

2018 河南省教师招聘考试学科冲刺试卷

英语预测模拟卷

参考答案与解析

2018 河南省教师招聘考试学科冲刺试卷（一）

英语

一、单项选择题（本题共 15 小题，每小题 1 分，共 15 分。每小题各四个选项，选出可以填入空白处的最佳选项，并将正确选项前的字母填入答题卡相应的位置上）

1. C【图图解析】考查名词词义辨析。根据语境可知骑车有很多好处，故选 C 项 advantages. instruction “指示说明”；instruments “工具”；products “产品”均不符合题意。
2. C【图图解析】考查动词词组辨析。根据句意可知申请人不适合工作，我们拒绝了他们，故选 C 项 turned down; turn against “反对”；turn into “转化成”；turn on “打开”均不符合题意。
3. B【图图解析】考查 it 做形式宾语。it 作动词不定式 to learn English with enough practice 的形式宾语。
4. D【图图解析】考查状语从句。根据句意：Tom 直到得到一家美国公司的 offer，才停止找工作，not...until, 故选 D。
5. D【图图解析】考查动词词组辨析。help sb out 帮助别人摆脱困难，cheer sb up 振奋某人，regard sb as 将...视作；remind sb of sth 使...想起；根据题干“这首歌使我想起了过去的日子

和家人的关爱”。可知 reminds me of 符合，故选 D。

6. A【图图解析】考查连词词义辨析。根据句意“有时候我在线阅读，有时候读纸质书”可知选 A。

7. C【图图解析】考查动词时态。根据句意“有人将它们移到了窗户那去了”，强调过去发生的动作对现在造成的影响，故选 C。

8. B【图图解析】考查交际用语。根据句意 we 并没有赢得比赛，可指 take it easy “放轻松”最符合句意；good job/well done 干得好；congratulations 恭喜均不符合题意，故选 B。

9. C【图图解析】考查副词词义辨析。根据句意可知 Sally 很少在假期出去旅行，选 seldom, 故选 C。

10. A【图图解析】考查固定句型祈使句+and/or+陈述句。根据句意“摆脱参考书，否则你无法独立地思考”，该空表示“否则”的意思，故选 A。

11. C【图图解析】考查形容词词义辨析。根据句意可知 dad 以为说话人认为路远有必要打车，进行确认，故选 C 项 necessary.

12. A【图图解析】考查词义辨析。根据句意，第二个说话人不喜欢音乐会的结尾，可知 to be honest 说实话符合句意，故选 A; all of a sudden 突然、after all 毕竟、in this way 以这样的方式均不符合题意。

13. D【图图解析】考查名词性从句。根据题干可知 rule 为 office love is forbidden at work 的同位语，从句不缺成分不缺意义，故选 D。

14. C【图图解析】A 项询问对方的意见；B 项表示他来这的目的；C 项表达高兴的原因；D 项表达命令要求，故选 C。

15. B【图图解析】prefer A to B:喜欢 A 胜于 B。根据句意，科学比英语难一点，但是比起英语我更喜欢科学，所以选 B。

二、完形填空（本题共 15 小题，每题 1 分，共 15 分。阅读下面短文，掌握其大意，然后从短文后各题所给的四个选项中选出最佳选项，并将正确选项前的字母填入答题卡相应的位置上）

16. D【图图解析】考查形容词词义辨析。根据文意，虽然人们对伦敦奥林匹克运动会是否成功意见不一，但有一件事是“确定的”，故 certain 符合，选 D。

17. A【图图解析】考查动词词义辨析。根据文意可知以前的奥运会因为对环境产生的影响而被诟病批评，故选 A。

18. C【图图解析】考查连词。根据文意可知伦敦不一样，故用转折，故选 C。

19. A【图图解析】考查名词词义辨析。根据文意可知伦敦 7 年前申奥时使用的是“a One Planet Olympics”概念理念，故 A 项“concept”符合。

20. D【图图解析】考查动词词组。根据文意可知伦敦使用建造奥林匹克公园的时机“清理了”污地，故选 D 项 clean up。

21. C【图图解析】考查动词词义辨析。根据文意可知被拆除的材料被重新使用于公园的建造，故选 C 项 reused.

22. D【图图解析】考查名词词义辨析。根据文意可知体育馆的建设都使用了绿色建造“技术”，故选 D。

23. C【图图解析】考查介词。增加减少多少量，使用介词 by, 故选 C。

24. B【解析】考查名词词义辨析。根据文意可知伦敦处理废物所做的努力值得称赞，故选 B 项“praise”。

25. A【图图解析】考查固定搭配。根据后面的 or 可知该空选择 either。

26. C【图图解析】考查形容词词义辨析。根据文意可知，废弃的食物袋会被处理成可再使用的物品，故选 C。

27. B【图图解析】考查动词词义辨析。根据句意伦敦为了缓解交通压力，鼓励人们使用公共交通，故选 B 项 encouraging。

28. A【图图解析】考查动词词义辨析。根据文意可知火车的使用大大减低了尾气的排放，故选 A 项 reduced。

29. B【图图解析】考查动词词组。反兴奋剂的使用也为奥运会增添了绿色，故选 B 项 added to。

30. D【图图解析】考查关系词。根据文意可知前后为因果关系，故选 D 项 why。

三、阅读理解（本题共 8 题，每小题 2 分，共 16 分。阅读下列短文，从每题所给的四个选项中，选出最佳答案，并将正确选项前的字母填入答题卡相应的位置上）

31. D【图图解析】细节理解。ABC 在文中均有提及，D 项“智力迟缓的孩子学习要比正常的孩子学习好”在文中并未提及，故选 D。

32. A【图图解析】细节理解。根据文中最后一段 Maria Montessori left Italy. The government there was not friendly to her ideas. 可知选 A。

33. B【图图解析】细节理解。根据文中 Maria Montessori left Italy. The government there was not friendly to her ideas. She went to Spain for two years and then to the Netherlands. 可知她在离开意大利之后先去的西班牙，故选 B。

34. B【图图解析】判断推理题。文章主要描述了 Montessori 的教育理念和她的一些事迹，故 book review 最有可能。

35. B【图图解析】细节理解题。根据文中 In every generation, some names become popular quickly. Sometimes the name belongs first to a famous person, like a singer or a movie star. Unusual names like Demi for a girl or Conan for a boy come from heroes on the big screen. 可知选 B。

36. C【图图解析】主旨大意题。该段主要描述了名字会影响别人对他/她的看法，故选 C。

37. A【图图解析】细节理解。根据原文倒数第二段 Furthermore, such names are usually unisex (the same for boys and girls). Examples include Bailey, Cambell, Chandler, Tanner, Cole, Murphy, Hayden and Emerson. 可知选 A。

38. D【图图解析】主旨大意题。该篇文章主要介绍了受欢迎的名字，原因及其取名倾向等，故 D 项最合适。

四、书面表达（本题共 1 小题，共 20 分）

Should we live well-organized lives?

With the rapid development of our modern society, people are living at much faster pace than before. We are increasingly very busy for better salary, promotion success in their life. Under such circumstance, many people believe that we should have a plan in our life and carry out the plan in order to live more efficiently. On the contrary, many people also believe that we should live in a casual way. As for me, we may live different kinds of life at different stage of our life.

When we are young and energetic, it is best for us to strive for a better future. We should live a well-organized and highly efficient life because those decades are of great importance for our future career and we should seize the precious opportunity as they would not come back again once lapsed. Also, to live in a well-organized manner is highly advantageous for our health, mentally and physically. By sleeping and getting up earlier, we can keep refreshed and vigorous for the following day. By doing exercise regularly, we can stay young and healthy in the long run.

However, when we turn middle-aged or old, we may not need to make a plan for our lives and stick to it stubbornly. At that period of life, we may no longer have to compete with the youth fiercely. We may focus on our family and spend more time for leisure and recreation. We might be

able to enjoy our life casually with a peaceful mind.

To summarize, there is no uniform understanding regarding whether we should live disciplined life or not. People and choose the way they want to live for their goods, maybe live in different ways as they become older.

评分标准：主要从内容要点、语言使用效果、结构和连贯性、格式和语境及与目标读者的交流五个方面进行评价。下面提供三档分类标准，每一档都有对应分值，评价内容标准，仅供参考。

五、教学设计（本题共 1 小题，共 20 分）

【参考答案】

Presentation

① Look and say

Teacher shows the picture, ask Ss to make predictions what they are talking about.

(设计意图：教师鼓励学生观察图片，并根据已有的背景知识预测谈话内容，以引发学生对对话的期待。)

② 1st listening

Ss listen for the first and confirm prediction.

(设计意图：通过第一次听，印证预测，完成对语言的初步理解和感知。)

③ 2nd listening

Ss listen again and answer the following questions.

④ Imitate the dialogue and read

The whole class imitate the recording, and read after the tape, paying attention to the tone and the chunks.

(设计意图：进一步熟悉和掌握语音语调。)

Practice

①Role play. Ss do a role play in order to get more practice.

②Retell the dialogue. Ss retell the dialogue in the form of a text.

③Let's play. Ask Ss to act out the conversation.

(设计意图：由听力活动入手接触文本，整体感知文本，以听促说。文本内容的处理主要从听、说、读、演几方面进行，训练学生的语言知识技能。)

Production

①Make up a new dialogue, talking about their friends' favorite sports.

②Make a survey. Ss do a survey about their partners' favorite sports.

③Give a report according to the result of the survey.

(设计意图：采访活动突出语用目的，以讨论最喜欢的运动这个任务驱动，赋予学生调查更加真实的语用目的，在口头交际中整体巩固词汇和主要句型。)

板书设计（重点突出）

Does he like playing ...?

Yes, he does. / No, he doesn't.

Does she like playing ...?

Yes, she does. / No, she doesn't.

评分要点说明：

1. 知识目标与能力目标（共 3 分）

目标设计合理，符合材料 2 分；

语言表达清楚 1 分；

2. Presentation (5分)

环节合理,体现知识目标,呈现方式多样化,衔接自然4分;

设计意图1分;

3. Practice (5分)

环节合理,体现能力目标,操练方式多样化,衔接自然4分;

设计意图1分;

4. Production (5分)

活动合理且具有合作性和创新性,体现知识和能力目标,衔接自然4分;

设计意图1分;

5. 板书设计(2分)

生动形象,重点难点突出;

六、教学案例分析(本题共1小题,共14分)

【参考答案】

1. 活动设计(8分)

优点:答对一点得2分,满分8分

(1) 活动贴近学生的生活实际,学生喜闻乐见,易激发其兴趣和参与积极性。

(2) 活动设计以学生为主体,让学生在活动中感知,接触和体验;师生互动充足,课堂气氛热烈。

(3) 词汇教学通过活动创设语境;利用语境学习词汇是词汇有效学习的主要途径。教师通过展示海洋海滩海底的图片,播放视频,结合生动的语言和灵活的动作,使学生将所学单词与画面上动物生活实景联系在一起,为学生丰富记忆表象,建立想象空间,提供了直观形象的教学语境和自然语境。

(4) 活动环环相扣,由易到难,具有层次性,整体设计合理。

2. 多媒体运用(6分)

参考要点:丰富了课程资源,拓展了英语学习渠道;通过直观生动逼真的图片和视频,激发了学生的想象力,丰富了他们的生活经验。利用听、看、说等充分调动了学生的感官参与。

2018 河南省教师招聘考试学科冲刺试卷（二）

英语

一、单项填空（本题共 15 小题，每小题 1 分，共 15 分。每小题各四个选项，选出可以填入空白处的最佳选项，并将正确选项前的字母填入答题卡相应的位置上）

- 1.B【图图解析】考查形容词。ignore 忽视; deny 拒绝给予某人; refuse 拒绝; neglected 忽视; 根据句意: 美国妇女经过多年的努力奋斗直到 1920 年才获得选举权; deny sb sth; 故选 B。
- 2.C【图图解析】考查介词词组。against the will of 违背意愿; in the way of 阻挡阻碍; at the mercy of 受...支配; in terms of 就...而言; 根据句意: 这位可怜的母亲缺乏丈夫那种对孩子严加管教的能力, 发现自己总是受任性儿子的摆布; 故选 C。
- 3.A【图图解析】考查定语从句。句意: 飓风是生成于热带海洋水域上空、风速达每小时 75 英里以上的强烈气旋; 从句中缺少主语, 且先行词为物, 故选 A。
- 4.A【图图解析】句意: 那是一本很好的书, 我尤其喜欢它组织观点的方式。In particular “尤其是, 特别是”, 符合句意。
- 5.D【图图解析】考查动词词组。fall out 发生、脱落、争吵; fall into 落入、注入、陷入; make up 弥补、虚构 make out 识别、辨认出; 根据句意: 天色亮了起来, 他们开始能够更加清楚地辨认周围的环境; 故选 D。
- 6.D【图图解析】考查名词。specification 规格、详细说明书; suspicion 怀疑猜疑; simulation 伪装、模拟; speculation 思索、推测; 根据句意: 自从电视秀停播以来, 就有人寓言电影秀的产生, 果然在 2007 年秋天, 爆出了制作它的新闻。故选 D。
- 7.D【图图解析】考查独立主格。句意: 所有航班因暴风雪都被取消, 我们不得不改乘火车。该句的前半句使用的是独立结构, 由于动作发生在过去, 所以根据题意要求, 使用了完成式被动语态。故选 D。
- 8.B【图图解析】考查习语。a climb to the power 上台、捞到大权; a leap in the dark 冒险的行为、轻举妄动; a run on the bank 银行挤兑; a step backwards 走回头路、倒退; 根据句意: 他对做生意一无所知, 从商对他来说风险很大; 故选 B。
- 9.B【图图解析】考查副词。Subtly 微妙地; frugally 节俭地; explicitly 清楚地; cautiously 小心翼翼地; 根据句意: 即使我中了一百万的大奖, 我也会继续节俭地生活; 故选 B。
- 10.C【图图解析】考查倒装句。句意: 猴子要到几岁的时候才能表现出脱离母亲而独立的迹象; 否定词 not 用于句首, 要用倒装句, 即把句子谓语的情态动词或助动词提到主语前面; 故选 B。
- 11.A【图图解析】考查数词表达。句意: 他们这个月生产的钢琴比上个月多十台; 表示程度的状语应放在比较形容词或副词前面; 故选 A。
- 12.A【图图解析】考查虚拟语气。句意: 我宁愿你乘火车去, 因为天气预报说明天将有大雪; would rather 后接虚拟语气的从句, 用一般过去时表达对现在和将来的虚拟, 故选 A。
- 13.D【图图解析】考查状语从句。句意: 考虑到这件毛衣是手工织的, 价格还算合理。considering that“考虑, 鉴于”符合题意, 故选 D。
- 14.C【图图解析】aggressive“侵略的, 好斗的”; ambiguous“含糊的, 模棱两可的”; apparent“显然的, 明显的”; absurd“荒诞的, 荒唐的”。be apparent to 意为“对.....显而易见, 明显”。句意: 这个男孩在门前走来走去, 他的焦虑对现场的每一个人都是显而易见的。
- 15.A【图图解析】in terms of“就.....而言, 在.....方面”; by means of“用, 凭借”; owing to“由于, 因为”; according to“根据, 按照”。句意: 在价格方面, 新制造的冰箱比任何其他冰箱拥有更大的优势。

二、完形填空（本题共 15 小题，每小题 1 分，共 15 分。阅读下列短文，从每题所给的四个选项中，选出最佳答案，并将正确选项前的字母填入答题卡相应的位置上）

16.C【图图解析】考查代词。根据句意：那些没有击垮我们的东西会使我们更加强大；it 特指上文提到的东西；one 泛指；nothing 均不符合题意；that 为定语从句先行词，在句子中做主语，故选 C。

17.A【图图解析】词义辨析题。philosophy 哲理哲学；appraisal 评价；awareness 意识；assessment 评价；根据原文可知“那些没有击垮我们的东西会使我们更加强大”是一句俗语，表达了一种人生哲学；故选 A。

18.B【图图解析】词义辨析题。breakthrough 突破；technology 科技；invention 发明；gadget 设备装置；根据下文提及的 social media, smart-phone app, technology-soaked world 可知 technology 符合题意；故选 B。

19.A【图图解析】词义辨析题 contains 包括；excludes 排除；tightens 变紧；constrains 限制；根据原文可知“他们的网络行为包括他们的行动自由不受限制时会做的那些事”contains 符合题意；故选 A。

20.A【图图解析】词义辨析题。mobility 移动性；privacy 隐私；space 空间；possession 财产，拥有物；结合段首的“青少年被锁在房间里”可知，青少年的移动性受到家长的限制，故选 A。

21.B【图图解析】词义辨析题。teaching 教学；parenting 父母对子女的教养方式；evaluating 评价；educating 教育；根据原文可知文本特指的是父母对子女的教养方式，parenting 符合题意；故选 B。

22.D【图图解析】词义辨析题。exemplify 例证例示；develop 发展；implore 乞求；explore 探索；根据原文可知“青少年需要自由来探索自我和身边的世界”，explore 符合题意；故选 D。

23.D【图图解析】词义辨析题。stick out 突出，坚持；wander out 走出徘徊；reach out 伸出；sneak out 偷偷溜出去；根据原文可知，现在的青少年不再偷偷溜出去，而是扎向网络世界，sneak 符合题意；故选 D。

24.C【图图解析】词义辨析题。project...onto...投射；投入；根据原文可知“父母也相应地将担忧投射到网络之上”；故选 C。

25.A【图图解析】词义辨析题。potential 潜在的；violent 暴力的；offensive 攻击性的；gloomy 阴郁的；根据句子中的 might face 可知这里提的是对青少年潜在的危害；potential 符合题意；故选 A。

26.A【图图解析】词义辨析题。haunt 萦绕于；threaten 威胁；blackmail 敲诈；daunt 使气馁畏缩；根据本句中的“残忍的同龄人”和“谷歌上那些图片和文字会萦绕家长下半生”可知 haunt 符合题意；故选 A。

27.C【图图解析】词义辨析题。interact with someone “和某人交往”最符合语境；故选 C。

28.C【图图解析】词义辨析题。employ 使用；exercise 运用；assess 评价、评估；conceal 隐藏；根据原文：这些策略无法培养他们所需的技能，以应付复杂情境，评估风险，并在遭遇困境时寻求帮助；故选 C。

29.C【图图解析】词义辨析题。根据句意“保护孩子会逐渐削弱他们在科技世界需要的学习能力”，loosen 放松；abrupt 生硬的突然的；motivate 激发均不符合题意，故选 C undermine “减弱”。

30.A【图图解析】固定搭配题。come of age 成熟、达到法定年龄；故选 A。

三、阅读理解（本题共 8 小题，每小题 2 分，共 16 分。阅读下列短文，从每题所给的四个选项中，选出最佳答案，并将正确选项前的字母填入答题卡相应的位置上）

31.C【图图解析】细节理解题。根据原文第二段可知传统观念认为女性收入没有男性高是因

为他们需要回归家庭养育子女，故选 C。

32.B【图图解析】细节理解题。根据原文第三段最后一句 The second is that our higher education system is not designed to focus on the economic consequences of our students' years on campus. 可知美国高等教育系统的设置并没有考虑到学生们将来就业的经济需求。

33.A【图图解析】判断推理题。根据第三段中 The first is that no matter how many women may be getting college degrees, the university experience is still an unequal one. 可知大学经历对男女学生来说仍然是不公平的，可推断对男生女生是不同的，故选 A。

34.A【图图解析】判断推理题。根据原文最后一段尤其最后一句 They are too exhausted, and too scared of failing. 可知选 A。

35.C【图图解析】细节理解题。根据第一段 This danger can be avoided, if we figure out how to turn human values into a programmable code. 可知如果将人类道德守则转化成电脑程序语言，机器人威胁可以被避免，故选 C。

36.C【图图解析】细节理解题。根据第五段第一句 Robots could also learn values from drawing patterns from large sets of data on human behavior. 可知选 C。

37.D【图图解析】细节理解题。根据第五段 The biggest concern with robots going against human values is that human beings fail to do sufficient testing and they've produced a system that will break some kind of taboo. 可知选 D。

38.A【图图解析】细节理解题。根据最后一段最后一句 The most difficult step in programming values will be deciding exactly what we believe is moral, and how to create a set of ethical rules. 可知 A 正确。

四、书面表达（本题共 1 小题，总分 20 分）

【参考范文】

My views on the conflict between teachers and students

Frequent reports of teachers being humiliated by students sadly sabotage the age-old good reputation of respecting teachers enjoyed by China. It is no exaggeration to say that "a nation without respect for teachers is one without a future". Therefore it is urgent to explore the causes for such conflict in order to avoid the embarrassing situation.

An appropriate understanding of teacher-student relationship has not been popularized. These days, Chinese society is increasingly commercialized, so is the relation between teachers and students. Teacher is treated only like a career of service, whose task is to sell knowledge, while students are the customers, depicted as "god" in business. Consequently, students are put in a most predominant position, whereas teachers' authority is largely neglected.

Our education system lays mere emphasis upon the students' knowledge development rather than upon their overall development. More often than not, only students' grades matter. In fact, besides imparting knowledge, teachers should also carry forward the traditional value and develop their proper attitude and personality. However, too daunted by the potential accusation of hurting students' self-respect or discouraging their interest in study, teachers are reluctant to use educate them even when they disrupt classroom order.

It is important that teachers and students respect each other, for a good teacher-student relationship can be mutually beneficial. The students gain knowledge enjoyably and teachers can derive satisfaction from doing his job.

五、教学设计（本题共 1 小题，总分 20 分）

【参考答案】

(1) Knowledge aims: Ss can listen, speak and understand the key words such as donkey,

hundred and the sentence pattern Are they sheep? Yes, they are. /No, they aren't

Ability aims: Ss can learn to give a brief description to farms such as "This farm is so big/beautiful. Look at the ...They are ..." They can also exchange information about the identity of something using "Are they...? Yes, they are. /No, they aren't." in real-life situations correctly and properly.

(2) Presentation

1. Teacher creates the situation in which Mouse Jerry invites Mouse Jimmy to visit his farm. Teacher shows the picture of the farm and leads Ss to describe it using "oh/wow, your farm is so big/nice/beautiful."

2. Teacher encourages Ss to find out the kinds of animals on Jerry's farm, but only parts of the animals' body are shown on the screen or the sounds they make(the footprints/the food) are displayed. Teacher guides Ss to guess the animals using the key sentence pattern "Are they...?" For instance, teacher shows the ears of the rabbits with the rest of their bodies covered. When Ss give the right guess saying "Are they rabbits?", teacher replies "Yes, they are." Otherwise, the teacher will say "No, they are not. They are..." The new words "donkey" and "hundred" will be presented simultaneously.

3. Teacher presents the conversation for Ss to listen and answer the question "What animals are there on the farm?"

4. Ss watch the video and tick or cross.

They see sheep at the farm.

Look at the hens. They are thin.

The farmer has one hundred cows at the farm.

【Purpose】Creating an interesting situation, playing guessing games and watching video can not only present the target language vividly, but also arouse Ss' interest and get them fully involved in the lesson learning.

(3) Practice

1. Pass the ball

Teacher presents different groups of animals on the screen and the student who catches the lucky ball need to do pair-work with their partners. For instance,

Student A: Look at picture 1, are they goats?

Student B: Yes, they are./No, they aren't.

2. Listen and guess

Teacher invites some students to describe the major features of an animal and encourages the others to guess what animal it is, for instance;

S1: They have big noses. They are black and white. What are they?

S2: Are they sheep?

S1: No, they aren't. They give us milk.

S3: Are they cows?

S1: Yes, they are.

【Purpose】Mechanical practice combined with meaningful practice can help Ss further grasp the use of the key words and sentence pattern.

(4) Production

Design your own farm

Ss design their own farms and draw a picture of it. On the farm, they can have animals such

as goats, sheep, cows, pigs, dogs, etc. vegetables and fruits. They need to display their farms with others confirming what things are on the farm, using “Are they....? Yes, they are. /No, they aren’t.”

【Purpose】 Task-based teaching method is adopted to make Ss further use the language and make them appreciate the practical use of language as well.

(5) 板书设计

Are they ...? Yes, they are. No, they aren't. They are.....

六、教学案例分析（本题共 1 小题，共 14 分）

【参考答案】

教师角色：

新课标提倡“教为主导，学为主体”；发挥以学生为主体，教师为主导的作用；围绕有关话题展开师生互动，学生积极参与，教师及时引导；激发学习兴趣，调动学习热情；教师组织了以自主、合作、探究为特征的体验参与性学习。

(1)读前活动教师组织学生进行相关话题的讨论，教师引导学生小组合作交流，体现教师组织者和引导者的角色。

(2)教师基于对文本的分析，对教材文本进行了创造性的改编，体现了教师创造者的角色；在教学活动过程中，教师通过对文本的整合，形成表格，帮助学生梳理文章内容、理清人物观点及其之间的关系；学生在教师问题的引导下去泛读和精读材料，提高了学生的阅读策略，体现了教师了参与者、引导者和管理者的角色。

(3)读后环节教师运用启发性的话语和思维导图，引导学生畅想未来，学生在完成任务的同时，不仅综合语言运用能力得到提高，同时实现情感目标，使学生意识到未来掌握在自己手中，拓展和深化了文本，体现了教师启发者的角色。

文本处理：

新课标提倡教师对文本进行创造性地改编和处理。该案例中的教师不但分析了文本的形式（会话）、内容（话题：life in the year 2050; 关键句型：I think... will...; I agree with you/So do I. I don't agree with you/I don't either.）、难点(理清每个人的观点，以及对他人观点的看法；正确表达对未来的畅想，以及是否认同他人的想法)、主题，而且分析了文本的教育和教学价值---对学生发展的意义。基于文本教育教学价值的分析，确定教学目标和教学方法，使教学设计基于文本又超越了文本；教学活动设计中，通过表格梳理文章内容，帮助学生构建人物观点之间的关系，深入理解文本；用思维导图发展学生的思维，帮助学生构建写作框架，进一步拓展文本；用富有启发性的话语，努力实现情感态度目标，使学生意识到未来掌握在自己手中，最终升华文本。