

**教师资格考试标准预测试卷**  
**英语学科知识与教学能力(高级中学)**  
**卷(一)~(十)**  
(科目代码:405)

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# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(一)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

- Which of the following sounds does not belong to "alveolar"?  
A. /d/ B. /n/  
C. /s/ D. /j/
- \_\_\_\_\_ is not a minimal pair in English.  
A. Seat and neat B. Fine and vine  
C. Bat and pat D. Teach and cheat
- There's a \_\_\_\_\_ in our office that when it's somebody's birthday, they bring a cake for us all to share.  
A. tradition B. balance  
C. concern D. relationship
- They can't \_\_\_\_\_ to buy a new washing machine because of lack of money.  
A. intend B. arrange  
C. allow D. afford
- Which branch of study is not included in the scope of Linguistics?  
A. Syntax. B. Anthropology.  
C. Pragmatics. D. Phonetics.
- Usually most sales take place outside the hall, with the audience \_\_\_\_\_ on benches.  
A. being seated B. seated  
C. seating D. seat
- People who live in the north US are more generous with tips than \_\_\_\_\_ living in the south.  
A. those B. these  
C. that D. ones
- Have you heard of Professor Li \_\_\_\_\_ son has gone abroad?  
A. who B. whose  
C. whom D. that

9. An illocutionary act is identical with \_\_\_\_\_.  
A. sentence meaning  
B. the speaker's intention  
C. language understanding  
D. the speaker's competence
10. The distinction between langue and parole is similar to the distinction between \_\_\_\_\_.  
A. prescriptive and descriptive  
B. competence and performance  
C. speech and writing  
D. synchronic and diachronic
11. Role-plays in authentic context, debates, questionnaires, interviews and dialogues with information cards are \_\_\_\_\_ activities.  
A. open and creative  
B. semi-controlled  
C. semi-mechanical  
D. controlled and mechanical
12. Task-based Language Teaching is, in fact, a further development of \_\_\_\_\_.  
A. the Communicative Approach  
B. the Audio-lingual Method  
C. the Audio-visual Method  
D. the Direct Method
13. During class, the teacher draws a flow chart on the blackboard to show the structure and its inner connection of a passage. What class do you think it most possibly is?  
A. Word class.  
B. Reading and writing class.  
C. Grammar class.  
D. Phonetics class.
14. Which of the following activities cannot help students develop the listening skill for specific information?  
A. Filling in the diagram.  
B. Creating a synopsis.  
C. Putting sentences in order.  
D. Choosing true or false.
15. Which of the following statements is NOT a way of consolidating vocabulary?  
A. Defining.  
B. Matching.  
C. Gap-filling.  
D. Labeling.
16. Which of the following words does NOT represent a "P" of PPP model?  
A. Presentation.  
B. Practice.  
C. Preparation.  
D. Production.



17. When the students are given the task to design a poster for a big school event, the best form of activity is \_\_\_\_\_.

- A. pair work  
B. group work  
C. one-to-one work  
D. individual work
18. Which of the following does not belong to the contents of a lesson plan?
- A. The objectives of the lesson.  
B. Teaching aids that are required.  
C. Teaching procedures.  
D. Students' answers to teachers' questions.
19. Identification of \_\_\_\_\_ is the key to the analysis of learning needs.
- A. students' levels  
B. learning goals  
C. teaching environment  
D. teaching materials
20. Which of the following is a referential question used by a teacher in class?
- A. Who is the laureate of Nobel Prize for Literature in 2019?  
B. Where did the 2008 Olympic Games take place?  
C. What's the highest mountain in the world?  
D. How can we become good learners?

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

Mark Twain has been called the inventor of the American novel. And he surely deserves additional praise: the man who popularized the clever literary attack on racism.

I say clever because anti-slavery fiction had been the important part of the literature in the years before the Civil War. H. B. Stowe's *Uncle Tom's Cabin* is only the most famous example. These early stories dealt directly with slavery. With minor exceptions, Twain planted his attacks on slavery and prejudice into tales that were on the surface about something else entirely. He drew his readers into the argument by drawing them into the story.

Again and again, in the postwar years, Twain seemed forced to deal with the challenge of race. Consider the most controversial, at least today, of Twain's novels, *Adventures of Huckleberry Finn*. Only a few books have been kicked off the shelves as often as *Huckleberry Finn*, Twain's most widely-read tale. Once upon a time, people hated the book because it struck them as rude. Twain himself wrote that those who banned the book considered the novel "trash and suitable only for the slums". More recently the book has been attacked because of the character Jim, the escaped slave, and many occurrences of the word nigger. (The term Nigger Jim, for which the novel is often severely criticized, never appears in it.)

But the attacks were and are silly—and miss the point. The novel is strongly anti-slavery. Jim's

search through the slave states for the family from whom he has been forcibly parted is heroic. As J. Chadwick has pointed out, the character of Jim was a first in American fiction—a recognition that the slave had two personalities, “the voice of survival within a white slave culture and the voice of the individual: Jim, the father and the man.”

There is much more. Twain’s mystery novel *Pudd’nhead Wilson* stood as a challenge to the racial beliefs of even many of the liberals of his day. Written at a time when the accepted wisdom held Negroes to be inferior to whites, especially in intelligence, Twain’s tale centered in part around two babies switched at birth. A slave gave birth to her master’s baby and, for fear that the child should be sold South, switched him for the master’s baby by his wife. The slave’s light-skinned child was taken to be white and grew up with both the attitudes and the education of the slave-holding class. The master’s wife’s baby was taken for black and grew up with the attitudes and intonations of the slave.

The point was difficult to miss: nurture, not nature, was the key to social status. The features of the black man that provided the stuff of prejudice—manner of speech, for example—were, to Twain, indicative of nothing other than the conditioning that slavery forced on its victims.

Twain’s racial tone was not perfect. One is left uneasy, for example, by the lengthy passage in his autobiography about how much he loved what were called “nigger shows” in his youth—mostly with white men performing in black-face—and his delight in getting his mother to laugh at them. Yet there is no reason to think Twain saw the shows as representing reality. His frequent attacks on slavery and prejudice suggest his keen awareness that they did not.

Was Twain a racist? Asking the question in the 21st century is as wise as asking the same of Lincoln. If we read the words and attitudes of the past through the “wisdom” of the considered moral judgments of the present, we will find nothing but error. Lincoln, who believed the black man the inferior of the white, fought and won a war to free him. And Twain, raised in a slave state, briefly a soldier, and inventor of Jim, may have done more to anger the nation over racial injustice and awaken its collective conscience than any other novelist in the past century.

21. How do Twain’s novels on slavery differ from Stowe’s?

- A. Twain was more willing to deal with racism.
- B. Twain’s attack on racism was much less open.
- C. Twain’s themes seemed to agree with plots.
- D. Twain was openly concerned with racism.

22. What best proves Twain’s anti-slavery stand according to the author?

- A. Jim’s search for his family was described in detail.
- B. The slave’s voice was first heard in American novels.
- C. Jim grew up into a man and a father in the white culture.
- D. Twain suspected that the slaves were less intelligent.

23. The story of two babies switched mainly indicates that \_\_\_\_\_.

- A. slaves were forced to give up their babies to their masters

- B. slaves' babies could pick up slave-holders' way of speaking
- C. blacks' social position was shaped by how they were brought up
- D. blacks were born with certain features of prejudice

24. What does the underlined word "they" in Paragraph 7 refer to?

- A. The attacks.
- B. Slavery and prejudice.
- C. White men.
- D. The shows.

25. What does the author mainly argue for?

- A. Twain had done more than his contemporary writers to attack racism.
- B. Twain was an admirable figure comparable to Abraham Lincoln.
- C. Twain's works had been banned on unreasonable grounds.
- D. Twain's works should be read from a historical point of view.

请阅读 Passage 2, 完成第 26~30 小题。

### Passage 2

Terry Cole may seem like an ordinary 40-year-old mom, but her neighbors know the truth: She's one of the "Pod People". At the supermarket she wanders the aisles in a self-contained bubble, thanks to her iPod digital music player. Through those little white ear buds, Cole listens to a playlist mixed by her favorite disc presenter—herself.

At home, when the kids are tucked away, Cole often escapes to another solo media pod, but in this one, she's transmitting instead of just receiving. On her computer weblog, or "blog", she types an online journal chronicling daily news of her life, then shares it all with the Web.

Cole, who also gets her daily news customized off the Internet and whose digital video recorder (DVR) scans through the television wasteland to find and record shows that suit her tastes, is part of a new breed of people who are filtering, shaping and even creating media for themselves. They are increasingly turning their backs on the established system of mass media that has provided news and entertainment for the past half-century. They've joined the exploding "iMedia" revolution, putting the power of media in the hands of ordinary people.

The tools of the movement consist of a bubbling stew of new technologies that include iPods, blogs, podcasts, DVRs, customized online newspapers, and satellite radio.

Devotees of iMedia run the gamut from the 89-year-old New York grandmother, known as Bubby, who has taken up blogging to share her worldly advice, to 11-year-old Dylan Verdi of Texas, who has started broadcasting her own homemade TV show or "vlog", for video weblog. In between are countless iMedia enthusiasts like Rogier van Bakel, 44, of Maine, who blogs at night, reads a Web-customized news page in the morning, travels with his fully loaded iPod and comes home to watch whatever the DVR has chosen for him.

"If the old media model was broadcasting, this new phenomenon might be called ego-

casting” , says Christine Rosen, a fellow with the Ethics and Public Policy Center. “The term fits,” she says, “because the trend is all about me-me-media—the idea is to get exactly what you want, when and where you want it.”

Rosen and others trace the beginnings of the iMedia revolution to the invention of the TV remote, which marked the first subtle shift of media control away from broadcasters and into the hands of the average couch potato. It enabled viewers to vote with their thumbs—making it easier to abandon dull programs and avoid commercials. With the proliferation of cable TV channels in the late 1980s followed by the mid-1990s arrival of the Internet, controlling media input wasn’t just a luxury. “Control has become a necessity,” says Bill Rose, “Without it, there’s no way to sort through all the options that are becoming available.”

26. Who is Terry Cole probably according to the passage?

- A. A middle-aged housewife.
- B. A saleswoman in the supermarket.
- C. A disc presenter.
- D. An online news writer.

27. Which of the following is the characteristic of the new breed of people according to the passage?

- A. They provide news and entertainment for the public.
- B. They have started the iMedia revolution.
- C. They have helped ordinary people control media.
- D. They choose what to listen to or watch by themselves.

28. What can be learned about the devotees of iMedia from the passage?

- A. They are either very old or very young.
- B. They consist of people of all ages.
- C. They are located in New York, Texas and Maine.
- D. They share the same interests.

29. According to the passage, Christine Rosen calls the iMedia revolution ego-casting because

- 
- A. people show themselves in the media
  - B. people get their needs for media met
  - C. people can watch whatever they like
  - D. it is the invention of an individual

30. Why was the invention of the TV remote important according to the passage?

- A. Because it enabled ordinary people to control media to some extent.
- B. Because it made more cable TV channels available to people.
- C. Because it led to the invention of Internet in the 1990s.
- D. Because it made life easier for couch potatoes.

## 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. 什么是教学情境( 3 分 ) ? 列举至少三种创设教学情境的方法( 9 分 ) , 创设教学情境应遵循哪些原则? ( 至少列举四条 )( 8 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. 下面是某高中课堂实录的教学片段。

T: Thank you. Look at the picture. We learned Wang Hui's experiences in England. Today let's talk about how Wang Hui wrote the passage. Open your book and look at the passage. How many paragraphs?

Ss: Five.

T: Yes. Let's find out the key words of each paragraph.

Ss: Way of life; something interesting ...

T: Good. Look at the picture. What's the structure of the passage? A or B?

Ss: ( 学生思考讨论 ) A.

T: Well, Next. Let's talk about how Wang Hui wrote his life in England. The first paragraph: Wang Hui talked about ...

Ss: Way of life.

T: Look at the picture. What did Wang Hui say?

S1: When you meet someone for the first time, you must use Mr or Mrs.

S2: When you get to know better, you use their first names.

根据上面所给的信息，从下列三个方面作答。

( 1 ) 该片段反映了教学中哪两个环节? ( 2 分 )

( 2 ) 分析这两个教学环节的目的。( 12 分 )

( 3 ) 分析这两个教学环节的一个优点和三个缺点。( 16 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20分钟的英语阅读教学方案。该方案没有固定格式,但须包含下列要点:

- teaching objectives
- teaching contents
- key and difficult points
- major steps and time allocation
- activities and justifications

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:

#### **Festivals Around the World**

##### **Festivals and Celebrations**

Festivals and celebrations of all kinds have been held everywhere since ancient times. Most ancient festivals would celebrate the end of cold weather, planting in spring and harvest in autumn. Sometimes celebrations would be held after hunters had caught animals. At that time people would starve if food was difficult to find, especially during the cold winter months. Today's festivals have many origins, some religious, some seasonal, and some for special people or events.

##### **Festivals of the Dead**

Some festivals are held to honor the dead or to satisfy the ancestors, who might return either to help or to do harm. For the Japanese festival Obon, people should go to clean graves and light incense in memory of their ancestors. They also light lamps and play music because they think that this will lead the ancestors back to earth. In Mexico, people celebrate the Day of the Dead in early November. On this important feast day, people eat food in the shape of skulls and cakes with "bones" on them. They offer food, flowers and gifts to the dead. The western holiday Halloween also had its origin in old beliefs about the return of the spirits of dead people. It is now a children's festival, when they can dress up and go to their neighbors' homes to ask for sweets. If the neighbors do not give any sweets, the children might play a trick on them.

##### **Festivals to Honor People**

Festivals can also be held to honor famous people. The Dragon Boat Festival in China honors the famous ancient poet, Qu Yuan. In the USA, Columbus Day is in memory of the arrival of Christopher Columbus in the New World. India has a national festival on October 2 to honor Mohandas Gandhi, the leader who helped gain India's independence from Britain.

##### **Harvest Festivals**

Harvest and Thanksgiving festivals can be very happy events. People are grateful because their

food is gathered for the winter and the agricultural work is over. In European countries, people will usually decorate churches and town halls with flowers and fruit, and will get together to have meals. Some people might win awards for their farm produce, like the biggest watermelon or the most handsome rooster. China and Japan have Mid-Autumn festivals, when people admire the moon and in China, enjoy moon cakes.

### **Spring Festivals**

The most energetic and important festivals are the ones that look forward to the end of winter and to the coming of spring. At the Spring Festival in China, people eat dumplings, fish and meat and may give children lucky money in red paper. There are dragon dances and carnivals, and families celebrate the Lunar New Year together. Some Western countries have very exciting carnivals, which take place forty days before Easter, usually in February. These carnivals might include parades, dancing in the streets day and night, loud music and colorful clothing of all kinds. Easter is an important religious and social festival for Christians around the world. It celebrates the return of Jesus from the dead and the coming of spring and new life. Japan's Cherry Blossom Festival happens a little later. The country, covered with cherry tree flowers, looks as though it is covered with pink snow.

People love to get together to eat, drink and have fun with each other. Festivals let us enjoy life, be proud of our customs and forget our work for a little while.

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(二)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

- In terms of the manner of articulation, [f] [v] [s] [θ] [ʃ] [z] [h] are all \_\_\_\_\_.  
A. laterals B. fricatives  
C. affricates D. nasals
- The stresses of the following words are all on the first syllable except \_\_\_\_\_.  
A. golden B. rising  
C. design D. pattern
- Anyway, I can't cheat him—it's against all my \_\_\_\_\_.  
A. emotions B. principles  
C. regulations D. opinions
- My computer had a \_\_\_\_\_ system because it ceased to function just several minutes ago.  
A. defensive B. deficient  
C. inadequate D. disabled
- A sound which is capable of distinguishing one word in meaning from another in a given language is a \_\_\_\_\_.  
A. phoneme B. phone  
C. allophone D. allomorph
- The fact that she was foreign made \_\_\_\_\_ difficult for her to get a job in that country.  
A. so B. much  
C. that D. it
- Amy majors in arts, \_\_\_\_\_ in her mother's footsteps.  
A. following B. followed  
C. to followed D. having followed
- While cleaning the snow on the road, \_\_\_\_\_.  
A. a cellphone was found on the ground  
B. I found a cellphone throwing on the ground  
C. a cellphone appeared on the ground  
D. I found a cellphone lying on the ground



9. A: Where are you from?

B: I'm from Washington District of Columbia in the United States of America.

Which of the following does B violate in the conversation?

- A. The Maxim of Quantity.
- B. The Maxim of Relation.
- C. The Maxim of Manner.
- D. The Maxim of Quality.

10. The main rhyming pattern in the sentence "Sally said Scott sprayed some soup on her skirt" is \_\_\_\_\_.

- A. assonance
- B. alliteration
- C. end rhyme
- D. reverse rhyme

11. The PWP teaching model is not considered appropriate in teaching \_\_\_\_\_.

- A. reading
- B. listening
- C. writing
- D. vocabulary

12. In an English class, the teacher, firstly plays the radio and asks students to listen to the tape and understand the dialogue. Then, the teacher asks students to read after the tape to imitate the pronunciation. Next, the teacher asks students to repeat the dialogue in pairs ... What teaching method does the teacher use in this class?

- A. The Communicative Approach.
- B. Task-based Language Teaching.
- C. The Audio-lingual Method.
- D. The Audio-visual Method.

13. Which of the following is NOT a suitable pre-reading activity?

- A. Predicting the content.
- B. Discussing a relevant picture.
- C. Associating vocabulary with the topic.
- D. Selecting titles for the reading material.

14. If a teacher wants to organize an open or creative activity in an oral English class, he/she can choose the following activities except \_\_\_\_\_.

- A. role-play
- B. debate
- C. impromptu speech
- D. retelling

15. In a while-listening activity, students need to learn to cope with some ambiguity in listening and realize that they can still learn even when they do not understand every single word. The aim of this activity is to develop the skill of \_\_\_\_\_.

- A. listening for specific information
- B. listening for gist
- C. listening for structure
- D. listening for vocabulary

16. The \_\_\_\_\_ approach in models of teaching writing focuses on the collection of writing materials and richness of the writing content.

- A. product-oriented  
B. content-oriented  
C. process-oriented  
D. communicative

17. Which of the following is a communicative activity?

- A. Listening to the news report and talking about an event.
- B. Listening to the news report and filling in a form.
- C. Listening to the news report and writing the main idea.
- D. Transferring the information from the news report into a chart.

18. Which of the following does NOT belong to the approaches to teaching reflection?

- A. Teaching journal.  
B. Narrative research.  
C. Action research.  
D. Teaching plan.

19. \_\_\_\_\_ aims to help students to pay attention to the teaching content efficiently at the beginning of the class.

- A. Lead-in  
B. Presentation  
C. Preparation  
D. Practice

20. Before doing a writing task, the teacher elicits students' ideas by asking them to list as many words or phrases that come into their minds about the topic as possible. Here the teacher is playing the role of a(n) \_\_\_\_\_.

- A. controller  
B. participant  
C. organizer  
D. prompter

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

Joanne Rowling, born on 31 July 1965, is an English fiction writer who writes under the pen name J. K. Rowling. Rowling is the author of the *Harry Potter* fantasy series, which has gained international attention, won multiple awards, and sold over 375 million copies worldwide.

J. K. Rowling's new novel arrives with the high drama and state secrecy of a royal birth. Its due date is announced in February, and in April the disclosure of its title, *The Casual Vacancy*, makes international news. The release of the cover image in July commands headlines again, and Fleet Street commissions a design guru to analyze its mysterious artistic beauty, in search of clues as to what might lie within. Waterstones predicts the novel will be "the bestselling fiction title this year" . Literary critics begin to publish preliminary reviews, revealing what they think they will think about a book they have not yet even read.

I am required to sign more legal documents than would typically be involved in buying a house before I am allowed to read *The Casual Vacancy*, under tight security in the London offices of Little, Brown. Even the publishers have been forbidden to read it, and they give me the manuscript carefully, religiously, as though handling a priceless Ming vase. Afterwards, I am instructed never to

disclose the address of Rowling's Edinburgh office where the interview will take place.

In the 15 years since she published her first *Harry Potter*, Rowling has become both universally known and almost unrecognizable. The untidy redhead who used to write in the cafes of Leith has slowly transformed into a shiny fashionable lady, one who is beyond recognition behind wealth and control. Once a penniless single mother, she became the first person on earth to make \$1 billion by writing books, but her rare public appearances suggested a faint ice maiden quality.

Rowling is completely relaxed about this arrangement. Warm and energetic, quick to laugh, she chatters so freely that her publicist gets nervous and tells her to lower her voice. "Am I speaking too loud?" She doesn't look a bit concerned. "Well, I can't get passionate and whisper!" When I tell her I loved the book, her arms shoot up in celebration. "Oh my God! I'm so happy! That's so amazing to hear. Thank you so much! You've made me incredibly happy. Oh my God!" Anyone listening would take her for a debut author, meeting her first ever fan.

In a way, that's what she is. Rowling has written seven *Harry Potter* books, and sold more than 450 million copies, but her first novel for adults is unlike them in every respect.

"Obviously I need to be in some form of vehicle to have a decent idea," she laughs. Having dreamed up Potter on a train, "This time I was on a plane. And I thought: local election! And I just knew. I had that totally physical response you get to an idea that you know will work. It's a rush of adrenaline; it's chemical. I had it with *Harry Potter* and I had it with this. So that's how I know."

21. The "a design guru" in Paragraph 2 is probably \_\_\_\_\_.

- A. a publisher
- B. a reader
- C. a writer
- D. an expert

22. Why was the author required to sign so many legal documents before reading the book?

- A. Because it's a commercial secret before the book is published.
- B. Because publishers are afraid the author is a commercial spy.
- C. Because the author is so dishonest that publishers can't trust him.
- D. Because the author is involved in buying a house.

23. From the passage, we can learn the following facts about Rowling EXCEPT that \_\_\_\_\_.

- A. she used to write stories in the cafes
- B. she often makes public appearances after she is famous
- C. she was very poor before she became well-known
- D. she has become a wealthy lady with good quality

24. According to the interview with Rowling, we can infer that she is \_\_\_\_\_.

- A. aggressive and energetic
- B. quiet and easygoing
- C. enthusiastic and lovely
- D. modest and shy

25. The author writes the passage mainly to \_\_\_\_\_.

- A. introduce J. K. Rowling and her new book

- B. describe great changes in J. K. Rowling
- C. advocate readers to buy *Harry Potter*
- D. tell readers the contents of the new book

请阅读 Passage 2, 完成第 26~30 小题。

### Passage 2

People often complained about not getting “a good night’s sleep”, but sleep patterns differ from person to person. Most adults require six to eight hours of sleep to function well, while others survive on only a few hours. Still, most people today think of sleep as one continuous period of downtime. This is not the way people used to sleep. According to researchers in earlier times, people divided sleep by first sleep a few hours, waking up, then going back to sleep.

Before the 18th century, people had no gas or electricity in their homes. Fire, candles, or oil lamps were the common forms of lighting. This lack of artificial lighting in homes contributed to people’s sleep patterns. It made sense for people to go to bed early. If you live in this time period, you might be a hard-working farmer, and you would come home, eat and quickly fall into bed exhausted. You would probably go to sleep at 9:00 or 10:00 P.M. In this first period of sleep—called first sleep—you would typically sleep until midnight or shortly afterwards.

Halfway through the night during a period some call the watch, or watching period. When you came out of first sleep, you would stay in bed and relax quietly. You might talk with a bedfellow, meditate on the day’s events or the meaning of a dream, or just let your mind wander. If you enjoyed writing or drawing, you might get out of bed to write a poem or story or draw a picture.

Then you would start to feel sleepy, so would return to bed and fall asleep again for your second sleep. This period would continue until early morning when daylight arrived. Again, with no artificial lighting in homes, people naturally woke up early to take advantage of sunlight.

Today, human may consider divided sleep a strange habit, but sleep researchers say that it is actually a more natural sleep pattern. Dr. Thomas Wehr of the U.S. National Institute of Mental Health has studied human sleep. He thinks that modern sleep problems occur because the orderly, natural way of sleep is breaking through the more recent continuous sleep pattern. Wehr and other scientists believe that artificial lighting has altered the way people sleep. In a research study, he asked 15 adults to rest and sleep in darkness for 14 hours (from 6:00 P.M. to 8:00 A.M.). At first, the subjects took a few hours to get to sleep, and then slept 11 hours a night. Then overtime, they switched to divided sleep. They fell asleep for about 3 or 5 hours in the evening, stayed awake for an hour or two and then slept again for four hours till early morning.

Unlike the people in the study, we modern humans generally do not practice divided sleep. However, many of us have the experience of waking up in the middle of the night. We usually consider this a sleeping “problem”, but perhaps we should look at it as natural behavior. Divided sleep may be the way we should all be sleeping. A first sleep followed by a relaxation period and a second period of sleep could help all of us to beat the stress of our fast-paced lives.

26. What is the main idea of the text?

- A. People in the past did not sleep as well as people today.
- B. People in the past divided their sleep into two parts.
- C. People in the past woke up easily because of hard work.
- D. People in the past fell asleep easily because of hard work.

27. What is the main purpose of Paragraph 2~4?

- A. To explain what happens in a night of divided sleep.
- B. To give an opinion about the divided sleep pattern.
- C. To describe the life of farmers before the 18th century.
- D. To explain the lives of writers and artists before the 18th century.

28. In Paragraph 5, what does the research study suggest about divided sleep?

- A. Divided sleep is a strange way to sleep.
- B. Divided sleep is a natural sleep pattern for human.
- C. Divided sleep occurs when people sleep with artificial lights.
- D. Divided sleep means sleeping 11 hours in one period.

29. What conclusion does the writer make about divided sleep?

- A. It is one type of sleeping problem.
- B. It may help people handle daily stress.
- C. It is not the best sleep pattern for everyone.
- D. It is even a common practice in modern times.

30. Which of the following is NOT true according to the text?

- A. People had a divided sleep pattern only in the 18th century.
- B. Scientists agree that artificial lighting changed the way people sleep.
- C. Some of the people today are not familiar with the practice of divided sleep.
- D. Sleeping for one long period may explain why some people have sleep problems.

## 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. 听力技能是语言技能的重要内容之一。请简述听力基本技能包括哪些内容(14分),并选择其中的三项技能,列举出合理的训练方式(6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.下面是某高中英语课堂的教学片段。

T: Next, I will provide you several pairs of sentences, and you should combine them into one by using the relative pronouns.

Group 1: The woman is a doctor. + She lives next door.

Group 2: We know a lot of people. + They live in London.

Group 3: The Olympic Games are held every four years. + It was held in Beijing in 2008.

S1: The woman who lives next door is a doctor.

S2: We know a lot of people who live in London.

S3: The Olympic Games that are held every four years was held in Beijing in 2008.

T: Good job! We've got familiar with the usage of relative pronouns. Next, work in groups and talk about one of your favorite movies or places. Please use at least 2 sentences with relative pronouns. 10 minutes later, let's share together.

...

T: Well done. After class, the homework is ...

根据所给信息从下列三个方面作答。

(1)该片段呈现的是英语教学的什么课型?它属于该课型的哪个环节?(8分)

(2)分析该片段的教学目标。(10分)

(3)评析该教师教学活动中的优点。(12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20分钟的英语阅读教学方案。该方案没有固定格式,但须包含下列要点:

- teaching objectives
- teaching contents
- key and difficult points
- major steps and time allocation
- activities and justifications

**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:**

### **Elias' Story**

My name is Elias. I am a poor black worker in South Africa. The time when I first met Nelson Mandela was a very difficult period of my life. I was twelve years old. It was in 1952 and Mandela was the black lawyer to whom I went for advice. He offered guidance to poor black people on their legal problems. He was generous with his time, for which I was grateful.

I needed his help because I had very little education. I began school at six. The school where I studied for only two years was three kilometers away. I had to leave because my family could not continue to pay the school fees and the bus fare. I could not read or write well. After trying hard, I got a job in a gold mine. However, this was a time when one had got to have a passbook to live in Johannesburg. Sadly I did not have it because I was not born there, and I worried about whether I would become out of work.

The day when Nelson Mandela helped me was one of my happiest. He told me how to get the correct papers so I could stay in Johannesburg. I became more hopeful about my future. I never forgot how kind Mandela was. When he organized the ANC Youth League, I joined it as soon as I could. He said:

“The last thirty years have seen the greatest number of laws stopping our rights and progress, until today we have reached a stage where we have almost no rights at all.”

It was the truth. Black people could not vote or choose their leaders. They could not get the jobs they wanted. The parts of town in which they had to live were decided by white people. The places outside the towns where they were sent to live were the poorest parts of South Africa. No one could grow food there. In fact as Nelson Mandela said:

“... we were put into a position in which we had either to accept we were less important or fight the government. We chose to attack the laws. We first broke the law in a way which was peaceful; when this was not allowed ... only then did we decide to answer violence with violence.”

As a matter of fact, I do not like violence ... but in 1963 I helped him blow up some government buildings. It was very dangerous because if I was caught I could be put in prison. But I was happy to help because I knew it would help us achieve our dream of making black and white people equal.

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(三)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

1. /i:/, /ɪ/, /e/ are all \_\_\_\_\_ vowels.

- A. front
- B. central
- C. back
- D. high

2. Which of the following sentences is pronounced with a rise-fall tone?

- A. He won't come home for lunch, will he?
- B. Have you finished your homework?
- C. Are you a student or a teacher?
- D. How are you?

3. Teachers have to constantly update their knowledge in order to maintain their professional \_\_\_\_\_.

- A. consequence
- B. independence
- C. competence
- D. intelligence

4. This crop does not do well in soils \_\_\_\_\_ the one for which it has been specially developed.

- A. outside
- B. beyond
- C. other than
- D. rather than

5. \_\_\_\_\_ is the study of speech sounds in language or a language with reference to their distribution and patterning and to tacit rules governing pronunciation.

- A. Phonology
- B. Lexicography
- C. Lexicology
- D. Morphology

6. The goal, which they are unlikely to live to see \_\_\_\_\_, is to "prevent, cure or manage all diseases" in the next 80 or so years.

- A. accomplished
- B. accomplish
- C. accomplishing
- D. being accomplished

7. Any citizen, whoever he is, \_\_\_\_\_ use his ID to check in a hotel by law.

- A. will
- B. would
- C. shall
- D. should



8. He wishes to make friends with \_\_\_\_\_ shares his hobbies and interests.  
 A. whomever B. no matter who  
 C. anyone D. whoever
9. The open syllable refers to the syllable that has no \_\_\_\_\_.  
 A. coda B. onset  
 C. nucleus D. rhyme
10. The word “unlikeliness” contains \_\_\_\_\_ morphemes.  
 A. 3 B. 4  
 C. 5 D. 6
11. Which of the following is a feature of the Communicative Approach?  
 A. Focus on accuracy. B. Focus on functions.  
 C. Focus on strategies. D. Focus on context.
12. Which of the following statements about the Audio-lingual Method is wrong?  
 A. The method involves making a comparison between foreign language and mother tongue.  
 B. The method involves correcting the mistakes timely.  
 C. Mother tongue is widely used in the classroom.  
 D. Emphasis is laid upon using oral language in the classroom; some reading and writing tasks might be done as homework.
13. What’s the primary principle in teaching pronunciation?  
 A. Accuracy. B. Long-term development.  
 C. Comprehensiveness. D. Pertinence.
14. Which of the following is NOT a suitable post-reading activity?  
 A. Getting the gist of the text.  
 B. Retelling the story of the text.  
 C. Writing a summary of the main content of the text.  
 D. Oral discussion of the topic of the text.
15. Which of the following is not a recommended vocabulary memorizing strategy?  
 A. Situational memorization.  
 B. Rote memorization.  
 C. Association memorizing methods.  
 D. Dictionary-assisted memorization.
16. In \_\_\_\_\_ drills, the students change a given structure in a way so that they are exposed to other similar structures, which also helps them have a deeper understanding of how the structures are formed and how they are used.  
 A. substitution B. transformation  
 C. comprehension D. communicative
17. If a teacher wants to use the visual method to introduce a new lesson, he/she can \_\_\_\_\_.  
 A. present physical materials or pictures

B. tell a story

C. lead students to review knowledge

D. play a song

18. Which of the following strategies does not belong to English learning strategies?

A. Cognitive strategy.

B. Interpersonal strategy.

C. Affective strategy.

D. Communicative strategy.

19. Which of the following activities is most suitable for whole class work?

A. The role-play of a dialogue involving the use of the passive voice.

B. Talking about the changes of one's hometown.

C. Presenting the passive voice.

D. An information-gap activity.

20. When a teacher makes evaluations by asking students to conclude what they have learned through concept maps after learning a unit or several units, he/she is conducting a(n) \_\_\_\_\_.

A. summative assessment

B. diagnostic assessment

C. formative assessment

D. integrative test

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

Americans today don't place a very high value on intellect. Our heroes are athletes, entertainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

"Schools have always been in a society where practical is more important than intellectual", says education writer Diane Ravitch. "Schools could be a counterbalance". Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits.

But they could and should be. Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society".

"Intellect is resented as a form of power or privilege", writes historian and professor Richard Hofstadter in *Anti-Intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in U.S. politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: “We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing” . Mark Twain’s *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized—going to school and learning to read, so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, reorder, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country’s educational system is in the grips of people who “joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise” .

21. What do American parents expect their children to learn in school?  
A. To be spiritually independent.                      B. To acquire higher intelligence.  
C. To seek knowledge for practice.                      D. To train emotional intelligence.
22. What contributes to the citizens’ active participation in democracy?  
A. Self-evaluation.                      B. Critical thinking.  
C. Social environment.                      D. Law enforcement.
23. The opinions held by Ravitch and Mark Twain on school education are \_\_\_\_\_.  
A. identical                      B. complementary  
C. same                      D. opposite
24. According to the passage, Emerson is likely to be \_\_\_\_\_.  
A. an opponent of environment protection  
B. a pioneer of classical learning  
C. an advocator of anti-intellectualism  
D. a scholar at college
25. The word “hostility” in the last paragraph is closest in the meaning to \_\_\_\_\_.  
A. awareness                      B. opposition  
C. willingness                      D. tolerance

请阅读 Passage 2, 完成第 26~30 小题。

## Passage 2

Of all the components of a good night’s sleep, dreams seem to be least within our control. In dreams, a window opens into a world where logic is suspended and dead people speak. A century ago, Freud formulated his revolutionary theory that dreams were the disguised shadows of our unconscious desires and fears; by the late 1970s, neurologists had switched to thinking of them as just “mental noise” —the random byproducts of the neural-repair work that goes on during sleep. Now researchers suspect that dreams are part of the mind’s emotional thermostat, regulating moods

while the brain is “off-line”. And one leading authority says that these intensely powerful mental events can be not only harnessed but actually brought under conscious control, to help us sleep and feel better, “It’s your dream,” says Rosalind Cartwright, chair of psychology at Chicago’s Medical Center. “If you don’t like it, change it.”

Evidence from brain imaging supports this view. The brain is as active during REM (rapid eye movement) sleep—when most vivid dreams occur—as it is when fully awake, says Dr. Eric Nofzinger at the University of Pittsburgh. But not all parts of the brain are equally involved; the limbic system (the “emotional brain”) is especially active, while the prefrontal cortex (the center of intellect and reasoning) is relatively quiet. “We wake up from dreams happy or depressed, and those feelings can stay with us all day.” says Stanford sleep researcher Dr. William Dement.

The link between dreams and emotions shows up among the patients in Cartwright’s clinic. Most people seem to have more bad dreams early in the night, progressing toward happier ones before awakening, suggesting that they are working through negative feelings generated during the day. Because our conscious mind is occupied with daily life we don’t always think about the emotional significance of the day’s events—until, it appears, we begin to dream.

And this process need not be left to the unconscious. Cartwright believes one can exercise conscious control over recurring bad dreams. As soon as you awaken, identify what is upsetting about the dream. Visualize how you would like it to end instead; the next time it occurs, try to wake up just enough to control its course. With much practice people can learn to, literally, do it in their sleep.

At the end of the day, there’s probably little reason to pay attention to our dreams at all unless they keep us from sleeping or “we wake up in a panic,” Cartwright says. Terrorism, economic uncertainties and general feelings of insecurity have increased people’s anxiety. Those suffering from persistent nightmares should seek help from a therapist. For the rest of us, the brain has its ways of working through bad feelings. Sleep—or rather dream—on it and you’ll feel better in the morning.

26. Researchers have come to believe that dreams \_\_\_\_\_.

- A. can be modified in their courses
- B. are susceptible to emotional changes
- C. reflect our innermost desires and fears
- D. are a random outcome of neural repairs

27. By referring to the limbic system, the author intends to show \_\_\_\_\_.

- A. its function in our dreams
- B. the mechanism of REM sleep
- C. the relation of dreams to emotions
- D. its difference from the prefrontal cortex

28. The negative feelings generated during the day tend to \_\_\_\_\_.

- A. aggravate in our unconscious mind
- B. develop into happy dreams
- C. persist till the time we fall asleep
- D. show up in dreams early at night

29. Cartwright seems to suggest that \_\_\_\_\_.

- A. waking up in time is essential to the ridding of bad dreams
- B. visualizing bad dreams helps bring them under control
- C. dreams should be left to their natural progression
- D. dreaming may not entirely belong to the unconscious

30. What advice might Cartwright give to those who sometimes have bad dreams?

- A. Lead your life as usual.
- B. Seek professional help.
- C. Exercise conscious control.
- D. Avoid anxiety in the daytime.

## 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. 课堂提问的问题类型有哪些? 举例说明其中的两种(5分)。课堂提问应遵循哪些原则(7分)? 指出课堂提问的两个作用(8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. 下面是某节课中师生之间的对话片段。

S: The boy whom I shook hands just now is my deskmate.  
 T: You shook hands with your deskmate just now?  
 S: Yes, the boy with whom I shook hands just now is my deskmate.  
 T: Did he have a talk with you?  
 S: Yes, he is the boy whom I have a talk.  
 T: Oh, he is the boy with whom you have a talk.

根据上面所给的信息,从下列三个方面作答。

- (1) 分析该教师的教学目标。(12分)
- (2) 分析该教师所采用的纠错方法。(6分)
- (3) 列举至少三种其他纠错方法。(12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20分钟的阅读教学方案。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

教学时间:20分钟

学生概况:某城镇普通中学高中二年级(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)》六级水平。学生课堂参与积极性一般。

语言素材:

#### Who Am I?

Over time I have been changed quite a lot. I began as a calculating machine in France in 1642. Although I was young I could simplify difficult sums. I developed very slowly and it took nearly two hundred years before I was built as an analytical machine by Charles Babbage. After I was programmed by an operator who used cards with holes, I could “think” logically and produce an answer quicker than any person. At that time, it was considered a technological revolution and the start of my “artificial intelligence”. In 1936 my real father, Alan Turing, wrote a book about how I could be made to work as a “universal machine” to solve any difficult mathematical problem. From then on, I grew rapidly both in size and in brainpower. By the 1940s I had grown as large as a room, and I wondered if I would grow any larger. However, this reality also worried my designers. As time went by, I was made smaller. First as a PC (personal computer) and then as a laptop, I have been used in offices and homes since the 1970s.

These changes only became possible as my memory improved. First it was stored in tubes, then on transistors and later on very small chips. As a result, I totally changed my shape. As I have grown older I have also grown smaller. Over time my memory has developed so much that, like an elephant, I never forget anything I have been told! And my memory became so large that even I couldn’t believe it! But I was always so lonely standing there by myself, until in the early 1960s they gave me a family connected by a network. I was able to share my knowledge with others through the World Wide Web.

Since the 1970s many new applications have been found for me. I have become very important in communication, finance and trade. I have also been put into robots and used to make mobile phones as well as help with medical operations. I have even been put into space rockets and sent to explore the Moon and Mars. Anyhow, my goal is to provide humans with a life of high quality. I am now truly filled with happiness that I am a devoted friend and helper of the human race!

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(四)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

1. According to the chart of English consonants, \_\_\_\_\_ is non-existent.  
A. dental stop B. bilabial stop  
C. alveolar stop D. velar stop
2. What is the common feature of /p/, /k/ and /t/?  
A. Voiceless. B. Fricative.  
C. Voiced. D. Nasal.
3. I won't call you \_\_\_\_\_ something unexpected happens.  
A. whether B. unless  
C. because D. while
4. The grapes will soon be ripe. Let's \_\_\_\_\_ our preparations for the grape harvest.  
A. take up B. make up  
C. speed up D. show up
5. The morpheme "-ee-" in the word "geese" is a \_\_\_\_\_.  
A. suffix B. infix  
C. prefix D. root
6. The novel \_\_\_\_\_ last month went straight to the best-seller list.  
A. published  
B. was published  
C. to be published  
D. being published
7. Although some countries have taken action to solve the shortage of water, it may be some time \_\_\_\_\_ the situation improves.  
A. before B. when  
C. since D. until
8. Your composition \_\_\_\_\_ beautifully. Is it the one I saw you write yesterday?  
A. reads B. read  
C. is read D. was read

9. Which of the following sentences reflects the connotation of the underlined word?

- A. She sings very well. B. Susan has a pet dog.  
C. I really enjoy the rainbow. D. Tom is a fox.

10. The word “radar” is formed by \_\_\_\_\_.

- A. abbreviation B. conversion  
C. derivation D. blending

11. According to Clark, Scarino and Brownell’s view, please select the components of task in

Task-based Language Teaching.

- ① purpose ② context  
③ process ④ function of language  
⑤ product  
A. ①②③⑤ B. ②③④⑤  
C. ①②④⑤ D. ①②③④

12. When teachers teach pronunciation, which suggestion is useless?

- A. Use hands and arms to conduct choral pronunciation practice.  
B. Move around the classroom when doing choral practice.  
C. Try to use visual aids.  
D. Rely on explanations.

13. If a teacher explains grammatical rules to students and gives some examples, then lets students practice the grammar point. What’s the teacher’s grammar teaching method?

- A. The deductive method. B. Presentation.  
C. Consolidation. D. The inductive method.

14. Which of the following is not a goal of listening?

- A. Understanding the intention of the speakers according to intonation and stress.  
B. Understanding conversations on familiar topics and extract information and ideas.  
C. Understanding main ideas and new words with the help of the context.  
D. Understanding and recite the stories at normal speed and grasp their causes and effects.

15. In writing, which activity is used to get students to exchange their papers and correct in terms of spelling and grammar points?

- A. Editing. B. Brainstorming.  
C. Mapping. D. Drafting.

16. In \_\_\_\_\_ part of teaching reading, it includes skimming, scanning, questioning, explaining and generalizing, recognizing substitution words.

- A. lead-in B. pre-reading  
C. while-reading D. post-reading

17. Which of the following questions belongs to comprehension question?

- A. What would happen if there were no cellphone?  
B. Can you state it in your own words?



C. Who can show us how to make fruit salad referring to the steps in the text?

D. Which do you think is more appropriate?

18. When the teacher says “Who wants to have a try?” , he/she wants to \_\_\_\_\_.

A. control discipline

B. prompt class activity

C. evaluate students’ work

D. draw students’ attention to the lesson

19. \_\_\_\_\_ assessment is based on information collected in the classroom during the teaching process for the purposes of improving teaching and learning.

A. Criterion-referenced

B. Norm-referenced

C. Formative

D. Summative

20. If a teacher intends to maintain discipline of the class, what instruction would he/she give to the students?

A. Close your books.

B. Listen to the tape.

C. Raise your hands.

D. Be quiet, please.

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

There once was a master who went to India. In those times, we didn’t have the communications or airplanes or many kinds of transportation that we do now. So the master went to India on foot. He had never been to India before; perhaps he came from Persia. And when he got there, he saw a lot of fruit. In India they have plenty of fruit to sell, but much of it is expensive because they can’t grow much due to the water situation. So he saw one basket, a big basket of some very red, long fruit. And it was the cheapest in the shop, not expensive at all.

So he went up and asked, “How much per kilo?” And the shopkeeper said, “Two rupees.” Two rupees in India is nothing; it’s like dirt. So he bought a whole kilogram of the fruit and started eating it. But after he ate some of it: Oh, my God! His eyes watered, his mouth watered and burned, his eyes were burning, his head was burning and his face became red. As he coughed and choked and gasped for breath, he jumped up and down, saying, “Ah! Ah! Ah!”

But he still continued to eat the fruit! Some people who were looking at him shook their heads and said, “You’re crazy, man. Those are chilies! You can’t eat so many; they’re not good for you! People use them as a condiment, but only a little bit to put into food for taste. You can’t just eat them by the handful like that; they’re not fruit!” So the stupid master said, “No, I can’t stop! I paid money for them, and now I’ll eat them. It’s my money!”

And you think that master was stupid, right? Similarly, we sometimes do a lot of things like that. We invest money, time or effort in a relationship, business or job. And even though it’s been a

longtime, bitter experience tells us it won't work, and we know there's no more hope that things will change in the future—this we definitely know by intuition—we still continue just because we've invested money, time, effort and love into it. If so, we're kaput in the brain. Just like the man who ate the chilies and suffered so much but couldn't stop because he didn't want to waste the money he'd paid.

So even if you've lost something, let it go and move on. That's better than continuing to lose.

21. Why did the master go to India on foot?

- A. Because he wanted to save money.
- B. Because there was a lot of traffic in India.
- C. Because the transport facilities were poor at that age.
- D. Because he didn't want to communicate with others.

22. In India, people use chilies as \_\_\_\_\_.

- A. fruit
- B. condiments
- C. appetizers
- D. dessert

23. Which of the following is TRUE about the master?

- A. He came from Persia.
- B. He was fond of spicy food.
- C. He suffered a lot from eating the chilies.
- D. He was a man of principle.

24. What does the underlined word "kaput" probably mean in Paragraph 4?

- A. Out of order.
- B. Out of date.
- C. On the move.
- D. For short.

25. What does the author want to tell us in the passage?

- A. Learned men are not necessarily wise.
- B. Sometimes we should let things go and move on.
- C. We should frequently ponder over our mistakes.
- D. Those who appear foolish are the ones who accomplish things.

请阅读 Passage 2, 完成第 26~30 小题。

### Passage 2

Lonely people, it seems, are at greater risk than the gregarious of developing illnesses associated with chronic inflammation, such as heart disease and certain cancers. A paper published last year in the *Public Library of Science, Medicine*, shows the effect on mortality of loneliness is comparable with that of smoking and drinking after examining the results of 148 previous studies and controlled for factors such as age and pre-existing illness.

Steven Cole of the University of California, Los Angeles, thinks he may know why this is so. He told the American Association for the Advancement of Science meeting in Washington, D.C., about his work studying the expression of genes in lonely people. Dr. Cole harvested samples of

white blood cells from both lonely and gregarious people. He then analysed the activity of their genes, as measured by the production of a substance called messenger RNA. This molecule carries instructions from the genes telling a cell which proteins to make. The level of messenger RNA from most genes was the same in both types of people. There were several dozen genes, however, that were less active in the lonely, and several dozen others that were more active. Moreover, both the less active and the more active gene types came from a small number of functional groups.

Broadly speaking, the genes less active in the lonely were those involved in staving off viral infections. Those that were more active were involved in protecting against bacteria. Dr. Cole suspects this could help explain not only why the lonely are iller, but how, in evolutionary terms, this odd state of affairs has come about.

The crucial bit of the puzzle is that viruses have to be caught from another infected individual and they are usually species-specific. Bacteria, in contrast, often just lurk in the environment, and may thrive on many hosts. The gregarious are therefore at greater risk than the lonely of catching viruses, and Dr. Cole thus suggests that past evolution has created a mechanism which causes white cells to respond appropriately. Conversely, the lonely are better off ramping up their protection against bacterial infection, which is a bigger relative risk to them.

What Dr. Cole seems to have revealed, then, is a mechanism by which social environment reaches inside a person's body and tweaks its genome so that it responds appropriately. It is not that the lonely and the gregarious are genetically different from each other. Rather, their genes are regulated differently, according to how sociable an individual is. Dr. Cole thinks this regulation is part of a wider mechanism that tunes individuals to the circumstances they find themselves in.

26. What risk may lonely people run according to the first paragraph?

- A. They can have the same risk as the gregarious.
- B. They may have symptoms of early aging.
- C. They may fall victim to chronic illnesses.
- D. They may undergo more severe illnesses.

27. Dr. Cole made an analysis of the activity of the genes by \_\_\_\_\_.

- A. measuring the level of messenger RNA
- B. calculating the number of more active gene types
- C. instructing the production of certain proteins
- D. comparing less active genes with more active ones

28. Broadly speaking, the genes more active in the lonely \_\_\_\_\_.

- A. helped to avoid infections resulting from viruses
- B. participated in guarding against bacteria
- C. came from a few different functional groups
- D. existed only as a small group

29. What can we know about viruses and bacteria from the fourth paragraph?

- A. Viruses often remain hidden in the environment.

- B. Bacteria are passed to other people by the infected individual.  
 C. The lonely people can catch viruses more easily.  
 D. Viruses pose a greater threat to the gregarious than bacteria.
30. What message does Dr. Cole seem to convey by the mechanism?  
 A. The lonely people differ in genes from the gregarious people.  
 B. Sociability can adjust a person's genome and make it work properly.  
 C. The lonely people can become sociable if they regulate their genes.  
 D. Individuals have to find their own ways to adapt to the environment.

## 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. 写作教学模式有哪些(3分)? 请简述其中任意两种教学模式(8分)。列举三种写作练习形式并举例说明(9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. 下面是两位教师的英语课堂教学实录。

材料一

T: Turn to page 21, and tell me your answer to question 1 "Can the driver see the bus in the picture?"

S1: Yes, he can.

T: Yes, he can? Do you really think so? In the first paragraph, there is a sentence "On one side the mountain rises steeply; on the other side there is a sheer drop. It's a bend". What does it mean?

S1: No, he can't, as there is a bend on the road.

T: Quite right.

材料二

T: Why is the marathon the last Olympic event?

S2: I don't know.

T: Did you listen to me carefully?

S2: ...

T: You can sit down.

根据所给信息从下列三个方面作答。

(1) 请简析两位教师的反馈方法。(10分)

(2) 材料一体现了教师在课堂中的哪些角色？教师在教学中常扮演的角色还有哪些？(8分)

(3) 请对材料二中教师的反馈方式进行改进。(12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15分钟的英语阅读教学方案。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

教学时间：15分钟

学生概况：某城镇普通高中一年级学生。班级人数40人。多数学生已达到《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：

#### The Road to Modern English

At the end of the 16th century, about five to seven million people spoke English. Nearly all of them lived in England. Later in the next century, people from England made voyages to conquer other parts of the world and because of that, English began to be spoken in many other countries. Today, more people speak English as their first, second or a foreign language than ever before.

Native English speakers can understand each other even if they don't speak the same kind of English. Look at this example:

British Betty: Would you like to see my flat?

American Amy: Yes, I'd like to come up to your apartment.

So why has English changed over time? Actually all languages change and develop when cultures meet and communicate with each other. At first, the English language spoken in England between about AD 450 and 1150 was very different from the English spoken today. It was based more on German than the English we speak at present. Then gradually between about AD 800 and

1150, English became less like German because those who ruled England spoke first Danish and later French. These new settlers enriched the English language and especially its vocabulary. So by the 1600s Shakespeare was able to make use of a wider vocabulary than ever before. In 1620 some British settlers moved to America. Later in the 18th century some British people were taken to Australia too. English began to speak in both countries.

Finally by the 19th century the language was settled. At that time two big changes in English spelling happened: first Samuel Johnson wrote his dictionary and later Noah Webster wrote *The American Dictionary of English Language*. The latter gave a separate identity to American English spelling.

English now is also spoken as a foreign or second language in South Asia. For example, India has a very large number of fluent English speakers because Britain ruled India from 1765 to 1947. During that time English became the language for government and education. English is also spoken in Singapore and Malaysia and countries in Africa such as South Africa. Today the number of people learning English in China is increasing rapidly. In fact, China may have the largest number of English learners. Will Chinese English develop its own identity? Only time will tell.

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(五)

(考试时间:120分钟 满分:150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选择一个最佳答案,错选、多选或未选均无分。

- Which of the following correctly describes the English phoneme /tʃ/?  
A. A voiceless alveolar fricative.  
B. A voiceless post-alveolar affricate.  
C. A voiced palatal affricate.  
D. A voiced alveolar fricative.
- In which of the following sentences does liaison of sound appear most?  
A. Ms. Black worked in an office yesterday.  
B. I called you half an hour ago.  
C. Would you like a cup of tea?  
D. Could you help me, please?
- If you want to see a doctor, fix a date with him ahead of time. That is a common \_\_\_\_\_ in the USA.  
A. sense  
B. practice  
C. rule  
D. reality
- Mike arrived at the meeting \_\_\_\_\_ at ten o'clock—not a minute early or late.  
A. flexibly  
B. loosely  
C. punctually  
D. approximately
- We call the relation between “animal” and “horse” as \_\_\_\_\_.  
A. synonymy  
B. polysemy  
C. homonymy  
D. hyponymy
- On weekends he was too tired to do \_\_\_\_\_ lie around or go to the gym.  
A. everything but  
B. something but  
C. all but  
D. anything but
- \_\_\_\_\_ should not become a serious disadvantage in life and work.  
A. To be not tall  
B. Not being tall  
C. Being not tall  
D. Not to be tall

8. He said that he would come to my birthday party, \_\_\_\_\_?

- A. did he    B. didn't he  
C. would he    D. wouldn't he

9. Which of the following is a compound word?

- A. Bravery.  
C. Responsibility.
- B. Civilization.  
D. Breakthrough.

- A. Informative  
B. Interpersonal  
C. Phatic  
D. Metalingual

11. Which of the following statements about Task-based Language Teaching is NOT true?

- A. Students should be given tasks to perform or problems to solve in the classroom.  
B. Students are task-driven.  
C. Task-based Language Teaching is student-centered.  
D. Task-based Language Teaching follows the PPP model.

- A. Bottom-up Model.                      B. Top-down Model.  
C. Interactive Model.                      D. 3P Model.

- A. Meaning  
B. Word information  
C. Usage  
D. Strategy

14. Anderson and Lynch put forward the three factors that affect the listening comprehension.

Which of the following is not among them?

- A. Listening materials.
- B. Listening tasks.
- C. Listening training.
- D. Background knowledge.

- A. Transformations.
- B. Filling in the blanks.
- C. Sentence completions.
- D. Translation.

- A. meaning  
B. function  
C. form accuracy  
D. fluency



17. There are some speaking activities. Which of the following mainly focuses on the form and accuracy?
- A. Controlled activities.
  - B. Semi-controlled activities.
  - C. Communicative activities.
  - D. Problem-solving activities.
18. To achieve fluency, when should correction be conducted?
- A. After class.
  - B. The moment error occurs.
  - C. At the summary stage of the activity.
  - D. During the course of the communication.
19. Which of the following is the most advantageous relationship mode between teachers and students for the development of students?
- A. Managerial mode.
  - B. Arbitrary mode.
  - C. Democratic mode.
  - D. Permissive mode.
20. Which of the following is used to measure a person's potential competence of learning a new language?
- A. Diagnostic test.
  - B. Achievement test.
  - C. Exit test.
  - D. Aptitude test.

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

New research contradicts a common diet tip believed to help people eat less. The popular tip follows that serving food on a smaller plate tricks a person into believing they are eating more than when served the same amount on a larger plate. However, a new study published in *Appetite* suggests that when people are hungry, plate sizes don't matter—they are more likely to dish up the same amount of food regardless of how it's served.

The long-held belief takes after the Delboeuf illusion, an optical illusion on how people perceive size. In the experiment, two identical circles are placed near each other, one of which is surrounded by another circle. The surrounded circle seems larger than the other. When it comes to dieting, previous research suggests people perceive food proportions differently depending on whether it is served on a larger or smaller plate. If you're looking to eat less, serving food on a smaller plate was thought to trick the eater's mind into believing they are eating more, allowing them to consume less. However, other research has recently begun to call this belief into question.

"Plate size doesn't matter as much as we think it does," said Dr Tzvi Ganel in a statement. "Even if you're hungry and haven't eaten, or are trying to cut back on portions, a serving looks

similar whether it fills a smaller plate or is surrounded by empty space on a larger one.”

Researchers gave study participants photos of pizza placed on large and small trays to one group who hadn't eaten for three hours and to another group of people who had eaten recently. Those who were hungry were better equipped to judge proportions, but that's where the ability to accurately perceive size ends. Both groups were then asked to compare black circles and hubcaps placed in differently sized circles—a task they were equally bad at. As it turns out, hunger stimulates a human response strong enough to resist being fooled by an optical illusion, reducing biases for food but not other stimuli. People who aren't hungry, though, are less likely to identify food proportions correctly.

“Over the last decade, restaurants and other food businesses have been using progressively smaller dishes to the perceptual bias that it will reduce food consumption,” said Ganel. “This study debunks that notion. When people are hungry, especially when dieting, they are less likely to be fooled by the plate size, more likely to realize they are eating less and more prone to overeating later.”

21. In the experiment mentioned in the second paragraph, there is/are \_\_\_\_\_ circle(s).

- A. one
- B. two
- C. three
- D. four

22. The meaning of the underlined sentence in Paragraph 2 is \_\_\_\_\_.

- A. researchers doubt this belief
- B. this belief's name is “question”
- C. researchers have begun to solve the question
- D. the research supports this belief

23. According to the passage, the TRUE statement below is \_\_\_\_\_.

- A. during the pizza-photo test, both groups could identify the food size correctly
- B. hungry people are less easily cheated by an optical illusion, and this conclusion applies to all objects

C. the reason why restaurants use small dishes is that it can save money

D. the Delboeuf illusion was applied to dieting

24. The meaning of the underlined word “debunks” in the last paragraph is \_\_\_\_\_.

- A. overturn
- B. bundle
- C. debate
- D. conceal

25. According to the sentence “more likely to realize they are eating less and more prone to overeating later”, we can infer that \_\_\_\_\_.

- A. hungry people will probably eat less
- B. hungry people will probably have a proper diet
- C. hungry people will probably overeat
- D. hungry people cannot change their eating habits

请阅读 Passage 2, 完成第 26~30 小题。

### Passage 2

As regards social conventions, we must say a word about the well-known English class system. This is an embarrassing subject for English people, and one they tend to be ashamed of, though during the present century class-consciousness has grown less and less, and the class system less rigid. But it still exists below the surface. Broadly speaking, it means there are two classes, the “middle class” and the “working class”. (We shall ignore for a moment the old “upper class”, including the hereditary aristocracy, since it is extremely small in numbers; but some of its members have the right to sit in the House of Lords, and some newspapers take surprising interest in their private life.) The middle class consists chiefly of well-to-do businessmen and professional people of all kinds. The working class consists chiefly of manual and unskilled workers.

The most obvious difference between them is in their accent. Middle-class people use slightly varying kinds of “received pronunciation” which is the kind of English spoken by BBC announcers and taught to overseas pupils. Typical working-class people speak in many different local accents which are generally felt to be rather ugly and uneducated. One of the biggest barriers of social equality in England is the two-class education system. To have been to a so-called “public school” immediately marks you out as one of the middle class. The middle classes tend to live a more formal life than working-class people, and are usually more cultured. Their midday meal is “lunch” and they have a rather formal evening meal called “dinner”, whereas the working man’s dinner, if his working hours permit, is at midday, and his smaller, late-evening meal is called supper.

As we have said, however, the class system is much less rigid than it was, and for a long time it has been government policy to reduce class distinctions. Working-class students very commonly receive a university education and enter the professions, and working-class incomes have grown so much recently that the distinctions between the two classes are becoming less and less clear. However, regardless of one’s social status, certain standards of politeness are expected of everybody, and a well-bred person is polite to everyone he meets, and treats a laborer with the same respect he gives an important businessman. Servility inspires both embarrassment and dislike. Even the word “sir”, except in school and in certain occupations (e.g. commerce, the army, etc.) sounds too servile to be commonly used.

26. The middle class mainly refers to people \_\_\_\_\_.

- A. who were born as aristocrats
- B. who have the right to sit in the House of Lords
- C. who speak in many different local accents
- D. who are prosperous businessmen or who work in some professions

27. The most obvious difference between the working class and the middle class in English is their \_\_\_\_\_.

- A. dress
- B. work
- C. accent
- D. meal

28. Why isn't the word "sir" commonly used in Britain?
- A. Because it sounds too servile and is likely to cause embarrassment.
  - B. Because it can only be used in some certain occupations.
  - C. Because it is an impolite word.
  - D. Because it shows that the speaker is not a well-bred person.
29. The "upper class" in England today \_\_\_\_\_.
- A. is extremely small in numbers so that media pays no attention to it
  - B. still uses old words like "sir" in everyday life
  - C. includes the hereditary aristocracy
  - D. refers only to the royal family
30. Which of the following is NOT true about the English class system?
- A. It is an embarrassing subject for English people.
  - B. Working-class students cannot receive a university education.
  - C. The class system is much less rigid than it was.
  - D. The class system still exists below the surface.

## 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. 什么是终结性评价(4分)? 简述其三个作用(6分), 介绍两种终结性评价常采用的评价方式及实施过程中的注意事项(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. 下面是某英语教师在教授 The Olympic Games 一课后布置的作业。

Now you have two tasks. One is to finish the listening part in workbook. The other is to find an interesting mythology about the Olympic Games and share with us tomorrow.

根据上面所给的信息,从下列四个方面作答。

- (1) 该作业布置得是否合理?(6分)
- (2) 教师布置作业应注意哪些事项?(10分)

(3) 常见的作业形式有哪些？请结合实例为本课设置新的作业形式（至少一种）。（10分）

(4) 作业批改的方式有哪些？（4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20分钟的英语写作教学方案。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

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：

Your school is recently starting a new column in the school English newspaper to talk about good habits for learning English. Here is the first article published in the column.

#### Good Learning Habits

It's useful and necessary to discuss learning habits. As we all know, good learning habits can make your study go to succeed. As a student, we should pay more attention to our habits which we develop in our study.

I'm sure "repeat" is the best habit. Do you develop the habit? If we want to improve our study, we should repeat what the teachers taught us again and again, and then we can understand or remember the knowledge which the teachers demand us to master. How to develop the habit? The first step, set a timetable, and stick to the plan, don't stop.

When I do my homework, I often make mistakes with carelessness. How to overcome the shortage? I think I should think about it over and over as long as I do my homework. And then I do it little by little. Maybe in this way I can correct my mistakes.

Please write an article about English learning habits based on your own learning experience.

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(六)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

- Which of the following words' pronunciation does not belong to the assimilation?  
A. Unbeatable. B. Impossible.  
C. Illegal. D. Irregular.
- The main similarity between /i:/ and /ʌ/ lies in the \_\_\_\_\_.  
A. position of the highest part of the tongue  
B. sound duration  
C. openness of the mouth  
D. rounding of the lip
- The committee \_\_\_\_\_ a conclusion only after days of discussion.  
A. released B. achieved  
C. reached D. accomplished
- Nowadays we travel through city streets all over the world to explore street art, a popular and \_\_\_\_\_ art movement.  
A. lonely B. restlessly  
C. gently D. lively
- \_\_\_\_\_ refers to the use of word which is thought to be less offensive or unpleasant than another word.  
A. Diglossia B. Euphemism  
C. Taboo D. Dialect
- Hardly \_\_\_\_\_ gone out of the room when she heard the strange sound.  
A. had she B. she had  
C. she has D. has she
- If I \_\_\_\_\_ two more minutes, I would have finished my speech.  
A. had been given B. were given  
C. would be given D. was given
- It is not I but you who \_\_\_\_\_ the first to run to the goal in that competition.  
A. am B. was C. is D. are

9. Which of the following words is inflectional?

- A. Unfair.
- B. Carefree.
- C. Submarine.
- D. Going.

10. X: He likes dogs.

Y: He likes animals.

The relationship between X and Y is that “\_\_\_\_\_”.

- A. X is synonymous with Y
- B. X is inconsistent with Y
- C. X entails Y
- D. X presupposes Y

11. Which of the following statements about the Situational Approach is NOT true?

- A. Adopting an inductive approach to grammar teaching.
- B. Encouraging explanations of the meaning of new items in foreign language.
- C. Focusing on language accuracy.
- D. Practicing structures and patterns through repetition and substitution activities.

12. When training students to apply grammar items, the \_\_\_\_\_ method is characterized by using such activities as information gaps, investigations, discussions, interviews, and poster making. This method avoids rigidly adhering to conventional training on grammar forms only.

- A. deductive
- B. inductive
- C. guided discovery
- D. task-based teaching

13. In writing, which step is used to get students to think freely and put down all possible ideas related to the topic that come to their minds?

- A. Proofreading.
- B. Revising.
- C. Brainstorming.
- D. Mapping.

14. Which of the following is NOT the purpose of the pre-reading stage?

- A. To prepare students for the content of the text.
- B. To help students understand the content and structure of the text.
- C. To arouse students' interest in the topic or type of text.
- D. To motivate students to read the text by providing a purpose for reading.

15. Which of the following does not belong to the post-listening activities?

- A. Role-play.
- B. Answering questions in groups.
- C. Retelling.
- D. Listening and ticking.

16. Which of the following practices aims at pronunciation-skill training?

- A. Odd one out.
- B. Reading aloud.
- C. Context practice.
- D. Reciting.

17. Which of the following activities is the most appealing to students?

- A. Dictation.
- B. Formal grammar instruction.
- C. Reciting texts.
- D. Role-play.

18. Which of the following teachers' questioning strategies is NOT advocated in class?

- A. Asking questions which are suitable for students' language level.

B. Asking questions in a staged sequence.

C. Wait-time is allowed after a question.

D. Asking another student immediately to answer the question when one cannot.

19. To assess how well a student is performing relative to his or her own previous performance, a teacher should use \_\_\_\_\_ assessment.

A. criterion-referenced

B. individual-referenced

C. norm-referenced

D. peer

20. Which of the following questions can cultivate students' divergent thinking ability?

A. What is the best title of the passage?

B. What do you think of the relations between education and work?

C. According to Paragraph 2, which of the following is true?

D. Are there any flowers in the picture?

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

Cats are often considered to be more aloof than dogs, but cats really can understand their owners' voices, a study has claimed. Japanese researchers have found that cats can distinguish their owners' voices from those of other people—implying that they do pay attention when spoken to. The study, from the University of Tokyo, examined felines in their home environment. It involved recordings of strangers, as well as of the cats' owners, but that cats could not see who was speaking to them. The researchers found that cats responded to voices by moving their heads and/or ears nearer the person who was speaking to them. Or, when the cats detected a familiar voice, they also had dilated pupils, which can signal emotions such as excitement, *Discovery News* reported. These reactions were more likely to occur when the cats heard their owners' voices or when they became increasingly familiar with strangers' voices.

Study coauthor Atsuko Saito explained that dogs have evolved, and are bred “to follow their owner's orders”, but cats have not been. So sometimes cats appear aloof, but they have special relationships with their owners. She added that cats have evolved not to show their emotions in order to survive. One example is illness which they tend to hide because “in the wild, no one can rescue them and predators pay attention to such weak individual,” she said.

The researchers added that after 10000 years of living with humans, domestic cats have the ability to communicate with us, and, generally speaking, we seem to understand them. The study, which will be published in the July issue of *Animal Cognition*, comes just weeks after an expert in animal behavior claimed we will one day be able to talk to animals using mobile phone-sized gadgets. Professor Con Slobodchikoff, of Northern Arizona University, is developing technology that interprets the calls of the prairie dog and says the technology could eventually be used to interpret other animals. He also believes the technology could one day be fine-tuned to enable humans to talk back to animals and engage in conversation.



21. Which of the following statements is the reason why cats appear to be aloof?
  - A. Cats don't like playing with humans.
  - B. Cats are not smart enough to follow orders.
  - C. Cats cannot hear their owners' voices.
  - D. Cats have evolved to hide their emotions to protect themselves.
22. Cats respond to their owners' voices by \_\_\_\_\_.
  - A. wagging tails
  - B. growling
  - C. moving heads and/or ears
  - D. running
23. The underlined word "felines" in Paragraph 1 probably means \_\_\_\_\_.
  - A. pets
  - B. wild animals
  - C. cats
  - D. animals of the dog family
24. According to the passage, which of the following statements is TRUE?
  - A. People like dogs more than cats.
  - B. Researchers believe that cats have special relationships with their owners.
  - C. There is no difference between dogs and cats.
  - D. Technology could enable humans to talk with cats or dogs directly in the future.
25. What would be the best title for the passage?
  - A. New Knowledge about Cats
  - B. Lovely Cats
  - C. Cats Are Aloof
  - D. How to Communicate with a Cat

请阅读 Passage 2, 完成第 26~30 小题。

### Passage 2

Since the 1960s, Canada and the United States have become more culturally diverse than at any other time in their history. In 1957, for example, 95 percent of people who settled in Canada were Europeans; thirty years later, 76 percent of immigrants were from Asia and elsewhere in the developing world. In the United States, between 1970 and 2000 the foreign-born population doubled and experienced significant changes in ethnic makeup. In 1970, 59 percent of the foreign-born population were Europeans, while 27 percent were from Latin America and Asia. By 2000, the proportions were very different. Of the 31.1 million foreign-born, 78 percent were Latino and Asian, whereas Europeans made up only 16 percent of the total.

Also since the 1960s, the governments of the United States and Canada have supported cultural diversity by developing a policy that is often called multiculturalism. Both countries, for example, shifted from immigration laws that favored Europeans (and admitted few people from other parts of the world) to more open, fairer policies. In the United States, the *Bilingual Education Acts* of 1968 and 1978 provided funds to educate the children of non-English-speaking immigrants. In the *Multiculturalism Act* of 1988, the Canadian government committed itself to the idea that

all citizens had the right to preserve their cultural inheritance. It also established a Ministry for Multiculturalism.

Multiculturalism, however, is a controversial issue in both countries. In the United States, multiculturalism is closely associated with bilingual education-public school programs that use the native language of immigrant children to teach them math, science, and social studies. These programs have caused disagreement both within immigrant communities and in the wider American public. In the 1990s, for example, public opinion polls showed Americans were divided on bilingual school programs that use the native language of immigrant children to teach them math, science, and social studies. These programs have caused disagreement both within immigrant communities and in the wider American public. In the 1990s, for example, public opinion polls showed Americans were divided on bilingual education, sometimes equally, sometimes with a majority opposed to it. By 2003, small majorities in California, Arizona, and Massachusetts had voted not to allow any more state funds to be spent on bilingual education.

A 1988 public opinion poll found that approximately 60 percent were in favor of encouraging immigrants to assimilate into Canadian culture, whereas 38 percent thought that immigrants should be encouraged to retain their cultural traditions. Support for assimilation was strongest, at 73 percent, among Canadians with low educational levels; however, such support was also found among 52 percent of university graduates.

Why is multiculturalism such a divisive issue? Some people argue that the poll results and the votes against bilingual education are empirical evidence of growing racism in U.S. and Canadian society. Yet such an interpretation appears unjustified. In both countries, polls in 2002 showed that large majorities of Americans (75 percent) and Canadians (77 percent) believed that immigration has benefited their countries. In Canada, the 1988 poll also showed that approximately 80 percent of Canadians disapproved of using country of origin as a way to select immigrants. Such responses would be highly unlikely to occur in societies in which racist attitudes were widespread.

There is a more likely explanation why public opinion seems divided on the issue of multiculturalism is that society should encourage immigrants to retain their culture and language. Under this definition, multiculturalism seems to imply that immigrant families need not adapt to the culture of their new country. Canadians and Americans who interpret multiculturalism in this people cannot be full members of a new society if they are not willing to adapt and use the new society's cultural rules at least some of the time.

On the other hand, many people interpret multiculturalism differently. For them it means accepting American or Canadian cultural traditions for public behavior and retaining their own culture in private life. If multiculturalism were explicitly defined in this way, much of the controversy would probably disappear. This definition, after all, reflects the experience of earlier first-generation immigrants to the United States and Canada. Later generations, however, considered themselves fully integrated North Americans.

26. What is the main idea of the first paragraph?

A. Multiculturalism, with its focus on maintaining immigrants' language and culture, is a divisive issue in Canada.

B. Canada and the United States have become more culturally and ethnically diverse than ever before.

C. Multiculturalism, with its focus on maintaining immigrants' language and culture, is a divisive issue in America.

D. Cultural diversity in the United States and Canada is supported by a government policy that is called multiculturalism.

27. From the second paragraph, we can conclude that \_\_\_\_\_.

A. both the United States and Canada have established favorable rules to support cultural diversity

B. immigration policies in America and Canada no longer discriminate against non-Europeans

C. the majority of Americans and Canadians are of European origin

D. Canadian and U.S. immigration policies has changed the meaning of multiculturalism

28. What does the underlined word "assimilate" in Paragraph 4 mean?

A. Become an accepted part of something.

B. Take into.

C. Comprehend.

D. Digest.

29. What does the author imply in the fifth paragraph?

A. Multiculturalism is a diverse issue in both countries.

B. The lack of support for multiculturalism among many Americans and Canadians should not be interpreted as evidence of racism in these two countries.

C. The concept of multiculturalism has never been clearly defined.

D. People interpret multiculturalism differently.

30. What is the general tone of this passage?

A. Dogmatic.

B. Persuasive.

C. Objective.

D. Ironical.

## 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. 板书设计的作用是什么(12分)? 请列举四种板书类型(8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. 下面是针对高一年级学生某节课的教学过程。

Teaching Procedures:

Step 1 Analyze the task

Ask students to analyze the requirements of the exercise.

Step 2 Brainstorming and mapping

1. Four students in a group. Ask students to review the content about difficulties and solutions in study in Section A and Section B.

2. Ask students to do a survey about the following questions and then give some advice.

(1) How often do you exercise?

(2) How often do you eat vegetables?

(3) How often do you eat fruit?

(4) How many hours do you sleep every night?

(5) How often do you drink milk?

(6) How often do you eat junk food?

(7) How often do you drink coffee?

Step 3 Drafting

1. Instruct the format and structure of a letter.

2. Ask students to draft their letters independently.

Step 4 Revising and proofreading

1. Ask students to work in groups and revise their letters.

...

根据上面所给的信息，从下列三个方面作答。

(1) 该教师采用了什么教学方法？你的判断依据是什么？（3分）

(2) 对该教学过程的设计进行评价。（15分）

(3) 针对该教学设计的缺点提出相应的改进建议。（12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15分钟的英语阅读教学方案。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

教学时间:15分钟

学生概况:某城镇普通高中一年级学生。班级人数40人。多数学生已达到《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较强,有合作意识。

语言素材:

#### **Zheng He and His Seven Voyages**

Zheng He was one of China's most famous explorers. Towards the end of the fourteenth century, his fleet sailed to countries very far away.

Zheng He had over 300 ships, some of which were over 150 meters long and could carry up to 1000 people. In addition to the supplies for the long journeys, the ships carried gold, silver, silk, china and other treasures to give as gifts to the rulers of the neighboring countries. Some of the ships even had earth on board so that the sailors could grow their own crops for food.

On Zheng He's first voyage, he set sail across the Indian Ocean. His fleet traveled for many days far away from land. One day, they were hit by a storm. All the sailors thought the fleet was going to sink. Then a strange light appeared at the top of the ships' masts, and after that, the storm passed. The strange light that appeared on the masts was probably electricity from the thunderstorm. Many sailors today see such lightning on the masts of their ships during a storm. But the sailors in Zheng He's fleet believed it was a sign of protection from the gods. From then on, they were happy to follow Zheng He where he led them.

Zheng He completed seven famous voyages between 1405 and 1433. He visited many countries in Asia and Africa. Zheng He also brought back many gifts from the countries he visited, such as medicines, pearls and strange animals. The most famous of these gifts were a giraffe and a zebra.

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(七)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

1. Which of the following words in bold is pronounced with a rising tone?

A. What's your **name**?

B. He is very **short**.

C. Who will pick me up, he or **you**?

D. Let's count our new books. **One**, two, three, four.

2. Which of the following has the proper word stress?

A. Magni'ficent.

B. Mag'nificent.

C. Magnifi'cent.

D. 'Magnificent.

3. Some parents are just too protective. They want to \_\_\_\_\_ their kids from every kind of danger, real or imagined.

A. spot

B. dismiss

C. shelter

D. distinguish

4. You'll surely make progress \_\_\_\_\_ you have a strong will.

A. as many as

B. as far as

C. as well as

D. as long as

5. The most distinguishable linguistic feature of a regional dialect is its \_\_\_\_\_.

A. accent

B. use of words

C. morphemes

D. use of structures

6. There are several hats on the shelf, and you can choose \_\_\_\_\_ you like.

A. wherever

B. whatever

C. whichever

D. whenever

7. \_\_\_\_\_ has already been pointed out, grammar is not a set of dead rules.

A. As

B. It

C. That

D. Which

8. \_\_\_\_\_, the tallest boy is the youngest.

A. Strange though it may seem

B. Though strange it may seem

C. Strange it may seem

D. It may seem strange

9. The synonymous pair “\_\_\_\_\_” differ in degree of formality.  
 A. sodium chloride and salt                      B. rebuke and reproach  
 C. lift and elevator                                D. petrol and gasoline
10. \_\_\_\_\_ deals with the relationship between the linguistic element and the non-linguistic world of experience.  
 A. Reference    B. Concept  
 C. Semantics                                         D. Sense
11. Among the following teaching method systems, which is based on the language functional items, aiming at cultivating students’ ability to communicate in a specific social context?  
 A. The Natural Approach.                        B. The Communicative Approach.  
 C. The Audio-lingual Method.                   D. The Grammar-translation Method.
12. When it comes to the PPP teaching model of oral English class, the second P refers to \_\_\_\_\_.  
 A. Presentation                                      B. Prediction  
 C. Practice    D. Production
13. Which of the following is not a part of teaching speaking?  
 A. Language form.                                  B. Language content.  
 C. Function.                                         D. Outline.
14. If a teacher says “Read the text carefully and figure out the meaning of the underlined word”, he/she wants to cultivate students’ reading skill of \_\_\_\_\_.  
 A. predicting                                         B. inferring  
 C. word-guessing                                   D. scanning
15. Which of the following can be used in stress and intonation practice?  
 A. The teacher can indicate the stress and intonations by clapping hands.  
 B. The teacher can raise his/her voice to indicate the stress and intonations.  
 C. The teacher can highlight the stress and intonations on the blackboard by underlining them.  
 D. All of the above.
16. When the teacher gives feedback to students on writing, he/she should NOT \_\_\_\_\_.  
 A. make positive comments on the good features of the writing  
 B. give words simply like “good” or “very good” to the writing  
 C. point out areas for improvement  
 D. express his/her opinion on the issue that student has written
17. Which of the following is NOT true about the assessment in language teaching?  
 A. Testing does not equate with assessment.  
 B. Summative assessment focuses on the process of learning.  
 C. The students themselves should be given the chance to evaluate their own performance.  
 D. Assessment means to discover what the learners know and can do at a certain stage of the learning process.

18. Which of the following statements about teachers' instructions is NOT true?

- A. Instructions should be simple and clear.
- B. Instructions can be long and complicated for students to follow.
- C. Teachers can use body language to assist students to understand.
- D. Instructions should be kept to a minimum during activities.

19. When students are doing activities, the teacher walks around and provides help if necessary, both in knowledge and language. What role is the teacher playing?

- A. Organizer.
- B. Assessor.
- C. Resource-provider.
- D. Prompter.

20. What should the teacher try to avoid when selecting listening materials?

- A. The text scripted and recorded in the studio.
- B. The text with implicated concepts beyond the comprehension of students.
- C. The text with local accents in pronunciation.
- D. The text with some difficult words for students.

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

“Deep reading”—as opposed to the often superficial reading we do on the web—is an endangered practice, one we ought to take steps to preserve as we would a historic building or a significant work of art. Its disappearance would imperil the intellectual and emotional development of generations growing up online, as well as the perpetuation of a critical part of our culture: the novels, poems and other kinds of literature that can be appreciated only by readers whose brains, quite literally, have been trained to apprehend them.

Recent research in cognitive science, psychology and neuroscience has demonstrated that deep reading—slow, immersive, rich in sensory detail and emotional and moral complexity—is a distinctive experience, different in kind from the mere decoding of words. Although deep reading does not, strictly speaking, require a conventional book, the built-in limits of the printed page are uniquely conducive to the deep reading experience. A book's lack of hyperlinks, for example, frees the reader from making decisions—Should I click on this link or not?—allowing her to remain fully immersed in the narrative.

That immersion is supported by the way the brain handles language rich in detail, allusion and metaphor: by creating a mental representation that draws on the same brain regions that would be active if the scene were unfolding in real life. The emotional situations and moral dilemmas that are the stuff of literature are also vigorous exercise for the brain, propelling us inside the heads of fictional characters and even, studies suggest, increasing our real-life capacity for empathy.

To understand why we should be concerned about how young people read, and not just whether they're reading at all, it helps to know something about the way the ability to read evolved. “Human beings were never born to read”, notes Maryanne Wolf, director of the Center for Reading and



Language Research at Tufts University and author of *Proust and the Squid: The Story and Science of the Reading Brain*. Unlike the ability to understand and produce spoken language, which under normal circumstances will unfold according to a program dictated by our genes, the ability to read must be painstakingly acquired by each individual. The “reading circuits” we construct are recruited from structures in the brain that evolved for other purposes—and these circuits can be feeble or they can be robust, depending on how often and how vigorously we use them.

The deep reader, protected from distractions and attuned to the nuances of language, enters a state that psychologist Victor Nell, in a study of the psychology of pleasure reading, likens to a hypnotic trance. Nell found that when readers are enjoying the experience the most, the pace of their reading actually slows. The combination of fast, fluent decoding of words and slow, unhurried progress on the page gives deep readers time to enrich their reading with reflection, analysis, and their own memories and opinions. It gives them time to establish an intimate relationship with the author, the two of them engaged in an extended and ardent conversation like people falling in love.

21. Why should we take steps to preserve deep reading?

- A. Because it has become an endangered practice.
- B. Because it is as important as a significant work of art.
- C. Because it helps to perpetuate a critical part of human culture.
- D. Because it fights against superficial reading.

22. Which of the following is NOT a distinctive feature of deep reading?

- A. Immersive.
- B. Rich in moral complexity.
- C. Rich in sensory detail.
- D. Filled with dilemmas.

23. Which of the following statements is TRUE?

- A. Strictly speaking, deep reading does require a conventional book.
- B. The built-in limits of the printed page impede the experience of the deep reading.
- C. A conventional book can allow readers to remain fully immersed in the narrative.
- D. Creating a mental representation can increase our real life capacity for sympathy.

24. Why did Maryanne Wolf say that “Human beings were never born to read” ?

- A. Because she tried to refute the argument that deep reading should be preserved.
- B. Because she wanted to illustrate the damage brought to human brain by deep reading.
- C. Because she wanted to explain how deep reading benefits human brain.
- D. Because she hoped to show how human brain is evolved to be able to read.

25. The underlined word “trance” in the last paragraph probably means \_\_\_\_\_.

- A. a state in which somebody seems to be asleep but is aware of what is said to them
- B. to make a person calm or unconscious, especially by giving him a drug
- C. to be or go beyond the usual limits of something
- D. the act or process of representing something in a written or printed form

请阅读 Passage 2, 完成第 26~30 小题。

### Passage 2

The history of the world's languages is largely a story of loss and decline. At around 8000 B.C. linguists estimate that upwards of 20000 languages may have been in existence. Today the number stands at 6909 and is declining rapidly. By 2100, it is quite realistic to expect that half of these languages will be gone, their last speakers dead, their words perhaps recorded in a dusty archive somewhere, but more likely undocumented entirely.

What causes this? How does one become the last speaker of a language, as Boa Sr was before her death in 2010? How do languages come to be spoken only by elders and not children?

There are a number of bad answers to these questions. One is globalization, a nebulous term used disparagingly to refer to either global economic specialization and the division of labor, or the adoption of similar cultural practices across the globe. The problem with globalization in the latter sense is that it is the result, not a cause, of language decline. Another bad answer, encompassed in the former definition of globalization, is trade and capitalism. Trade does not kill languages any more than it kills any other type of cultural practice, like painting or music. Historically, regional trade has fostered the creation of many new lingua francas, and the result tends to be a stable, healthy bilingualism between the local language and the regional trade language. It is only when the state adopts a trade language as official and, in a fit of linguistic nationalism, foists it upon its citizens, that trade languages become "killer languages". Most importantly, what both of the above answers overlook is that speaking a global language or a language of trade does not necessitate the abandonment of one's mother tongue.

The truth is, most people don't "give up" the languages they learn in their youth. They tend to speak those languages either until they die or they no longer have someone to speak them with. Instead, languages are lost when the process of intergenerational transmission is altered or interrupted. To wipe out a language, one has to enter the home and prevent the parents from speaking their native language to their children. Given such a preposterous scenario, we return to our question—how could this possibly happen?

One good answer is urbanization. If a Gikuyu and a Giriama meet in Nairobi, they won't likely speak each other's mother tongue, but they very likely will speak one or both of the trade languages in Kenya—Swahili and English. Their kids may learn a smattering of words in the heritage languages from their parents, but by the third generation any vestiges of those languages in the family will likely be gone. In other cases, extremely rural communities are drawn to the relatively easier lifestyle in cities, until sometimes entire villages are abandoned.

Urbanization, however, is not the only cause of language death. There is another that, I'm sad to say, almost none of the linguists who work on endangered languages give much thought to, and that is the state. The state is the only entity capable of reaching into the home and forcibly altering the process of language socialization in an institutionalized way.

The traditional method was simply to kill or remove indigenous and minority populations, as was done as recently as 1923 in the United States in the last conflict of the Indian War. More recently this happens through indirect means—whether intentional or otherwise—the primary method of which has been compulsory state schooling.

26. What is the passage mainly about?
  - A. Why do languages die?
  - B. How to preserve a dying language?
  - C. Why do we need to study language?
  - D. What is the relationship between language and economy?
27. Boa Sr is most likely to be \_\_\_\_\_.
  - A. a distinguished linguist
  - B. a person who inspired the author to do language research
  - C. a person who can speak many different kinds of languages
  - D. the last speaker of a language
28. Intergenerational transmission happens between \_\_\_\_\_.
  - A. teachers and students
  - B. parents and children
  - C. citizens and villagers
  - D. people speaking different languages
29. Which of the following statements is inconsistent with the author's opinion?
  - A. Globalization is the result of language decline.
  - B. Trade and capitalism may promote bilingualism.
  - C. Economic factors are associated with language development.
  - D. Urbanization can cause the death of a language because the state forbids people to speak their mother tongues.
30. What is true about the state according to the passage?
  - A. It is a cause of language death, which most linguists neglect.
  - B. It is the only entity capable of changing the process of language socialization.
  - C. It is a term used to refer to the adoption of similar cultural practices across the globe.
  - D. It prevents parents from speaking their native language to their children.

## 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. 请简要说明词汇教学的原则(10分),并举例说明两种巩固词汇的方法(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.下面是某高中教师听力课的教学片段。

T: Now, listen to the tape for the first time. Then tell me what it is mainly about.  
(老师开始播放录音,录音播放的时候,外面传来一阵噪音,不少学生往外看)  
录音播放完毕。

T: OK, the tape is over. Who can tell me the main idea of the listening material?  
(没人举手)

T: Tom, please.

Tom: Sorry! I didn't catch it.

T: Sit down. Anyone else?

...

根据上面所给的信息,从下列三个方面作答。

- (1)该片段属于什么教学环节?该教学环节的教学目的是什么?(6分)
- (2)请指出此教学活动的不合理之处。(12分)
- (3)请列举此环节之前的环节常见的教学活动。(12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20分钟的英语写作教学方案。该方案没有固定格式,但须包含下列要点:

- teaching objectives
- teaching contents
- key and difficult points
- major steps and time allocation
- activities and justifications

教学时间:20分钟

学生概况:某城镇普通中学高中一年级第二学期学生。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：

To: Mrs. Brodman

From: Amanda Bartok

Date: 3rd August

Subject: The Underwater World

(1) The Underwater World is a new park. It is located on a beautiful part of the sea front, ten kilometers from the city centre.

(2) On the one hand, there are several good things about the Underwater World.

- a. It has modern buildings and some of the latest technology.
- b. It also has some exciting things to see like the man-made iceberg and some beautiful corals.
- c. It has an excellent picnic area.

(3) On the other hand, some things are not so good.

- a. The pool for dolphins is very small and generally there are too many animals in a small area.
- b. The discovery pool is good but you have to wait for a long time to get in.
- c. There are problems with the sound in the virtual reality show.

(4) Go to the Underwater World, especially to see the corals and iceberg. However, don't go to the dolphin pool. And take your own food, and use the picnic area.

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(八)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

1. Which of the following do not belong to the same type according to the manner or place of articulation?

- |                  |                  |
|------------------|------------------|
| A. /p/, /b/, /m/ | B. /θ/, /ʒ/, /h/ |
| C. /g/, /h/, /k/ | D. /g/, /ŋ/, /k/ |

2. Which word should not be stressed in the sentence "On behalf of the whole team, I would like to thank you for your great support"?

- |        |            |
|--------|------------|
| A. On. | B. Behalf. |
| C. To. | D. I.      |

3. "Tommy, run! Be quick! The house is on fire!" the mother shouted, with \_\_\_\_\_ clearly in her voice.

- |           |             |
|-----------|-------------|
| A. anger  | B. rudeness |
| C. regret | D. panic    |

4. But the Swiss discovered long years ago that constant warfare brought them \_\_\_\_\_ suffering and poverty.

- |                    |                 |
|--------------------|-----------------|
| A. anything but    | B. nothing but  |
| C. none other than | D. no more than |

5. A Chinese student makes a sentence as follows "He is a rich man who like travelling". The error in that sentence is the result of \_\_\_\_\_.

- |                       |                      |
|-----------------------|----------------------|
| A. negative transfer  | B. positive transfer |
| C. overgeneralization | D. pragmatic failure |

6. By the end of next week, we \_\_\_\_\_ here for more than two months.

- |                     |                          |
|---------------------|--------------------------|
| A. will have come   | B. will have been coming |
| C. have been coming | D. will have been        |

7. This book is written in \_\_\_\_\_ easy English \_\_\_\_\_ beginners can understand it.

- |               |                  |
|---------------|------------------|
| A. so; that   | B. so an; that   |
| C. such; that | D. such an; that |

8. \_\_\_\_\_, we are going to visit you tomorrow.

- A. If weather is permitting
- B. Was weather permitting
- C. Weather permitting
- D. Had weather permitted

9. Which of the following studies the internal structure of words and the rules by which words are formed?

- A. Morphology.
- B. Syntax.
- C. Phonology.
- D. Semantics.

10. According to the componential analysis, the words "girl" and "woman" differ in the feature of \_\_\_\_\_.

- A. human
- B. animate
- C. gender
- D. adult

11. Which of the following statements about the Grammar Translation Method is incorrect?

- A. Use mother tongue as the teaching language.
- B. Pay little attention to the oral ability.
- C. Pay little attention to the grammar.
- D. Emphasize the importance of reading.

12. Which aspect do students focus on when they learn the usage of vocabulary?

- A. Spelling.
- B. Lexical rules.
- C. Collocations.
- D. Pronunciation.

13. What stage can the following grammar activity be used at?

The teacher asked students to arrange the words of sentences into different columns marked subject, predicate, object, object complement and so on.

- A. Presentation.
- B. Practice.
- C. Production.
- D. Preparation.

14. To develop the skill of listening, the teacher asks students to learn several new words that will appear in the listening material and predict what the listening material is about. Which stage is it at in listening class?

- A. Warming up.
- B. Pre-listening.
- C. While-listening.
- D. Post-listening.

15. The teacher should draw students' attention to \_\_\_\_\_, not only the use of language form in teaching speaking.

- A. language meaning
- B. accent
- C. origin of language
- D. interlocutors

16. \_\_\_\_\_ discourse is a narrative paragraph which shows up in reading classes or grammar classes. Some written forms of language make up the discourse with uncertain level of difficulty. New words and phrases are inevitable.

- A. Conversation
- B. Vocabulary
- C. Sentence
- D. Paragraph

17. If a teacher wants to design the Lead-in stage of a lesson plan, which of the following might be of his/her least concern?

- A. The time of Lead-in.
- B. The content of teaching and students' age.
- C. To concentrate students' attention.
- D. The number of students.

18. Which does not belong to the features of summative assessment?

- A. Based on testing.
- B. Memory work focused.
- C. Presented in marks and grades.
- D. Focused on the process of learning.

19. What is the method taken by the teacher in terms of error correction?

T: Does any of you have a pet at home?

S: I have dog at home.

T: Oh, I see you have a dog at home. Is your dog big or small?

- A. Helping students do self-correction.
- B. Indirect correction.
- C. Tolerating correction.
- D. Encouraging students to do peer-correction.

20. The teacher works as a(n) \_\_\_\_\_ in the conversation below.

Student: I go to the museum last Sunday.

Teacher: That's nice. You went to the museum last Sunday, right?

- A. instructor
- B. controller
- C. organizer
- D. assessor

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

Parenthood isn't a career-killer. The effect of parenthood is not that severe as people imagine. In fact, economists with two or more kids tend to produce more research, not less, than their one-child or childless colleagues. But female economists in particular can pay a price in terms of productivity after becoming mothers, especially if they're young or unmarried.

That's, according to new research from the Federal Reserve Bank of St. Louis, a working paper (*Parenthood and Productivity of Highly Skilled Labour: Evidence from the Grove of Academe*) published this month by Matthias Krapf of the University of Zurich, Heinrich Ursprung of the University of Konstanz and Christian Zimmermann of the regional reserve bank.

"There is a widespread conviction that motherhood is extremely costly in terms of professional career advancement. In particular, it is often argued that the only way for young women to make a challenging career is to remain childless," they wrote. "Our study of the academic labour market arrives at a somewhat less dreary picture: we do not observe a family gap in research productivity among female academic economists. Moreover, motherhood-induced decreases in research productivity are less pronounced than usually purported."

The authors in early 2012 surveyed about 10000 economists through the Research Papers in



Economics online platform, matching the academics' answers with their publication records. They gauged an economist's productivity by looking at their output: published research, weighted by journal quality. Some of their findings are as follows:

"Mothers of at least two children are, on average, more productive than mothers of only one child, and mothers in general are more productive than childless women. Fathers of at least two children are also more productive than fathers of one child and childless men. Toward the end of their careers, however, childless men appear to be somewhat more productive than fathers of one child."

Parenthood does appear linked to lower productivity while the children are 12 and younger: mothers average a 17.4% loss, while fathers average a 5% loss. A female economist with three children, on average, loses the equivalent of four years of research output by the time her kids become teenagers.

Women who are married or in a stable relationship "do not have any drop in research productivity in the three years following childbirth." For single mothers, research output drops by roughly a third over the same period.

Female economists who have their first child before the age of 30 are less productive, while "for older first-time mothers, the effect remains negative, but it is much smaller and lacks statistical significance."

Male economists without tenure become more productive after having a child, while tenured male economists won't be more productive. There is no similar effect for female economists.

21. What is the relationship between the first two paragraphs?

- A. Comparison and contrast.
- B. Paragraph 2 is the illustration of Paragraph 1.
- C. Cause and effect.
- D. The two paragraphs are two sides of the same topic.

22. The word "dreary" (Para. 3) may mean \_\_\_\_\_.

- A. exciting
- B. relieved
- C. inspiring
- D. downcast

23. Which condition of the following can lead to less productivity?

- A. Women have two children or more.
- B. Women have no children.
- C. Men have two children or more.
- D. Women with stable marriage relationship.

24. Which of the following statements is NOT true?

- A. Female economists can pay a price for productivity after becoming mothers.
- B. Towards retirements, childless men seem to be more productive.
- C. Female economists without tenure become more productive after having a child.
- D. Mothers' productivity is lower than fathers' while their children are 12 and younger.

25. What is the main idea of this passage?

- A. Parenthood will kill one's career.

- B. How does having kids affect one's productivity?
- C. To be a mother means less productivity.
- D. More children, lower productivity.

请阅读 Passage 2, 完成第 26~30 小题。

### Passage 2

Imagine the solitude felt by Marie Smith before she died earlier this year in her native Alaska, at 89. She was the last person who knew the language of the Eyak people as a mother-tongue. Or imagine Ned Mandrell, who died in 1974—he was the last native speaker of Manx. In remote parts of the world, dozens more people are on the point of taking to their graves a system of communication that will never be recorded or reconstructed.

Should anyone lose sleep over the fact that many tongues are in danger of suffering a similar fate? Compared with groups who advocate saving animals or trees, campaigners who advocate preserving languages are themselves a rare breed. But they are trying both to impede and publicize an alarming acceleration in the rate at which languages are vanishing. Of some 6900 tongues spoken in the world today, some 50% to 90% could be gone by the end of the century. In Africa, at least 300 languages are in near-term danger, and 200 more have died recently or are on the verge of death. Some 145 languages are threatened in East and South-east Asia.

Some languages even face a threat in the shape of political power bent on imposing a majority tongue. A youngster in any part of France soon realized that whatever you spoke at home, mastering French was the key to success. Nor did English reach its present global status without ruthless tactics. In years past, Americans, Canadians and Australians took native children away from their families to be raised at boarding schools where English rules.

The result is a growing list of tongues spoken only by white-haired elders. For instance, Njerep, one of 31 endangered languages in Cameroon, reportedly has only four speakers left, all over 60. The valleys of the Caucansus used to be a paradise for linguists in search of unusual syntax, but Ubykh, one of the region's mysterious tongues, officially expired in 1992.

26. What led to Marie Smith's solitude?
  - A. The language she spoke will never be recorded.
  - B. People around her could not understand her.
  - C. She's a native of Alaska but lives far away from it.
  - D. She's the last person having Eyak as a mother-tongue.
27. What do campaigners in Paragraph 2 strive to do?
  - A. Take measures to take down spoken languages.
  - B. Record and reconstruct all the vanishing languages.
  - C. Slow down languages' vanishing and make them known.
  - D. Speed up the rate of learning a certain foreign language.

28. From Paragraph 3, we can know that \_\_\_\_\_.  
 A. mastering French holds the key to one's career success  
 B. the vanishing languages are promoted by political figures  
 C. some languages are threatened by certain political power  
 D. English stands out from languages due to its own advantages
29. The last paragraph implies that in the future the number of languages will \_\_\_\_\_.  
 A. stop falling  
 B. stop increasing  
 C. begin to climb  
 D. continue to decrease
30. What does the author feel about the vanishing languages throughout the world?  
 A. Concerned.  
 B. Indifferent.  
 C. Pleased.  
 D. Sympathetic.

## 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. 简述口语教学活动的主要类型(12分),并对任意两种活动形式进行举例说明(8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. 下面是某英语教师使用的《学生词汇学习评价表》。该教师运用该表记录了学生在学习完某单元后对词汇的掌握情况。

学生词汇学习评价表

Name	Pronunciation	Form	Meaning	Collocation
李华	Perfect	Good	Pretty good	Not bad
张明	Good	Perfect	Pretty good	Not bad
张华	Pretty good	Not bad	Good	Good

请根据所给信息从下列四个方面作答。

- (1) 该表说明教师采用了哪种评价方式? 举例说明此类评价包括哪些评价方法?(8分)
- (2) 该评价方式的功能是什么?(4分)
- (3) 该表具有哪些优点和不足?(8分)
- (4) 请对该表进行改进。(10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20分钟的英语阅读教学方案。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

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：

#### Body Language

Debbie and Simon have part-time jobs at a travel agency. It is Saturday morning and they are sitting in the office. Debbie and Simon looked up as a well-dressed lady entered. The lady glanced at them both, then walked over to Debbie. Debbie greeted her cheerfully.

“Hello,” the lady said. “I want to go by train from ...”

Simon sighed. Mr. Young, a senior employee, was standing beside him.

“What’s up, Simon? You don’t look very happy.”

“The customers always prefer Debbie to me. I don’t understand why.”

“I do. It’s the way you communicate.”

“How can that be?” Simon asked. “I don’t even get a chance to speak to them.”

“Speech is not the only method of communication. Your body language is important, too.”

“What kind of language is that?”

“It’s the way you stand and sit. It’s your gestures and the expression on your face and in your eyes. Your whole appearance communicates things. You often rest your head on your hand. You don’t look up. You never smile. So you don’t make a good impression on people.”

“But look at Debbie. She makes eye contact with the customers. She’s holding her head up. She smiles, that’s why the customers go to her and not to you.”

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(九)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

- Which of the following underlined parts is different in pronunciation from others?  
A. New. B. Flew.  
C. Brew. D. Jewelry.
- According to the position of the highest part of the tongue, the vowels can be divided into the following three kinds except \_\_\_\_\_.  
A. middle B. central  
C. front D. back
- Bill is very \_\_\_\_\_; you can trust him and turn to him for help when you are in trouble.  
A. reliable B. proud  
C. dependent D. confident
- Progress so far has been very good. \_\_\_\_\_, we are confident that the work will be completed on time.  
A. All in all B. As a result  
C. In other words D. On the contrary
- Go for a picnic this week, OK?  
—\_\_\_\_\_. I love getting close to nature.  
A. I couldn't agree more B. I don't think so  
C. I believe not D. I'm afraid not
- \_\_\_\_\_ kids to use their imagination and they will surely make progress in their writing.  
A. Encourage B. Encouraging  
C. To encourage D. Being encouraged
- Do you have any idea \_\_\_\_\_?  
A. how I was worried  
B. how worried I was  
C. how worried was I  
D. what I was worried

8. I still live in that old apartment. My new house \_\_\_\_\_ and the work will be done next month.

- A. has decorated
- B. had been decorated
- C. is decorated
- D. is being decorated

9. "This orphan has no father" is a case of \_\_\_\_\_.

- A. inconsistency
- B. presupposition
- C. semantic anomaly
- D. tautology

10. The function of the sentence "Water boils at 100 degrees centigrade." is \_\_\_\_\_.

- A. interrogative
- B. directive
- C. informative
- D. performative

11. In communicative output activities, the criterion of success is whether the learner gets the message across. \_\_\_\_\_ is not a consideration unless the lack of it influences the understanding of the message.

- A. Accuracy
- B. Consistency
- C. Fluency
- D. Intelligibility

12. Which of the following is not a part of pronunciation teaching?

- A. Basic pronunciations.
- B. Stress.
- C. The variation of pronunciations.
- D. Syntax.

13. How can we help students to memorize a new word more effectively?

- A. Put the new word in a context, relate it to known words, and use illustrations.
- B. Pre-teach the new word of a text and pronounce it correctly.
- C. Put the new word in a list of unconnected words with illustrations.
- D. Ask students to repeat the new word and write it down for several times.

14. If students have finished their writing, what instruction may the teacher give then?

- A. Gather relevant information and ideas.
- B. Make an outline.
- C. Brainstorm.
- D. Share the writing.

15. When you pick up a newspaper, you read through the headlines, titles and subtitles quickly to get a general idea about what is written on the page and find out if there is anything interesting. This skill is called \_\_\_\_\_.

- A. scanning
- B. skimming
- C. inferring
- D. predicting

16. Which of the following types of questions can least elicit students' ideas?

- A. Display questions.
- B. Divergent questions.
- C. Open questions.
- D. Evaluation questions.

17. In a listening class, the teacher asks students to write a broad outline according to their notes which are made during listening. Which stage does this activity belong to?

- A. Pre-listening.
- B. While-listening.
- C. Post-listening.
- D. Practice.

18. Which of the following ways does NOT belong to formative assessment?

- A. Questionnaire survey.
- B. Final examination.
- C. Portfolio.
- D. Evaluation scale.

19. The best form of activity when the students are given the task to work out answers to the questions of a passage is \_\_\_\_\_.

- A. one-to-one work
- B. group work
- C. pair work
- D. individual work

20. If a teacher says “Why don’t you have pair work or group work? If you are good enough, please discuss these questions after reading.” in a class, he/she \_\_\_\_\_.

- A. doesn’t tell students exactly what to do and how to do
- B. gives a clear instruction
- C. gives a suggestion
- D. shows students how to discuss questions

请阅读 Passage 1, 完成第 21~25 小题。

### Passage 1

In some countries where racial prejudice is acute, violence has so come to be taken for granted as a means of solving differences, that it is not even questioned. There are countries where the white man imposes his rule by brute force; there are countries where the black man protests by setting fire to cities and by looting and pillaging. Important people on both sides, who would in other respects appear to be reasonable men, get up and calmly argue in favor of violence—as if it were a legitimate solution, like any other. What is really frightening, what really fills you with despair, is the realization that when it comes to the crunch, we have made no actual progress at all. We may wear collars and ties instead of war-paint, but our instincts remain basically unchanged. The whole of the recorded history of the human race, that tedious documentation of violence, has taught us absolutely nothing. We have still not learnt that violence never solves a problem but makes it more acute. The sheer horror, the bloodshed, the suffering mean nothing. No solution ever comes to light the morning after when we dismally contemplate the smoking ruins and wonder what hit us.

The truly reasonable men who know where the solutions lie are finding it harder and harder to get a hearing. They are despised, mistrusted and even persecuted by their own kind because they advocate such apparently outrageous things as law enforcement. If half the energy that goes into violent acts were put to good use, if our efforts were directed at cleaning up the slums and ghettos, at improving living standards and providing education and employment for all, we would have gone a long way to arriving at a solution. Our strength is sapped by having to mop up the mess

that violence leaves in its wake. In a well-directed effort, it would not be impossible to fulfill the ideals of a stable social programme. The benefits that can be derived from constructive solutions are everywhere apparent in the world around us. Genuine and lasting solutions are always possible, providing we work within the framework of the law.

Before we can even begin to contemplate peaceful co-existence between the races, we must appreciate each other's problems. And to do this, we must learn about them: it is a simple exercise in communication, in exchanging information. "Talk, talk, talk", the advocates of violence say, "all you ever do is talk, and we are none the wiser." It's rather like the story of the famous barrister who painstakingly explained his case to the judge. After listening to a lengthy argument the judge complained that after all this talk, he was none the wiser. "Possible, my lord", the barrister replied, "none the wiser, but surely far better informed." Knowledge is the necessary prerequisite to wisdom: the knowledge that violence creates the evils it pretends to solve.

21. What is the best title for this passage?

- A. Advocating Violence
- B. Violence Can Do Nothing to Diminish Race Prejudice
- C. Important People on Both Sides See Violence as a Legitimate Solution
- D. The Instincts of Human Race Are Thirsty for Violence

22. Recorded history has taught us \_\_\_\_\_.

- A. violence never solves anything
- B. nothing
- C. the bloodshed means nothing
- D. everything

23. It can be inferred that truly reasonable men \_\_\_\_\_.

- A. can't get a hearing
- B. are looked down upon
- C. are persecuted
- D. have difficulty in advocating law enforcement

24. "he was none the wiser" means \_\_\_\_\_.

- A. he was not at all wise in listening
- B. he was not at all wiser than nothing before
- C. he gains nothing after listening
- D. he makes no sense of the argument

25. According to the author, the best way to solve race prejudice is \_\_\_\_\_.

- A. law enforcement
- B. knowledge
- C. nonviolence
- D. mopping up the violent mess



请阅读 Passage 2, 完成第 26~30 小题。

### Passage 2

Two friends have an argument that breaks up their friendship forever, even though neither one can remember how the whole thing got started. Such sad events happen over and over again in high schools across the country. In fact, according to an official report on youth violence, “In our country today, the greatest threat to the lives of children and adolescents is not disease or starvation or abandonment, but the terrible reality of violence”. Given that this is the case, why aren’t students taught to manage conflict the way they are taught to solve math problems, drive cars, or stay physically fit?

First of all, students need to realize that conflict is unavoidable. A report on violence among middle school and high school students indicates that most violent incidents between students begin with a relatively minor insult. For example, a fight could start over the fact that one student eats a peanut butter sandwich each lunchtime. Laughter over the sandwich can lead to insults, which in turn can lead to violence. The problem isn’t in the sandwich, but in the way students deal with the conflict.

Once students recognize that conflict is unavoidable, they can practice the golden rule of conflict resolution: stay calm. Once the student feels calmer, he or she should choose words that will calm the other person down as well. Rude words, name-calling, and accusation only add fuel to the emotional fire. On the other hand, soft words spoken at a normal sound level can put out the fire before it explodes out of control.

After both sides have calmed down, they can use another key strategy for conflict resolution: listening. Listening allows the two sides to understand each other. One person should describe his or her side, and the other person should listen without interrupting. Afterward, the listener can ask non-threatening questions to clarify the speaker’s position. Then the two people should change roles.

Finally, students need to consider what they are hearing. This doesn’t mean trying to figure out what’s wrong with the other person. It means understanding what the real issue is and what both sides are trying to accomplish. For example, a shouting match over a peanut butter sandwich might happen because one person thinks the other person is unwilling to try new things. Students need to ask themselves questions such as these: How did this start? What do I really want? What am I afraid of? As the issue becomes clearer, the conflict often simply becomes smaller. Even if it doesn’t, careful thought helps both sides figure out a mutual solution.

There will always be conflict in schools, but that doesn’t mean there needs to be violence. After students in Atlanta started a conflict resolution program, according to Educators for Social Responsibility, “64% of the teachers reported less physical violence in the classroom; 75% of the teachers reported an increase in student cooperation; and 92% of the students felt better about themselves”. Learning to resolve conflicts can help students deal with friends, teachers, parents, bosses, and coworkers. In that way, conflict resolution is a basic life skill that should be taught in schools across the country.

26. This article is mainly about \_\_\_\_\_.  
 A. the lives of school children  
 B. the cause of arguments in schools  
 C. how to analyze youth violence  
 D. how to deal with school conflicts
27. From Paragraph 2 we can learn that \_\_\_\_\_.  
 A. violence is more likely to occur at lunchtime  
 B. a small conflict can lead to violence  
 C. students tend to lose their temper easily  
 D. the eating habit of a student is often the cause of a fight
28. Why do students need to ask themselves the questions stated in Paragraph 5?  
 A. To find out who is to blame.  
 B. To get ready to try new things.  
 C. To make clear what the real issue is.  
 D. To figure out how to stop the shouting match.
29. After the conflict resolution program was started in Atlanta, it was found that \_\_\_\_\_.  
 A. there was a decrease in classroom violence  
 B. there was less student cooperation in the classroom  
 C. more teachers felt better about themselves in schools  
 D. the teacher-student relationship greatly improved
30. The writer's purpose for writing this article is to \_\_\_\_\_.  
 A. complain about problems in school education  
 B. teach students different strategies for school life  
 C. advocate teaching conflict management in schools  
 D. inform teachers of the latest studies on school violence

## 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. 在语法教学中,语法练习的形式有几种(12分)?请举例说明其中任意两种练习形式(8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. 请仔细阅读以下两则材料。

材料一:

Ask the students to read the text fast to get the general idea of each paragraph. At the same time, analyze the writing pattern of the text.

Paragraph 1: An environmental report points out many plants and animals are endangered.

(problem)

↓

Paragraph 2: Explain different reasons for endangerment.

(analysis)

↓

Paragraph 3: Suggest what people can do to help endangered plants and animals.

(possible solution)

材料二:

Ask students to read Paragraph 2 and 3 again and finish the note-taking exercises.

Note-taking

● What causes endangerment?

habitat loss

arrival of new species

overusing plants and overhunting animals

pollution

● What can we do?

to stop polluting the environment

to create more space for animals and plants

to learn more about animals, plants and the environment

根据上面所给的信息,从下列三个方面作答。

(1) 判断材料一和材料二分别体现的是阅读教学中的哪两个环节,并说出判断依据。

(8分)

(2) 两个阅读环节分别可以锻炼学生哪方面的能力? (7分)

(3) 在阅读教学中,应遵循哪些原则? (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20分钟的英语写作教学方案。教案没有固定格式,但必须包含下列要点:

- 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:

Dear Editor,

I'm a student at a high school in Berlin. I think highly of those who are searching for the Amber Room. I don't agree that they should return the treasure to Russia if they find it. Nor do I think they should give it to any government. The search has cost them a lot of time and money. So I think that those who find the Amber Room should decide what to do with it.

Yours,  
Johann Weber

# 教师资格考试英语学科知识与教学能力(高级中学)

## 标准预测试卷(十)

(考试时间:120分钟 满分:150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,错选、多选或未选均无分。

- Which of the following descriptions of the sound segments is NOT correct?  
 A. /b/ voiced, bilabial, stop  
 B. /z/ voiced, alveolar, fricative  
 C. /k/ voiceless, alveolar, stop  
 D. /dʒ/ voiced, post-alveolar, affricate
- How many consonant clusters exist in the sentence "The story was splashed across the front page of the newspaper" ?  
 A. 2  
 B. 3  
 C. 4  
 D. 5
- The thing that \_\_\_\_\_ is not whether you fail or not, but whether you try or not.  
 A. cares  
 B. matters  
 C. considers  
 D. minds
- We'd better discuss everything \_\_\_\_\_ before we work out the plan.  
 A. in detail  
 B. in general  
 C. on purpose  
 D. on time
- Sir, I'd like to take a week's holiday.  
 — \_\_\_\_\_ We're too busy now.  
 A. Forget it.  
 B. Don't mention it.  
 C. Don't worry.  
 D. Pardon me?
- \_\_\_\_\_ as he is, he has turned \_\_\_\_\_ professional writer.  
 A. Teenager; /  
 B. A teenager; a  
 C. Teenager; a  
 D. A teenager; /
- No one knows exactly \_\_\_\_\_ this ancient bridge was built. Some say it was built during the Tang dynasty, but others disagree.  
 A. how  
 B. why  
 C. when  
 D. whether

8. It was not until he came back \_\_\_\_\_ he knew the police were looking for him.  
 A. which B. since  
 C. that D. before
9. A \_\_\_\_\_ is a variety of language that serves as a medium of communication among groups of people with diverse linguistic backgrounds.  
 A. lingua franca B. register  
 C. creole D. dialect
10. The syntactic component provides the \_\_\_\_\_ for a sentence.  
 A. lexicon B. structure  
 C. meaning D. sound
11. Total Physical Response belongs to the comprehension approach which especially emphasizes on the understanding of \_\_\_\_\_. Teachers give instructions in foreign language; students need to use body movements to respond to the teachers.  
 A. listening B. speaking  
 C. reading D. writing
12. When a teacher teaches the word “famous” , he/she teaches two collocations “be famous for” and “be famous as” . The teacher attaches importance to \_\_\_\_\_.  
 A. word meaning B. word information  
 C. word usage D. word strategies
13. Which of the following belongs to language structure?  
 A. Morphology. B. Language use.  
 C. Rhetoric. D. Language meaning.
14. When a teacher leads students to make necessary improvements in both organization and contents based on either self-editing or peer-editing, which stage are they in?  
 A. Editing. B. Conferencing.  
 C. Revising. D. Drafting.
15. Which of the following is NOT a suitable skimming activity?  
 A. Giving the title. B. Matching the title.  
 C. Locating specific information. D. Making an outline.
16. Students are offered opportunities to integrate what they learned from the text into their existing knowledge and communicate with others using the information in the listening text. This description belongs to \_\_\_\_\_ stage.  
 A. pre-listening B. while-listening  
 C. post-listening D. none of them
17. Learning portfolio is an important means of \_\_\_\_\_.  
 A. summative assessment B. formative assessment  
 C. diagnostic assessment D. none of the above

18. In which of the following situations is the teacher playing the role of an assessor?
- A. Teaching new words.
  - B. Giving examples of how to do an activity after instructions.
  - C. Enlightening students to express their ideas.
  - D. Giving feedback.
19. Which of the following activities does not belong to teaching activities?
- A. Survey and interview.
  - B. Planning text structure.
  - C. Impromptu speaking and discussion.
  - D. Cooperative learning.
20. For better classroom management, what should the teacher do while the students are doing activities?
- A. Participating in a group.
  - B. Preparing for the next procedure.
  - C. Moving around to monitor, prompt students and provide help.
  - D. Standing in front of the class.

请阅读 Passage 1, 完成 第 21~25 小题。

### Passage 1

How should one invest a sum of money in these days of inflation? Left in a bank it will hardly keep its value, however high the interest rate. Only a brave man, or a very rich one, dares to buy and sell on the Stock Market. Today it seems that one of the best ways to protect your savings, and even increase your wealth is to buy beautiful objects from the past. Here I am going to offer some advice on collecting antique clocks, which I personally consider are among the most interesting of antiques.

I sometimes wonder what a being from another planet might report back about our way of life. "The planet Earth is ruled by a mysterious creature that sits or stands in a room and makes a strange ticking sound. It has a face with twelve black marks and two hands. Men can do nothing without its permission, and it fastens its young round people's wrists so that everywhere men go they are still under its control. This creature is the real master of Earth and men are its slaves."

Whether or not we are slaves of time today depends on our culture and personality, but it is believed that many years ago kings kept special slaves to tell the time. Certain men were very clever at measuring the time of day according to the beating of their own hearts. They were made to stand in a fixed place and every hour or so would shout the time. So it seems that the first clocks were human beings.

However, men quickly found more convenient and reliable ways of telling the time. They learned to use the shadows cast by the sun. They marked the hours on candles, used sand in hour-glasses, and invented water-clocks. Indeed, any serious student of antique should spend as much time as possible visiting palaces, stately homes and museums to see some of the finest examples of



clocks from the past.

Antique clocks could be very expensive, but **one** of the joys of collecting clocks is that it is still possible to find quite cheap ones for your own **home**. After all, if you are going to be ruled by time, why not invest in an antique clock and perhaps **make** a future profit?

21. According to the passage, collecting antique clocks \_\_\_\_\_.

- A. can hardly keep the value of your savings
- B. will cost much of your savings
- C. may increase your wealth
- D. needs your bravery

22. By quoting the remark of a being from **another** planet, the author intends to \_\_\_\_\_.

- A. suggest human beings are controlled by a clock
- B. describes why clocks can rule the planet **Earth**
- C. tell readers what clocks look like
- D. compare clocks to human beings

23. Which of the following is NOT mentioned as a way to measure the time?

- A. Counting the beating of one's own heart.
- B. Making use of candles, sand and water.
- C. Observing shadows cast by the sun.
- D. Keeping slaves busy day and night.

24. The underlined phrase "stately homes" **in** Paragraph 4 means \_\_\_\_\_.

- A. state-owned houses
- B. houses in very good condition
- C. grand houses open to the public
- D. houses where statesmen meet regularly

25. The purpose of the passage is \_\_\_\_\_.

- A. to introduce the culture of antique clocks
- B. to offer some advice on collecting antique clocks
- C. to compare different ways to make a future profit
- D. to explain convenient and reliable ways of telling time

请阅读 Passage 2, 完成第 26~30 小题。

## Passage 2

What we know of prenatal development **makes** all this attempt made by a mother to mold the character of her unborn child by studying poetry, art, or mathematics during pregnancy seem utterly impossible. How could such extremely complex influences pass from the mother to the child? There is no connection between their nervous systems. Even the blood vessels of mother and child do not join directly. An emotional shock to the mother **will** affect her child, because it changes the activity of her glands and so the chemistry in her blood. Any chemical change in the mother's blood will affect the child for better or worse. But we **cannot** see how a looking for mathematics or poetic genius can be dissolved in blood and produce **a** similar liking or genius in the child.



In our discussion of instincts we saw that there was reason to believe that whatever we inherit must be of some very simple sort rather than any complicated or very definite kind of behavior. It is certain that no one inherits a knowledge of mathematics. It may be, however, that children inherit more or less of a rather general ability that we may call intelligence. If very intelligent children become deeply interested in mathematics, they will probably make a success of that study.

As for musical ability, it may be that what is inherited is an especially sensitive ear, a peculiar structure of the hands or the vocal organs connections between nerves and muscles that make it comparatively easy to learn the movements a musician must execute, and particularly vigorous emotions. If these factors are all organized around music, the child may become a musician. The same factors, in other circumstance might be organized about some other center of interest. The rich emotional equipment might find expression in poetry. The capable fingers might develop skill in surgery. It is not the knowledge of music that is inherited, then nor even the love of it, but a certain bodily structure that makes it comparatively easy to acquire musical knowledge and skill. Whether that ability shall be directed toward music or some other undertaking may be decided entirely by forces in the environment in which a child grows up.

26. Which of the following statements is not true?

A. Some mothers try to influence their unborn children by studying art and other subjects during their pregnancy.

B. It is utterly impossible for us to learn anything about prenatal development.

C. The blood vessels of mother and child do not join directly.

D. There is no connection between mother's nervous systems and her unborn child's.

27. A mother will affect her unborn baby on the condition that \_\_\_\_\_.

A. she is emotionally shocked

B. she has a good knowledge of inheritance

C. she takes part in all kinds of activities

D. she sticks to studying

28. According to the passage, a child may inherit \_\_\_\_\_.

A. everything from his mother

B. a knowledge of mathematics

C. a rather general ability that we call intelligence

D. her mother's musical ability

29. If a child inherits something from his mother, such as an especially sensitive ear, a peculiar structure of the hands or the vocal organs, he will \_\_\_\_\_.

A. surely become a musician

B. mostly become a poet

C. possibly become a teacher

D. become a musician on the condition that all these factors are organized around music

30. Which of the following is the best title for the passage?

- A. The Role of Inheritance
- B. An Unborn Child
- C. The Function of Instincts
- D. Inherited Talents

## 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skimming的基本含义并举一例说明其用途(10分)。写出训练该项技能时可采取的三个步骤,并用英语写出两句相关的教师指令语(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. 下列片段选自某高中英语课堂教学实录。

T: Good morning, everyone. Today we will learn a new unit. At the beginning of our class, I'd like to ask you one question. What's your dream?

S1: Travel around the world!

T: What do you want to be in the future?

S2: Musician!

S3: Scientist!

T: Great! Scientist. So how many scientists do you know in the world?

S1: Tu Youyou, Qian Xuesen.

S2: Madam Curie, Einstein.

T: Pretty good. Now let's look at pictures on the screen and guess who he is according to the hints:

He discovered why all things fall on the earth.

(Show a picture of an apple tree, and there is a person under the tree.)

Who is he?

Ss: Newton!

T: Excellent! And what is his achievement?

(Present other pictures about some scientists and make students guess who they are as the procedure above ...)

T: Look at the photos of four great scientists. Write down as much information as you can in five minutes.

T: Now let's open the book and turn to page ...

根据所给信息从下列三个方面作答。

- (1) 该材料体现了教学过程的哪一环节？该环节具有哪些作用？（8分）
- (2) 分析教师使用了哪一种教学方法及其设计意图。（10分）
- (3) 指出该教学设计存在的两处问题，并分别给出改进意见。（12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：

- 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：

#### COPERNICUS' REVOLUTIONARY THEORY

Nicolaus Copernicus was frightened and his mind was confused. Although he had tried to ignore them, all his mathematical calculations led to the same conclusion: that the earth was not the center of the solar system. Only if you put the sun there did the movements of the other planets in the sky make sense. Yet he could not tell anyone about his theory as the powerful Christian Church would have punished him for even suggesting such an idea. They believed God had made the world and for that reason the earth was special and must be the center of the solar system.

The problem arose because astronomers had noticed that some planets in the sky seemed to stop, move backward and then go forward in a loop. Others appeared brighter at times and less bright at others. This was very strange if the earth was the center of the solar system and all planets went round it.

Copernicus had thought long and hard about these problems and tried to find an answer. He had collected observations of the stars and used all his mathematical knowledge to explain them. But only his new theory could do that. So between 1510 and 1514 he worked on it, gradually improving his theory until he felt it was complete.

In 1514 he showed it privately to his friends. The changes he made to the old theory were revolutionary. He placed a fixed sun at the center of the solar system with the planets going round it and only the moon still going round the earth. He also suggested that the earth was spinning as it went round the sun and this explained changes in the movement of the planets and in the brightness of the stars. His friends were enthusiastic and encouraged him to publish his ideas, but Copernicus was cautious. He did not want to be attacked by the Christian Church, so he only published it as he lay dying in 1543.

Certainly he was right to be careful. The Christian Church rejected his theory, saying it was against God's idea and people who supported it would be attacked. Yet Copernicus's theory is now the basis on which all our ideas of the universe are built. His theory replaced the Christian idea of gravity, which said things fell to earth because God created the earth as the center of the universe. Copernicus showed this was obviously wrong. Now people can see that there is a direct link between his theory and the work of Isaac Newton, Albert Einstein and Stephen Hawking.

Please write a short letter asking Copernicus to publish his ideas so everyone can read them based on the material above.