

2013 年安徽省教师公开招聘考试《英语》真题及答案

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一、单项选择(共 15 小题，每小题 1 分，满分 15 分)

1

I accidentally found a photo that my mother took of _____ when I was a student.

- A、 her
- B、 hers
- C、 me
- D、 mine

2

_____ time going by, I began to realize what really matters in my life.

- A、 While
- B、 When
- C、 As
- D、 With

3

There are two small rooms in the beach house, _____ serves as a kitchen.

- A、 the smaller of which
- B、 a smaller of which
- C、 the smaller of them
- D、 smaller of that

4

She won't be available between 6 and 8, for she _____ an important meeting.

- A、 has had
- B、 had had
- C、 would have had
- D、 will be having

5

The senior citizen would have been killed _____ the timely arrival of the rescue team.

- A、 except for
- B、 but for
- C、 besides
- D、 except

6

_____ that he would get a promotion soon, he felt grateful and worked even harder.

- A、 Having convinced
- B、 Been convinced
- C、 Convincing

D、 Convinced

7

--I'm deady tired, I can't walk anyfurther, Jenny.

-- _____ ! Tommy. You can do it.

A、 No problem

B、 Come on

C、 No hurry

D、 That's OK

8

I find it astonishing _____ she shouldbe so rude to you.

A、 which

B、 what

C、 that

D、 if

9

The deserter was _____ of running awaywhen the enemy attacked.

A、 scolded

B、 charged

C、 considered

D、 accused

10

It _____ be quite cold in winter eventhough the city is in Hainan Province.

A、 shall

B、 should

C、 can

D、 must

11

Most of them know they should resistthe temptation to spend more than they can earn, but knowing that isn't muchhelp _____ it comes to shopping on line.

A、 before

B、 since

C、 when

D、 after

12

She teaches in a remote area, where _____ a lake.

A、 lies

B、 lays

C、 does lie

D、 does lay

13

I knew _____ Donald Trump, but not _____ famous one.

A、 /; a

B、 a; the

C、 /; the

D、 the; a

14

Which of the following words is NOT a compound word?

A、 inefficient

B、 breakthrough

C、 grassland

D、 keyhole

15

_____ is NOT included in Shakespeare's great four tragedies.

A、 King Lear

B、 Romeo and Julie

C、 Macbeth

D、 Othello

二、完形填空(共 15 小题。每小题 1 分。满分 15 分) 阅读以下短文，从短文后每小
题所给的 A、B、C、D 四个选项中。选出可以填入空白处的最佳选项。

16

根据以下材料，回答{TSE}题

I remember being a student teacher in 1974, sitting for two weeks in the back of my cooperating teacher's classroom watching her teach carefully before I had my chance to try. Her lessons flowed from beginning to end, leading me to believe that teaching would be easy. I remember how 17 I was the first time I stood in front of 25 ninth-graders and attempted to teach them Spanish.

My lesson wasn't awful, but it was far from graceful and 18. Teaching is a highly complex 19 and only the teacher who is very skilled can make it appear so simple.

How do effective teachers 20 the skills that make their lessons appear easy and appropriate for all students in the class? 21, a lot can be learned from attending university classes, 22 conferences and workshops, reading professional literature, 23 experienced teachers, discussing 24 and ideas with others and, of course, reflecting 25 one's own teaching. However, some of the most important lessons that teachers learn do not come from these standard 26 --they come from the students themselves.

Most students are probably not aware of the important role they 27 in the training of teachers.

However, to the wise teacher, the classroom is a 28 in which various approaches and strategies are 29 and refined and in which students communicate, in clear as well as subtle ways, whether a lesson was a success, a failure, or 30 in between.

{TS}

A、 rapidly

B、 steadily

C、 freely

D、 endlessly

17

A、 excited

B、 surprised

C、 inspired

D、 scared

18

- A、hopeless
- B、meaningless
- C、cheerless
- D、effortless

19

- A、problem
- B、activity
- C、result
- D、necessity

20

- A、develop
- B、require
- C、increase
- D、stimulate

21

- A、Frankly
- B、Personally
- C、Previously
- D、Obviously

22

- A、acting on
- B、focusing on
- C、joining in
- D、looking for

23

- A、observing
- B、guiding
- C、judging
- D、controlling

24

- A、issues
- B、designs
- C、tasks
- D、goals

25

- A、to
- B、upon
- C、from
- D、by

26

- A、origins
- B、sources
- C、supplies

D、 products

27

A、 make

B、 lead

C、 play

D、 have

28

A、 factory

B、 history

C、 laboratory

D、 documentary

29

A、 purified

B、 qualified

C、 reviewed

D、 tested

30

A、 anywhere

B、 everywhere

C、 somewhere

D、 nowhere

三、阅读理解(共 12 小题，每小题 2 分，满分 24 分)阅读下列短文。从每小题所给的 A、B、C、D 四个选项中，选出最佳选项。

31

根据以下材料，回答{TSE}题

If you have a problem, don't worry! It is easy to say if you don't have one yourself. But there are only a few people who don't have troubles. We call them cemeteries. Believe it or not, most of your problems may actually be good for you!

You may know about the Great Barrier Reef, running some 1800 miles from New Guinea to Australia. Visitors are often taken to see the reef. On one tour, one visitor asked an interesting question. "I notice that the lagoon side of the reef looks pale and lifeless, while the ocean side is lively and colorful. Why is this?"

The guide answered: "The coral around the lagoon side is in still water. It dies early with no challenge to its survival. The coral on the ocean side is always being worn by wind, waves and storms. It has to fight for its survival every day. As it is challenged, it changes and grows healthy, and it grows strong." He added, "That's the way it is with every living thing."

It is the same with people. Challenged and toughened, we come alive! Like coral by the sea, we grow. Physical problems make for a stronger body. Stress makes for a stronger mind. So, if you have problems, it's no problem! Just tell yourself, "There I grow again!"

{TS} The author's attitude toward problems can be described as _____.

A、 indifferent

B、 neutral

C、 positive

D、 pessimistic

32

In the writer's opinion, the people who don't have troubles are _____.

- A、 the persons who go to Great Barrier Reef
- B、 the persons who have passed away
- C、 the persons who are being tested
- D、 the persons who are healthy

33

The ocean side of the reef is lively and colorful because _____.

- A、 it is in still water
- B、 it has no challenge to its survival
- C、 it has a lot of sunshine
- D、 it has to fight for its survival everyday

34

After reading this passage, we should _____.

- A、 live in our comfort zone
- B、 live in the ocean side of the reef
- C、 face the test and challenge bravely
- D、 stay away from any trouble

35

根据以下材料，回答{TSE}题

In any country, the "standard of living" means the average person's share of the goods and services which the country produces. Therefore, a country's standard of living depends first and foremost on its capacity to produce wealth. "Wealth" in this sense is not money, but "goods" such as food and clothing, and "services" such as transport and entertainment.

The capacity to produce wealth depends upon many factors, most of which have an effect on one another. To a great extent, wealth depends upon a country's natural resources, such as coal, gold, and other minerals, water supply and so on. Some regions of the world are well supplied with coal and minerals, and some are not.

Next to natural resources comes the ability to turn them to use. Some countries are perhaps well off in natural resources, but unable to develop their resources. They suffered for many years from civil and external wars. Peaceful political and stable conditions enable a country to develop its natural resources effectively, and to produce more wealth than another country equally well served by nature but less well ordered. Another important factor is the technical efficiency of a country's people. Industrialized countries that have trained numerous skilled workers and technicians produce wealth more than countries whose workers are largely unskilled.

A country's standard of living does not only depend upon the wealth that is produced and consumed within its own borders, but also upon what is indirectly produced through international trade.

For instance, Britain's wealth in foodstuffs and other agricultural products would be much less if she had to depend only on those grown at home. Trade makes it possible for her surplus manufactured goods to be traded abroad for the agricultural products. In this aspect, a country's wealth is much influenced by its manufacturing capacity, provided that other countries

can be found ready to accept its manufactures.

{TS} The standard of living in a country is determined by _____.

- A、 its goods and services
- B、 the type of wealth produced
- C、 how well it can create wealth
- D、 what an ordinary person can share

36

A country's capacity to produce wealth depends on all the factors EXCEPT FOR _____

- A、 people's share of its goods
- B、 political and social stability
- C、 qualities of its workers
- D、 use of natural resources

37

According to the passage, besides the capacity of wealth production, _____ play an equally important role in determining a country's standard of living.

- A、 farm products
- B、 industrial goods
- C、 foodstuffs
- D、 export and import

38

The manufacturing capacity may be a key factor to a higher standard of living when one country _____

- A、 has traded her manufacture
- B、 has established her wealth
- C、 has been an industrialized one
- D、 has produced surplus manufactured goods

39

根据以下材料，回答{TSE}题

One of the greatest contributions of Freud is that he elaborated the structure of human psyche as "Id", "Ego" and "Superego". "Ego" is the natural human psychological characteristic that changes everything in its way and makes everyone a victim to undesirable consequences in their life. The pride and self-esteem if they are overrated in our mind will be shown in the form of Ego. The Human Ego conceals our "natural intellect" to create false ownership over every object. Here is an interesting story which could illustrate the case.

Once there was a scientist who worked hard all through his life to make exact human physical body replicas of himself. He mastered the art so perfectly that one could not easily tell the replica from the original. According to the natural process, the Angel Death knocked at his door. The Angel Death felt puzzled by looking at the thirteen same persons. Obviously unable to recognize the original person, the Angel returned in vain. The scientist got the illusion that he can avoid death easily.

Nevertheless the Angel Death who has clear understanding of human life did not give up and came back with a trick. She again approached the scientist and was staring at the thirteen human figures.

Then she told the scientist, "You have managed everything correctly but you could not avoid a

small flaw while reproducing yourself'. The scientist hurriedly spoke out the small flaw that it was impossible in his work. Then he was caught by Angel Death.

The Ego blinds us to hide reality, so we tend to make small mistakes though we are given greater skills and strength. Therefore each one of us has to be careful about our accomplishments and achievements so that we don't make us blind toward this living world where every individual is presented upon with equal grace and strength. Thus we have to decrease the feeling of "All is I" and increase the feeling of "I am nothing before All", which makes us proud of everything we have.

{TS} The first paragraph serves as a(n) _____.

- A、 explanation
- B、 introduction
- C、 comment
- D、 background

40

Why did the scientist reproduce himself?

- A、 To make the Angel Death feel confused.
- B、 To show his own skills to make replicas.
- C、 Not mentioned clearly in the passage.
- D、 To avoid the small flaws of his original.

41

How did the Angel Death find out the original of the scientist?

- A、 By her own naked eyes.
- B、 By finding the flaw of the scientist.
- C、 By cheating the scientist.
- D、 By making small mistakes.

42

What was the author's suggestion for us?

- A、 We should reduce the feeling of Ego.
- B、 We should feel proud of what we have.
- C、 We should try to hide the reality facing us.
- D、 We should find other's grace and strength.

四、翻译(满分 10 分)将短文中画线的句子译成中文。

43

根据以下材料，回答{TSE}题

It was a cool October evening in the hill country of southwest Mississippi. (43) Early frost had turned leaves to a golden hue. (44) The view was astounding from the high bluff known as Howitt's Mountains. (45) Henry and I gazed out over the misty swamp bordering a stream several hundred feet below. (46) Beyond the green grassland stretched across the bottom land to the banks of a small river. (47) We were there setting up a rough base camp.

{TS}第 43 题翻译是

44

第 44 题翻译是

45

第 45 题翻译是

46

第 46 题翻译是

47

第 47 题翻译是

五、书面表达(满分 20 分)

48

In a teaching training, David Nunan asked a question: "What do you do?" One of the audiences answered: "I teach English." David Nunan said: "No, you teach kids." What do you think of Nunan's reply? Write a composition in English of no less than 150 words without any personal information.

六、教学设计(满分 20 分)

49

根据下面的语言素材,用英语完成以下的设计任务(设计意图可以用中文表达)。

1. 确定这节课的教学目标;
2. 根据所确定的教学目标,设计教学过程并说明设计意图。

Teacher: So what do you think about the story of Yu Gong?

Wang Ming: I think it's really interesting. Yu Gong found a good way to solve his problem.

Claudia: Really? I think it's a little bit silly. It doesn't seem very possible to move a mountain.

Wang Ming: But the story is trying to show us that anything is possible if you work hard!

Yu Gong kept trying and didn't give up.

Claudia: Well, I still don't agree with you. I think we should try to find other ways to solve a problem.

Wang Ming: But what could Yu Gong do instead of moving the mountains?

Claudia: Well, there are many other ways. For example, he could build a road. That's better and faster than moving a mountain.

Teacher: You have different opinions about the story and neither of you are wrong. There are many sides to a story and many ways to understand it.

七、教学案例分析(满分 16 分)

50

以下是一篇八年级的阅读材料以及教学片段,请用中文从以下方面进行评析。

1. 阅读教学模式;
2. 活动设计。

阅读材料:

The shortest player in the NBA

Spud Webb was born in Texas in 1963. He was very small--much smaller than the other kids at school. However, he had a big dream--he wanted to play in the NBA.

While attending junior high, Spud tried out for the school team, but he was refused to play at first because he was too small. He did not lose heart. When he finally got the chance, he scored 20 points in his first game. From then on, he was the star of the team.

In senior high, Spud often had to sit in the stands because of his height. He practiced even harder and got the coach to change his mind. Spud went on to become leader of the team. In his last year of senior high, he was named player of the Year in Texas.

However, no university would invite him to play basketball simply because he was only 170 cm tall. He decided to play at a junior college. There he led his team to the national championship.

This brought him to the attention of North Carolina State University. As a result, he succeeded in getting a scholarship.

Although he was a great player at university, the NBA was not interested in him because all its players were more than 20 cm taller than he was. After he graduated, he was forced to play in another basketball league. He remained there for about a year before the NBA took notice of him. In 1985, he joined the Atlanta Hawks and became the shortest player in the NBA at that time. He had many great achievements, but his proudest moment came in 1986—he won the Slam Dunk Contest.

Through hard work, Spud Webb proved that size and body type does not matter—you can do almost anything if you never give up.

教学片段:

Step I Pre-reading:

1. Students listen to a song and answer the following questions:

What is the song about? What are your dreams and goals?

2. Teacher divides the class into groups of 4 and sets a goal for them. The groups will have competition to get the cup of the basketball match as reward.

3. Students fill in the KWI chart then talk about what they know and want to know about the topic on Spud Webb and NBA in pairs.

Step II While-reading:

1. Students try to give a proper title to the article after reading the first and last paragraphs.

2. Students answer the following questions to learn to criticize stereotype that the height is the key to success for a basketball player.

(1) What do basketball players look like?

(2) Which player will you choose, the shorter one or the taller one, if you are the coach of the NBA?

(3) Is it easy for Spud Webb to achieve his dream?

3. Students predict what would happen to Spud before reading the following 4 paragraphs.

Then do the jigsaw in the group.

4. Students try to work out the key clues which lie in each paragraph. Students learn to draw a mind-map of the structure of the article as follows:

5. Students do a crossword puzzle by guessing the meaning of the new vocabulary in bold from the context with the help of English explanation given.

6. Students check their reading comprehension by playing a game called Basketball Journey.

Step III Post-reading:

(1) Students try to introduce the story of Spud Webb with the help of their group mates.

(2) Students discuss the question in groups: What do you want to say to these people, Spud Webb, the coach who refused him and the coach who received him?

(3) Finishing the question "What have you learned about Spud Webb and NBA?" in KWL chart, students come to have a scientific attitude that hard work and persistence are the key to success.

Step IV Homework

- (1) Retell Spud Webb's story, record their voice and send the recording to teacher's E-mail.
 (2) Read more articles online about those who never give up.

答案解析

1、C	2、D	3、A	4、D	5、B
6、D	7、B	8、C	9、D	10、C
11、C	12、A	13、B	14、A	15、B
16、C	17、A	18、D	19、B	20、A
21、D	22、C	23、A	24、A	25、B
26、B	27、C	28、C	29、D	30、C
31、C	32、B	33、D	34、C	35、C
36、A	37、D	38、D	39、B	40、C
41、C	42、B	43、参见解析	44、参见解析	45、参见解析
46、参见解析	47、参见解析	48、参见解析	49、参见解析	50、参见解析

1

考查代词。根据语境可知，照片是“妈妈”给“我”拍的，所以排除 A、B；take a photo of sb. “给某人照相”，此处缺少的是人称代词而不是物主代词。此处人称代词在介词之后，应该用宾格，故选 C。句意为“我偶然发现了一张当我还是个学生时，妈妈给我拍的照片”。

2

考查介词 with 的用法。句意为“随着时间的流逝，我开始意识到我生命中真正重要的是什么”。这里是介词短语作伴随状语，相当于 as time goes by。

3

考查非限制性定语从句和冠词用法。句意为“在海滩度假屋里有两间小房子，其中较小的那间充当厨房”。首先，后半句是一个非限制性定语从句，只能用 which 引导；其次，表示两者中比较小的那个是特指，用定冠词 the 修饰，即“the smaller of the two...”。故选 A。

4

考查时态。句意为“6 点到 8 点这段时间她不在，因为那时她会参加一个重要的会议”。由 won't 可判断前半句是一般将来时，后半句解释原因，表示在 6 点到 8 点那个时间段正在发生的事情，所以用将来进行时，故选 D。

5

考查虚拟语气。句意为“要不是救援队及时赶到，那个老人就会被杀了”。此处 but for 表示“if it were not for”或“if it had not been for”，即“若不是”“要不是”，与虚拟语气连用。except for 和 except 都表示“除了.....”，besides 意为“除.....外，还有.....”。根据句意选 B。

6

考查过去分词作状语。句意为“确认自己将获得晋升后，他很感激并更加努力地工作”。过去分词或过去分词短语作状语时，表示被动和完成，在句子中一般可以表示时间、原因等，其逻辑主语和句子主语一致。如：Satisfied with what he did, the teacher praised him in class. 由于老师对他所做的事情很满意，于是在班上表扬了他。有些及物动词的过去分词形容词化了，并不强调被动意味，而主要表示一种状态或结果。题干 Convinced that he would get a promotion soon 作原因状语，相当于 Because he was convinced that he would get a promotion soon, 故选 D。

7

考查情景交际。句意为“——詹妮，我极度疲劳，一点也走不动了。——加油，汤米！你能行的。”Come on 意为“加油，快点”，带有鼓励、鼓动的意味。No problem“没问题”，No hurry“不必着急”，That's OK“可以，没关系”，均不符合题意。

8

考查宾语从句。句意为“她竟然这样粗暴地对待你，这让我很吃惊”。it 为形式宾语，真正的宾语是后面的从句。从句里不缺任何成分，故用 that 引导，选 C。

9

考查动词辨析及其惯用搭配。SCOLD“责备，斥责”，惯用搭配为 BE SCOLDED FOR“因为做某事而受责备”；CHARGE 作“控告、起诉、指责”的意思讲时，惯用搭配为 BE CHARGED WITH；CONSIDER“考虑”。惯用搭配为 BE CONSIDERED AS“被认为”，前三项均属于搭配不当。ACCUSE“控告，指控，谴责”，BE ACCUSED OF“被指控”，符合语境。故选 D。句意为“那个逃兵被指控当敌人攻击的时候逃跑了”。

10

考查情态动词。句意为“尽管那个城市在海南省，冬天可能也会相当冷”。shall“将要，将会”，should“应该”，can“能够，会”，must“必须”。根据句意选 C。

11

考查习惯用法。before“在……之前”，since“自……以来，自……以后”，when“当……时，在……时”，after“在……之后”。come to 意为“涉及，至于”，英语中 when it comes to... 已经成为一个常见的句式，表示“说到，一提起……”的意思。句意为“大多数人都知道他们应当抵制透支花钱的诱惑，但一到网购时就把这个抛到脑后了”。

12

考查倒装和词义辨析。句意为“她在遥远的地方教书，那里有一个湖”。lie 表示“位于，坐落在”，lay 表示“放置，安放”，根据词义可排除 B、D。where 引导定语从句并在从句中作地点状语，地点状语后面如有表示位置的动词(如 lie, live, sit, stand)或转移的动词(如 come, go, rise)，作主语的名词可放在动词之后，即主谓倒装。

13

考查冠词。句意为“我知道一个叫作唐纳德·特朗普的人，但不是那个有名的美国总统”。名为唐纳德·特朗普的人有很多，故为泛指，用 a 修饰；而叫此名字的美国总统只有一个，是特指，故用 the 修饰。

14

考查构词法。A 项是由否定前缀 in- +efficient 构成的派生词。其他三项都是合成词，breakthrough(突破)=break(打破)+through(穿过)；grassland=grass(草)+land(地)；keyhole(钥匙孔)=key(钥匙) +hole(洞)。

15

考查英国文学。莎士比亚的四大悲剧：Hamlet(《哈姆雷特》)、Othello(《奥赛罗》)、King Lear(《李尔王》)、Macbeth(《麦克白》)。另外，他还有四大喜剧：The Merchant of Venice(《威尼斯商人》)、A Mid-summer Night's Dream(《仲夏夜之梦》)、As You Like It(《皆大欢喜》)、Twelfth Night(《第十二夜》)。

16

考查副词辨析。rapidly“迅速地”，steadily“稳定地”，freely“自由地”，endlessly“无穷地，继续地”。flow 有“to develop or be produced in an easy and natural way”之意，即“流畅”之意，在此与 freely 搭配，可表示课堂流畅自如。故选 C。

17

考查形容词辨析。excited“兴奋的”，surprised“吃惊的”，inspired“有创造力的，有雄心壮志的”。scared“恐惧的，惊恐的”一句中讲“我”第一次站在讲台上，面对 25 个九年级学生，尝试教他们西班牙语。结合上下文判断“我”的心情应该是很激动的，故选 A。

18

考查形容词辨析。hopeless“没有希望的”，meaningless“没有意义的”，cheerless“沉闷的，无乐趣的”，effortless“不费力的，容易的”。上半句说“我”的课绝不糟糕，下半句说但也远没有达到优雅和_____的水平。这里填的词和 graceful 并列，而且应该是褒义词，所以只能选 effortless，和文中反复出现的 easy，simple 属于同一语义场。

19

考查名词辨析。problem“问题”，activity“活动”，result“结果”，necessity“必需品”。根据文意，教学是一种很复杂的活动，只有很有经验的教师才能让它变得如此容易，故选 B。

20

考查动词辨析。develop“发展，加强”，require“要求”，increase“增加”，stimulate“刺激”。结合下文可知，教师应该通过各种活动来加强自己的教学技能，故选 A。

21

考查副词辨析。frankly“坦诚地，真诚地”，personally“就个人而言，个别地”，previously“以前”，obviously“明显地”。从下面列举的这些活动中能学到很多，这是很明显的事实，故选 D。

22

考查动词短语辨析。act on“对……起作用”，focus on“聚焦，集中”，join in“参加”，look for“寻找”。根据常识可知是参加会议和研讨会，故选 C。

23

考查动词辨析。observe“观察”，guide“指导”，judge“判断”，control“控制”。结合常识可知应该是观察有经验的教师，向其学习，故选 A。

24

考查名词辨析。issue“问题”，design“设计”，task“任务”，goal“目标”。结合常识可知应该是与其他人一起讨论问题、观点等，故选 A。

25

考查固定搭配。reflect upon / on“反思”，教师要自我反思，故选 B。

26

考查名词辨析。origin“起源”，source“来源”，supply“供应”，product“产品”。结合上下文可知，尽管学习的渠道很多，但是对于教师来说，他们学到的最重要的东西不是来自以上这些渠道，而是来自学生本身。用 source 可表示渠道、来源，故选 B。

27

考查固定搭配。这里是一个定语从句。play a role in...“在……中起作用”，故选 C。

28

考查名词辨析。factory“工厂”，history“历史”，laboratory“实验室”，documentary“纪录片”。结合上下文可知，聪明的教师把教室当作实验室，各种教学方法和策略在里面被实验。故选 C。

29

考查动词辨析。purify“使净化，精炼”，qualify“使具有资格”，review“回顾，复习”，test“测验”。根据上文可知，聪明的教师把教室当作实验室，各种教学方法和策略在里面被实验和改进。故选 D。

30

考查副词辨析。anywhere“任何地方”，everywhere“到处”，somewhere“某个地方”，nowhere“无处”。根据句意，无论一堂课是成功、失败，还是介于成功和失败之间，故选 C。

31

态度题。文章第一段最后一句“most of your problems may actually be good for you”指出，大部分麻烦对你来说其实都是有好处的。可见作者对于麻烦的态度是积极的，故选 C。

32

细节题。由第一段“**But there are only a few people who don't have troubles. We call them cemeteries.**”可知，作者认为，有麻烦是正常的，每个人都会有麻烦，只有死人才不会有麻烦。**cemetery** 的意思是“墓地”。故选 B。

33

细节题。根据第三段“**The coral on the ocean side is always being worn by wind, waves and storms. It has to fight for its survival every day. As it is challenged, it changes and grows healthy, and it grows strong.**”可知答案选 D。A、B 项对应的是 **the lagoon side of the reef**，C 项文中没提。

34

推断题。从最后一段“**Challenged and toughened, we come alive! Like coral by the sea, we grow.**”可以推断出答案为 C 项“我们应该勇敢地面对挑战和考验”，不断奋斗。

35

细节题。第一段第一句指出 **standard of living** 的定义，第二句“**Therefore, a country's standard of living depends first and foremost on its capacity to produce wealth.**”以及第三句指出什么决定了 **standard of living**。即决定一个国家生活标准的是这个国家创造商品和服务的能力(**the capacity to produce goods and services**)，故选 C。

36

细节题。第二、三段指出了决定一个国家创造财富的能力的多种因素，如 **natural resources, the use of natural resources, political and social stability, technical efficiency of works** 等。A 项本身是生活标准，不符合题干要求，故选 A。

37

细节题。第四段第一句指出“**A country's standard of living does not only depend upon... but also upon what is indirectly produced through international trade.**”可知国际贸易也很重要。D 选项中的进出口跟文中意思一致，故选 D。

38

细节题。根据最后一段“**Trade makes it possible for her surplus manufacture goods to be traded abroad for... a country's wealth is much influenced by its manufacturing capacity, provided that other countries can be found ready to accept its manufactures.**”可知，如果一个国家制造业发达的话，可以将多余的工业制造品通过国际贸易来换取本国需要的产品，故选 D。

39

推断题。根据第一段最后一句“**Here is an interesting story which could illustrate the case.**”可以推断出第一段是引言。故选 B。

40

细节题。第二段提到有个科学家一生都致力于复制他自己的形体。他的技术如此精妙以至于别人很难分辨出哪个是他本人，哪个是复制品。但是文章中并没有提及他为什么这么做，故选 C。

41

推断题。第三段第一句提到死神“**came back with a trick**”，结合下文科学家因为自己说话而被死神发现了。所以死神并未找到科学家复制品的缺陷，她只是利用诡计使科学家暴露了自己，故选 C。

42

推断题。文章最后两句话“**Thus we have to decrease the feeling of 'All is I' and increase the feeling of 'I am nothing before All', which makes us proud of everything we have.**”可知作者建议我们要少想“全都是我的”，多想“在大家面前，我什么都不是”，这样才会珍惜我们所拥有的，故选 B。

43

初霜使树叶变成了金黄色。

44

从豪伊特山脉的峭壁上看过去，景色令人惊叹。

45

亨利和我透过沼泽散发出的薄雾凝望着几百英尺下面的小河。

46

沼泽里的绿草从底部的平地一直长到了小河边。

47

我们在那里搭了一个简陋的大本营。

48

What Do You Teach, English or Kids?

What Nunan said truly triggered me a lot. It is universally acknowledged that there are two important and prevalent forms of class--teacher-centered and students-centered. In China, most of the classes are teacher-centered. Teachers spend a lot of class time speaking, while students are busy listening to their teachers or taking notes, so that their thinking time is reduced or even ignored, which is not good for their comprehensive development.

"You teach kids" means as a teacher we should have more time to think about the students and know more about their characteristics, knowledge level, interests and so on. Thus, a students-centered class should be highly praised and widely used by every qualified teacher instead of paying attention to the subject or teachers themselves, which are more advantageous than the former one. Firstly, the students are more likely to concentrate their minds and be enthusiastic towards class in which they can participate and interact more. Secondly, the students will be more active and willing to cooperate better with their teacher, and the teacher can get the feedbacks through their students' corresponding responses and improve his teaching and choose the optimum teaching methods accordingly. Thirdly, autonomous learning and creative thinking abilities can be cultivated. They can share or express their own opinions freely in the class.

In a word, I firmly agree with Nunan's viewpoint that teachers should attach more importance to the kids and the students-centered class needs to be encouraged.

49

1. Teaching Objectives

Knowledge objectives:

Students can master some words and phrases to express one's own opinion, such as "Really? I think .../But .../Well, I still don't agree with you."

Ability objectives:

(1) Students can use the targeted words and phrases to doubt others' ideas and express their own opinions.

(2) Students can improve their listening and speaking abilities.

Emotional objective:

Students can develop the awareness that there are many sides of one thing and many ways to understand it.

2. Teaching Procedures

Step 1 Pre-listening

(1) Ask students to review the story of "Yu Gong Moves a Mountain", giving clues like this:

How did the story begin?

What happened next?

Why was Yu Gong trying to move the mountain?

(2) Ask students, "What do you think of "Yu Gong? Is he wise or silly?" and lead students to give the answer using "I think ...," Then the teacher says, "Well, but I don't agree with you. I think ..."

设计意图：通过让学生根据提示回顾“愚公移山”的故事，为接下来的听力理解做铺垫；提问则加深学生对目标句型的印象，有利于后面的教学顺利开展。

Step 2 While-listening

(1) Listening for the gist

Listen to the tape and find out what the conversation is mainly about:

A. Wang Ming is in favor of Yu Gong while Claudia is against him.

B. Claudia is in favor of Yu Gong while Wang Ming is against him.

(2) Listening for the specific information

Listen to the tape again and fill in the following blanks.

Wang Ming	Claudia
I think it is really _____.	I think it's _____.
Yu Gong _____ to solve his problem.	It doesn't seem _____ to move a mountain.
Anything _____ if you work hard.	We should try to _____ to solve a problem.
Yu Gong kept trying and didn't _____.	Well, there are _____.
What could Yu Gong do _____ moving the mountains?	He could _____ . That's better and faster than moving a mountain.
They have _____ opinions about the story and _____ of them is wrong, because there are _____ to a story and _____ to understand it.	

(3) Listen to the tape for the third time. Pay attention to how Wang Ming and Claudia express their opinions and fill in the following blanks:

Wang Ming: _____ it's really ...

Claudia: _____ ? _____ it's ...

Wang Ming: _____ the story is trying to ...

Claudia: _____, _____ we should try to ...

Wang Ming: _____ what could ...

Claudia: _____, there are ...

设计意图：通过听材料大意、听细节信息的活动训练学生的听力能力，听并填写表达观点的词句则为后面角色扮演活动打好基础。

Step 3 Post-listening

(1) Ask students to role-play the conversation in pairs and invite some pairs to perform to the front.

(2) Set a situation and ask students to make a dialogue using the targeted words and phrases "I think .../But...". For example:

T: It's said that English are more difficult to learn than Chinese. What do you think of the opinion?

设计意图：通过角色扮演和创设情境编对话的练习。锻炼学生的听说能力，并培养学生从不同角度看问题的思维能力。

50

1. 阅读教学模式

该教师在阅读教学中以“PWP”模式进行，即把阅读教学过程划分为三个阶段——读前(Pre—reading)、读中(While—reading)读后(Post—reading)阶段。在读前阶段，教师为学生的阅读设置了兴趣准备、背景知识准备等活动，激发了学生的阅读动机，激活和提供了必要的背景知识，且引出了话题，为学生接下来的阅读做了有效铺垫；在读中阶段，教师设置了多项活动，引导学生逐步获取和处理文章信息，训练了学生的阅读技能；在读后阶段，引导学生巩固所学内容，围绕阅读材料主题进行讨论，并在学习知识和发展语言能力的同时，培养学生健康向上的品德和情感。

2. 活动设计

阅读教学的目的是培养阅读策略，培养语感，培养学生在阅读过程中获取和处理信息的能力。在该案例中，教师设计了多种教学活动，不仅注重语言知识的教学，还注重阅读策略和技能的培养、学生品德和情感的培养等。具体来讲，在读前，通过歌曲、讨论、竞赛等活动，激发学生的学习兴趣，有利于顺利开展阅读活动，具有趣味性和针对性。读中阶段，面向学生全体，有个人活动、小组活动和全体活动，从主旨分析到细节理解，再到分析文章结构等，环环相扣，具有层次性。在读后阶段，落实了三维目标，既有知识练习，又有语言实践和情感体现。具有全面性和思想性。总之，活动丰富多样，符合学生的认识水平和生活实际。但是，在设计活动的过程中。有以下不足：

(1)读前阶段中竞赛的设置跟整个主题相关性不大，且可能会耗时较长，有失恰当。

(2)读中阶段的第二个活动中设计的前两个问题更适合放在读前阶段进行。在第三个活动中设计了拼图游戏，跟主题相关性不大。且整个读中阶段活动较多，不利于教师有效地把握时间。