

2019 年上半年中小学教师资格考试英语学科知识与教学能力试题(高级中学) (精选)

一、单项选择题（本大题共 30 小题，每小题 2 分，共 60 分）

在每小题列出的四个备选项中选择一个最佳答案。

1. The main difference between /f/ and /v/ lies in SSS.
A. the manner of articulation B. the place of articulation
C. voicing D. sound duration
2. Which of the following involves a sound deletion?
A. Bean. B. Design.
C. Sport. D. Big.
3. In the economic SSS established recently, more progress has been made by the European countries in harmonizing their countries.
A. regulation B. climate
C. circumstance D. requirement
4. Smoking heavily at home will expose children to SSS amount of smoke, endangering their health.
A. multiple B. surplus
C. durable D. excessive
5. Which of the following pairs of words are gradable antonyms?
A. Buy and sell. B. Big and small.
C. Male and female. D. Red and green.
6. Naturally, she SSS that once there was a new film everybody would be eager to go and see it.
A. had assumed B. assumed
C. has assumed D. was assuming
7. If he had fought in the First World War, he might have returned SSS.
A. a different man B. with a different man
C. as a different man D. to be a different man
8. In fact, they would rather have left for London SSS in Birmingham.
A. to stay B. in order to stay

C.than have stayed D. instead of having stayed

9. 缺

10. What kind of speech act is performed in utterance “Come round on Saturday” when it is said as an invitation rather than a demand?

A. Direct speech act. B. Locutionary act.

C. Indirect speech act. D. Perlocutionary act.

11. By asking the question, “Can you list your favorite food in English?”, the teacher is using the technique of SSS.

A. elicitation B. monitoring

C. prompting D. recasting

12. If a teacher wants to check how much students have learned at the end of a term, he/she would give them a(n) SSS.

A. diagnostic test B. placement test

C. proficiency test D. achievement test

13. What learning style does Xiao Li exhibit if she tries to understand every single word when listening to a passage?

A. Field-dependence. B. Intolerance of Ambiguity.

C. Risk-taking. D. Field-independence.

14. If a teacher asks students to put jumbled sentences in order in a reading class, he/she intends to develop their ability of SSS.

A. word-guessing through context B. summarizing the main idea

C. understanding textual coherence D. scanning for detailed information

15. When a teacher says “What do you mean by that?”, he/she is asking the student for SSS.

A. repetition B. suggestion

C. introduction D. clarification

16. When a teacher says “You'd better talk in a more polite way when speaking to the elderly.”, he/she is drawing the students attention to the SSS of language use.

A. fluency B. complexity

C. accuracy D. appropriacy

17. Which of the following is a display question?
- A. What part of speech is “immense” ?
 - B. How would you comment on this report?
 - c. Why do you think Hemingway is a good writer?
 - D. What do you think of the characters in this novel?
18. Which of the following represents a contextualized way of practising “ How often...?” .
- A. Make some sentences with “ how often ” .
 - B. Use “ how often ” and the words given to make a sentence.
 - C. I go shopping twice a week. How often do you go shopping?
 - D. Please change the statement into a question “ how often ” .
19. Which of the following are controlled activities in an English class?
- A. Reporting, role-play and games.
 - B. Reading aloud, dictation and translation.
 - C. Role-play, problem solving and discussion.
 - D. Information exchange, narration and interview.
20. The SSS is designed according to the morphological and syntactic aspects of a language.
- A. structural syllabus B. situational syllabus
 - c. skill-based syllabus D. content-based syllabus

请阅读 Passage 1, 完成 21~25 小题。

The number of Americans who read books has been declining for thirty years, and those who do read have become proud of, even a bit over-identified with, the enterprise. Alongside the tote bags you can find T-shirts, magnets, and buttons printed or sewn with covers of classic novels; the Website Etsy sells tights printed with poems by Emily Dickinson. A spread in The Paris Review featured literature-inspired paint-chip colors. The merchandising of reading has a curiously undifferentiated flavor, as if what you read mattered less than that you read. In this climate of embattled bibliophilia, a new subgenre of books about books has emerged, a mix of literary criticism, autobiography, self-help, and immersion journalism: authors

undertake reading stunts to prove that reading—anything—still matters.

“I thought of my adventure as Off-Road or Extreme Reading,” Phyllis Rose writes in “The Shelf: From LEQ to LES,” the latest stunt book, in which she reads through a more or less random shelf of library books. She compares her voyage, to Ernest Shackleton’s explorations in the Antarctic. “However, I like to sleep under a quilt with my head on a goose down pillow,” she writes. “So I would read my way into the unknown—into the pathless wastes, into thin air, with no reviews, no best-seller lists, no college curricula, no National Book Awards or Pulitzer Prizes, no ads, no publicity, not even word of mouth to guide me.”

She is not the first writer to set off on armchair expedition. A. J. Jacobs, a self-described “human guinea pig,” spent a year reading the encyclopedia for “The Know-It-All: One Man’s Humble Quest to Become the Smartest Person in the World” (2004).

Ammon Shea read all of the Oxford English Dictionary for his book “Reading the OED: One Man, One Year, 21, 730 Pages” (2008). In “The Whole Five Feet” (2010), Christopher Beha made his way through the Harvard Classics during a year in which he suffered serious illness and had a death in the family. In

“Howard’s End Is on the Landing” (2010), Susan Hill limited herself to reading only the books that she already owned. Such “extreme reading” requires special personal traits: perseverance, stamina, a craving for self-improvement, and obstinacy.

Rose fits the bill. A retired English professor, she is the author of popular biographies of Virginia Woolf and Josephine Baker, as well as “The Year of Reading Proust” (1997), memoir of her family life and the manners and mores of the Key West literary scene. Her best book is “Parlour Lives” (1983), a group biography of five Victorian marriages. (It is filled with marvellous details and set pieces, like the one in which John Ruskin, reared on hairless sculptures of female nudes, defers consummating his marriage to Effie Gray for so long that she sues for divorce.) Rose is consistently generous, knowledgeable, and chatty, with a knack for connecting specific incidents to large social trends. Unlike many biblio-memoirists, she loves network television and is un-nostalgic about print; in “The Shelf” she says that she prefers her e-reader to certain moldy paperbacks.

The way most of us choose our reading today is simple. Someone posts a link, and we click on it. We set out to buy one book, and Amazon suggests that we might like another. Friends and retailers know our preferences, and urge recommendations on us. The bookstore and the library could assist you, too—the people who work there may even know you and track your habits—but they are organized in an impersonal way. Shelves and open stacks offer not only immediate access to books but strange juxtapositions. Arbitrary classification breeds surprises — Nikolai Gogol next to William Golding, Clarice Lispector next to Penelope Lively. The alphabet has no rationale, agenda, or preference.

21. What can be inferred from paragraph 1 about the author's opinion on reading?

- A. What really matters is the fact that you read.
- B. An emphasis should be placed on what you read.
- C. The merchandising of reading can boost book sales.
- D. Reading as a serious undertaking should not be merchandised.

22. Why does Phyllis Rose compare her reading to Ernest Shackleton's explorations in the Antarctic?

- A. To emphasize the adventurous and stirring experience of reading.
- B. To emphasize the role of reading in broadening people's horizon.
- C. To emphasize the amusement in reading without specific guidance.
- D. To emphasize the challenges in reading books of varying categories.

23. Which of the following is closest in meaning to the underlined phrase "human guinea pig" in Paragraph 3?

- A. A person used in experiments.
- B. An uneducated person.
- C. A lazy person.
- D. A vulnerable person.

24. Why is Rose considered a good instance to manifest "extreme reading"?

- A. People's interest in reading needs to be inspired.
- B. Most people do not know what they should read.
- C. She knows how to relieve her mental suffering via reading.
- D. She has special personal traits needed for extreme reading.

25. In what sense is the arbitrary classification of books considered to be impersonal?

- A. It brings about surprises.
- B. It fails to track readers habits.
- c. It ignores the content of books.
- D. It fails to consider reader' s preferences.

请阅读 Passage 2,完成第 26-30 小题。

Passage 2

If you have got kids, here is a nasty truth: they are probably not very special, that is, they are average, ordinary, and unremarkable. Consider the numbers of those applications your daughter is sending to Ivy League schools, for instance. There are more than a quarter of a million other kids aiming for the same eight colleges at the same time, and less than 9% of them will make the cut. And those hours you spend coaching Little League because you just know your son's sweet swing will take him to the professionals. There are 2.4 million other Little Leaguers out there, and there are exactly 750 openings for major league ballplayers at the beginning of each season. That gives him a 0.0313% chance of reaching the big clubs. The odds are just as long for the other dreams you've had for your kids: your child the billionaire, the Broadway star, the Rhodes scholar. Most of those things are never going to happen.

The kids are paying the price for parents' delusions. In public schools, some students are bringing home 17.5 hours of homework per week or 3.5 per school night and it's hard to see how they have time to do it. From 2004 to 2014, the number of children participating in up to three hours of after-school activities on any given day rose from 6.5 million to 10.2 million. And all the while, the kids are being fed a promise—that they can be tutored and coached, pushed and tested, hot-housed and advance placed until success is assured.

At last, a growing chorus of educators and psychologists is saying, "Enough!" Somewhere between the self-esteem building of going for the gold and the self esteem crushing of the Ivy-or-die ethos there has to be a place where kids can breathe, where they can have the freedom to do what they love and where parents accustomed to pushing their children to excel can shake off the newly defined shame of having raised an ordinary child.

If the system is going to be fixed, it has to start, no surprise, with the parents. For them, the problem isn't merely the expense of the tutors, the chore of the homework checking and the constant search for just the right summer program. It's also the sweat equity that comes from agonizing over every exam, grieving over every disappointing grade—becoming less a guide in a child's academic career than an intimate fellow traveler.

The first step for parents is accepting that they have less control over their children's education than they think they do—a reality that can be both sobering and liberating. You can sign your kids up for ballet camp or violin immersion all you want, but if they're simply doing what they're told instead of doing what they love, they'll take it only so far.

Ultimately, there's a much larger national conversation that needs to be had about just what higher education means and when it's needed at all. Four years of college has been sold as being a golden ticket in the American economy, and to an extent that's true.

But pushing all kids down the bachelor's path ensures not only that some of them will lose their way but also that critical jobs that require a two-year or less—skilled trades, some kinds of nursing, computer technology, airline mechanics and more—will go unfilled.

There will never be a case to be made for a culture of academic complacency or the demolition of the meritocracy. It can be fulfilling for kids to chase a ribbon, as long as it's a ribbon the child really wants. And the very act of making that effort can bring out the best in anyone's work.

But we cheat ourselves, and worse, we cheat our kids, if we view life as a single straight-line race in which one one-hundredth of the competitors finish in the money and everyone else loses. We will all be better off if we recognize that there are a great many races of varying lengths and outcomes. The challenge for parents is to help their children find the one that's right for them.

26. 缺

27. Which of the following factors deprives the kids of freedom to do what they love?

- A. 3.5 hours of school assignments set by their teachers every day.
 - B. The educational reforms made by the public schools they attend.
 - C. The growing number of peers taking part in off-campus activities.
 - D. Their parents' unrealistic wish for them to have a promising future.
28. What are parents supposed to do to alter the current educational system?
- A. To pay for their kids' education.
 - B. To take up all the household chores.
 - C. To provide guidance to their children.
 - D. To push their children to excel at exams.
29. According to the author, which of the following perceptions should parents adopt concerning their kids' education?
- A. They should be their kids' companions on their journey to academic excellence.
 - B. They should realize the fact that most children would remain mediocre despite their wills.
 - C. They should feel relieved if they don't have to pay for their kid' s off-school art lessons.
 - D. They should be their kids' career director rather than help them find a right path to walk on.
30. What does the underlined word “one” in the last paragraph refer to?
- A. Race. B. Length.
 - C. Challenge. D. Outcome.

二、简答题(本大题共 1 小题， 20 分)

根据题目要求完成下列任务，用中文作答。

31. PPT 是英语教师常用的一种教学辅助工具，请简述 PPT 在语言教学中的两个优点(6 分)，列举英语课堂教学中使用 PPT 常见的两个问题(6 分)，并提出合理使用 PPT 的两条建议(8 分)。

三、教学情境分析题(本大题共 1 分， 30 分)

根据题目要求完成下列任务，用中文作答。

32. 下面是某英语教师在日常教学中使用的《学生口语能力评价表》。该教师运

用此表记录了某位学生(李华)一学期口语能力的发展情况(注: ☺=一般; ☺☺=良好; ☺☺☺=优秀)。

学生口语能力评价表

姓名	单元	流利性	得体性	交际策略使用	任务完成度
李华	第一单元	☺	☺	☺	☺
	第二单元	☺☺	☺☺	☺☺	☺☺
	第三单元	☺☺☺	☺☺☺	☺☺☺	☺☺☺

根据所给信息从下列三个方面作答:

- (1)该教师所采用的评价属于什么类型?(6分)
- (2)该评价表具有哪三个主要作用?(12分)
- (3)该教师可以从哪三个方面对此评价表进行改进?(12分)

四、教学设计题(本大题 1 小题, 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 分钟的阅读教学方案。

教案没有

固定格式, 但须包含下列要点:

- Teaching objectives
- Teaching contents
- Key and difficult points
- Major steps and time allocation
- Activities and justifications

教学时间: 20 分钟

学生概况: 某城镇普通高中一年级第一学期学生, 班级人数 40 人。多数学生已经达到《普通高中英语课程标准》(实验)五级水平。学生课堂参与积极性一般。

语言素材:

The Life of Mark Twain

Often the lives of writers resemble the lives of the characters they create. Mark Twain, who wrote *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*, was no exception. To start with, the author's name, Mark Twain, is itself an invention, or "pen name". Twain's real name was Samuel Clemens. "Mark Twain", which means "watermark two", was a call used by sailors on the Mississippi to warn shipmates that they were coming into shallow water.

Like Huck, Mark Twain led an adventurous life. He left school early, and as an adolescent, determined to make his fortune in South America, set off from his home in Hannibal, Missouri, for New Orleans. He wanted to take a boat to the Amazon, where he thought he could get rich quickly. He arrived in New Orleans without a penny in his pocket only to find that there were no boats for South America. Forced to change his plans, he worked for several years as a pilot on a steamboat, taking passengers up and down the Mississippi, the great river which flows from the north of the US near the Canadian border, down to the Gulf of Mexico.

Later he became a journalist and began writing stories about life on the river. Twain's vivid and often amusing descriptions of life on the river quickly became popular, and established the reputation he still enjoys today as one of America's greatest writers.

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(精选)参考答案及解析

一、单项选择题

1. C 【解析】 本题考查辅音的发音。根据发音方式，/f/和/v/都属于摩擦音；根据发音部位，/f/和/v/都是唇齿音；根据带声性，/f/是清辅音，/v/是浊辅音。sound duration“发音长短”是元音的分类方式。故选 C。
2. B 【解析】 本题考查语音现象。design 有音的省略现象，字母 g 不发音。A、C、D 三项中单词的每个字母(字母组合)都有发音。故选 B。
3. A 【解析】 本题考查名词辨析。regulation“规章，调控，管理”；climate“气候”；circumstance“条件，环境”；requirement“要求，需要，必需品”。句意：在最近建立的经济调控(政策)下，欧洲国家在协调其经济方面取得了更多的进展。故选 A。

4.D【解析】本题考查形容词辨析。multiple“多重的，多样的”；surplus“多余的，过剩的”；durable“(东西)耐用的，持久的”excessive“过多的，极度的，过分的”。句意：经常在家里吸烟会使孩子接触大量的烟雾，这会危害他们的健康。故选 D。

5. B【解析】big 与 small 之间是等级反义关系，对“big”的肯定并不是对“small”的否定，二者之间还有一个中间量“middle”。故选 B。

6. B【解析】本题考查动词的时态。句意：她自然而然地认为一旦有新电影上映，每个人都会渴望去观看。assume 的内容用的是一般过去时，由此可知 assume 是发生在过去的动作，所以本题用 assumed。故选 B。

7. C【解析】本题考查介词短语作状语。句意：如果他参加过第一次世界大战，他归来时就是一个不同的人了。“一个不同的人”指他归来时的身份，在句中作状语。故选 C。

8. C【解析】本题考查固定结构。句意：事实上，他们宁愿已经出发去伦敦了而不是待在伯明翰。would rather do sth. than do sth. “宁愿做某事而不愿做某事”，故选 C。

9. 缺

10. C【解析】本题考查言语行为理论。direct speech act“直接言语行为”指说话者直接说出自己想要表达的想法；locutionary act“言内行为”指说话本身所构成的行为，即用声音说出有意义的话语；indirect speech act“间接言语行为”指交际者不直接说出其要说的话，而是通过另外一种言语来间接地表达其用意；perlocutionary act“言后行为”是话语所产生的后果或引起的变化。题干中“周六过来”这句话没有直接用邀请的词汇，而是间接地表达邀请，所以此处是间接言语行为。故选 C。

11. A【解析】本题考查教学方法与技巧。elicitation“启发，诱导”；monitoring“监控，监测”；prompting“提示”；recasting“重组(复述)”。教师通过向学生提问来启发学生进行思考。故选 A。

12. D【解析】本题考查语言测试。diagnostic test“诊断性测试”主要用于了解学生在外语学习过程中的进展情况及存在的问题，从而补救教与学的不足。placement test“分级考试”是一种综合性的英文水平测试及心理测试项目，一般用于分班测试，用来对学生的学习水平进行快速评估，为学生选择一个适当的学

习起点。proficiency test“水平测试”不以具体的教材为命题依据，旨在评定学生现有的英语水平是否达到能胜任某一新的学习任务或工作需要的程度。achievement test“成绩测试”旨在了解一段时期内学生对所学课程内容的掌握情况，以便对学生的学习成绩做出评定。学校英语教学中的期末测试属于成绩测试。

13. B【解析】本题考查学习风格。Intolerance of Ambiguity“模糊容忍度”是指学生面对一系列不熟悉的、复杂的线索时，对模棱两可的信息进行知觉加工的方式。模糊容忍度低的学生倾向于将模糊的、不完整的、不确定的、不连贯的信息看作是潜在的心理威胁的起因。题干中的小李在听文章时，试图理解每一个单词，体现了较低的模糊容忍度。故选 B。

14. C【解析】本题考查阅读教学。如果教师要求学生在阅读课上重新排列杂乱的句子，他/她的目的是培养学生理解文本的连贯性的能力。故选 C。

15. D【解析】本题考查教学反馈。repetition“重复”；suggestion“建议”；introduction“介绍”；clarification“阐释，说明”。当教师问“你这么说不想表达什么意思？”时，他/她想让学生解释说明想表达的意思。故选 D。

16. D【解析】本题考查语用教学。fluency“流利度”；complexity“复杂性”；accuracy“准确性”；appropriacy“得体性”。以礼貌的方式和老人说话体现了语言运用的得体性。故选 D。

17. A【解析】本题考查课堂问题的类型。课堂问题可分为展示性问题(display questions)和参考性问题(referential questions)。展示性问题是指教师已经知道答案或者答案能在相关工具书中找到的问题，提问只是为了考查学生对语言知识的掌握情况。参考性问题是指没有预设的答案的问题，提问的目的是使学生发散思维、寻求信息。“immense”是什么词性？属于展示性问题，故选 A。

18. C【解析】本题考查课堂教学。“I go shopping twice a week. How often do you go shopping?”呈现了一个购物话题，是在语境中练习 how often 的用法。故本题选 C。

19. B【解析】本题考查英语教学活动。英语教学中的控制性活动包括朗读、听写、翻译、背诵、模仿、重复、编对话、分角色阅读、复述等活动；开放性活动包括模拟真实情境进行的角色扮演、辩论、做报告、游戏、信息交流、采访、小组讨论、即兴演讲等活动。故选 B。

20. A【解析】本题考查教学大纲。structural syllabus“结构教学大纲”主要以语法

教学为导向，以语言结构为基础，把语言看作一系列由语法规则组成的体系。situational syllabus“情景教学大纲”是以情景为线索来选择和组织语言的，它的目的是具体区分目标语使用的不同场景。skill. based syllabus“技能型教学大纲”的“技能”是指学习者普遍具有的、不依赖特定语境的听、说、读、写四种语言能力，例如发指令的能力，略读、寻读的阅读技能，写各种报告的能力，听英文广播的能力等；技能型教学大纲的主要目的是使学习者学习特定的语言技能。content-based syllabus“内容型教学大纲”中的“内容”指的是与各个学科知识相关的内容，如技术、社会、计算机等，这种教学大纲主张把其他学科的内容引入第二语言的教学。故选 A。

21. D【解析】推理判断题。由第一段中的“The merchandising of reading has a curiously undifferentiated flavor. as if what you read mattered less than that you read.”以及“reading—anything—still matter”可知，作者认为读书行为的商品化使得人们所读的具体内容好像不如读书这一行为重要，但是所读的内容也是重要的。由此能够推断出作者认为阅读作为一项严肃的活动不应该被商品化。故选 D。

22. C【解析】推理判断题。由第二段中的“she reads through a more or less random shelf of library books”“So I would read my way into the unknown--into the pathless wastes...not even word of mouth to guide me”可知，Phyllis Rose 把她的阅读比作 Ernest Shackleton 在南极探险是因为她的阅读行为是随心所欲的，没有任何参考或引导。故选 C。

23. A【解析】词义猜测题。根据第三段中的“A. J. Jacobs, a self-described ‘human guinea pig, ’spent a year reading the encyclopedia”“Such ‘extreme reading’ requires special personal traits...”可知 A. J. Jacobs 只用了一年时间就读了一部百科全书，这是一种极限阅读。由此可推断出 A. J. Jacobs 认为自己是“实验者”。guinea pig 本意为“豚鼠，实验对象”。故选 A。

24. D【解析】细节理解题。第三段最后和第四段开头提到“Such ‘extreme reading’ requires special personal traits: perseverance, stamina, a craving for self-improvement, and obstinacy.”“Rose fits the bill.”，由此可知 Rose 能够成为极限阅读的优秀例子是因为她具备极限阅读所需的个人特质。

25. A【解析】细节理解题。根据题干定位到最后一段。该段提到“Shelves and open

stacks offer not only immediate access to books but strange juxtapositions. Arbitrary classification breeds surprise. . . . The alphabet has no rationale, agenda, or preference.”, 由此可知书本按照字母顺序摆放毫无道理可言, 并列的两本书可能毫无关联, 这会让读者措手不及。故选 A。

26. 缺

27. D【解析】推理判断题。由第三段中的“...where they can have the freedom to do what they love...an ordinary child.”可知, 孩子们不能自由地去做他们喜欢的事情是因为父母不希望自己拥有一个平庸的孩子。由此可推断出是父母对孩子未来的不现实的期望剥夺了孩子的自由。故选 D。

28. C【解析】推理判断题。由第四段中的“For them, the problem isn't merely the expense of the tutors, the chore of the homework checking and the constant search. . . It's also the sweat equity that...becoming less a guide in a child, s academic career than an intimate fellow traveler.”可知, 要改变当前的教育系统, 父母更应该成为孩子学业上的领路人, 为孩子提供指导, 而不是作为一个同行者。故选 C。

29. B【解析】推理判断题。由第一段中的“If you have got kids...they are average, ordinary,and unremarkable”和“Most of those things are never going to happen.”可知, 父母应该认清这个现实: 尽管他们对孩子抱有很大的期望, 但他们的孩子可能会很平庸, 故 B 项正确。

30. A【解析】词义猜测题。定位到本文最后一段中的“We will an be better off if we recognize that there are a great many races of varying lengths and outcomes. The challenge for parents is to help their children find the one that's right for them”。one 作代词时泛指前面提到的可数名词中的一个。分析句子结构可知, one 指代前面提到的 a great many races 中的一种 race, 故选 A。

二、简答题

31. 【参考答案】

(1)PPT 在语言教学中的两个优点:

①PPT 能够将教材内容生动活泼地呈现在学生面前, 使静态、枯燥的语言材料变得直观、具体, 富有感染力, 从而调动学生学习的积极性, 激发学生的学习兴趣。

②PPT 的使用可以创建直观的教学情境, 提供有利于学生观察、模仿、尝试、体

验真实语言的环境，使英语课堂更好地体现真实性和交际性。

(2)英语课堂教学中使用 PPT 常见的两个问题：

①PPT 有时候会分散学生的注意力，如学生的注意力可能被图片、视频、音乐等吸引，影响教学效果。

②教师过于依赖 PPT，容易忽视讲解、板书、活动等课堂上的重要作用，且教师使用 PPT 在一定程度上增加了其工作量。一味地追求使用 PPT 有时会使教师忽略课程的重点和难点，PPT 的作用适得其反。

(3)合理使用 PPT 的两条建议：

①教师应当有针对性地根据课型和教学内容合理设计 PPT，突出教学的重难点，注意 PPT 的页数与切换速度，使 PPT 真正做到为教学内容服务。

②教师在使用 PPT 时，要注意目的性和恰当性，PPT 的使用不能替代师生在课堂上真实的语言交流、思维碰撞、情感互动等人际交往活动。PPT 只是教学的辅助手段，不能喧宾夺主。

三、教学情境分析题

32. 【参考答案】

(1)该教师所采用的评价属于形成性评价。形成性评价是在教学活动中，为了更好地达到教学目标，取得最佳教学效果而不断进行的评价。它能用来及时了解某阶段教学的结果和学生学习的进展情况以及存在的问题。

(2)评价表的主要作用：

①通过笑脸数目的变化体现学生的表现，使得评价结果一目了然，评价表具有直观性和可对比性。

②展现学生在每一单元的口语表现，使评价具有科学性。该评价表可以体现出在每一单元中，学生的口语在哪些方面表现不错，哪些方面有待努力，这样教师可以在接下来的教学中采取适当的策略，学生也可以加强相关的学习。

③记录学生的学习进展情况，使评价过程具有连续性和动态性。该表纵向表现了学生每个项目的进步情况，这能够使教师对学生的学习进展有总体性的认识，同时使学生对自身成绩有更加客观的认识，激发学生的学习动力。

(3)改进措施：

①增加评价维度。教师可以根据学生的表现，增加语音语调、语法运用的准确性，

达意度等维度。

②细化每个维度的评价标准。教师可以制定出不同等级“笑脸”的具体标准，或将“笑脸”改为具体的评价语言，这样可以更容易让学生深入了解自己的口语水平。

③增加评价主体。评价主体不仅是教师，还可以是学生和家长。

四、教学设计题

33. 【参考设计】

Teaching Contents:

This is a reading lesson about an introduction to a famous writer Mark Twain, including the meaning of his pen name and his life experiences--tried different jobs and went to different places—which laid a good foundation for his writing career.

Teaching Objectives:

(1) Knowledge objective

Students can know more about the famous writer Mark Twain, especially his life experiences.

(2) Ability objective

Students can develop the ability, such as skimming, scanning and careful reading, to read biographical essays.

(3) Emotional objective

Students' literary attainment can get cultivated, and they can have an awareness of the connection between an author's works and his/her life experiences.

Teaching Key and Difficult Points:

(1) Teaching key point

Students can grasp the main idea and detailed information of the passage, and then they can retell Mark Twain's life experiences.

(2) Teaching difficult point

Students can learn to develop their literary attainment.

Major Steps:

Step 1 Pre-reading (3 minutes)

(1) Show the photos of Mark Twain and his works, and then ask students two questions:

others can check against theirs.

(Justification: Fast reading can help students grasp the main idea and specific information of the passage. Careful reading can deepen students' understanding of the passage.)

Step 3 Post-reading (5 minutes)

Ask students to work in pairs to discuss the following questions:

① Why do the lives of writers resemble the lives of characters he creates? How does the resemblance get reflected by Mark Twain?

② Can you summarize the structure of the passage?

Ask several students to share their answers. Then ask all of them to polish their answers and write down to hand in.

(Justification: The first question can develop students' thinking ability, and the second question can help students understand the biographical essay, which is useful for them to do similar writing.)