

8. SSS is the custom, the investigators carried out a painstaking search of the debris after the air crash.

A. What B. As C. Which D. That

9. There are different words for paternal grandmother (*nainai*) and maternal grandmother(*waipo*)in Chinese, but in English the word “grandmother” is generally used in both cases, which suggests that SSS.

A. equal importance is given to maternal and paternal grandparents in China

B. equal importance is given to maternal and paternal grandparents in Britain

C. language may influence people's ways of thinking to a large extent

D. people of different languages categorize things in different ways

10. Which of the following is employed by a speaker who addresses senior people as "the elderly" rather than "the old"?

A. Social dialect.

B. Taboo.

C. Lingua franca.

D. Euphemism.

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 with "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, 完成第 21~25 题。

Passage 1

The brain is truly a marvel. A seemingly endless library, whose shelves house our most precious memories as well as our lifetime's knowledge. But is there a point where it reaches capacity? In other words, can the brain be "full"?

The answer is a resounding no, because, well, brains are more sophisticated than that. A study published in *Nature Neuroscience* earlier this year shows that instead of just crowding in, old information is sometimes pushed out of the brain for new memories to form.

Previous behavioral studies have shown that learning new information can lead to forgetting. But in this study, researchers used new neuroimaging techniques to demonstrate for the first time how this effect occurs in the brain.

The paper's authors set out to investigate what happens in the brain when we try to remember information that's very similar to what we already know. This is important because similar information is more likely to interfere with existing knowledge, and it's the stuff that crowds without being useful.

To do this, they examined how brain activity changes when we try to remember a "target" memory, that is, when we try to recall something very specific, at the same time as trying to remember something similar (a "competing" memory). Participants were taught to associate a single word (say, the word sand) with two different images—such as one of Marilyn Monroe and the other of a hat.

They found that as the target memory was recalled more often, brain activity for it increased. Meanwhile, brain activity for the competing memory simultaneously weakened. This change was most prominent in regions near the front of the brain, such as the prefrontal cortex, rather than key memory structures in the middle of the brain, such as the hippocampus, which is traditionally associated with memory loss.

The prefrontal cortex is involved in a range of complex cognitive processes, such as

planning, decision making, and selective retrieval of memory. Extensive research shows this part of the brain works in combination with the hippocampus to retrieve specific memories.

If the hippocampus is the search engine, the prefrontal cortex is the filter determining which memory is the most relevant. This suggests that storing information alone is not enough for a good memory. The brain also needs to be able to access the relevant information without being distracted by similar competing pieces of information.

In daily life, forgetting actually has clear advantages. Imagine, for instance, that you lost your bank card. The new card you receive will come with a new personal identification number (PIN). Research in this field suggests that each time you remember the new PIN, you gradually forget the old one. This process improves access to relevant information, without old memories interfering.

When we acquire new information, the brain automatically tries to incorporate it within existing information by forming associations. And when we retrieve information, both the desired and associated but irrelevant information is recalled.

The majority of previous research has focused on how we learn and remember new information. But current studies are beginning to place greater emphasis on the conditions under which we forget, as its importance begins to be more appreciated.

21. Which of the following is closest in meaning to the underlined word "resounding" in Paragraph 2?

- A. Definite.
- B. Repetitive.
- C. Echoing.
- D. Impressive.

22. According to the passage, why can't our brain be "full"?

- A. It can forget what we want to remember.
- B. It can memorize what we want to remember.
- C. It can store limitless information like a library.
- D. It forgets the old information while absorbing the new.

23. According to the passage, which part of our brain is traditionally considered to be fundamental to the formation of new memories?

- A. The frontal cortex.
 - B. The middle of the brain.
 - C. The prefrontal cortex.
 - D. The back part of the brain.
24. What is the main purpose of writing this article?
- A. To interpret why our memory loss occurs.
 - B. To elaborate how we retrieve specific memories.
 - C. To explain why our memory capacity seems to be limitless.
 - D. To present the balance between remembering and forgetting.
25. Which of the following is likely to be discussed in the subsequent study?
- A. The influence of memory.
 - B. The conditions related to forgetting.
 - C. The ways used to prevent forgetting.
 - D. The factors involved in memory formation.

请阅读 Passage 2, 完成第 26~30 题。

Passage 2

For most American kids, it wouldn't be Halloween without trick-or-treating for candy; however, that wasn't always the case. When the custom of trick-or-treating started in the 1930s and early 1940s, children were given everything from homemade cookies and pieces of cake to fruit, nuts, coins and toys. In the 1950s, candy manufacturers began to get in on the act and promote their products for Halloween, and as trick-or-treating became more popular, candy was increasingly regarded as an affordable, convenient offering. It wasn't until the 1970s, though, that wrapped, factory-made candy was viewed as the only acceptable thing to hand out to all the little ghosts and goblins that showed up on people's doorsteps. A key reason for this was safety, as parents feared that real-life boogeymen might tamper with goodies that weren't store-bought and sealed.

Today, when it comes to Halloween candy, a number of the most popular brands are enduring classics. For example, the first Hershey's Milk Chocolate bar was produced in 1900 and Hershey's Kisses made their debut in 1907. Company founder Milton Hershey was a pioneer in the mass-production of milk chocolate and turned what previously had been a luxury item for the well-to-do into something affordable for

average Americans. In the early 1900s, he also built an entire town, Hershey, Pennsylvania, around his chocolate factory. In 1917, Harry Burnett Reese moved to Hershey, where he was a dairyman for the chocolate company and later worked at its factory. Inspired by Milton Hershey's success, Reese, who eventually had 16 children, began making candies in his basement. In the mid-1920s, he built a factory of his own and produced an assortment of candies, including peanut butter cups, which he invented in 1928 and made with Hershey's chocolate. During World War II, a shortage of ingredients led Reese to pull the plug on his other candies and focus on his most popular product, peanut butt cups. In 1963, Hershey acquired the H. B Reese Candy Company.

In 1923, a struggling, Minnesota-born candy maker, Frank Mars, launched the Milky Way bar, which became a best-seller. In 1930, he introduced the Snickers bar, reportedly named for his favorite horse, followed in 1932 by the 3 Musketeers bar. Frank's son Forrest eventually joined the company, only to leave after a falling out with his father. Forrest Mars relocated to England, where he created the Mars bar in the early 1930s. In 1941, he launched M&Ms. Mars anticipated that World War II would produce a cocoa shortage, so he partnered with Bruce Murrie, son of a Hershey executive, in order to have access to a sufficient supply of ingredients; the candy's name stands for Mars and Murrie.

Another crowd-pleasing Halloween candy, the Kit Kat bar, was first sold in England in 1935 as a Rowntree's Chocolate Crisp and in 1937 was rechristened the Kit Kat Chocolate Crisp. The name is said to be derived from a London literary and political group, the Kit-Cat (or Kit Kat) club, established in the late 17th century. The group's moniker is thought to be an abbreviation of the name of the man who owned the shop where the group originally gathered. Since 1988, the brand has been owned by Nestle, maker of another perennial trick-or-treat favorite, the Nestle Crunch bar, which debuted in the late 1930s.

26. What are the main features of Halloween candy in the 1970s?

A. Safe, wrapped and factory-made.

- B. Original, homemade and expensive.
 - C. Delicious, manufactured and expensive.
 - D. Convenient, homemade and inexpensive.
27. Who does the underlined word "boogeymen" in Paragraph 1 refer to?
- A. Evil spirits haunting kids.
 - B. People with evil intentions.
 - C. Kids in Halloween costumes.
 - D. Candy makers and store keepers.
28. Which of the following correctly describes Milton Hershey?
- A. He mass-produced milk chocolate bars for the wealthy.
 - B. He duplicated the brand of Hershey's Kisses in 1907 for Halloween.
 - C. He employed Harry Burnett Reese who later founded his own company.
 - D. He encouraged Forrest Mars and Bruce Murrie to jointly produce M&Ms.
29. How was the name "Kit Kat Chocolate Crisp" derived?
- A. It was renamed by Nestle, another maker of the Halloween candies.
 - B. It was borrowed from the name of Rowntree's Chocolate Crisp.
 - C. It was named after a London literary and political group.
 - D. It was abbreviated from the name of a shop owner.
30. What is the passage mainly about?
- A. The names and brands of Halloween candies.
 - B. The origin and history of Halloween candies.
 - C. The popularity and fame of Halloween candies.
 - D. The consumers and manufacturers of Halloween candies.

二、简答题（本大题 1 小题，20 分）

根据题目要求完成下列任务，用中文作答。

31. 简述小组活动（group work）在英语教学中的两个作用（8 分），并提出有效实施小组活动的三条建议（12 分）。

三、教学情境分析题（本大题 1 小题，30 分）

根据题目要求完成下列任务，用中文作答。

32. 下面是某教师一节课导入环节的教学实录，单元话题为 *Animals in danger*。

T: Hi, Class! Let's look at these pictures! Can you tell us what animals they are?

Ss: Elephants! /Tigers! /Monkeys! /Dolphins!

T: Let's see what these animals can do. Can elephants swim?

Ss: Yes.

T: Can tigers swim?

Ss: Yes.

...

T: What animals do you like best? S1.

S1: Pandas.

T: Why do you like them?

S1: Because they are cute.

T: Great! Anyone else? Do you like tigers? S2.

S2: Yes.

T: Why?

S2: Because they are brave.

T: Can you tell us where they live?

Ss: In the zoo. /In the forest. /In the cage.

T: Look! (pointing to the tiger in the cage) Why are they sad?

Ss: ...

根据所给信息从下列三个方面作答：

(1) 列出该教师运用封闭式和开放式提问的各两个例句。(12分)

(2) 分析封闭式问题与开放式问题各自的一个优点和一个缺点。(12分)

(3) 分析该教师提问的两个特点。(6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:

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：某城镇普通中学八年级（初中二年级）学生，班级人数 40 人。多数学生已经达到《义务教育英语课程标准（2011 年版）》三级水平。学生课堂参与积极性一般。

语言素材：

David's Hobbies

Many students have hobbies, such as reading, painting, growing vegetables and looking after animals. Some hobbies are relaxing and others are active. Hobbies can make you grow as a person, develop your interests and help you learn new skills.

David Smith is a student, and one of his hobbies is writing. During the summer of 2010, he spent four weeks at a summer camp. As well as the usual activities, such as sailing and climbing, there was a writing class. "The teacher was a writer, and she asked us to talk about our lives and tell interesting stories. Then she encouraged us to write about our experiences at the camp.

Back at school, David wrote a story about the life of a sixteen-year-old boy, and it came out as a book in 2012. Many young people love his book, and as a result, David has become a successful young writer.

David has been very lucky because his hobby has brought him pleasure and success. But writing is not his only hobby. He is also interested in many other things. "I like playing volleyball too," says David. "I spend some of my free time playing volleyball for my school team. Maybe I'll write about my volleyball team in my future books. "

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（初级中学）

参考答案及解析

一、单项选择题

1. C【解析】题干：下面哪个单词的重音模式与其他单词不同？A、B、D 三项的重音位置均在第二个音节上，只有 C 项的重音在第一个音节上。故选 C。
2. B【解析】因为 Julia 想纠正跟她对话的那个人对她名字的误读，名字是“Julia，而不是“Julian”，所以此处应该把正确的名字“Julia”重读。故选 B。
3. A【解析】A 项“首字母缩略词”指由几个单词的首字母派生出来的新词；B 项意为“混成词”；C 项意为“截断词”；D 项意为“新创词”。“UNESCO”是“United Nations Educational, Scientific, and Cultural Organization”（联合国教育、科学及文化组织）的首字母缩写。故选 A。
4. D【解析】give off“发出，放出（气味、热、光等）”；give out“分发，公布”；give in“屈服，让步”；give away“暴露，泄露”。句意：他看起来像一个苏格兰人，但是他的口音可能暴露了他。根据句意可知选 D。
5. C【解析】句意：这本书是如此受欢迎，以至于它的销量都是以百万计的。by the million“数以百万计的”为固定搭配。故选 C。
6. D【解析】句意：不管成功与否，我们可以肯定我们尽了最大的努力。provided“如果……”，其后一般跟条件状语从句；if only“要是……就好了”；没有 if or not 这种用法；whether or not“不论，是否”。故选 D。
7. A【解析】句意：——你能跟我们一起游泳吗？——恐怕不能。答句补充完整应为“I'm afraid I will not be able to go swimming with you.”，这里省略了后半部分。在英文中回绝别人的邀请，可以用 I'm afraid not。故选 A。
8. B【解析】句意：按照惯例，调查人员在飞机失事后对残骸进行了艰苦的搜索。分析句子结构可知，空格处需要填入非限制性定语从句的引导词，代指逗号后面的整个句子，并在从句中作主语。选项中只有 as 作为关系代词引导非限制性定语从句，且可以置于句首。故选 B。
9. D【解析】题干：在汉语中用不同的词来指代父亲的母亲（奶奶）和母亲的母亲（外婆），但是在英语中“grandmother”一词可以用于两种场合，这表明 SSS。在一门语言中由一个或者两个术语表征的事物，在另一门语言中可能由更多的术

语来表征，也就是说，在另一门语言中存在着更为精细的区分。故选 D。

10. D【解析】题干：当说话者称呼老年人为“the elderly”而不是“the old”时，使用了以下哪种称谓语？social dialect“社会方言”；taboo“禁忌语”；lingua franca“通用语”；euphemism“委婉语”。“the elderly”是“the old”的委婉说法，故选 D。

11. A【解析】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】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】题干：如果小李在听一篇文章的时候试图听懂每一个单词，她表现出的是什么样的学习风格？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】A项“通过上下文猜测词义”；B项“归纳文章大意”；C项“理解文本的连贯性”，D项“寻读找出细节信息”。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】repetition“重复”；suggestion“建议”；introduction“介绍”；clarification“阐释，说明”。当教师问“你这么说想表达什么意思？”时，他/她想让学生解释说明想表达的意思。故选 D。

16. D【解析】题干：当教师说“当你和老人说话时，你最好用一种更礼貌的方式”，他/她正在提醒学生注意语言使用的 SSS。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】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。参考性问题是指出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。A项“‘immense’是什么词性？”属于展示性问题；B、C、D三项都是参考性问题。故选 A。

18. C【解析】题干：下列哪个选项是在语境中练习“How often...”？A项“用how often造句”；B项“用how often和给出的单词造句”；C项“我每周购物两次。你多久购物一次？”；D项“请把这句话改成用how often提问的问句”。C项呈现了一个购物话题，是在语境中练习how often的用法。故选 C。

19. B【解析】A项“做报告、角色扮演和游戏”；B项“朗读、听写和翻译”；C项“角色扮演、解决问题和讨论”；D项“信息交流、叙述和采访”。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】题干：SSS是根据语言的形态和句法方面来设计的。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。

Passage 1

21. A【解析】词意猜测题。画线词所在句为“The answer is a resounding no, because,

well, brains are more sophisticated than that. ”。句中修饰“no”的词 resounding 本意为“响亮的，洪亮的”，这里应该是指“答案当然 / 肯定是 no”。definite“确定的，确切的，有把握的”；repetitive“重复的”；echoing“回声现象，反照现象”；impressive“给人以深刻印象的”。故选 A。

22. D 【解析】细节理解题。由第二段中的“...instead of just crowding in, old information is sometimes pushed out of the brain for new memories to form. ”可知，大脑不会储存满是因为大脑在形成新的记忆的时候旧的信息会被清除，因此 D 项符合题意。

23. B 【解析】细节理解题。根据第六段中的“*This change was most prominent in regions near the front of the brain, such as the prefrontal cortex, rather than key memory structures in the middle of the brain, such as the hippocampus, which is traditionally associated with memory loss.*”可知，记忆变化的主要结构在前额皮质，但传统上认为与失丧失记忆有关的部位是大脑中部。故选 B。

24. C 【解析】主旨大意题。文章开门见山，直接指出大脑就像一个永无止境的图书馆。第一段最后一句“*But is there a point where it reaches capacity? In other words, can the brain be ‘full’?*”以问句的形式引出全文，文章接下来论证为什么大脑储存不会满。故选 C。

25. B 【解析】推理判断题。由本文最后一段可知，前人的研究都集中在我们怎样学习和记住新信息上，而当前的研究开始更多地强调我们遗忘的条件，因为人们开始认识到它的重要性。因此，在后续的研究中，人们可能讨论“与遗忘相关的条件”，故 B 项符合题意。

Passage 2

26. A 【解析】细节理解题。由文章第一段中的“*It wasn’t until the 1970s, though, that wrapped, factory-made candy was viewed as the only acceptable thing to hand out to all the little ghosts and goblins...*”和“*A key reason for this was safety...*”可知，20 世纪 70 年代糖果的主要特点是安全、有包装、工厂批量生产。故选 A。

27. B 【解析】词意猜测题。根据第一段最后一句“*A key reason for this was safety, as parents feared that real—life boogeymen might tamper with goodies that weren’t store—bought and sealed.*”可知，家长担心的是现实中的坏人会对那些不是在商

店买的被密封的糖果动手脚，所以 boogeymen 指的是有邪恶企图的人。故选 B。

28. C 【解析】细节理解题。由第二段中的“Company founder Milton Hershey...affordable for average Americans.”可知，Milton Hershey 是批量生产牛奶巧克力棒并把它从奢侈品变为普通食品的先驱，而不是专门为富人生产牛奶巧克力棒，故 A 项错误。由第二段中的“...and Hershey's Kisses made their debut in 1907.”可知，Hershey's Kisses 首次出现在 1907 年，故 B 项错误。由该段中的“In 1917, Harry Burnett Reese...worked at its factory.”和“In the mid-1920s, he built a factory of his own...”可知，Milton Hershey 曾雇用过 Harry Burnett Reese，且后者后来创办了自己的工厂，故 C 项正确。根据第三段中的“Forrest Mars relocated to England, where he created the Mars bar in the early 1930s. In 1941, he launched M&Ms. Mars anticipated that...SO he partnered with Bruce Murrie.”可知 D 项错误。故选 C。

29. C 【解析】细节理解题。由最后一段中的“The name is said to be derived from a London literary and political group...”可知，该名字来源于伦敦一个文学和政治组织，故选 C。

30. B 【解析】主旨大意题。本文主要讲述了万圣节糖果的起源以及各个历史时期糖果的名字和品牌。B 项“万圣节糖果的起源和历史”可以较全面地概括文章主旨，故选 B。

二、简答题

31. 【参考答案】

(1) 小组活动 (group work) 在英语教学中的作用:

①小组活动以学生为主体，有利于充分调动全体学生的积极性，促进学生参与课堂交流。小组活动创设了活跃、宽松的学习氛围，避免了教师单方面的语言输出，这样能够提高学生学习英语的兴趣，培养学生互相帮助、合作解决问题的能力。

②小组活动强调群体间的经验交流，互相启发。在小组活动中，学生能够在与同龄人的交流中锻炼英语综合运用能力，取长补短，使英语水平获得提高。

③小组活动为学生创设了交际环境，提供了交流平台。学生能通过小组活动进行语言操练，加深对语言形式和意义的理解，从而使“语言技能”到“运用语言进行交际”的发展成为可能。(考生回答两点即可。)

(2) 有效实施小组活动的建议:

①合理组建小组,明确职责分工。教师要从学生的实际情况出发,注意学生之间的差异性,进行合理分组。教师可以根据性别、性格特点、学习成绩、遵守纪律情况的等方面的差异建立若干个学习小组,这样既可以增加学习小组的可竞争性,又可以增加合作学习小组成员的多样性。在分组后,要根据每个人的实际情况,明确分工,确保每个组员都有属于自己的任务,使每个人都能有效地发挥作用。

②明确活动目的。在活动开始之前,教师要使学生明白小组活动的任务和要求,从而使学生能按照教师的布置认真完成小组任务并有实质性的收获。

③精心选择教学内容。小组合作学习中最值得讨论的内容是使人模棱两可、易产生认知冲突的内容。教师可以就此内容引导学生合作交流,达成一致意见,从而体现合作学习的价值。此外还可以运用多种策略解决一些开放性的问题,这样可以很好地激发学生的探究思维。汇聚多角度的思维,便于学生在倾听中发现别人的长处,突破自己的思维局限。

④在小组活动中合理引导、积极调控。教师必须仔细观察各个合作小组的合作情况。在小组活动中,教师要引导学生学会倾听,在听取其他小组合作成员的成果的基础上有的放矢,并在吸收小组合作成员已有成果的基础上来认识问题、分析问题。在合作学习过程中,教师要及时发现问题,并给予适当的点拨。(考生回答三点即可。)

三、教学情境分析题

32. 【参考答案】

(1) ①封闭式问题只有一个正确答案,答案是限制性的,只能评估学生对特定知识的了解。

例句:

Can elephants swim?

Can tigers swim?

②开放式问题的答案不止一个,它能调动学生的思维,考查学生的理解能力和语用能力,语用信息量较大。

例句:

What animals do you like best?

Why do you like them?

(2) ①封闭式问题。

优点: 封闭式问题的答案是固定的, 有利于考查学生对于语言知识掌握的准确性, 可以帮助学生更好地掌握和巩固目标语, 有助于学生掌握正确的语言形式。

缺点: 封闭式问题属于机械性操练, 学生只需要回答出特定答案, 没有过多的思考, 不能起到发散思维的作用, 不利于培养学生举一反三、实际运用语言的能力。

②开放式问题。

优点: 开放式问题的答案通常不是唯一的。教师在教学中应用开放式问题, 能够引导学生自己去思考答案, 发散学生的思维, 让学生有动脑思考的过程, 培养学生真正运用语言的能力, 做到启发式教学。

缺点: 与封闭式问题相比, 开放式问题较难, 所以对于一些基础比较薄弱的学生来说完成起来会有一定的难度。如果教师应用不当的话, 可能会起不到作用, 打消学生的积极性, 不利于教学的顺利进行。

(3) 特点:

①该教师在导入环节采用了封闭式提问以及开放式提问的方式, 使提问方式多元化。这两种方式适用于不同的学生, 也有各自的作用, 这样可以充分发挥两种提问方式的优势, 削弱两种提问方式的劣势, 提高了教学的有效性。

②该教师的提问方式富于变化。该教师没有让学生采用单一的回答方式, 而是让学生自愿回答、齐答和指定学生回答, 注重了问题的广度, 这样能够集中学生的注意力, 充分调动学生学习的积极性, 使每个学生都有适度的参与感和紧张感, 提高了教学的有效性。

四、教学设计题

【参考设计】

Teaching Contents:

The passage is about hobbies . It points out the benefits brought by hobbies and introduces David Smith's hobbies and how his writing hobby brings him pleasure and success.

Teaching Objectives:

(1) Knowledge objective

Students can know the development of David's writing hobby.

(2) Ability objectives

① Students can improve their reading ability to catch the key and detailed information.

② Students can improve their speaking ability to talk about their hobbies.

(3) Emotional objective

Students can realize the importance of developing good hobbies.

Teaching Key and Difficult Points:

How to improve students' reading abilities and help them to retell the development of David's writing hobby.

Major Steps:

Step 1 Pre-reading (3 minutes)

Ask students to talk about the following questions and invite some students to share their answers.

(1) What are your hobbies? How do you develop your hobbies?

(2) Do you think hobbies are good for you? Why?

(Justification: This step can draw students' attention, and make them prepare for reading the text.)

Step 2 While-reading (10 minutes)

1. Fast reading

Ask students to read the passage quickly and then conclude the main idea of each paragraph.

2. Careful reading

(1) Ask students to read the passage again and answer the following questions:

① What are the advantages of hobbies to people according to the passage?

② How did David develop his writing ability during summer vacation?

③ What did David do after he went back to school?

④ What other hobby does David have?

(2) Ask students to read the passage for the third time and conclude the development of David's writing hobby.

Time	Thing
The summer of 2010	
Back at school	
In 2012	

(Justification: Different ways of exploiting the text can help students not merely to cope with the text in class but to develop students' fast reading and careful reading abilities.)

Step 3 Post-reading (7 minutes)

1. Ask students to try to retell the passage according to the above table and choose two students to show in class.
2. Ask students to work in pairs to talk about the development of their hobbies, and then let three pairs to show in class.

For example:

S1: What is your hobby?

S2: My hobby is...

S1: When do you like... ?

S2: ... What is your hobby?

S1: ...

(Justification: Through the practice, students' speaking ability to talk about their hobbies can be trained, and the atmosphere in class can be activated.)