

## 教师资格考试预测试卷(一)

### 一、单项选择题

1. D【解析】在 picture 中,[k]后出现塞擦音[tʃ],发生不完全爆破,选 D。
2. C【解析】[f]为清音、唇齿音、摩擦音。
3. D【解析】expect to do sth. 为固定用法。此处 expect 后跟的是 there be 结构的动词不定式形式。句意:学生们希望期末考试前开展更多的复习课。
4. B【解析】句意:\_\_\_\_\_工会和管理层之间一直缺乏沟通。regretful“感到遗憾的”;regrettable“令人遗憾的,可惜的”;regretting 和 regretted 为分词形式,均不符合题意,故选 B。
5. B【解析】may well 主要用于加强推测的语气,表示具有较大的可能性;might as well“不妨”用于表示提议;as well as“也,还”连接两个并列成分;as well“也,又”相当于 too 或 also,常位于句末。句意:既然火车一个小时以后才开,我们不妨到快餐店吃点东西。
6. C【解析】句意:肢体语言是一个强大的交流系统,\_\_\_\_\_它可以表示非常不同的东西。根据语境可知,前后是因果关系,后半句表示原因,故选 C。
7. A【解析】由 X 和 Y 的对话可知,Y 强调的是“我们”去蒙古了,而不是“他们”。因此对话强调的是“谁”去蒙古了,选 A。
8. B【解析】motel 是由 motor 和 hotel 混合而成的,故选 B。
9. A【解析】这两句话的意思均为“我将要做家庭作业”,但它们的表达形式是不一样的,即它们的深层结构相同,但表层结构不同。所以选 A。
10. B【解析】公路上的“道路封闭”警示牌具有提醒、告知的作用,体现了语言的信息功能。
11. A【解析】题干中教师让学生圈画单词中重读的音节,显然是在教授单词的重音,故选 A。
12. A【解析】由破折号后的内容“与学生一起参与交流活动”可知,此时教师的角色是合作交流者。
13. C【解析】小组讨论时,最好分组采用环形的座位安排,以保证学生面对面地交流。选项 A 适用于全班讨论;选项 B 适用于个体活动和全班活动;选项 D 适用于结对活动。
14. A【解析】听力音频的语速应和人们正常交流时的语速一致。
15. D【解析】inferring 意为“推理,猜测”,是从文本的字里行间推测深层含义的能力。
16. B【解析】测试是终结性评价的一种方式。
17. D【解析】考查词汇积累策略。课外积累词汇的方法有:定期复习、根据语境推测词义、及时整理词汇和运用学过的词汇。
18. B【解析】总结文章的内容和主旨思想,需要用到的是认知策略。
19. A【解析】书面语是一种正式的语言表达形式,要求句子结构完整、用词规范、语法正确、避免重复等。
20. C【解析】分析每单元的课题可知,自我介绍、问候、问路、致歉、邀请、致谢都是语言的功能,因此属于功能大纲。
21. B【解析】细节理解题。根据文章第一段第一句及第二句“Flores Colque celebrated her 118th birthday last month. She is the oldest woman in Bolivia.”可知,选 B。
22. D【解析】推理判断题。根据文章第一段第二句“She is the oldest woman in Bolivia.”由地理常识可知,Bolivia 在南美洲。故选 D。
23. A【解析】词义猜测题。根据语境及句意推测 herded 一词的意思为“放牧”。
24. C【解析】细节理解题。根据文章最后一段第二句“Then she moved to a valley, where she sold fruits and vegetables.”可知,选 C。
25. D【解析】细节理解题。根据文章第三段第一句“‘She’s always been active, easygoing and fun,’ says her grandniece, who lives with her in a simple home with a dirt floor.”可知,选 B。
26. A【解析】细节理解题。根据文章第一段可知,A 项正确,其余三项是时间或数值不对。
27. D【解析】细节理解题。根据文章第二段第一句“‘Older adult falls are increasing and, sadly, often indicate the end of independence’”可知,选 D。
28. B【解析】词义猜测题。根据题干定位至最后一段最后一句,由语法关系可知,frailer 与 lose independence 应褒贬相同,frailer“脆弱的”,结合语境可知选 B。
29. A【解析】细节理解题。根据文章第四段第二句

“A fall is a very frightening thing that you keep quiet about.”可知,选A。

30. A【解析】主旨大意题。通读全文可知,文章主要围绕“老人摔倒的数字在上升”这一现象进行的。B项描述错误,C、D项即使在现实生活中是这样的,但不是文章所要表达的意思。

## 二、简答题

31. 作业的意义是什么?请为“How do you make a banana milk shake?”这一单元设计两种不同形式的作业并阐述原因。

【参考答案】

(1)作业的意义:

- ①可以检查自己的学习效果。
- ②可以加深对知识的理解。
- ③可以培养思维能力。
- ④做作业可以为总复习积累资料。

(2)作业设计:

①根据新课改的理念,老师在学生学习的过程中要培养他们的动手操作以及实际运用能力,所以教师在本单元结束后可以让孩子们在家里为自己的爸爸妈妈做一杯水果奶昔,这样学生们不仅做到了学以致用,同时父母也可以了解孩子在学校的学习内容,也为一家人创造了一个温馨相处的机会。

②为了培养学生们的创新能力,教师可以让学生们回去想想我们还可以用哪些材料制作饮品,并做记录用英文在下节课中分享。这样的作业新颖有趣,记录过程也锻炼了学生的写作能力,在课堂中分享也是为学生们提供一个展现自我的机会,培养他们的表达能力,帮学生建立自信心。

## 三、教学情境分析题

32. 【参考答案】

(1)此语段教师采用了归纳式讲授新知识。

首先教师呈现实例“stomachache”,学生观察语言现象,发现语言结构规律或规则“-ache”和“sore...”之后,教师通过小顺口溜给予反馈,学生进行语言训练。这些活动有利于学生对语言现象的理解和运用。

(2)此语段教师采用了利用直观教具和真实情景进行语言呈现的方法。

采用直观媒介图片,把课上的重点内容“unhappy”呈现给学生,使学生在自然的情景中

建立起对新语言项目“-ache”和“sore...”的初次印象。这是初中英语教学最广泛的教学手段和方法。之后把所学单词归纳到小顺口溜之中,又可以加深学生对本课内容的感性认识和理解。学生周围的人或物都是有使用价值的真实情景。在本语段中,老师利用体态语言创造的真实情景直接引起学生的兴趣,给学生的直观印象更深刻。这是初中英语教学最便捷的教学手段和方法。

(3)首先,以图片作为教学手段,利用其直观性等特点展现了“stomachache”等生词;之后,又采用顺口溜的形式,让学生真正做到“眼看、口念、心想”,在心情愉悦中积极主动地学习与疾病有关的词汇,达到事半功倍的效果。

## 四、教学设计题

33. 【参考答案】

**Teaching Objectives:**

(1) Knowledge and skills

Students use the sentences “What can/could/should we do? Do you have any more ideas? What else? Any other ideas?” to ask for other students’ opinions and use the sentences “We can/could/should... I think we should... How about...?” to offer their own advice.

(2) Process and methods

Students discuss in groups about the things they should do to welcome the foreign students based on the listening material, then give a report.

(3) Emotional attitudes and values

Students recognize and respect the cultural differences between China and England, and can find appropriate ways to welcome the foreign students.

**Teaching Contents:**

This is a speaking lesson whose topic is about “how to welcome a group of foreign students who are going to visit your school”. Students should ask and give their opinions during communication.

**Teaching Important Points:**

Students master the sentence patterns.

**Teaching Difficult Points:**

Students decide the right things they can do to

welcome the foreign students in conformity to British people's manner.

### Teaching Procedures:

#### Step 1 Pre-task(3 minutes)

When the class is on, the teacher tells his students that "A group of English students are going to visit our school next week. In order to give them an unforgettable experience, please brainstorm several plans to welcome them".

The teacher writes down on the blackboard the key phrases that students have mentioned, and gives his commend "You are so warmhearted. But you know, they are Englishmen. We must welcome them in British manner. How? Before thinking about that, let's listen to two materials in the textbook to finish the listening exercises first."

(Justification: Talking about the topic in the real situation can raise students' enthusiasm to communicate.)

#### Step 2 Task-cycle(15 minutes)

##### Activity 1 Listening

Students listen to the first listening material about students' discussion three times, take notes and finish the exercise 2 in the textbook. Then the teacher lets students retell the students' ideas mentioned in the listening material and predict what suggestions the teacher will give in the second listening material.

Students listen to the second material about the teacher's suggestions three times, check their prediction by circling the teacher's suggestions in the textbook.

(Justification: The listening task is language input activity, which will help students output more language information in the next activity.)

##### Activity 2 Group discussion

Students discuss in groups about why they should and shouldn't do the things mentioned in the listening materials. During students' discussion, the teacher guides students to notice the cultural differences between China and England. Then,

students discuss again what else they can do if the foreign students really visit their school. Several minutes later, they share their ideas in the class group by group.

(Justification: The first discussion task will help students recognize the cultural differences, and also can prompt students to find appropriate ways to welcome the foreign students in the second discussion task.)

#### Step 3 Language focus(2 minutes)

The teacher guides students to notice and conclude the language structures they used. How to ask for other people's opinions? How to offer your own advice? Students write their conclusion in the notebook. Then, the teacher writes the key language structures on the blackboard. Students are asked to write a short passage to introduce their plans to welcome the foreign students as homework.

(Justification: This step draws students' attention to the language patterns, which is good for their accurate use of language.)

Blackboard design:

Ask for Opinions	{	What can/could/should we do?
		Do you have any more ideas?
		What else?
Offer Advice	{	We can/could/should...
		I think we should...
		How about...?

## 教师资格考试预测试卷(二)

### 一、单项选择题

1. D【解析】考查辅音的发音特征。[b]是带声的、双唇音和爆破音。
2. D【解析】句意:杭州已经通过了一项禁止在公共场合抽烟的新法律,这可以\_\_\_\_\_一个城市的文明程度。weigh“权衡,考虑”;balance“平衡”;explore“探究,研究”;measure“衡量”。
3. D【解析】前句说“情况一团糟”,后句说“多遗憾!这件事本来可以以截然不同的方式发展的。”could have done“本可以,本能够”,表示对过去的推测。
4. C【解析】that引导的从句作定语用来说明 the

- rumor 的内容, 故选 C。
5. D【解析】复合词通常由两个或两个以上的单词合写在一起构成, 派生词是通过在词根上加后缀或前缀而构成的新词。D 项是由 accept 加上前缀 un- 和后缀 -able 构成的派生词, 其余三项都是复合词, 故选 D。
6. C【解析】情态动词一般弱读, should ([ʃʊd]) 在句子中常常弱读成 [ʃəd], 故选 C。
7. D【解析】一般来说句子中的实词要重读, 虚词多数情况下不重读。但是当介词位于句首时, 往往要重读。并且, 语流中要遵从轻重音节交替出现的规律。故选 D。
8. C【解析】northward 的后缀为 -ward; snowy 的后缀为 -y; worker 的后缀为 -er。
9. B【解析】石化现象是指不正确的语言形式长期存在于语言学习者的中介语中, 使多数学习者不能完全获得目的语的能力。
10. A【解析】塞缪尔·约翰逊的《英语大辞典》规范了英语单词的拼写和用法。
11. C【解析】克拉申提出的“i+1”公式中, i 表示学习者现有水平, 1 表示略高于学习者现有水平, 故选 C。
12. D【解析】移位性是指人类语言可以让使用者在交际时用语言符号代指时间上和空间上并不可及的物体、时间或观点。题干提到的世上不存在的幽灵、恐龙、独角兽和已不在世的孔子, 都体现了语言的移位性特征。故选 D。
13. C【解析】在实际生活中, 由于地域差别和说话者个人的发音差别, 人们说的都不是标准英语, 而或多或少都带有口音, 因此听力教学中要听口语, 使学生熟悉英语变体和口音, 以提高学生的听力水平。
14. C【解析】为保证学生口语的流利性, 教师应在总结的时候纠正学生所犯的语言错误。
15. C【解析】超市中家庭主妇听邻居的问候。听的目的表示友好。
16. C【解析】在英语写作的编辑环节, 学生不仅检查写作思路, 还要检查语法、拼写、标点等问题, 所以 A 项说法错误; 此环节主要包括互改和自改两种形式, 所以 B 项说法错误; 在此环节, 学生可以商讨并改进写作, 所以 C 项说法正确; 此环节虽然是学生起主导作用, 但教师的指导也很有必要, 所以 D 项说法错误。故选 C。
17. B【解析】教师要求学生以流程图的形式来展示文章的结构和内部联系, 这是从语篇层面训练学生整体理解文章的能力。
18. D【解析】成功有效的口语活动的设计应该遵守以下原则: 最大限度地练习口语 (maximum foreign talk)、参与的均衡性 (even participation)、较高的学习动机 (high motivation)、恰当的语言难易程度 (right language level)。
19. A【解析】题干问题询问的是在小组活动中的表现情况。
20. C【解析】一个高效的教学计划是由各个密不可分的小环节组合成的。在诸多环节中, 课程的教学目标以及实现这些目标的步骤是一节课的重中之重, 只有一节课的任务都围绕着教学目标, 才能很好地在教学过程中实现教学目标, 因此选 C。
21. B【解析】主旨大意题。通读全文可知, 整篇都在讲过度游戏的影响。故选 B。
22. D【解析】词义猜测题。根据题干定位至第一段第一句, 由语境可知 unwind 意为“放松”, 故选 D。
23. A【解析】观点态度题。根据第五段第一句及第二句“Others think WHO made the right call. Psychiatrist Clifford Sussman treats gaming addiction...”可知选 A。
24. D【解析】细节理解题。根据文章倒数第二段第二句“Sussman recommends taking at least an hour-long break after every hour of play.”可知选 D。
25. C【解析】推理判断题。根据文章第一段第二句“In schools, teachers use games like Minecraft to encourage teamwork and critical thinking.”可知选 C。
26. B【解析】细节理解题。根据文章第一段最后一句“The fourth grader from New Jersey has a deep interest in outer space and the alien (外星的) beings he thinks might live there.”可以得出答案。
27. C【解析】细节理解题。根据文章第二段第二句“The position, which focuses on preventing astronauts from accidentally bringing extremely small, potentially dangerous alien life-forms back to Earth and ensuring that astronauts do not take Earth-based germs with them into space, pays from \$124, 406 to \$187, 000 per year.”可以得出答案。
28. A【解析】细节理解题。根据文章第三段“Jack

wrote a letter to NASA, noting his qualifications for the job. 'My sister says I am an alien,' Jack wrote, pointing out that since he is young, he can 'learn to think like an alien.' He signed the letter 'Jack Davis, Guardian of the Galaxy.'”可以得出答案。

29. A【解析】细节理解题。根据文章第四段“Within days, Jack received a personal letter from NASA's planetary science director, James L. Green. 'We are always looking for bright future scientists and engineers to help us,' Green wrote. 'I hope you will study hard and do well in school. We hope to see you here at NASA one of these days!'"可以得出答案。
30. C【解析】推理判断题。根据文章最后一段最后一句“Green hopes a reply can influence a person's path in life in a similar way.”可以得出答案。

## 二、简答题

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

### 【参考答案】

(1) 教学反思是教师为改进教学而对教学进行反思的行为,包括收集有关教学的数据,对自己的信念、态度、价值观、知识、假设、教学实践以及社会所给予的机会和限制进行批判性思考,从而寻求其他方法以更有效地达到目的和目标。

(2) 注意事项:

① 教学反思的内容要具体合理:反思要针对具体的教学环节与设计内容进行,不能过于笼统,也不能从观念与理论上做一些大而无当、空洞无物的说明;不应当套用特定的理论标准或使用过高的、不切实际的标准来反思自己的教学过程。

② 教学反思的分析与表述要准确:要准确地说明所分析的对象,分析的逻辑要清晰明了,不要使用一些模糊的、自编的,或只是在小范围内熟知的、常用的套话或术语。

③ 教学反思的要求要客观:要以改进教学效果、提高学生的学习效率为目标,不应当一味地拔高要求,或是无原则地自我批评。

(3) 教学后反思的内容:

教学后反思围绕教学内容、教学过程、教学策略进行。具体为:

① 教学内容方面

确定教学目标的适用性;对目标所采取的教学策

略做出判断。

② 教学过程方面

回忆教学是怎样进行的;对教学目标的反思:是否达到预期的教学效果;对教学理论的反思:是否符合教与学的基本规律;对学生的评价与反思:各类学生是否达到了预定目标;对执行教学计划情况的反思:改变计划的原因和方法是否有效,采用别的活动和方法是否更有效;对改进措施的反思:教学计划怎样修改会更有效。

③ 教学策略方面

感知环节:教师要意识到教学中存在的问题与自己密切相关;理解环节:教师要对自己的教学活动与倡导的理论,行为结果与期望进行比较,明确问题根源;重组环节:教师要重审教学思想,寻求新策略;验证环节:检验新思想、新策略、新方案是否更有效,形成新感知,发现新问题,开始新循环。

## 三、教学情境分析题

32. 【参考答案】

(1) 片段1 是阅读教学中的略读(skimming)环节。

依据:片段1 要求学生快速阅读文章并抓住文章和各段落的主要内容或者中心思想,不重视细节,符合略读的特点。

片段2 是阅读教学中的寻读(scanning)环节。

依据:片段2 要求学生重新阅读第二段和第三段,并完成做笔记的练习。通过笔记内容得知,练习考查的是对文章特定细节的概括,因此相关的教学环节应是寻读。

(2) 锻炼学生的能力:

① 略读主要是锻炼学生高效率获取信息、处理信息,并概括分析信息的能力。

② 寻读能提高学生快速捕捉有用信息的能力,锻炼学生捕捉主要信息并运用信息内容及语境进行推理、判断的能力,最终达到正确理解信息含义的目的。

## 四、教学设计题

33. 【参考设计】

### 1. Teaching Objectives:

(1) Students will be able to understand the new words and expressions from the text.

(2) Students can have a better understanding of the

history and basic knowledge of computers.

(3) Students can talk about the passage after skimming, scanning and careful reading.

(4) Students can improve the abilities of reading and speaking.

### Teaching Contents:

(1) new words and expressions from the text

(2) reading strategies: skimming, scanning and careful reading

### 2. Pre-reading (3')

(1) Free talk:

① Play a short video to visit an IT museum in the World Exposition. Enable students to imagine an IT museum which is open in the World Exposition.

② Show some pictures of calculation tools such as abacus, calculator, huge computer, PC, laptop, PDA, and ask students to act as a guide, introducing them.

③ Offer some pictures of hardware such as monitor, printer, keyboard, mouse, USB, and ask another student to play as a guide to introduce them.

(2) Ask students to look at the pictures and the title of the reading passage. Predict what it is going to be about.

设计意图:让学生通过介绍的方式,对电脑的发展史有个基本的了解,通过介绍计算机硬件可以扩大学生的词汇量,为理解文章做铺垫,同时激发了学生的学习兴趣。

### 3. While-reading (12')

Skimming and scanning

(1) Ask students to skim the passage quickly to prove their guess and answer the questions.

① Who am I? (A computer.)

② What's the passage about? (It's about the history of computers.)

③ In which order is the text written? (According to the time.)

(2) Play the tape, ask students to scan the text and find out the topic sentence of each paragraph.

Careful reading

(1) Divide the students into two teams. Show some true or false questions on the screen.

① Alan Turing built an Analytical Machine to solve any mathematical problems. (F)

② People began to realize that the computer got cleverer and quicker with time passing. (T)

③ The computer began to serve the human race since it was brought into people's homes. (F)

④ Since the 1970s, the computer was used by people around the world through the Internet. (T)

⑤ The larger the computer is, the more memory it has. (F)

Ask students to have a competition. They should stand up and decide whether it's true or false first and then find the information from the text to support their opinion.

(2) Ask students to work in groups of four and complete the following chart. And then check the answers.

In 1642	The computer began as a(n) (1) _____ machine in France.
About 200 years later	The computer was built as a(n) (2) _____ machine. The computer was programmed by an operator using (3) _____.
In 1936	A book about how to make a computer a(n) (4) " _____ " was written by Alan Turing. From then on, the computer grew rapidly.

From the 1940s to the 1970s	The computer was made smaller, and its (5) _____ became better. The computer could memorize all the things. During the time, the first PC and the first (6) _____ were made.
In (7) _____	Computer were connected by a (8) _____. Through the network, people could (9) _____ knowledge and information.
Since the 1970s	Computers have been used in many (10) _____.

(Suggested answers: calculating, analytical, cards with holes, universal machine, memory, laptop, the early 1960s, network, share, ways)

(3) Enable students to see the changes of computers' shape, and come to the inside of the computer. Then read paragraph 2 and fill in the blank. After that, present some pictures to help students understand the words easily.

Development	These changes became possible as my _____ improved.	
	It was stored	_____
	shape	Large—_____

(Suggested answers: memory, in Tubes, On Transistors, On small chips, small)

设计意图:在略读和查读过程中,学生在对整个文章的大意有了基本的把握,锻炼了学生快速阅读的技巧。通过任务型教学法,让学生仔细阅读文章,可以加深学生对文章的理解,也锻炼了学生对细节信息的获取能力。

#### 4. Post-reading (5')

(1) Ask students to retell this passage with the help of the information that we have finished in while-reading.

(2) Have an interview: Imagine the students meet Bill Gates when going out of the museum. Invite a student to act as Bill Gates, the others may ask him the questions like these:

①“Mr. Bill Gates, could you tell us in what ways computers are used now?”

②“Mr. Bill Gates, what do you think the future computers will be like?”

设计意图:根据已有信息复述文章可以加深学生对本课的掌握程度。设置采访活动,可以锻炼学生用英语表达的能力,让学生将所学的知识进行信息输出,加强说的训练。在采访的过程中,增强同学们的合作理念。

### 教师资格考试预测试卷(三)

#### 一、单项选择题

1. C【解析】题目中叙述的教学内容是听后阶段的活动。
2. D【解析】该学生描述到自己在听英语时,遇到不认识的词汇总是深究,以至于错过了录音后面的内容。这是 bottom-up approach“自下而上法”。A项“注重细节的方法”;B项“自上而下法”;C项“互动法”。
3. B【解析】重结果的教学模式对写作最后的成果十分重视,但是却忽视了对写作过程的监控不利于写作能力的培养。
4. A【解析】当教师要呈现新知、给出解释或是核对答案时,应采取全班活动。(whole class work)
5. D【解析】教师问学生在小组活动中表现得怎么样,主要是查看学生参与课堂的积极性。故选D。
6. A【解析】字母o的发音在英音中为/əʊ/,在美音中为/oʊ/。故“don't”读音为/dəʊnt/或/doʊnt/。
7. D【解析】black humour 是从法语中的 humour noir 翻译来的,属于翻译借词。
8. A【解析】“fall”和“autumn”都表示“秋天”,前者是美国用法,后者是英国用法,两者之间是地域的差别。
9. C【解析】考查言语行为理论。取效行为(perlocutionary act)是说话人的话语作用在听话人

身上带来的效果,是通过讲话所完成的行为。

10. B【解析】考查会话含义的特征。由题干意思可知,说话者补充自己最初的话语是恐怕自己的话产生言外之意“You looks plain, but you are beautiful today.”由此可知,言外之意是可以取消的。
11. D【解析】[p<sup>h</sup>]和[p]都是/p/的音位变体,[p]只出现在啞音后,[p<sup>h</sup>]出现在其他位置,它们处于互补分布状态。
12. B【解析】交际能力包括语言能力、语用能力、语篇能力、策略能力和流利度。其中语用能力指学习者在特定的社会语境下恰当运用语言的能力。
13. C【解析】当教授科技名词或者抽象名词时,由于词汇含义不好理解并且日常生活中无法看到该词汇指代的实物,因此教师可以通过翻译和举例帮助学生理解词汇含义。
14. B【解析】语法翻译法提倡用演绎法教授语法。
15. D【解析】预测(predicting)活动通常在“读前环节”进行;寻读(scanning)活动和归纳推理(inductive reasoning)活动常在“读中环节”进行;复述(retelling)活动常在“读后环节”进行,用以巩固对文章的理解。故选D。
16. C【解析】由空格后的“to rearrange the sentences in the right order”可知,选C。scrambled sentences意为“句子重组”。
17. B【解析】listening for gist意为“获取中心大意的能力”。短文填空、编对话、排列句子等练习都检查学生对听力材料细节内容的理解。只有写文本摘要能锻炼学生获取中心大意的能力。
18. B【解析】语音教学中,教师应创设宽松、民主、和谐和动态的学习氛围,通过多种方式训练学生的语音。
19. A【解析】skim意为“略读”,是了解文章总体大意的一种快速阅读方式。
20. C【解析】交际策略是学生为了争取更多的交际机会、维持交际以及提高交际效果而采取的行动。C项“学生借助手势和表情进行交流”,能使交流更加顺畅,有利于学生表达自己的想法,同时也更有利于听话人的理解,因此属于交际策略。A项属于认知策略;B项属于调控策略;D项属于资源策略。
21. B【解析】细节理解题。根据文章第一段第三句

“Many Americans do not know of the fruit, although it is native to the U. S.”可以得出答案。

22. B【解析】细节理解题。根据文章第二段第一句“A pawpaw is a tropical fruit that used to be grown along the East Coast from New York to Florida and all over the eastern U. S.”可以得出答案。
23. D【解析】细节理解题。根据文章第三段第二句“Pawpaws reportedly were a favorite treat of George Washington... Thomas Jefferson, the third U. S. president, was also a fan of the fruit.”可以得到答案。
24. C【解析】细节理解题。根据文章第四段第二句“The fruit requires a very special environment—low, wet areas that sometimes flood. It has a very short harvest season, from two to three weeks in September and October. In addition, the fruit is good to eat for only two to three days after harvesting. This makes it hard to sell anywhere distant from the pawpaw tree it comes from.”可以得到答案。
25. D【解析】细节理解题。根据文章最后一段第二句“In several states farmers have organized ‘pawpaw festivals’ to reintroduce people to food.”可以得到答案。
26. A【解析】观点态度题。根据文章第一段最后一句“But new research reveals that the concept is still highly flawed.”可以得出答案。
27. D【解析】细节理解题。根据文章第二段“An analysis of 400 studies into online dating shows that while it offers access to plenty of other singles, users can be overwhelmed and put off by the volume of choice, defeating the purpose.”可以得出答案。
28. B【解析】词义猜测题。根据文章第三段第一句“... *Psychological Science* in the public interest, found that the processes involved don't lend themselves to forming strong relationships.”可以得出答案。
29. A【解析】细节理解题。根据文章第四段第一句及第二句“Lead author Eli J Finkel explained, ‘Online dating is a terrific addition for singles to meet. However, there are two problems.’”可以得出答案。
30. D【解析】细节理解题。根据文章最后一段最后一



句“‘There’s no better way to figure out whether you’re a match with somebody than talking to them over a coffee or beer,’ Dr Finkel said.”可以得出答案。

## 二、简答题

31. 基于新课标的中学英语词汇教学有哪些原则?

【参考答案】

(1) 识词于话语原则;(2) 音、形、义结合原则;(3) 针对不同词汇类别采用不同教法原则;(4) 循序渐进,逐步扩展原则;(5) 反复复习,巩固记忆原则;(6) 培养学生自学词汇能力的原则。

## 三、教学情境分析题

32. 【参考答案】

(1) ①知识与能力目标:教师借助自然流畅地谈话呈现话题,以重复句型与问答的方式来明确听力学习任务,使学生能够听懂并会使用“What are you doing to do...; I’m going to...”进而获取“周末/哪天有什么打算? 周末/那天……”信息。

②过程与方法目标:通过日常对话,换位询问与问答的方式来获取听力内容。

③情感与态度目标:教师借助简单对话与学生沟通,问题浅显且贴近生活,激发学生与教师主动交流的欲望和兴趣,唤起学生从情感上参与学习的意识。

(2) ①对于运用难度较大的语言,可用任务导入;

②对于情节很复杂的故事,可用情节导入;

③对于知识性很强的课文,可以用知识导入;

④对于反映学生生活的课文,可从本班学生类似的生活经历导入;

⑤对于事件性的课文,可借助近期的一条新闻来导入。

## 四、教学设计题

33. 【参考答案】

**Teaching Objectives:**

(1) Knowledge and skills

① Students master the place words: secondary school, office, art room, music room, playground, library, gym, canteen.

② Students learn and can use the comparative phrases: just like, be(not) as...as, get better and better.

③ Students review the grammatical structure: There

is/are...

④ Students read the text and get specific information from the text.

(2) Process and methods

Students discuss in pairs or in groups and do exercises to wholly understand the text.

(3) Emotional attitudes and values

Students compare the similarities and differences between England school described by Lily and Chinese school they are studying in.

**Teaching Contents:**

It is a passage about Lily and a letter she wrote to Xiaofang to introduce her England school—Hillside Secondary School.

**Teaching Key Points:**

Students understand the passage, especially the letter written by Lily, and know how to introduce their school.

**Teaching Difficult Points:**

Students can use comparative phrases to describe the similarities and differences between England school and Chinese school in their own words.

**Teaching Procedures:**

Step 1 Pre-reading(10 minutes)

Before the reading activity, the teacher prepares some questions that are related to the topic as followings:

① Do you know anything about schools in England?

② Do you think schools in England are all very big?

③ Can you guess how many students there are in a class?

Students are divided into groups, four in each group, to discuss the questions open-mindedly. Then each group should conclude three aspects about the similarities and differences between Chinese school and British school. Some students give a report about their discussion.

(Justification: The questions can help students predict the text. Students will eagerly read the text to prove their guess.)

Step 2 While-reading(20 minutes)

(1) Students read the text carefully and answer the True/False questions.

Question	True/False
① Lily's school is as big as those in China.	
② There aren't many students in each class.	
③ The classrooms and the teachers' offices are in the same building.	
④ There is a playground, but no gym.	
⑤ There is a room for learning music.	
⑥ There are many books in the library.	
⑦ Lily doesn't like her new school.	

When the majority of the students finish the exercise, students check their answers in pairs. They can discuss in a low voice. Then, the teacher gives the correct answers.

(2) Students read the text again and find out the differences between British school and their own school. They should fill the form below with some key words. For example:

Schools in England	Schools in China
Called "secondary school"	Called "junior middle school"
Schools are not big	Schools are big
Small classes	Big classes
...	...

(Justification: The true or false questions can examine students' understanding of the text. The second form will train students' generalization ability. The two exercises can ensure students totally understand the text.)

Step 3 Post-reading (15 minutes)

(1) Vocabulary

Students are given several minutes to scan the text and find out the place words: canteen, playground, office, gym, music room, library, art room, secondary school. The teacher examines students' understanding of the words by asking "What do you do in...?", then, lets students do the following exercise to consolidate the vocabulary.

Complete the following sentences with the words given in the box.

canteen	playground	office	gym	music room
library	art room	secondary school		

- ① If we want to have meals in the school, we go to the \_\_\_\_\_.
- ② If we want to read or borrow books, we go to the \_\_\_\_\_.
- ③ When teachers finish their classes, they often go back to their \_\_\_\_\_.
- ④ During the break or after class, students often play at the \_\_\_\_\_.
- ⑤ In Britain, a middle school is called a \_\_\_\_\_.
- ⑥ A \_\_\_\_\_ is a large room where students do physical exercises or get fit.
- ⑦ Students learn drawing and painting in the \_\_\_\_\_.
- ⑧ Students often practice singing in the \_\_\_\_\_.

Keys: ① canteen; ② library; ③ office; ④ playground; ⑤ secondary school; ⑥ gym; ⑦ art room; ⑧ music room

(2) Grammar

Students scan the text again, find out the comparative sentences, and underline the comparative structures, such as:

It's just like a junior middle school in China.

The school is not as big as those in China.

So my English is getting better and better.

Students are given several minutes to summarize the comparative rules. Then the teacher explains the rules.

just like 意为“就像,正如”,构成 be just like sth. 结构。

be as...as...意为“像……一样”; be not as...as...

意为“不如……那样;不如……如此”,为同级比较,两个 as 之间用形容词原级。

get better and better 意为“变得越来越好”,其中“比较级 + 比较级”结构表示“越来越……”。

Homework:

(1) Students consolidate the new words and grammar after class.

(2) Students write a composition according to their discussion about the differences and similarities between Chinese school and British school.

(Justification: The focus is on the vocabulary and grammar. Students not only develop their reading skills but also accumulate English knowledge. )