



华图教师
HTEACHER.NET

2018年下半年教师资格证国考



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一、单项选择题（本答题共 30 小题，每小题 2 分，共 60 分）

1. The sound of "ch" in teacher is _____
 - A. voiceless ,palatal and affricative
 - B. voiceless dental and fricative
 - C. voiced dental and fricative
 - D. voiced palatal and plover
- 2.The main difference between /m/,/n/and//ŋ/ lies in____
 - A.manner of articulation
 - B.sound difference
 - C.place of articulation
 - D.voicing
- 3.She is _____,from her recording ,the diaries of Simon Forman.
 - A.transcribing
 - B. Keeping
 - C. Paraphrasing
 - D. Recollecting
4. Neither the unpleasant experiences nor the bad look_____ him discouraged.
 - A. have caused
 - B. has caused
 - C. has made
 - D. have made
- 5.Mr. Joe has worked hard in the past two years and has paid all his debes ____ the last
 - A.by
 - B.So
 - C.until
 - D.With
- 6.The message came to the villagers _____
 - A.which
 - B.
 - C. That
- 7.
- 8.
- 9.
- 10.
11. which of following artitions is NOT typ of the Talk B L Teaching med ?
 - A. Problem-
12. If a teacher shows student how to do a activity
13. When a teacher asks student to d how a
14. Which of the following practices can encourage student to read an article critically?
 - A. Evaluating its point of view
 - B. Finding out the facts
 - C. Finding detailed information
 - D. Doing translation exercises
15. Which of the following is a display question used by teachers in class?

- A. If you were the girl in the story ,would you behave like her ?
- B. Do you like this story Girl the Thumb ,why or why not ?
- C. Do you agree that the girl was a kind-hearted person?
- D. What happened to the girl at the end of the story?
16. Which of the following would a teacher encourage students to do in order to develop their cognitive strategies?
- A. To make a study plan
- B. To summarize a story
- C. To read a text aloud
- D. To do nattern drills
17. Which of the following exercises would a teacher most probably use if he/she wants to help students develop discourse competence?
- A. Paraphrasing sentences
- B. Translation sentences
- C. Unscrambling sentences
- D. Transforming sentences
18. The advantages of pair and group work include all of following EXCEPT_____
- A. interaction with peers
- B. Veriety and dynamism
- C. An increase in language practice
- D. Opportunities to guarantee accuracy
19. Which of the following should a teacher when his/her focus is on developing student's ability to use words appropriately?
- A. Teaching both the spoken and written form
- B. Teaching words in contact and giving examples
- C. Practicing the form,meaning and use of a word
- D. Asking students to memorize bilingual word lists
20. Which of the following practices is most like to encourage student's conperation in learning?
- A. Doing a project
- B. Having a dictation
- C. Talking a teat
- D. Copying a text

阅读，完全第 21-25 小题。

Today's adults grew up in schools designed to sort us into the various segments of our social and economic system. The amount of time available to learn was fixed: one year per grade. The amount learned by the end of that time was free to vary: some, very little. As we advanced through the grades, those who had learned a great deal in previous grades continued to build on those foundations. Those who had failed foundations. Those who had failed to master the allotted time failed to learn that which followed. After 12 or 13 years of cumulative treatment of this kind, we were in effect, spread along an achievement continuum that was ultimately in each student's rank in class upon graduation.

From the very earliest grades, some students learned a great deal very quickly and consistently scored high on assessments. The emotional effect of this was to help them to see themselves as capable learners, and so these students became increasingly confident in school. That confidence gave them the inner emotional strength to take the risk of striving for more success because they believed that success was within their reach. Driven forward by this optimism, these students continued to try hard, and that effort continued to result in success for them. They became the academic and emotional winners. Notice that the trigger for their emotional strength and their learning success was their perception of their success on formal and informal assessments.

But there were other students who didn't fare so well. They scored very low on tests, beginning in the earliest grades. The emotional effect was to cause them to question their own capabilities as learners. They began to lose confidence, which, in turn, deprived them of the emotional reserves needed to continue to take risks. Pub-

lic failure was embarrassing, and it seemed better not to try and thus to save face. As their motivation waned, of course, their performance plummeted. These students embarked on what they believed to be an irreversible slide toward inevitable failure and lost hope. Once again, the emotional trigger for their decision not to try was *their perception* of their performance on assessments.

Consider the reality — indeed, the paradox — of the schools in which we were reared. If some students worked hard and learned a lot, that was a positive result, and they would finish high in the rank order. But if some students gave up in hopeless failure, that was an acceptable result, too, because they would occupy places very low in the rank order. Their achievement results fed into the implicit mission of schools: the greater the spread of achievement among students, the more it reinforced the rank order. This is why, if some students gave up and stopped trying (even dropped out of school), that was regarded as the student's problem, not the teacher's or the school's. The school's responsibility was to pro-

21. What has made students spread along an achievement continuum according to the passage?
- A. The allowed time to learn
 - B. Social and economic system
 - C. The early prerequisites students mastered
 - D. Performance on formal and informal assessments
22. What is the author's attitude towards the old mission of assessment?
- A. supportive
 - B. Indifferent
 - C. Negative

- D. Neutral
23. Which of the following is closest in meaning to underlined word “plummsisd” in Paragraph 3?
- A. finished timely
B. Spread widely
C. Continued gradually
D. Dropped sharply
24. Which of following describes the paradox of the schools ?
- A. Discrepancy between what they say and what they do
B. Differences between teachers’ problem and schools’ problem
C. Advantages and disadvantages of student’ learning opportunities
D. Students’ perception and the reality of their performance on assessments
25. Which of the following will be triggered by the assessment results according to the passage?
- A. Students’ learning efforts
B. Leaving-no-child-behind policy
C. Socioeconomic and ethnic ranking
D. Social disapproval of schools’ mission

阅读 passage2,完成第 26-30 小题

Several research teams have found that newborns prefer their mothers’ voice over those of other people. Now a team of scientists has gone an intriguing step further, they have found that newborns cry in their native language. “We have provided evidence that language begins with the very first cry melodies” says

26. What does Kanthleen Wermke’ research indicate?
- A. Babies are trouble to do social imitation
B. Babies’ cries could be their early language acquisition
C. Babies start speech acquisition months after their birth
D. A crying baby is a crying baby no matter what the culture is
27. Which of the following is closet in meaning to the underlined word “ambient” in paragraph 2?
- A. surrounding
B. Familiar
C. Foreign
D. Local
28. Why do German and French babies produce different types of cries according to the ?
- A. Because they can control what they hear.
B. Because they can control their different breathing patterns.
C. Because they don’t share the same physiological structure
D. Because they can somehow control their sound production
29. When does language questions begin according to the research ?
- A. It begins with the birth of a baby.
B. It begins before the birth of a baby.
C. It begins when a baby starts imitating
30. What can be influenced from the last paragraph?
- A. Babies’ cries have long been the concerns of scientist

- B. Babies start about their speech acquisition at the age of three months
- C. Studying babies' cries helps us understand their speech perception.
- D. Babies' cries speech ,rather than their cries ,should be the focus of study.

二、简答题

根据题目要求完成系列任务，用中文作答

31. 简述思维导图（mind mapping）的含义（4分）及其两个用途（6分）写出教师在课堂教学中运用思维导图的三点注意事项（6分）并举例说明思维导图的用法（4分）

三、教学情景分析题

32.根据题目要求完成下列人物，用中文作答

T: Good morning , boys and girls .We talked about some verbs yesterday.Now i'd like to see whether you have learned to me then .Are you ready?

St:Yes

T:Listen !Yesterday,you were going to play football after school when it began to rain ,so you didn't do it .Can you describe it with the word "prevent"? Who would like to have a try ?

St:We didn't play football yesterday because a sudden rain prevent us .

T:OK.But would you please begin your sentences with "The sudden rain "?Who'd like to try?

St:The sudden rain prevented us to play football yesterday.

T:OK,you are so quick ,and you are almost right .Do we use "prevent somebody to do something or prevent somebody ...

St:The sudden rain prevented us form playing football yesterday.

T: Excellent !

根据该教学片段回答下面四个问题

- (1) 该教师才采取什么方式引出复习巩固的内容？（5分）
- (2) 当该教师发现学生没有完全掌握所学内容时才去了什么补救方式？（5分）
- (3) 这种补救方法有哪2个优点（10分）
- (4) 该教师复习巩固所教内容还可以采取其他哪2种方法（10分）

四、教学设计题（40分）

根据提供的信息和语言素材设计教学方案，用英文作答

33.设计任务：请阅读下面学生信息和语言素材，设计20分钟英语阅读的教学方案。教案没有固定格式，但须包括下列要点：teaching objectives contents key and diff points, major steps and time allocation ,activities and justifications

教学时间：20min

学生概况：某城镇普通中学高中一年级学生，班级人数40人，多数学生已经达到五级水平，学生课程参与积极性一般。

语言素材：THE three Gorges Dam

"Walls of stone to hold back and rain" Mao Zedong wrote