

一、单项选择题。本大题共30小题，每小题2分，共60分

- 1 To make sure you get into the right \_\_\_\_\_ while driving on a motorway, you must notice the road signs.  
A. way B. track C. path D. lane
- 2 The scientists have made an \_\_\_\_\_ study of the virus that causes the disease.  
A. exhausted B. exhausting  
C. exhaustive D. exhaustible
- 3 Sally was a bit shy, but her teacher found her quite \_\_\_\_\_ discussing a recent film with others.  
A. at home B. at most  
C. at house D. at heart
- 4 Men differ from animals \_\_\_\_\_ they can think and speak.  
A. for which B. in which  
C. in that D. for that
- 5 The future of that country is hard to predict \_\_\_\_\_ the economic system is reformed.  
A. only after B. unless  
C. now that D. as long as
- 6 It is necessary that he \_\_\_\_\_ the assignment without delay.  
A. hand in B. hands in  
C. must hand in D. has to hand in
- 7 The letter "t" in the word "fit" and "you" in the sentence "It doesn't fit you." is pronounced as \_\_\_\_\_.  
A. /tu:/ B. /tʃu:/ C. /dgu:/ D. \*\*\*
- 8 Which of the following shows the correct word stress for "encyclopedia"?  
A. /'ɪn,sækleʊpiːdiə/  
B. /ɪn,sækle'piːdiə/  
C. /ɪn,sæklepiːdiə/  
D. /ɪn,sæklapiːdiə/
- 9 You are greeting an acquaintance with "Hello" to perform the \_\_\_\_\_ function of language.  
A. performative B. metalingual  
C. phatic D. emotive
- 10 Which of the following is the smallest unit of speech that can be used to differ one word from another?  
A. Morpheme B. Suffix  
C. Lexis D. Phoneme
- 11 When teaching such words as "left" and "right", a teacher asks his/her students to touch their left arms and then touch their right eyes.What does this kind of activity exemplify?  
A. Direct Method.  
B. Indirect Method.  
C. Grammar Translation Method.  
D. Total Physical Response.
- 12 What activities are not appropriate for developing the skill of reading for gist?  
A. Reading a text quickly and writing a summary.  
B. Reading a text quickly and choosing the best title.  
C. Reading a text quickly and analyse its discourse patterns.  
D. Reading a text quickly and then telling what it is mainly about.
- 13 Which of the following refers to a process in which a teacher asks his/her students to analyse sentences in a passage and then work out their structures?  
A. Deductive teaching.  
B. Inductive teaching  
C. Task-based teaching  
D. Content-based teaching
- 14 Which of following is the most controlled activity?  
A. Acting out a dialogue.  
B. \*\*\*  
C. Reading aloud a dialogue.  
D. Exchanging information.
- 15 In\*\*\*\* students learn the idiomatic use of English,teachers need to draw students' attention to \_\_\_\_\_.  
A. prefixation B. collocation  
C. \*\*\*\*\* D. derivation
- 16 Which of the following exercises is intended to practice the communicative use of "Do you have ...?" and "I have ...."  
A. Changing one sentence pattern to the other.  
B. Applying those sentence patterns in a conversation  
C. Listening to the tape and writing down the sentences.  
D. Substituting the objects in the sentences with the words given.
- 17 A teacher asks students to write reflective journals about their English learning \*\*\* The major purpose is to develop students' \_\_\_\_\_ ?  
A. communicative strategy  
B. metacognitive strategy  
C. affective strategy  
D. cognitive strategy
- 18 When a teacher says "I don't quite understand. What do you mean by saying that?"What does he/she intend to do?  
A. To refuse.  
B. To comment.  
C. To give opinions.  
D. To ask for clarification.
- 19 At what stage will a teacher initiate a discussion with the students on certain \*\*\*\*\* their prior knowledge?  
A. Presentation B. Practice.  
C. Performance. D. Lead-in
- 20 Which of the following is most appropriate for developing a learner's integrated language skill?  
A. Writing down a phone call message.  
B. Completing multiple-choice exercises.  
C. Copying words from a reading passage .  
D. Filling in the missing words in a passage.

(一)

请阅读Passage 1，完成第21~25小题。

Passage 1

Of all the changes that have taken place in English-language newspapers during the past quarter-century, perhaps the most far-

reaching has been the inexorable decline in the scope and seriousness of their arts coverage.

It is difficult to the point of impossibility for the average reader under the age of forty to imagine a time when high-quality arts criticism could be found in most big-city newspapers. Yet a considerable number of the most significant collections of criticism published in the 20th century consisted in large part of newspaper reviews. To read such books today is to marvel at the fact that their circulation dailies.

We are even farther removed from the unfocused newspaper reviews published in England between the turn of the 20th century and the eve of World War II, at a time when newsprint was dirt-cheap and stylish arts criticism was considered an ornament to the Publications in which it appeared. In those far-off days, it was taken for granted that the critics of major papers would write in detail and at length about the events they covered. Theirs was a serious business, and even those reviews who wore their learning lightly, like George Bernard Shaw's, were taken seriously.

Unfortunately, these critics are virtually forgotten. Neville Cardus, who wrote for the Manchester Guardian from 1917 until shortly before his death in 1975, is now known solely as a writer of essays on the game of cricket. During his lifetime, he was a music critic, and a stylist so widely admired that his Autobiography (1947) became a best-seller. He was knighted in 1967, the first music critic to be so honored. Yet only one of his books is now in print, and his vast body of writings on music is unknown save to specialists.

Is there any chance that Cardus's criticism will enjoy a revival?

The prospect seems remote. Journalistic tastes had changed long before his death, and postmodern readers have little use for the richly upholstered Victorian prose in which he specialized. Moreover, the amateur tradition of criticism has been replaced by the professional.

21 What is true about the current major English-language newspapers according to the first paragraph?

- A. High-quality arts criticism is rarely found.
- B. Arts reviews are often copied from other publications.
- C. \*\*\*\*\*
- D. Arts criticism has disappeared since the start of the 20th century.

22 Which of the \*\*\*\*\*characterizes newspaper reviews in England \*\*\* World War II?

- A. Detailed account of events.
- B. \*\*\*\*\*
- C. Elaborate layout.
- D. Casual style.

23 Which \*\*\*\*\* could be Newman's view?

- A. It is writers' duty to entertain their readers.
- B. It is contemptible \*\*\*\*\*be journalists.
- C. Writers are likely to be tempted into journalism.
- D. Not all writers are capable of journalistic writing.

24 What can be Cardus according to the last two paragraphs?

- A. His style caters largely to modern specialists.
- B. His writings fail to follow the amateur tradition.
- C. His music criticism may not appeal to readers today.
- D. His reputation as a music critic has long been in dispute.

25 Which of the following can be the best title for the passage?

- A. Newspapers of the Good old Days
- B. The Lost Horizon in Newspapers
- C. Mournful Decline of Newspapers
- D. 略

(二)

请阅读Passage 2, 完成第26~30小题。

#### Passage 2

Americans today don't place a very high value on intellect. Our heroes are athletes, enter trainers, and entrepreneurs, not scholars. Even our schools are where we send our children to get a practical education—not to pursue knowledge for the sake of knowledge. Symptoms of pervasive anti-intellectualism in our schools aren't difficult to find.

"Schools have always been in a society where practical is more important than intellectual," says education writer Diane Ravitch. "Schools could be a counterbalance." Ravitch's latest book, *Left Back: A Century of Failed School Reforms*, traces the roots of anti-intellectualism in our schools, concluding they are anything but a counterbalance to the American distaste for intellectual pursuits. But they could and should be.

Encouraging kids to reject the life of the mind leaves them vulnerable to exploitation and control. Without the ability to think critically, to defend their ideas and understand the ideas of others, they cannot fully participate in our democracy. Continuing along this path, says writer Earl Shorris, "We will become a second-rate country. We will have a less civil society."

"Intellect is resented as a form of power or privilege," writes historian and professor Richard Hofstadter in *Anti-intellectualism in American Life*, a Pulitzer Prize winning book on the roots of anti-intellectualism in US politics, religion, and education. From the beginning of our history, says Hofstadter, our democratic and populist urges have driven us to reject anything that smells of elitism. Practicality, common sense, and native intelligence have been considered more noble qualities than anything you could learn from a book.

Ralph Waldo Emerson and other Transcendentalist philosophers thought schooling and rigorous book learning put unnatural restraints on children: "We are shut up in schools and college recitation rooms for 10 or 15 years and come out at last with a bellyful of words and do not know a thing." Mark Twain's *Huckleberry Finn* exemplified American anti-intellectualism. Its hero avoids being civilized—going to school and learning to read—so he can preserve his innate goodness.

Intellect, according to Hofstadter, is different from native intelligence, a quality we reluctantly admire. Intellect is the critical, creative, and contemplative side of the mind. Intelligence seeks to grasp, manipulate, re-order, and adjust, while intellect examines, ponders, wonders, theorizes, criticizes and imagines.

School remains a place where intellect is mistrusted. Hofstadter says our country's educational system is in the grips of people who "joyfully and militantly proclaim their hostility to intellect and their eagerness to identify with children who show the least intellectual promise".

26 What do American parents expect their children to acquire in school?

- A. The confidence in intellectual pursuits.
- B. The habit of thinking independently
- C. Practical abilities for future career.
- D. Profound knowledge of the world.

27 Why does the author insist that schools should be a counterbalance to the American distaste for intellectual pursuits?

- A. To enable the kids to fully participate in their democracy.
- B. To encourage the kids to readily accept others' views.
- C. To develop the kids' habit of rigorous book learning.
- D. To discipline and control the kids' behaviors.

28 Why\*\*\* Mark Twain's *Huckleberry Finn* cited by the author?

- A. \*\*\*\*\*
- B. As a figure who was short of the innate goodness.
- C. As a hero of the time when the story was written.
- D. As an example of American anti-intellectualism.

29 According to the text, which of following is true about Emerson?

- A. He is an advocate of regular schooling.
- B. \*\*\*\*\*of intellectualism.
- C. He is an pioneer of education reform.
- D. He is a scholar in favor of intellect.

30 Which of the following represents the author's view on intellect?

- A. It evolves from common sense.
- B. It is secondary to intelligence.
- C. It should be pursued.
- D. It ignores power.

#### 二、简答题。本大题共1小题，共20分

31 从四个方面简述教师课堂提问的目的（8分，用中文作答），并列举两种问题类型（6分，用英文作答），分别举例说明（6分，用英文作答）

#### 三、教学情境分析题。本大题共1小题，共30分

(三)

根据题目要求完成下列任务，用国家通用语言文字作答。

下面片段选自\*\*\*\*\*课堂教学实录。

Create a context by pointing to a boy or a girl in the class and say, "He/She is a boy/girl. He comes from England. He/She is a student. He/She has a sister, and she is a student, too. They are in the same school, but in different grades."

Write down the sentences on the blackboard. Underline the new words (come from, student, sister, different) and explain their Chinese meaning

Ask the class to read \*\*\*\*\* (conversation again ) and sentences together after the teacher.

Ask the students to work in pairs. Replace “England” with names of other places, and replace “sister” with “brother”.

- 32 根据该教学片段，从下面三个方面作答：
- （1）分析教学意图。（6分）
  - （2）分析该教师采用的教学方式。（6分）
  - （3）分析该教师教学存在的问题。（10分）
  - （4）针对每个问题提出一条改进建议。（8分）

四、教学设计题。本大题共1小题，共40分

33 设计任务：阅读下面的学生信息和语言素材，设计 15 分钟的英语阅读教学方案。教案没有固定格式，但须包含下列要点：

- ① Teaching objectives
- ② Teaching contents
- ③ Key and difficult points
- ④ Major steps and time allocation
- ⑤ Activities and justifications

教学时间：15 分钟

学生概况：某城镇普通中学八年级（初中二年级）学生，班级人数为 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：

A Healthy Lifestyle, the Chinese Way

Traditional Chinese doctors believe we need a balance of yin and yang to be healthy. For example, are you often weak and tired? Maybe you have too much yin. You should eat hot yang foods, like beef. Eating Dangshi

欢迎使用公开真题库（<https://www.gkzenti.cn>）