think about when a teacher handed out a list of twenty "Past tense" sentences and asked students to discuss and find out the grammatical structures. What is the teacher's grammar teaching method?

- A. Induction.
- B. Presentation.

C. Consolidation.

D. Deduction.

12. Which of the following is a suitable pre-listening activity?

A. Writing a similar text.

B. Discussing a relevant picture.

C. Writing all the main knowledge about the topic.

D. Do some exercises about the difficult vocabulary with the topic.

13. There are five components of communicative competence.

Which of them refers to one's ability to create

coherent written text or conversation and the ability to understand them?

A. linguistic competence

B. pragmatic competence

C. discourse competence

D. strategic competence

14. What is the teacher doing in terms of error correction?

S: I go to the theatre last night.

T: You go to the theatre last night?

A. Correcting the student's mistake.

B. Hinting that there is a mistake.

C. Encouraging peer correction.

D. Asking the student whether he really went to the theatre.

15. Which of the following questions can be used in the questionnaire for assessing participation?

- A. Did you get all the questions right in today's class?
- B. Did you finish the task on time?
- C. Can you use the strategies we have learned today?
- D. What did you do in your group work today?

16. Questioning plays an important role for the classroom teaching. Which of the following questions does not belong to comprehension questions?

- A. What is the main idea of this paragraph?
- B. Can you tell the difference between the two terms?
- C. Can you retell the text we have learned last week?
- D. Can you paraphrase the sentence in your own words?

17. What's the teacher doing by saying "Who wants to have a try"?

- A. Controlling discipline.
- B. Giving prompt.
- C. Evaluating students' work.
- D. Directing students' attention to the lesson.

18. Which of the following is not an interactive activity?

- A. Looking at the picture below and discussing the questions with your partner.

B. Listening to the tape again and retelling the story with the filled chart.

C. Discussing the following questions in group.

D. Asking another group to give you some advice on improving your work.

19. Which of the following activities is the best for training detailed reading? A. Drawing a diagram to show the

text structure.

B. Giving the text an appropriate title.

C. Transforming information from the text to a diagram.

D. Finding out all the unfamiliar words.

20. In PPP method classes or sequences, the teacher presents the context and situation for the language, and both

explains and demonstrates the meaning and form of the new language. The students then practice making

sentences before going on to another stage in which they talk or write more freely. PPP stands for

except_____.

A. Presentation

B. Procedures

C. Production

D. Practice

请阅读 Passage 1，完成第 21 ~ 25 小题。

Passage 1

It is generally agreed that the first true cities appeared about 5,000 years ago in the food-producing communities of the Middle East. The cities of Sumeria, Egypt and the Indus Valley possessed a number of characteristics that distinguished them as truly urban. The cities were very much larger and more densely populated than any previous settlement, and their function was clearly differentiated from that of the surrounding villages. In the cities the old patterns of kinship relations were replaced by a complex hierarchy of social classes based on the specialization of labor. Moreover, the need to keep records led to the development of writing and arithmetic, and the increased sophistication of urban society gave a new impetus to artistic expression of every kind.

When the basis of city life was established in Europe the urban tradition was drawn from the ancient cities of the Middle East, via the civilization of Greece and Rome. We can trace three main phases in the growth of the West

European city. The first of these is the medieval phase which extends from the beginning of the 11th century A.D.

to about 1,500 to the beginning of the 19th century. The third is the modern phase extending from the early 19th century to the present day.

Every medieval city began as a small settlement, which grew up round a geographical or cultural focal point. This

would be a permanent structure such as a stronghold, a cathedral or a large church. In districts where travel and

trade were well established, it might be a market, a river crossing, or a place where two or more trade routes met, in studies of urban geography the oldest part of town is referred to as the nuclear settlement. There are many

small towns in Europe where it is still possible to trace the outline of the original nuclear settlement. It is, of course,

much more difficult to do this in the case of a large modern city which has grown to many times its original size.

21. The ancient cities were characterized by all the following except_____.

A. larger populations

B. different roles

C. different social classes

D. different locations

22. Which of the following statements is TRUE?

A. West European cities established their own urban traditions.

B. West European cities grew directly out of those in the Middle East.

C. Cities appeared earlier in the Middle East cities went through the same phases.

D. West European and Middle East cities went through the same phases.

23. Which of the following could be regarded as a geographical focal point?

A. A local restaurant.

B. A town hall.

C. A local theatre.

D. An open market.

24. It is easier to locate its original nuclear settlement of a small town_____.

A. because it began as a small settlement

B. because it is less developed

C. because of its small size

D. because of its location

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

- A. The Origin and Development of Cities.
- B. The Differences Between a Modern City and an Ancient City.
- C. The Functions of a City.
- D. The Characteristics of an Ancient City.

请阅读 Passage 2，完成第 26 ~ 30 小题。

Passage 2

There are two factors which determine an individual's intelligence. The first is the sort of brain he is born with. Human brains differ considerably, some being more capable than others. But no matter how good a brain he has to begin with, an individual will have a low order of intelligence unless he has opportunities to learn. So the second factor is what happens to the individual--the sort of environment in which he is brought up. If an individual is handicapped environmentally, it is likely that his brain will fail to develop and he will never attain the level of intelligence of which he is capable.

The importance of environment in determining an individual's intelligence can be

demonstrated by the case history of the identical twins, Peter and Mark. Being identical, the twins had identical

brains at birth, and their growth processes were the same. When the twins were three months old, their parents

died, and they were placed in separate foster homes. Peter was raised by parents of low intelligence in an isolated

community with poor educational opportunities. Mark was reared in the home of well-to-do parents who had

been to college. He was read to as a child, sent to good schools, and given every opportunity to be stimulated

intellectually. This environmental difference continued until the twins were in their late teens, when they were

given tests to measure their intelligence. Mark's LQ. was 125, twenty-five points higher than the average and fully

forty points higher than his identical brother. Given equal opportunities, the twins, having identical brains, would have tested at roughly the same level.

26. This selection can best be titled_____.

- A. Measuring Your Intelligence
- B. Intelligence and Environment
- C. The Case of Peter and Mark
- D. How the Brain Influences Intelligence

27. The best statement of the main idea of this passage is that_____.

A. human brains differ considerably

B. the brain a person is born with is important in determining his intelligence

C. environment is crucial in determining a person's intelligence

D. persons having identical brains will have roughly the same intelligence

28. According to the passage, the average I.Q. is_____.

- A. 85
- B. 100
- C. 110
- D. 125

29. The case history of the twins appears to support the conclusion that_____.

A. individuals with identical brains seldom test at the same level

B. an individual's intelligence is determined only by his environment

C. lack of opportunity blocks the growth of intelligence

D. changes of environment produce changes in the structure of the brain

30. This passage suggests that an individual's I.Q. _____.

- A. can be predicted at birth
- B. stays the same throughout his life
- C. can be increased by education

D. is determined by his childhood

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。

31.什么是教学反思?(4 分)教学反思的注意事项有哪些?(6 分)请具体说明教学后反思阶段的内容。(10 分)

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.以下是某堂课老师的教学材料:

Betty: Hi Mum, can you hear me?

Mum: Yes, I can. Where are you?

Betty : I' m standing on the Great Wall of China and talking to you.

Mum: Really?

Betty: We're on a school trip and we've having lunch. And we're lying in the sun and we' re taking lots of photos.

Mum: That's great, Betty. What are the others doing?

Betty: Well, Tony is eating an ice cream, and Lucy is buying some presents and postcards.

And Tom is eating lunch and lying in the sun.

Mum: Can you send me a post card?

Betty: Yes. Lucy and I are writing postcards. We're enjoying the school trip a lot. Anyway,

we're going home now. Bye!

Mum: Bye bye, Betty!

任务要求：根据材料内容回答以下三个问题。

(1)这份材料属于哪种语篇类型?(7 分)

(2)这份材料适合于哪种课堂教学?说明理由(至少写出两个要点)。(8 分)

(3)分析教师选用文本材料时需要考虑的基本要素(至少写出三个要点)。(15 分)

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，设计一节英语听说课的教学方案。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

学生概况：某城镇普通中学九年级(初中三年级)学生，班级人数 40 人，多数已经达到《义务教育英语课程

标准(2011 版)》四级水平，学生课堂参与积极性一般。

语言素材：

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一、 单项选择题

1. 【答案】A。解析：考查发音规则。[d][j]互相影响，即齿槽爆破浊辅音[d]与舌面浊辅音(有摩擦)的[j]互相妥协。

2. 【答案】D。解析：考查连读。liaison 意为“连音”，当一个单词后面紧跟一个以元音开头的单词时，则该单词最后的原本不发音的辅音就发音，与元音连读。本句中 Tell us, us all, all about 和 about it 均为连音，故选 D。

3. 【答案】B。解析：考查形容词辨析。句意为“当这个害羞的女孩回答不上来老师的提问时，她感到很_____和难受”。amazed 意为“惊讶的”，awkward 意为“窘迫的”，curious 意为“好奇的”，amused 意为“消遣的。娱乐的”。根据句意.回答不出来问题，应该感到窘迫，故选 B。

4. 【答案】C。解析：考查副词辨析。句意为“岛上大多数人都是娱乐性的渔夫._____垂钓已经成为他们休闲生活的一部分。”accidentally“意外地,偶然地”,purposefully“自觉地,有目的地”，obviously“明显地,显然地”，formally“正式地,形式上地”。根据句意应是正常过渡，由前半句可知应用“很明显”连接后半句，故选 C。

5.【答案】C。解析：考查名词辨析。题中所给出的四个选项均有“例子，事例”之意。example 普通

用词，指能代表同类事物性质或一般规律的典型例子，instance 多指用于说明、支持或反证一般事实或

理论的事例，case 多指需要加以认真研究的实例，如病例、案例等，sample 通常指样品。句意为“政

府迫切希望整件案子能在庭外解决”。此处表示正式的案件。故选 C。

6.【答案】A。解析：考查主谓一致。“many a/an+单数名词”表示的是“许多”，作主语时，谓语动

词用单数形式。故选 A。

7.【答案】D。解析：考查时态和主谓一致。首先根据句意判断，应该用现在完成时，排除 A、B。句

子主语是 nobody，谓语动词用单数形式，故选 D。

8.【答案】C。解析：考查非谓语动词。这里的 decisions 是 take 的宾语，具有动宾关系.因此用过去

分词.作后置定语。句意是“既然我们已经讨论了我们的问题，人们对做出的决定满意吗？”

9. 答案】C。解析：考查英语口误问题。A 项的意思是“不经历风雨，怎么见彩虹”，B 项的意思是“不

劳无获”，C 项的正确表达应为“No sweet without sweat”，意为“苦尽甘来”，D 项的意思是“无风不

起浪”根据题意可知.C 项属于口误，故选 C。

10.【答案】D。解析：考查语义学知识。homonymy 指的是语汇中一对对或是一组组的单词，虽然意

思不同，但是发音相同，或拼写相同，又或者是发音和拼写都相同。这些一对对一组组的单词我们称

之为 homonym(同形同音异义词/同形异义词/同音异义词)。

11. 答案】A。解析：考查教学法辨析。题目问的是：一位老师列出了二十个与过去时相关的句子。然

后请学生讨论并找出过去时的语法结构。这位老师使用了哪种语法教学方法，”语法教学的常用方法有

两种演绎法和归纳法：A 项的 Induction 是归纳法；D 项的 Deduction 是演绎法。本题中的教学方法很明

显是归纳法。B 项的新课展示和 C 项的巩固提高，都是教学环节，不是教学方法。因此选 A 项，、

12.【答案】B。解析：考查听力教学。题目问的是：“下列哪个活动是适合在听前环节活动中进行的？”

该题考察听力教学中的“听前环节”。听前环节主要包括准备活动；介绍相关背景知识；安排学生通过

讨论相关图片、预测文章的内容或学习与该主题相关的词汇。但是 A 项在听前写相似的文章不合适：

而 C 项“把所有关于文章的主要信息下来”这一活动和 D 项“做一些练习来突破相关话题的难词汇”

的活动适合在 while—listening 环节做。

故选 B。

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取！

13.【答案】C。解析：考查交际能力。交际能力有五个主要组成部分：linguistic competence, pragmatic

competence, discourse competence, strategic competence, fluency。其中题目中描述的是 discourse

competence(话语能力)。

14.【答案】B。解析：考查课堂纠错行为。教师是在暗示学生的话里有错误。

15.【答案】D。解析：考查调查问卷的提问方式。A、B、c 三项均为选择性问题，只需回答“是”或

“不是”：只有 D 项是开放性问题,能真正看出学生一天的学习情况。

16.【答案】C。解析：考查课堂提问类型。提问在课堂教学中发挥着重要的作用。课堂教学可以采用

多种提问形式。题目中只有 C 项是回忆性提问，其他三项均是理解性提问。故选 C。

17.【答案】B。解析：考查教学活动中教师的角色。教师在此充当课堂教学的推动者。

18. 答案】B。解析：考查互动性活动。再听一遍录音，并根据已经填好的表格复述听力文章的内容”，

这一活动不属于互动性的活动。所以 B 项错误。

19.【答案】C。解析：考查阅读训练活动。选项中训练细读的最好办法就是把原文中的信息做成表格。

20.【答案】B。解析：考查 3P 教学法。题目问的是：PPP 教学模式是教师先通过语境呈现并讲解语言

点，后让学生经过反复、大量的操练后再达到自由运用表达的程度。PPP 教学模式是什么？PPP 教学模

式是“讲解(presentation)、操练(practice)、运用(production)”这一沿用已久的传统教学模式。在这种“标

准”下，中国英语语法教学大体表现为以教师为中心、采取灌输教学法、运用题海战术。我们可以排

除 B 选项。

Passage I

21.【答案】D。解析：根据题干关键词定位到第一段。第一段中的第三句和第四句分别提到了人口、

不同的角色和不同的社会阶层。而文中始终没有提及不同的位置，故选 D。

22.【答案】C。解析：根据第二段的第一句可知，当欧洲城市生活的基础才刚刚开始的时候，中东的

城市生活已经从古代城市文明中发展起来了。故选 C。

23. 答案】D。解析：根据题干关键词定位到第三段的第三句“In districts where travel and trade…as the

nuclear settlement”，由此可知。市场也是一个很重要的地理标志。故选 D。

24.【答案】C。解析：根据题干关键词定位到第三段最后一句“It is, of course, much more difficult to

do this...its original size”，由此可知，一个面积是原先面积很多倍的大型现代城市，是很难再探寻到其

原始核心村落的概貌的。故可推断面积不大是容易探寻其原始核心村落的概貌的原因。故选 C。

25.【答案】D。解析：纵观全文可知本文通篇都在讲述古代城市的特点，因此 D 项“古代城市的特点”

最适合作为本文的标题。故选 D

Passage 2

26.【答案】B。解析：文章第一段提到有两个因素影响人的智力，即先天因素及后天的环境因素。之

后提到了两者的关系，如果环境不利，大脑也不可能发展到相应的智力水平。第二段举例说明了环境

对智力的影响。因此 B 项作为标题最恰当。

27.【答案】C。解析：能够体现主旨的最好论述是 C 项，即环境在决定一个人智力高低上面起关键性

作用。

28.【答案】B。解析：根据第二段“Mark's LQ was 125, twenty-five points higher than the average”

可知，平均智商是 100，选 B。

29.【答案】C。解析：由最后一句“Given equal opportunities, the twins, having identical brains, would have tested at roughly the same level.”可知答案为 C，即缺乏机会能阻碍智力的发展。

30.【答案】C。解析：通过例子可知，一对双胞胎的先天智力是相同的.但是由于受的教育不同，后

天智商相差很多，由此可见教育可以提高智商，故选 C。

二、简答题

31.【参考答案】

(1)教学反思是教师为改进教学而对教学进行反思的行为，包括收集有关教学的数据，对自己的信念、

态度、价值观、知识、假设、教学实践以及社会所给予的机会和限制进行批判性思考，从而寻求其他

方法以更有效地达到目的和目标。

(2)注意事项：

①教学反思的内容要具体合理：反思要针对具体的教学环节与设计内容进行，不能过于笼统，也不能

从观念与理论上做一些大而无当、空洞无物的说明;不应当套用特定的理论标准或使用过高的、不切

实际的标准来反思自己的教学过程。

②教学反思的分析与表述要准确：要准确地说明所分析的对象，分析的逻辑要清晰明了，不要使用一

些模糊的、自编的，或只是在小范围内熟知的、常用的套话或术语。

③教学反思的要求要客观：要以改进教学效果、提高学生的学习效率为目标，不应当一味地拔高要求，

或是无原则地自我批评。

(3)教学后反思的内容：

教学后反思围绕教学内容、教学过程、教学策略进行。具体为：

①教学内容方面

确定教学目标的适用性；对目标所采取的教学策略做出判断。

②教学过程方面

回忆教学是怎样进行的；对教学目标的反思：是否达到预期的教学效果；对教学理论的反思：是否符

合教与学的基本规律；对学生的评价与反思：各类学生是否达到了预定目标；对执行教学计划情况的

反思：改变计划的原因和方法是否有效，采用别的活动和方法是否更有效；对改进措施的反思：教学

计划怎样修改会更有效。

③教学策略方面

感知环节：教师要意识到教学中存在的问题与自己密切相关；理解环节：教师要对自己的教学活动与

倡导的理论，行为结果与期望进行比较，明确问题根源;重组环节：教师要重审教学思想，寻求新策

略;验证环节：检验新思想、新策略、新方案是否更有效，形成新感知，发现新问题，开始新循环。

二、 三、教学情境分析题

32.【参考答案】

(1)语篇指的是实际使用的语言单位，是一次交际过程中的一系列连续的话段或句子所构成的语言整体。

根据韩礼德的观点，语篇是一个语义单位或意义潜势的现实化，任何一个口头或书面语言片段。不论

其长短，只要能构成一个语义整体，即表达完整的意思，就可以称之为语篇。根据语篇的概念，该材

料属于会话语篇。

(2)这份材料适合于口语教学。

理由：

①材料语言比较简单，没有生僻词汇，句式偏向口语化，适合用于口语练习；

②选材偏向生活化，有生活气息.适合平时与人交际使用，英语口语的最终目的就是让学生达到沟通

交流，因此会话语篇可以提供这样一个交流的环境。

⑧材料以对话形式呈现有问有答，也有连读和吞音部分，对于语音语调的学习都是很好的内容。

(3)考虑要素：

①教学内容要素：教学内容是要完成的教学任务，是实现教学目标的主要载体。因此教师在选择材料

时，将教科书作为主要依据，教材分析基本关注教学的重点、难点及考点方面。比较注重显性教材的

运用而忽视隐性教材的挖掘和利用，较少关注与学习教材内容有密切关系的认知和心理因素。以及教

材对学生能力的要求，而对教学的重点和难点也只是阐述其内容，没有做进一步的分析。在新课改背

景下，教学内容分析既要求对显性教材的运用，也要求对隐性教材的挖掘和利用。

②教学对象要素：学生是分析教学任务必须要考虑的因素。分析学生是为了帮助学生解决学习中的困

难，完成教学任务。教师应该做到以下两点：一是要了解教学活动开始前学生在认知、情感、态度等

方面已经达到了什么样的水平，这一水平标志着学生已经能做什么，说什么，想明白了什么等等(即学

生的学历和学情)。这是学生掌握新的学习任务的起点水平。二是要了解教授了教学材料后预期学生在

认知、情感、态度等方面必须达到的状态。对这种状态的把握最终会转化为确定的教学任务与具体的

学习目标。只有当教师的心中在教学前和教学后这两种状态的差距做到心中有数时，才能根据学生的实际情况，确定恰当的教学内容。

③教学目标要素：教学目标是教育者在教学过程中，希望受教育者达到的要求或产生的变化结果，也

是教师完成教学任务的归宿。新课程标准从关注学生的学习出发，强调学生是学习的主体，教学目标

是教学活动中师生共同追求的，而不是由教师所操纵的。因此，教学目标的主体显然应该是学生。教

师在选择教学材料的同时也要以学生为出发点，思考需要完成怎样的教学目标或达到怎样的教学效果。

四、教学设计题

33.【参考设计】

Teaching Content: This lesson contains some new words, phrases, and sentence patterns of going on vacation.

It will help students to express their past events.

Teaching Objectives ..

(1) Knowledge objective

Students could learn some new phrases and sentence patterns of vacation.

(2) Ability objective

Students could talk about their activities during vacation.

(3) Emotional objective

Students could enhance friendship during the class by talking about common interests.

Teaching Key Point:

New phrases and sentence patterns about vacation

Teaching Difficult Points:

How to get the students to talk about the topic actively.

Teaching Aids :

Multimedia, word cards, some related pictures

Teaching Procedures :

Step 1 Leading in and Warming up (5 minutes)

Greet with students and the teacher will share his / her own story about his / her vacation.

(Justifications: It can attract students' interests to learn this lesson.)

Step 2 Pre-reading (10 minutes)

The teacher will play a video of travelling during vacation. Students review some phrases about going on

vacation. Teacher asks "What did you do on your vacation? " to enlighten students on talking about their experience.

(Justifications: Playing a video can lead in new class. The form of brainstorming is conducive to

students'statements. It also paves the next step.)

Step 3 Phrases study (10 minutes)

Activity 1 : Make use of pictures on Page 1 to predict learning content and learn phrases "went to the

beach" "visited the museums" "stayed at home", etc.

Activity 2: Students should do exercise in the textbook (1a, 1b).

Activity 3 : Students will do some added exercise of vocabulary by listening to the tape.

(Justifications: Students will understand the meanings of new vocabulary and pictures. Exercise from 1a helps students memorize new content. Listening exercise from 1b will recall the key phrases to students.)

Step 4 Practice (5 minutes)

Activity 1 : Students will look at pictures on Page 2 and answer two questions.

Activity 2: Students should complete listening exercise from 2a and 2b.

(Justifications: Pictures help students understand listening content better. Exercise from 2a and 2b helps students know what it talks about.)

Step 5 Pair work (10 minutes)

Three students will work in a group and play conversation practice by imitating Grace, Kevin and Julie

according to materials of 2a and 2b.

(Justifications: This part helps students consolidate new words and sentence patterns and imitate pronunciation of listening material.)

Step 6 Summary and Homework (5 minutes)

Summary: Students will recall what they have learned today. The teacher can repeat them.

Homework: Students will prepare a speech on the topic "The most unforgettable thing during my vacation"

after class and speak it out on the next class.

(Justification: They can help students to consolidate the knowledge what they have learned on the class.)

Blackboard Design :

New sentence patterns:

Where did Tina go on vacation?

She went to the mountains.

New phrases :

went to the beach

visited the museums

stayed at home