

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^h]和[p]都是/p/的音位变体,[p]只出现在啞音后,[p^h]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

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

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

③Students review the grammatical structure: There

is/are...

④Students 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:

①Do you know anything about schools in England?

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

③Can 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.)