

2019 年下半年中小学教师资格考试真题试卷（精编）

《英语学科知识与教学能力》（高级中学）

一、单项选择题（本大题共 20 小题，每小题 2 分，共 40 分）

- () 1. This disease _____ itself in yellowness of the skin and eyes.
A. manifests B. modifies
C. magnifies D. exposes
- () 2. In the _____ of human life honors and rewards tend to fall to those who show their good qualities in action.
A. ring B. terrace
C. arena D. ground
- () 3. The coupon _____ you to at least 50% off the regular price of either frames or lenses when you buy both.
A. entitles B. tips
C. presents D. credits
- () 4. Which of the following indicates a correct intonation pattern?
A. Did you have a ↑ fever or a ↓ headache?
B. Did you have a ↑ fever or a ↑ headache?
C. Did you have a ↓ fever or a ↓ headache?
D. Did you have a ↓ fever or a ↑ headache?
- () 5. Which of the following is a voiceless bilabial stop?
A. /b/ B. /m/
C. /w/ D. /p/
- () 6. The experienced writer is skilled in handling his words, just _____ the builder is skilled in handling his bricks.
A. as B. so
C. thus D. like
- () 7. It is politely requested by the hotel management that radios _____ after 10 o'clock at night.
A. did not play B. not to play
C. not be played D. were not be played

- () 8. Which of the following italicized phrase indicates a purpose?
- A. She said it *for fun*, but others took it seriously.
- B. *For all its efforts*, the team didn't win the match.
- C. Linda has worked *for the firms* for 20 years.
- D. He set out *for Beijing* yesterday.
- () 9. There are _____ syllables and _____ phonemes in the word "determine" .
- A.3 8 B.3 7
- C.2 6 D.3 6
- () 10. The pair of words "buy" and "sell" are _____ opposites.
- A. gradable B. relational
- C. complementary D. dialectal
- () 11. The inductive method differs from the deductive one in that it enables learners to arrive at _____ on the basis of examples.
- A. generalizations B. solutions
- C. understanding D. decision
- () 12. What is not the major purpose of asking students to give a report after the group discussion in a reading class?
- A. To pool ideas
- B. To correct mistakes
- C. To encourage language use
- D. To practice oral English
- () 13. Which of the following is a kind of information gap activities in class?
- A. Pattern drills B. Making a survey
- C. Sentence transformation D. Forming sentences
- () 14. What would a teacher ask students to do if he/she intends to develop their skimming skill?
- A. To rewrite the text
- B. To read for specific information
- C. To predict the context of the text

D. To read for the general idea of the text

() 15. What does a teacher focus on if he/she asks students to list their ideas, select and expand those ideas, and then make an outline?

A. Students' reading skills

B. Students' translating skills

C. Students' writing skills

D. Students' listening skills

() 16. Activities such as problem solving, decision making and opinion exchanging are typical practices in _____.

A. Audio-lingual method

B. Grammar-translation method

C. Situation language teaching

D. Task-based language teaching

() 17. What type of questions is more likely to motivate learners to talk more and get new information?

A. Yes-no question

B. Closed question

C. Referential question

D. Display question

() 18. What does a teacher focus on when he/she says "find out two things your partner likes to eat but you don't and two things you both like to eat using what do you like to eat?"

A. Form B. Meaning

C. Meaning and use D. Form and meaning

() 19. Which of the following activities is most likely to be used to encourage students active language use?

A. Reading a text and making true or false judgement

B. Listening to a passage and filling in the blank

C. Doing a role play of opening a bank account

D. Reordering the sentences into a passage

() 20. What test is likely to be given to new students at the beginning of a semester to screen them?

A. Achievement test

B. Placement test

C. Proficiency test

D. Aptitude test

二、简答题（本大题共 1 小题，共 20 分）

21. 在写作教学过程中，写前，写中，写后是三个重要的教学环节，简述每个环节中的一个教学活动（12 分），列出教师在写作教学过程中需要注意的四个事项（8 分）。

三、教学情境分析题（本大题共 1 小题，共 30 分）

22. 下面是某位教师英语课堂上的板书内容截图，根据该板书回答下列问题：

(1) 分析该教学目的；（6 分）

(2) 从三个方面分析该板书所体现的教学理念；（12 分）

(3) 分析该板书的两个优点和两个缺点。（12 分）

四、教学设计题（本大题共 1 小题，共 40 分）

23. 根据提供的信息和语言素材设计教学方案，用英文作答。

设计任务：阅读下面学生信息和语言素材，设计 15 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 objects

teaching contents

key and difficult points

major steps and time allocation

activities and justifications

教学时间：15 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：

People generally agree that Pablo Picasso, who lived from 1881 to 1973, is the twentieth-century's greatest western artist. He was born in Spain and at the age of ten was already an excellent artist. He had his first exhibition at the age of 16. Picasso studied art in Spain, but moved to France, in his early twenties. From 1902 to 1904 he painted a series of pictures where the main colour was blue. These pictures showed poor, unhappy people and are known as Picasso's "blue period". From 1904 to 1906 Picasso painted much happier pictures in the

colour pink. This period was known as Picasso's "pink period".

With another Spanish artist called George Braque, Picasso then started an important new artistic movement called Cubism. Picasso's first Cubist paintings were all painted in brown and grey. People agree that Picasso's greatest Cubist painting is *Guernica*, which was painted in Madrid in 1937. *Guernica* is the name of a town that was destroyed during the 1930s war in Spain. In this painting, Picasso showed his feelings about what had happened to the town.

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一、单项选择题

1. A【解析】结合题干和选项的基本意思可以判断，皮肤和眼睛变成黄色是症状，是疾病的表现，符合语义与搭配条件的只有选项 manifest，意为“显示，表现”；modify 意为“更改，修改”；magnify 意为“放大，扩大”；expose 意为“使暴露”。句意：这种病表现的症状为人的皮肤和眼睛变成黄色。
2. C【解析】ring “圆圈，环状物”；terrace “阳台，露台”；arena “竞技场，舞台”；ground “场地，地面”。这里将人生比喻成一个竞技场，故选 C。
3. A【解析】entitle “给（某人）权利（或资格）”；tip “（使）倾斜，翻倒；倒出，倾倒；轻触”；present “颁发；赠送；提出；展现；使发生；描述”；credit “相信，信任；把……归给，归功于”。根据句意：这张优惠券使您在购买镜框或镜片时，至少可以享有正价 50% 的折扣。故选 A。
4. A【解析】选择疑问句的语调分为两个部分，or 前的部分用升调，or 后的部分用降调，记成“前升后降”。故选 A。

5. D【解析】/b/是浊辅音；/m/是鼻音；/w/是软腭音；只有 D 选项符合清辅音、双唇音、塞音。故选 D。
6. A【解析】(just) as...引导方式状语从句，表示“正如...”。句意：经验丰富的作家善于运用他的语言，正如建筑工人善于运用他的砖头一样。故选 A。
7. C【解析】句中的谓语动词 request（请求）所引出的从句应当用虚拟语气，即动词原形或“should+动词原形”。本句的主语从句中，主语 radio 是谓语动词 play 的客体，谓语应当用被动语态，因此填入 not be played。句意：旅馆管理部门恳请客人晚上 11 点后不要打开收音机。故选 C。
8. A【解析】只有 A 选项表目的，故选 A。
9. B【解析】“determine”一词中，有三个音节“de-ter-min”，根据音标可知有 7 个音素。故选 B。
10. B【解析】买和卖属于“关系对立反义词”，故选 B。
11. A【解析】句意：归纳法与演绎法的不同在于归纳法能使学习者基于例子得出一般规律。generalization 意为“概括，归纳”；solution 意为“解决方法，答案”；understanding 意为“理解，通晓”；decision 意为“决定”。归纳法指学习者首先接触的是包含某一知识点的真实上下文，然后根据上下文信息归纳出该知识点的使用规则，得出一般规律；演绎法是教师首先展示知识点规则并举例说明，然后由学习者将所展示的知识点规则运用于新的语言环境。综上所述，归纳法能使学习者基于例子得出一般规律。故选 A。
12. B【解析】句意：哪一个不是阅读课上让学生在小组讨论后作报告的主要意图？To pool ideas 表示“集思广益”；To correct mistakes 表示“纠正错误”；To encourage language use 表示“鼓励运用语言”；To practice oral English 表示“练习口语”。在阅读技能教学中，小组讨论后作报告属于一种读后活动。在读后环节组织小组讨论，讨论完之后，学生们汇报讨论结果，在此过程中可以锻炼学生的口头表达，也可以鼓励学生们运用语言，同时学生们在表达过程中发现问题可以交流，集思广益。因此“纠正错误”不是阅读课上让学生在小组讨论后作报告的主要意图。故选 B。
13. B【解析】句意：下列哪一项是课上的一种信息沟活动？Pattern drills 表示“句型操练”；Making a survey 表示“做一项调查”；Sentence transformation 表示“句子

转换”；Forming sentences“造句”。信息沟是语言教学中的一种技巧，学生在完成任务或解决问题时，缺少必要的信息，必须与同学沟通以填补空缺，它常用于交际语言教学和任务型语言学习。它的主要特点是需要与其他人沟通，而 A、C、D 三项是练习类活动，不需要与他人沟通，自己能独立完成，因此排除。故选 B。

14. D【解析】句意：如果老师想培养学生的略读技能，他/她会要求学生做什么？To rewrite the text 表示“重写课文”；To read for specific information 表示“阅读获取具体信息”；To predict the context of the text 表示“预测上下文”；To read for the general idea of the text 表示“阅读获取课文的大意”。略读是阅读课读中活动，指选择性地 进行跳跃式阅读，又称掠读、跳读。它是跳跃式的粗读，要求学生在阅读过程中 抓住关键词、句、主题句和中心思想，了解文章大意。A 可以作为读后活动；B 项虽然也是读中活动，但是“阅读获取具体信息”属于寻读活动；C 项属于读前活动，这三项都不是“略读”。故选 D。

15. C【解析】句意：如果老师要求学生们列出想法，选择并扩展那些想法，然后再列提纲，该老师在专注于什么？列出想法、选择并扩展想法、再列提纲是写作教学内容，与阅读、翻译、听力无关，因此排除 A、B、D 三项。故选 C。

16. D【解析】句意：诸如解决问题、做出决定并交换观点是 SSS 的典型练习活动。Audio-lingual method 意为“听说法”；Grammar-translation method 意为“语法翻译法”；Situation language teaching 意为“情境教学法”；Task-based language teaching 意为“任务型教学法”。听说法以句型为中心，反复操练，以模仿、重复和记忆的方式学习，大量实践，形成习惯，达到自动化运用；语法翻译法强调对词汇和语法规则的记忆，不注重语言的实际运用，只强调书面语的阅读能力；情景教学法语言教学从口语开始，有选择性地教授词汇以保证基本词汇的收集和选择，根据先易后难的原则对语法项目分级，当学生达到一定的词汇和语法基础后再教阅读和写作；任务型教学法力图让学生通过完成真实生活的任务而参与学习过程，强调培养学生运用英语进行交际的能力，让学生从更广泛的层面综合运用语言。在任务型教学活动中，每个学生都有独立思考、积极参与的机会，易于保持其学习的积极性。解决问题、做出决定、交换观点都属于综合运用语言，独立思考的层面。故选 D。

17. C【解析】句意：哪一种问题可以更有可能激发学习者们谈论更多并获得新

信息? Yes-no question 表示“是非问题”; Closed question 表示“封闭式问题”; Referential question 表示“参考性问题”; Display question 表示“展示性问题”。“是非问题”是在已知的肯定和否定两者中作选择;“封闭式问题”也叫“展示性问题”,这种问题是教师已经知道答案,提问只是为了考查学生对语言知识的掌握情况;参考性问题是教师所提的问题没有预设的答案,提问的目的在于发散学生思维寻求信息。题干中的“谈论更多并获得新信息”偏重发散思维寻求信息方面的技能,因此属于参考性问题。其他三项不符合题意。故选 C。

18. C 【解析】句意:一位老师说“用 what do you like to eat 找出两种你的同伴喜欢吃但你不喜欢吃的东西,再找出两种你们都喜欢的东西”,该老师关注的是什么? Form 表示“形式”; Meaning 表示“意义”; Meaning and use 表示“意义和使用”; Form and meaning 表示“形式和意义”。在题干中, find out two things your partner likes to eat but you don't and two things you both like to eat 属于“意义”范畴; using what do you like to eat 属于“使用”范畴。因此,单纯的形式、单纯的意义、形式和意义都不符合题意。故选 C。

19. C 【解析】句意:下列哪一个活动最可能被用于鼓励学生们积极运用语言? students' active language use 属于语言输出活动, Reading a text and making true or false judgement (读)和 Listening to a passage and filling in the blank (听)属于语言输入活动,因此排除这两项; Reordering the sentences into a passage 重新排句成文,有固定的答案,不能练习语言技能的综合能力,因此不能为学生提供体验、感知语言的机会,而“扮演一个开通银行账户的角色”正体现了积极地运用语言。故选 C。

20. B 【解析】句意:在一个学期开始最可能用哪项考试来筛选新生? achievement test“成绩测验”主要检查和评价学生在某一阶段或某一课程学习中对所学内容的掌握情况,如:期中考试、期末考试; placement test“分级测验”主要是了解学生现有语言水平,发现和诊断语言学习中的问题。如:新生入学后的“摸底考试”。教师可根据测试的成绩和信息,修订或调整教学计划,或根据学生的水平进行筛选分班; proficiency test“专业测验”主要是测量学生英语语言知识和综合运用英语的总体水平,如:美国的托福考试。考试内容不针对任何教材和课程。主要用来筛选和选拔人才,试题难易有跨度,有利于区分考生的优劣程度;有跨度,有利

于区分考生的优劣程度；aptitude test“能力测验”主要是学生是否具有学习外语的天赋或潜在能力。考试不太关注学生已掌握了多少东西，主要关注考生识别、理解、模仿、记忆、归纳和学习一门新的语言的能力。题干表示“筛选学生”，因此，A、C、D 三项不符合题意。故选 B。

二、简答题

21. 在写作教学过程中，写前，写中，写后是三个重要的教学环节，简述每个环节中的一个教学活动，列出教师在写作教学过程中需要注意的四个事项。

【参考答案】

(1) 写作是英语语言的输出过程，是语言的综合应用。新课标倡导注重过程的写作教学模式，将其写作程序细分到教学过程中，分为写前、写中和写后三个环节。

写前：写作前教师应首先激发学生的写作兴趣，准备学生熟悉的、有意义的话题，让学生乐于写作。比如：从听力、阅读的环节引入写作话题，让学生根据所听、所读的内容展开一定的讨论，或是演讲，或是头脑风暴等，阐述自己的观点。

写中：这一阶段的活动主要有起草、校订、修改润色和校阅。在此过程中，教师应引导学生通过信息搜集与处理、表达与交流等探索活动，要求学生从自己的角度或者某假设的角度去写，向读者介绍某一主题。比如：初稿完成之后，教师安排学生自己修改或同桌之间进行互相的校对改写活动，以检查文章观点是否表达清晰、论点是否符合逻辑等。

写后：这一阶段的主要活动是讨论。学生提交终稿后，教师应仔细地批改每位学生的文章。比如：教师和每位学生面对面地讨论文章，指出文章的优缺点，并提出改进意见。在大班教学中，老师也可以先批改学生的文章，然后召开班级会议，集体讨论写作中常出现的问题，或者表彰、点评范文。

(2) 教师在写作教学过程中应该注意以下四个事项：

①应激发学生学习动机。教师应该有计划、有目的地拟好学生感兴趣、有话可说的题目和写作要求，使写作任务真实化。例如给某人写一封信等，激起学生的兴趣，激活学生的相关知识。同时教师也需要构建愉悦和谐的课堂气氛，鼓励他们自身所长渗入到英语写作，积极调动学生的主动性和创新性，帮助他们建立写作自信心。

②应强化学生英语思维。在教学过程中,为帮助学生克服母语对英语写作的干扰,教师可以带领学生对写作材料或者口语材料中的句子结构进行分析,然后写出与之相同或者相似的句子,教师也可要求学生用不同方式表达同样的意思,进而组织提高句子连贯性的练习,组成语意连贯的文章。例如重新排列句子、填空等。这些训练的关键在于训练学生从汉语思维到英语思维的转换。

③应培养学生良好的写作习惯。在书写初稿之前,为确保完成的文章条理分明、结构清晰,必须培养学生写作前列提纲的习惯,要求文章围绕话题,确定文章的具体内容。书写初稿时,学生必须要考虑把文章要点扩展成句、各段之间按照一定的顺序或者逻辑顺序连成一个有机的整体,确保文章内容要点齐全,上下文基本连贯。

④应巩固学生写作基础。在修改这个再加工过程中,教师应该引导学生逐一从内容要点、语言和结构方面进行查错修改。互改在写作教学中十分重要,因为其符合新课程所倡导的合作、交流和探究的学习方式,也是合作学习在写作教学中的实际运用。此外,教师也需要在自改和互改的基础上对学生进行指导,鼓励学生自己完成校对,锻炼学生发现问题和解决问题的能力,为学生打下良好的写作基础。

三、教学情境分析题

22.【参考答案】

(1) 该板书设计的教学目的是通过罗列一系列的单词及其搭配,能够让学生清楚地了解板书中所罗列词汇的具体用法及相应的搭配结构,从而在真实的英语学习中掌握词汇的实际运用。

(2) ①该板书体现了有效教学的教学理念。该理念要求教师掌握有关的策略性知识,以便于面对具体的情景作出决策。在该板书设计中,教师采用了大括号式的方法,帮助学生整理了词汇的具体搭配及可替换词汇,体现了教学过程中的有效性、策略性;

②体现了提供多种选择,适应个性需求的教学理念。高中阶段的英语课程要有利于学生个性和潜能的发展。因此,高中英语课程内容必须具有选择性。在该板书设计中,教师提供了能够适用于该搭配的多种词汇选择,目的在于一方面让学生掌握词汇用法,另一方面能够让学生在真实语境中具备多种选择,满足个体需求;

③体现了优化学习方式，提高自主学习能力的教学理念。该板书中并未将词汇及其搭配一一罗列，而是采用了大括号式的方法，这样的方法更加清晰明了，使学生在学中能更加融会贯通，能够通过自我分析掌握词汇的用法和结构，锻炼了学生的自主学习能力，并能潜移默化地让学生学会利用该种学习方式，从而优化学习。

(3) 优点：①通过大括号式的方法，帮助学生整理了词汇的搭配及结构，有益于学生进行知识的联系和迁移，从而掌握多个词汇的具体运用；②通过罗列多个词汇，学生也能够发挥主观能动性，运用自主学习及分析能力，加深对词汇的理解。

缺点：①该板书没有标题，板书的标题是一节课知识和内容的纲领性存在，起概括和引领性作用，也能让学生更加清楚了解本节课的核心；②该板书设计中并未突出重难点，高中阶段应掌握的词汇一般难度较大，很明显该教师并未考虑学生学习中的阶段性特征，把一些简单词汇和较难词汇直接混为一体，并未突出本节课应重点掌握的词汇，该做法不利于学生把握本节课重难点。

四、教学设计题

23. 【参考答案】

Teaching type: Reading class

Text analysis: This lesson gives a brief introduction to Picasso's career and his main contribution.

Teaching Objectives:

(1) Knowledge objectives:

① Students are able to know the different stages of Picasso's career and his main contribution.

② Students are able to know the main features of Cubism.

(2) Ability objectives:

① Students are able to find the main idea and detailed information about the passage through some reading skills like skimming and scanning.

② Students are able to retell the passage according to the given time.

(3) Emotional objectives:

① Students can cultivate their interest for learning English, and they can be fond of taking part in class activities.

② Students are able to improve their interest in Western and oriental paintings actively.

Teaching key and difficult points:

Teaching key point:

Students can understand and master the basic knowledge of the reading material correctly.

Teaching difficult point:

Students can foster the interest of learning English and painting.

Teaching Procedures:

Step 1 Pre-reading (3 minutes)

(1) Show students some famous paintings in western world, such as The Last Supper, Quernica and so on.

(2) Ask students to watch a short video about Cubism, which mainly introduces the features of this movement.

(Justification: Showing students some pictures of famous paintings can improve their interest in this topic. A short video can help students to know more background information about the passage.)

Step 2 While-reading (6 minutes)

(1) Ask students to read the passage for the first time and finish the following blanks.

Name	Year of Birth and Death	Career	Contribution	Representative Works

(2) Ask students to read the passage for the second time and finish the time line.

Time Stages of Career

At the age of 10 _____

At the age of 16 _____

From 1902 to 1904 _____

From 1904 to 1906 _____

(3) Ask students to talk about the following questions in group of 4. Four minutes for them to discuss.

① What can you see and how do you feel when you look at the famous painting Quernica?

② What does Picasso want to express through this painting?

(Justification: Filling the blank helps students to know the main information of the passage and helps them to improve the reading skills. Time line will help them to know more detailed information about Picasso's career. Questions can improve student's critical thinking.)

Step 3 Post-reading (4 minutes)

(1) Ask students to retell the passage according to the time line and blank.

(2) Ask students to share their favourite painters and the works of the painters. Four students a group and two minutes for them to discuss. After two minutes, ask some of them to share in front of the classmates.

(Justification: Through retelling, students' understanding of the passage will be strengthened. The final discussion will help them to improve their speaking and organizing ability.)

Step 4 Summary and Homework (2 minutes)

Summary: Invite two students to be the teacher assistants to make a conclusion for the class.

Homework:

(1) Make a resume about the students' favorite painter and show it next class.

(2) Search more information about Cubism and collect more representative works.