

## 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...?