

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。听的目的是表示友好。
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边、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。