

11. “Like” and “bike”, “bat” and “pat”, “look” and “book” are examples of _____ used in teaching pronunciation.
- A.alliteration
B.rhythm
C.weak forms
D.minimal pairs
12. When students are asked to listen to a recording and read after it, they are doing _____.
- A.free practice
B.guided practice
C.meaningful practice
D.controlled practice
13. When designing a task, teachers should take the following aspects into consideration EXCEPT _____.
- A.pacing and grouping
B.materials and sources
C.learning skills and strategies
D.teachers’ interest and preferences
14. Which of the following activities is suitable to be conducted at the “production” step?
- A.Debating. B.Mimicking. C.Reciting. D.Repeating.
15. Which of the following might be the most appropriate in developing students’ critical thinking through reading?
- A.Students read a story and study grammar rules.
B.Students listen to a story and read it aloud.
C.Students read a story and evaluate it.
D.Students read a story and recite it.
16. When a teacher says, “Sorry, I didn’t get what you said.Can you say it again?” , he/she is _____.
- A.offering an opinion
B.asking for advice
C.asking for clarification
D.checking instruction
17. When students take an end-of-term exam to assess how well they have learnt in the past term, they are taking a(n) _____.
- A.apptitude test
B.proficiency test
C.placement test
D.achievement test
18. Which of the following is least important in developing school-based teaching materials?

- A.Students' level and interest.
- B.Teachers' professional expertise.
- C.The aim and need of your school.
- D.The form of the teaching materials.

19. Which of the following strategies would best facilitate peer learning in writing?

- A.Asking students to grade their peers' writing.
- B.Providing students with an evaluation checklist.
- C.Encouraging students to give only positive feedback.
- D.Instructing students to focus on only one type of error.

20. According to the Input Hypothesis, a teacher should _____.

- A.provide students with whatever materials he/she can find
- B.choose language materials lower than student current level
- C.provide students with as much authentic language as possible
- D.choose language materials a little higher than students' current level

(一)

请阅读 Passage 1, 完成第 21 ~ 25 小题。

Passage 1

Humanities professors have come up with a seemingly foolproof defense against those who trash degrees in, say, English literature or philosophy as wasted tuition dollars, one-way tickets to unemployment. Oh no, we say - the humanities prepare students to succeed in the working world just as well as all those alleged practical majors, maybe even better.

We offer tools of thought. We teach our students to understand and analyze complex ideas. We help them develop powers of expression, written and verbal. The lengthy essays we assign enhance their capacity to do independent work. At our best, we teach them how to reason—and reasoning undergirds (形成...的基础) every successful professional project. In the short term, such a defense may seem effective. But it is dead wrong.

The humanities are not about success. They're about questioning success and every important social value. Socrates taught us this, and we shouldn't forget it. Sure, someone who studies literature or philosophy is learning to think clearly and write well. But those skills are means to an end. That end as Plato said is learning how to live one's life. "This discussion is not about questions, but about the way one should live."

That's what's at the heart of the humanities—informed, thoughtful dialogue about the way we ought to conduct life. This dialogue honors no pieties (虔诚): All positions are debatable; all values are up for discussion. Socrates, who probably concentrates the spirit of the humanities better than anyone, spent his time rambling around Athens asking people if they thought they were living virtuous lives. He believed that his city was getting proud and lazy, like an overfed thoroughbred (纯种的) horse, and that it needed him, the stinging gadfly, to wake it up. The Athenians had to ask themselves if the lives they were leading really were good. Socrates didn't help them work their way to success; he helped them work their way to insight and virtue.

Now, Americans are in love with success—success for their children in particular. As a parent of sons in their 20s, I understand this and sympathize with it. But our job as humanists isn't to second whatever values happen to be in place in society. We're here to question those values and maybe offer alternatives.

We commonly think in binaries. Vanilla is the opposite of chocolate. The opposite of success—often defined today as high-status work and a big paycheck—is failure. But the great books tell us that this is not necessarily true.

The humanities are not against conventional success; far from it. Many of our students go on to distinguished careers in law and business. But I like to think they do so with a fuller social and self-awareness than most people. For they have approached success as a matter of debate, not as an idol of worship. They have considered the options. They have called “success” into question and, after due consideration, they have decided to pursue it. I have to imagine that such people are far better employees than those who have moved lockstep (因循守旧的做法) into their occupations. I also believe that self-aware, questioning people tend to be far more successful in the long run.

What makes humanities students different isn't their power of expression, their capacity to frame an argument or their ability to do independent work. Yes, these are valuable qualities, and we humanities teachers try to cultivate them. But true humanities students are exceptional because they have been, and are, engaged in the activity that Plato commends—seeking to understand themselves and how they ought to lead their lives.

If some of our current defenders have their way (随心所欲, 得逞), the humanities will survive, but in name only. The humanities will become synonymous with unreflective training for corporate success.

What would Socrates think?

21. Which defense does the author refer to in the underlined sentence in Paragraph 2?

- A. The explanation regarding the tuition of the humanities degrees.
- B. The justification of the practical values of the humanities degrees.
- C. The accusation regarding the usefulness of studying the humanities.
- D. The exemplification of how the humanities lead students to success.

22. Why did Socrates spend his time rambling around Athens asking Athenians questions?
- A. To find out if they live well.
 - B. To wake up the local lazy people.
 - C. To teach them how to be successful.
 - D. To help them gain insight and virtue.
23. Why did Socrates describe himself as a “stinging gadfly” in Paragraph 4?
- A. Because he was extremely talkative and eloquent.
 - B. Because he preferred to travel from place to place.
 - C. Because he challenged the social norms of his time.
 - D. Because he was always full of energy and witty ideas.
24. For which of the following reasons, according to the author, do humanities students stand a better chance of success?
- A. They are capable of debating with others.
 - B. They have a fuller social and self-awareness.
 - C. They have the capacity to do independent work.
 - D. They are enthusiastic about reading great books.
25. According to the author, which of the following can be taken as the main purpose of studying the humanities?
- A. To learn how to attain success.
 - B. To enhance professional skills.
 - C. To question the values of society.
 - D. To develop powers of expression.

(二)

请阅读 Passage 2, 完成第 26 ~ 30 小题。

Passage 2

We all ask each other a lot of questions. But we should all ask one question a lot more often: “What are you reading?” It’s a simple question but a powerful one, and it can change lives.

Here’s one example: I met, at a bookstore, a woman who told me that she had fallen sadly out of touch with her beloved grandson. She lived in Florida. He and his parents lived elsewhere. She would call him and ask him about school or about his day. He would respond in one-word answers: Fine. Nothing. Nope.

And then one day, she asked him what he was reading. He had just started “The Hunger Games,” a series of dystopian young-adult novels by Suzanne Collins. The grandmother decided to read the first volume so that she could talk about it

with her grandson the next time they chatted on the phone. She didn't know what to expect, but she found herself hooked from the first pages.

The book helped this grandmother cut through the superficialities of phone chat and engage her grandson on the most important questions that humans face about survival and destruction and loyalty and betrayal and good and evil, and about politics as well. Now her grandson couldn't wait to talk to her when she called—to tell her where he was, to find out where she was and to speculate about what would happen next.

Other than belonging to the same family, they had never had much in common. Now they did. The conduit was reading. We need to read and to be readers now more than ever.

We overschedule our days and complain constantly about being too busy. We shop endlessly for stuff we don't need and then feel oppressed by the clutter that surrounds us. We rarely sleep well or enough. We compare our bodies to the artificial ones we see in magazines and our lives to the exaggerated ones we see on television. We watch cooking shows and then eat fast food. We worry ourselves sick and join gyms we don't visit. We keep up with hundreds of acquaintances but rarely see our best friends. We bombard ourselves with video clips and emails and instant messages. We even interrupt our interruptions.

And at the heart of it, for so many, is fear - fear that we are missing out on something. Wherever we are. Someone somewhere is doing or seeing or eating or listening to something better. Books are uniquely suited to helping us change our relationship to the rhythms and habits of daily life in this world of endless connectivity. We can't interrupt books; we can only interrupt ourselves while reading them. They are the expression of an individual or a group of individuals, not of a hive mind or collective consciousness. They speak to us, thoughtfully, one at a time. They demand our attention. And they demand that we briefly put aside our own beliefs and prejudices and listen to someone else's. You can rant against a book, scribble in the margin or even chuck it out the window. Still, you won't change the words on the page.

The technology of a book is genius: The order of the words is fixed, whether on the page or on the screen, but the speed at which you read them is entirely up to you. Sure, this allows you to skip ahead and jump around. But it also allows you to slow down, savor and ponder.

At the trial in which he would be sentenced to death, Socrates said that the unexamined life isn't worth living. Reading is the best way I know to learn how to examine your life. By comparing what you've done to what others have done, and your thoughts and theories and feelings to those of others, you learn about yourself and the world around you. Perhaps that is why reading is one of the few things you do alone that can make you feel less alone. It is a solitary activity that connects you to others.

26. What was the grandmother's initial reaction to the first volume of the novel series 《The Hunger Games》?

- A. She was completely fascinated by the book.
- B. She knew what to talk about with her grandson.
- C. She felt confused with the dystopian relationship.
- D. She had an impulse to share her feelings with someone.
27. What does the underlined sentence in paragraph 4 tell us about the grandson and grandmother?
- A. They paid very frequent visits to each other.
- B. They checked each other's geographical location.
- C. They were eager to share views in the reading process.
- D. They expressed their closeness and intimacy in their own.
28. Why do people constantly keep themselves over-occupied according to the article?
- A. They are afraid of lagging far behind others.
- B. They are afraid of getting ill with too much leisure.
- C. They have too many interesting things to do in their life.
- D. They believe that good sleep would follow after busy days.
29. What does the underlined word "it" in paragraph 7 refer to?
- A. Interrupting ourselves while reading books.
- B. An over-scheduled life that people are living.
- C. Complaining constantly about being too busy.
- D. The fear that we are missing out on something.
30. Which of the following makes reading significant in the modern world according to the passage?
- A. The access it gives readers to ponder over others' unexamined life.
- B. The advanced technology involved in compiling and printing books.
- C. Chances of making multi-level comparisons between you and others.
- D. The feeling of being connected with others even when we are in solitude.

二. 简答题：本大题共1小题，共20分。

31. (论述题) 简述猜词 (guessing word meaning) 在阅读教学中的两个作用 (6分，用国家通用语言文字作答)，并列举使用猜词的具体方法 (6分，用国家通用语言文字答) 和两个教学指令语。 (8分，用英文作答)

三. 教学情境分析题：本大题共1小题，共30分。

(一)

根据题目要求完成下列任务，用国家通用语言文字作答。

下面是某教师设计的课堂教学活动顺序。

A. The teacher asks students to brainstorm words related to sports.

B. The teacher gives a list of words about sports. Students check which of their words are in the list. Then students start to predict what the conversation might be about.

C. Students listen for the gist to see if their predictions are right.

D. The teacher gives students several comprehension questions.

E. Students listen again for specific information.

F. Students fill in the blanks to complete a summary on the hand-out.

G. Students check their answers in pairs.

32. (分析题) 根据所给信息回答下列问题：

(1) 此教学设计的目的是什么？（5分）

(2) 写出该课堂教学活动中教师拟训练的两项具体技能。（10分）

(3) 写出活动顺序中A、D和F的活动意图。（15分）

四. 教学设计题：本大题共 1 小题，共40 分。

33. (论述题) 设计任务：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，但需要含下列要点：

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：20分钟

学生概况：某城镇普通中学高中三年级第一学期学生，班级人数40人。多数学生已经达到普通高中英语课程标准的相应水平，学生课堂参与积极性较高。

语言素材：

Writing: A debate speech

When you are going to make a debate speech, it is better to write out your ideas in advance.

In this way, you can better organize your thoughts and come up with ideas as to what you should say. While you are writing out your speech, you should keep these points in mind:

☞ Remember, your speech must be either for or against the proposition. You should not try to give both sides of the argument.

☞ Think of at least three main points. Put these in logical order.

☞ Think of examples or stories to support each point. Personal stories are often the most touching.