

2017 年安徽省教师公开招聘考试《英语》真题及答案(精选)

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一、单项选择(共 15 个小题；每小题 1 分。满分 15 分) 阅读下面各题。从 A、B、C、D 四个选项中选出最佳选项。并将答案填在答题纸的相应位置上。

1

Learning Beijing Opera in primary schools is intended _____ the traditional cultural treasure.

- A、to preserve
- B、to preserving
- C、to have preserved
- D、preserving

2

以下单词画线部分发音与其他项不同的一项是_____。

- A、social
- B、direction
- C、appreciate
- D、ocean

3

There are three main school holidays in the UK. They are the _____ holiday, the _____ holiday and the _____ holiday.

- A、Halloween; summer; Christmas
- B、Thanksgiving Day; Easter; summer
- C、summer; winter; Christmas
- D、Easter; Christmas; summer

4

Writing out all the invitations by hand was more time-consuming than we _____

- A、expect
- B、had expected
- C、are expecting
- D、have expected

5

Traditionally, college students hold a graduation ceremony to encourage themselves before they _____ on their life journey.

- A、get through
- B、give up
- C、settle down

D、 set off

6

_____ to improving services, we will provide customers with all the information.

A、 Committed

B、 Committing

C、 Having committed

D、 Being committed

7

As John Lennon once said, life is _____ happens to you while you are busy making other plans.

A、 that

B、 which

C、 what

D、 where

8

--Could I use your car tomorrow?

--Sure. I _____ a story at home.

A、 have written

B、 have been writing

C、 will have written

D、 will be writing

9

While intelligent people can often _____ the complex, a fool is more likely to complicate the simple.

A、 survive

B、 sacrifice

C、 simplify

D、 substitute

10

Hardly had Susan finished her words when Bob said _____, "Don't be so mean," pointing a finger of warning at her.

A、 guiltily

B、 sharply

C、 dreadfully

D、 indirectly

11

--Did you look up the time of the high-speed trains to Guangzhou?

--Yes, the early train is _____ to leave at 3 : 00 p.m.

A、 about

B、 likely

C、 due

D、 possible

12

According to the law, all foreigners have to _____ with the local police within two weeks of arrival.

- A、 register
- B、 associate
- C、 negotiate
- D、 dispute

13

When Richard said, "You are much more agreeable and prettier now", Joan's face turned red at the unexpected _____.

- A、 contribution
- B、 compliment
- C、 comparison
- D、 command

14

Tango is a passionate dance, _____ brings the dancers together in a way _____ words can't express.

- A、 what; /
- B、 which; how
- C、 it; in which
- D、 which; /

15

I don't care about the good salary offered by the company. What I need is a(n) _____ post.

- A、 awarding
- B、 challenging
- C、 competing
- D、 creating

二、完形填空(共 20 个小题; 每小题 1 分, 满分 20 分) 阅读下面短文。从每小题所给的 A、B、C、D 四个选项中选出最佳选项, 并将序号填在答题纸相应位置上。

16

根据下面资料, 回答{TSE}题

Human growth is a process of experimentation, trial, and error eventually leading to wisdom. Each time you choose to trust yourself and take action, you can never quite be certain how the situation will 16.

Sometimes you are victorious, and sometimes you become disappointed. The 17 experiments, however, are no less valuable than the experiments that finally prove successful; in fact, you 18 learn more from your "failures" than you do from your 19. If you have made what you think to be a mistake or failed to live up to your own 20, you will most likely put up a barrier between your essence and the part of you that is the alleged wrong-doer.

However, viewing past actions as 21 implies guilt and blame, and it is not possible to learn anything meaningful while you are engaged in blaming. 22, forgiveness is required when you are severely judging yourself. Forgiveness is the act of erasing an 23 debt. There are four kinds of forgiveness.

The first is beginner forgiveness for yourself.

The second of forgiveness is beginner forgiveness for another.

The third kind of forgiveness is 24 forgiveness of yourself. This is for serious misbehaviors, the ones you carry with deep 25. When you do something that violates your own values and principles, you create a gap between your standards and your actual 26. In such a case, you need to work very hard at 27 yourself for these deeds so that you can close this gap. This does not 28 that you should rush to forgive yourself or shouldn't feel regret, 29 taking pleasure in these feelings for a prolonged period of time is not healthy.

The 30 and perhaps most difficult one is the advanced forgiveness of another.

At some time of our life, you may have been severely wronged or hurt by another person to such a degree that forgiveness seems 31.

However, harboring anger and revenge fantasies only keeps you 32 in victimhood. Under such a circumstance, you should force yourself to see the bigger picture. By so doing, you will be able to 33 the focus away from the anger and resentment.

It is only through forgiveness that you can erase wrongdoing and 34 the memory. When you can 35 release the situation, you may come to see it as a necessary part of your growth.

{TS}第(16)题选

- A、turn up
- B、turn out
- C、break out
- D、break up

17

第(17)题选

- A、failed
- B、successful
- C、important
- D、engaged

18

第(18)题选

- A、usually
- B、necessarily
- C、continuously
- D、obviously

19

第(19)题选

- A、failure
- B、success
- C、benefit
- D、fault

20

第(20)题选

- A、experiences
- B、expectations
- C、belief
- D、ability

21

第(21)题选

- A、mistakes
- B、fantasies
- C、victories
- D、experiments

22

第(22)题选

- A、Instead
- B、Therefore
- C、However
- D、Still

23

第(23)题选

- A、unusual
- B、absurd
- C、emotional
- D、original

24

第(24)题选

- A、certain
- B、advanced
- C、alternative
- D、ordinary

25

第(25)题选

- A、mercy.
- B、wisdom
- C、shame
- D、injury

26

第(26)题选

- A、approach
- B、behavior
- C、thought
- D、purpose

27

第(27)题选

- A、punishing
- B、praising
- C、forgiving
- D、blaming

28

第(28)题选

- A、prove
- B、represent
- C、reflect
- D、mean

29

第(29)题选

- A、and
- B、or
- C、but
- D、so

30

第(30)题选

- A、last
- B、next
- C、uncertain
- D、premier

31

第(31)题选

- A、essential
- B、impossible
- C、valuable
- D、unavoidable

32

第(32)题选

- A、lost
- B、located
- C、occupied
- D、trapped

33

第(33)题选

- A、drive
- B、shift
- C、put
- D、drag

34

第(34)题选

- A、clean
- B、keep
- C、weaken
- D、refresh

35

第(35)题选

- A、naturally
- B、finally

C、definitely

D、initially

三、阅读理解 阅读下面短文，从每小题所给的 A、B、C、D 四个选项中选出最佳选项。并将序号填在答题纸相应位置上。

36

根据下面资料，回答{TSE}题

One of my children is spinning in a circle, creating a narrative about a princess as she twirls. The other is building a rocket ship out of a discarded box, attaching propellers made of cardboard and jumping in and out of her makeshift launcher. It is a snow day, and I've decided to let them design their own activities as I clean up and prepare a meal. My toddler becomes the spinning princess, imagining her character's feelings and reactions. What seems like a simple story involves sequencing, character development, and empathy for the brave princess stuck in her tower. The rocket ship my first grader is working on needs a pilot and someone to devise the dimensions and scale of its frame; it also needs a story to go with it. She switches between roles and perspectives, between modes of thinking and tinkering.

This kind of experiential learning, in which children acquire knowledge by doing and via reflection on their experiences, is full of movement, imagination, and self-directed play. Yet such learning is increasingly rare in early-childhood classrooms in the U.S, where many young children spend their days sitting at tables and completing worksheets. Kindergarten and preschool in the U.S. have become more and more academic, rigorously structuring kids' time, emphasizing assessment, drawing a firm line between "work" and "play"--and restricting kids' physical movement. A study from the University of Virginia released earlier this year found that, compared to 1998, children today are spending far less time on self-directed learning--moving freely and doing activities that they themselves chose--and measurably more time in a passive learning environment.

With so few years under their belts, my 3- and 6-year-old daughters are still learning to inhabit their bodies. They are learning how to maneuver themselves physically, how to orient themselves in space. As Vanessa Durand, a pediatrician at St. Christopher's Hospital for Children in Philadelphia, says, freedom of movement is necessary for children to meet their developmental milestones: "Children learn by experiencing their world using all of their senses. The restriction of movement, especially at a young age, impedes the experiential learning process."

Movement allows children to connect concepts to action and to learn through trial and error.

"If you walk into a good kindergarten class, everyone is moving. The teacher is moving. There are structured activities, but generally it is about" purposeful movement," comments

Nancy Carlsson-Paige, a professor emerita of early-childhood education at Lesley University and the author of Taking Back Childhood, describing the ideal classroom setup. In the classroom culture she advocates for, "[Kids] are getting materials for an activity, they are going back and deciding what else they need for what they want to create, seeing how the shape of a block in relation to another block works, whether they need more, does it balance, does it need to be higher, is it symmetrical. All of these math concepts are unfolding while kids are actively building and moving."

Research has shown time and again that children need opportunities to move in class.

Memory and movement are linked, and the body is a tool of learning, not a roadblock to or a

detour away from it. Any parent who has brought home a kindergartener after school, bursting with untapped energy yet often carrying homework to complete after a seven-hour day, can reasonably deduce why children today have trouble keeping still in their seats. Many children are getting 20-minute breaks, or none at all. On Florida, parents whose children have no recess have been campaigning to legislate recess into the curriculum.) Recess, now a more frequent topic of research studies, has been found to have "important educational and developmental implications." Schools that have sought to integrate more movement and free play, such as short 15-minute recess periods throughout the day, have seen gains in student attention span and instructional time. As Carlsson-Paige points out, "Recess is not a separate thing in early-childhood education."

Ben Mardell, a professor of early-childhood education at Lesley University and the project director of the Pedagogy of Play initiative at Harvard's Project Zero observes that even when adults do incorporate play into learning, they often do so in a way that restricts free movement and agency. "The idea that there should be formal instruction makes it no longer play," says Mardell. "In play the player is choosing to participate, choosing a goal, and directing and formulating the rules. When there is an adult telling the kids, 'This is what we are supposed to do,' many of the important developmental benefits of play get lost."

The role of play has been established not just as a part of learning, but as a foundation for healthy social and emotional function. The National Association for the Education of Young Children has published widely circulated position papers on the need for developmentally appropriate teaching practices and for reversing the "unacceptable trends in kindergarten entry and placement" that have been prompted largely by policy makers' demand for more stringent educational standards and more testing. Some teachers are enacting changes, seeking ways to bring movement back into the classroom. Lani Rosen-Gallagher, a former first-grade teacher for New York City public schools and now a children's yoga instructor, explains the shift in thinking: "I would have [my students] get out of their seats every 15 minutes and take a Warrior Pose or Lion's Breath, and then I could get 15 more minutes of work out of them." This kind of movement, she said, also gives children space to develop self-awareness and self-regulation, to get to know themselves as thinking individuals by connecting with the body.

Play-based preschools and progressive schools (often with open room plans, mixed-age groups, and an emphasis on creativity and independence) are seeing increased popularity. Enrichment programs engaging children in movement with intention (yoga, meditation, martial arts) are also gaining traction.

These kinds of methods seek to give children back some of the agency their young minds and bodies crave, as less play and mobility lead to an uptick in anxiety in ever-younger students and even, according to Durand, a growing number of cases of children who need to see occupational therapists. Mindfulness practices such as guided breath and yoga can help mitigate the core symptoms of ADHD in children, (an increasingly common diagnosis), while the arts encourage self-expression and motor-skill development.

Emily Cross, a professor in the School of Psychology at the United Kingdom's Bangor University, explains the impact of movement on memory and learning: New neuroscience research, she said in an email, shows that active learning--"where the learner is doing, moving, acting, and interacting"--can change the way the brain works and can

accelerate kids' learning process. While passive learning may be easier to administer, she added, it doesn't favor brain activity. Cross, whose research focuses on pre-teens and young adults, said she's found "very clear evidence that when learners are actively engaged with moving their own bodies to music, in time with avatars on the screen, their performance is vastly superior to when they're asked to engage in passive learning ... [There are] striking changes in brain activity when we combine dance and music in the learning context." In other words, people absorb a newly acquired skill-set better while doing, engaging their bodies rather than simply observing.

These research findings echo the observations and methodologies of educators who promote active learning. As Sara Gannon, the director and teacher at Bethesda Nursery School, a highly regarded play-based preschool in New Haven, Connecticut, that favors experiential learning over direct instruction, in an email notes: "Unfortunately, there has been so much focus on forcing the academics, and young children are being asked to do what they are just not ready to do ... of course, we do teach letters and sounds, numbers and quantities--but through experiences and within a context. That means, hands-on: counting the number of acorns a child found on the playground, building with unit blocks, sounding out a child's name as they learn to write it, looking at traffic signs on a walk." Yet while such developmentally oriented programs may benefit children, for now they're unlikely to become widespread given the current focus on assessment and school readiness, particularly in underserved communities.

As my girls continued creating their own activity stations and imaginary worlds, the contrast between how children operate versus what is often expected of them was apparent. It would be unwise and impractical to pretend that children do not need any structure, or that academic skills are unimportant in school. Yet it is necessary to recognize that the early-childhood classroom has been significantly altered by increasingly rigorous academic standards in ways that rarely align with how young children learn.

{TS}The author mentions her children's example in Paragraph 1 to show that _____.

- A、 struggles to balance work and family
- B、 children usually think and act in different way from adults
- C、 play can sometimes lead to children's self-directed learning
- D、 fairy tales play an important role in developing children's creating

37

According to the passage, what can we learn about experiential learning?

- A、 It has something to do with children's level of intelligence.
- B、 It gives children freedom to choose what they want to do.
- C、 It contributes little to academic performance.
- D、 Children learn more quickly through it than through passive learning.

38

According to Nancy, an ideal kindergarten class _____.

- A、 attaches great importance to kids' ability to solve math problem
- B、 Offer skids as many structured activities as possible
- C、 encourages good teamwork and communication
- D、 encore' ages kids to learn by experience

39

What's the author's attitude towards the importance of academic skills?

- A、Unconcerned.
- B、Objective.
- C、Critical.
- D、Tolerant

40

What's the main idea of the passage?

- A、Young kids should learn through movement.
- B、Parents shouldn't expect too much of the children.
- C、American kids are facing the biggest challenge of their academic.
- D、Young kids should strike a balance between study and rest.

四、填空题

41

英语课程标准的总目标是：通过英语学习使学生形成初步的_____，促进心智发展，提高_____。

42

评价应把_____和_____相结合，既关注过程又关注结果。

43

_____是指学生对学习加以计划、实施、反思、评价和调整的行动和步骤。

五、简答题(满分 15 分)

44

学习完 26 个字母以后，可以设计哪些练习巩固知识？请设计练习并简要说明设计意图(至少 5 种)
教学对象：三年级学生

六、案例分析【满分 15 分】

45

根据下面资料，回答{TSE}题

T: 同学们，我们来唱首歌：Let's sing and dance.

S: OK.

....

T: (point to a picture) What's this?

S: It's a picture.

T: Good. Look at the picture, what's the boy doing? He is drawing. Read after me, draw, draw.

T: Well done. Now let's play a game. I do, you say. (教师做画画动作，学生说"draw")

T: Now let's listen and do. (教师说"draw",学生做动作)

{TS}找出老师不合理的行为并进行修改。(10 分)

46

找出老师值得借鉴的地方并说明理由。(5 分)

七、教学设计(满分 25 分)

47

Liu Tao: Who is your e-friend?

Wang Bing: He's Peter. He lives in the UK.

Liu Tao: How old is he?

Wang Bing: He is 11 years old.

Liu Tao: Can he speak Chinese?

Wang Bing: Yes, he can.

Liu Tao: Does he have Chinese lessons at school?

Wang Bing: No, he doesn't. He studies Chinese after school.

Liu Tao: What subjects does he like?

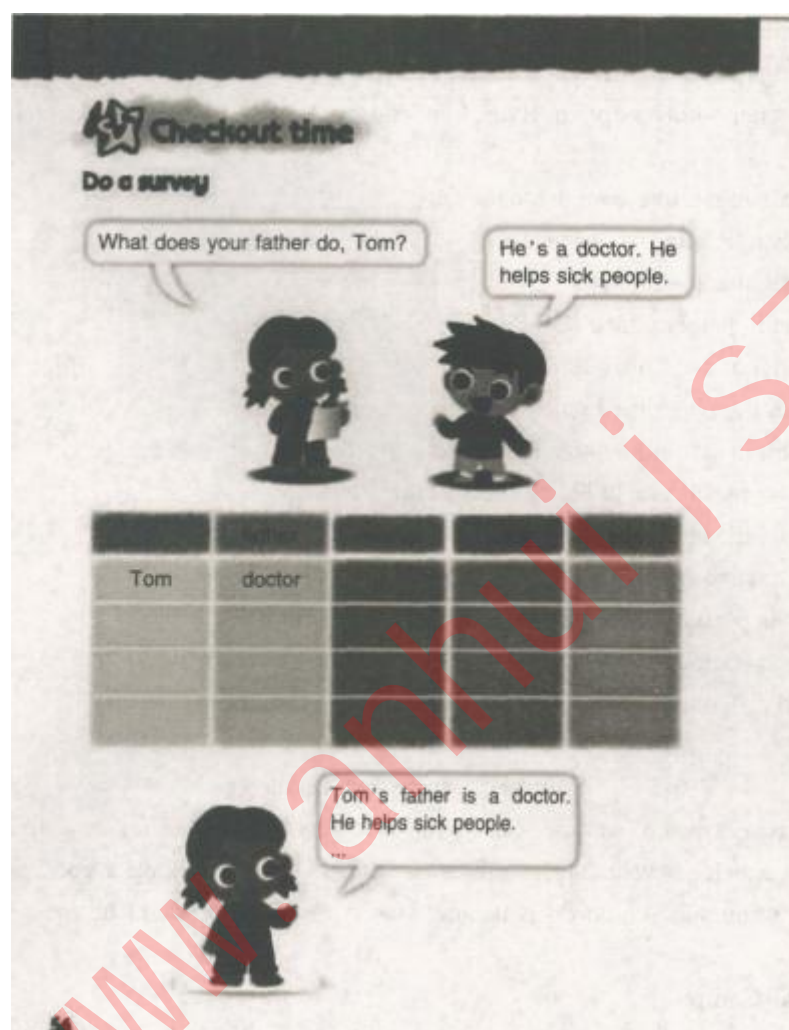
Wang Bing: He likes maths and PE.

Liu Tao: Does he like playing football?

Wang Bing: Yes, he does. He likes swimming too.

根据以上素材，设计板书。

48



答案解析

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

1

考查固定搭配。**be intended to do sth.**“打算做某事，为了做某事，被用来做某事”。句意为“在小学学习京剧是为了保护传统的文化遗产”。

2

考查字母的发音。字母 **c** 在 **social**, **appreciate**, **ocean** 中均发 /j/ 音，在 **direction** 中发 /k/ 音。故选 **B**。

3

考查英美概况。英国的学校有三个主要的假期：复活节假期、暑假和圣诞节假期。故选 **D**。

4

考查时态。句意为“手写所有的请柬比我们预期的要费时得多”。根据语境及题中 **was** 的暗示，“写请柬”这个动作发生在过去，“预期”的动作发生在“写请柬”之前，即过去的过去，要用过去完成时。故选 **B**。

5

考查动词短语辨析。句意为“传统上，大学生们在开启人生旅程之前，要举行毕业典礼来鼓励他们自己”。**get through**“通过，到达，做完”，**give up**“放弃，交出”，**settle down**“安下心来，定居”，**set off**“出发，动身”。结合语境可知选 **D**。

6

考查非谓语动词。句意为“承诺要提高服务，我们会给顾客提供所有的信息”。**be committed to doing sth.**“承诺做某事”。这里用过去分词(短语)做状语，相当于状语从句“**Because we are committed to improving services**”。

7

考查表语从句。句意为“正如约翰·列侬曾经说过，生活就是当你忙于制定其他计划时所发生在你身上的事情”。所填词既要引导表语从句，又要在从句中作主语，故用 **what**。**that** 引导表语从句时不作任何成分，**which** 一般作定语，**where** 作地点状语。

8

考查时态。句意为“——明天我可以用你的汽车吗？——当然可以。(那时)我将在家写小说。”由题干中的关键信息词 **tomorrow** 可知，双方在谈论明天的事情。所以答语应用将来进行时，表示“明天我将在家写小说”。

9

考查动词辨析。句意为“聪明的人经常会把复杂的问题简单化，而愚蠢的人更可能把简单的问题复杂化”。**survive**“幸存，活下来”，**sacrifice**“牺牲，献出”，**simplify**“简化，使简单”，**substitute**“代替，替换”。前后分句表示对比，故 **C** 项符合句意。

10

考查副词辨析。**guiltily**“内疚地”，**sharply**“严厉地，尖锐地”，**dreadfully**“可怕地”，**indirectly**“间接地”。根据题干中的“Don't be so mean”以及用手指指的动作来看，所选的副词的意思肯定是程度上很严肃的。句意为“苏珊一说完话鲍勃就严厉地说，‘不要这么吝啬’，并用手指着她”。故选 B。

11

考查形容词辨析及固定搭配。句意为“——你查了去广州的高铁的时间了吗？——是的，早班火车预计是下午 3 点出发。”**about**“即将的，正要的”，用于 **be about to do**“刚要做，即将做”，往往不与具体的时间状语连用；**likely** 和 **possible** 都表示“可能”的意思，火车的时刻表是事先制订好的，不能说“可能”在什么时候出发，而且 **possible** 一般以 **it** 作形式主语；**due**“到期的，预定的”，用于 **be due to do**“按期该做，预定要做”。选 C。

12

考查动词辨析。句意为“根据法律规定，所有的外国人都必须在到达后的两周内到当地警局登记”。**register**“登记，注册”，**associate**“联想，联合，交往”，**negotiate**“协商，谈判，交涉”，**dispute**“争论，辩驳”。根据题意，这里说的是在警署登记注册，**register with** 表示“在……处登记”，故选 A。

13

考查名词辨析。**contribution**“贡献；捐款；投稿”，**compliment**“称赞，恭维”，**comparison**“比较；比喻”，**command**“命令；指挥；掌握”。句意为“当理查德说‘你现在更讨人喜欢，更漂亮了’时，琼的脸因这意外的赞美变红了”。根据句意可知，理查德的话明显是夸赞之言，故选 B。

14

考查定语从句。句意为“探戈是一种热情奔放的舞蹈，它以一种难以用语言表达的方式把跳舞者聚在一起”。第一个空引导非限制性定语从句，修饰先行词 **dance**，且关系词在从句中作主语，故用 **which**；“_____ words can't express”为定语从句，修饰 **way**，关系词可以用 **that** 或 **which**，或者省略不填。本题答案为 D。

15

考查形容词辨析。句意为“我不在乎公司所提供的高薪。我需要的是一份有挑战性的工作”。**awarding** 是动词 **award** 的现在分词，表示“授予”；**challenging** 是动词 **challenge** 的现在分词，表示“挑战性的；有吸引力的”；**competing** 是动词 **compete** 的现在分词，表示“竞争的；抵触的；相互矛盾的”；**creating** 是动词 **create** 的现在分词，表示“创造”。根据句意。选 B。

16

考查动词短语辨析。**turn up**“出现，开大”，**turn out**“结果是，出现”，**break out**“(战争、火灾等)爆发”，**break up**“破碎，解散”。句意为“每次你选择相信自己，开始采取行动时，你绝不会知道这个情况会如何”。即你无法预知会有什么样的结果。B 项符合句意。

17

考查形容词辨析。**failed**“失败的”，**successful**“成功的”，**important**“重要的”，**engaged**“忙碌的”。**however** 一词提示前后表示转折、对比，**than** 后面是成功的经历，因此前面应该是失败的经历，即失败的经历与成功的经历一样是有价值的，故选 A。

18

考查副词辨析。**usually**“通常”，**necessarily**“必然地”，**continuously**“连续地，不断地”，**obviously**“显然地”。句意为“事实上，通常你从失败中学到的比从成功中学到的更多”，故选 A。

19

考查名词辨析。**failure**“失败”，**Success**“成功”，**benefit**“利益”，**fault**“缺点，过错”。**than** 一词提示前后形成对比，前面是 **failures**。因此后面应该是 **Success**。这里说的是“从失败中学到的比从成功中学到的更多”。故选 B。

20

考查名词辨析。experiences“经历”，expectations“期望”，belief“信念”，ability“能力”。句意为“如果你认为你犯了一个错误或辜负了自己的期望”，live up to one's expectation 表示“不辜负某人的期望”，故选 B。

21

考查名词辨析。mistakes“错误”，fantasies“幻想”，victories“胜利”，experiments“实验”。根据空格后面的 guilt and blame 可知，这里是指把过去的行为当作错误而内疚、自责。故选 A。

22

考查副词辨析。instead“反而”，therefore“因此”，however“然而”，still“仍然”。上文说一直生活在内疚与自责中没有任何好处，因此，当你苛刻要求自己的时候，你需要原谅你自己。故选 B。

23

考查形容词辨析。unusual“不寻常的”，absurd“荒谬的”，emotional“感情的，情绪的”，original“原始的”。联系上下文可知，原谅自己其实就是消除自己情感上的负担，将自己从内疚、自责的状态中解放出来，故选 C。

24

考查形容词辨析。certain“确定的，肯定的”，advanced“先进的，高级的”，alternative“可选择的”，ordinary“普通的”。上文提到有四种宽恕，前两种分别是对自己和对别人的初步宽恕，下文第 30 题空格后面的 advanced forgiveness of another 也提供了解题线索，就是说后两种分别是对自己和对别人的更深层次的宽恕。故选 B。

25

考查名词辨析。mercy“仁慈”，wisdom“聪明，智慧”，shame“羞愧”，injury“伤害”。对自己更深层次的宽恕，所涉及的应该是那些让你深深地感到羞愧的严重过失，故选 C。

26

考查名词辨析。approach“方法”，behavior“行为”，thought“想法”，purpose“目的”。当你做了违背自己的价值观和原则的事情时，就是在你的标准与实际行为之间制造了鸿沟。后一句中的 deeds(行为)一词也给出了提示，故选 B。

27

考查动词辨析。punish“惩罚”，praise“表扬”，forgive“原谅”，blame“责备”。根据上下文可知。在这种情况下。你要原谅自己的行为才能弥补这个鸿沟，故选 C。

28

考查动词辨析。prove“证明”，represent“代表”，reflect“反射”，mean“意味着”。句意为“这并不意味着你应该急于原谅自己或不感到后悔”，故选 D。

29

考查连词辨析。and“并且”，or“或者，否则”，but“但是”，so“因此”。此空前一句说这并不意味着你应该急于原谅自己或不感到后悔，空格后面说长时间沉溺于这些感觉是不健康的，前后句为转折关系。故选 C。

30

考查形容词辨析。last“最后的”，next“下一个的”，uncertain“不确定的”，premier“首位的，第一的”。根据上文可知宽恕有四种，前面已经讲了三种“The first...”“The second...”“The third...”，所以这里是第四种，即最后一种宽恕，故选 A。

31

考查形容词辨析。essential“本质的，必要的”，impossible“不可能的”，valuable“有价值的”，unavoidable“不可避免的”。句意为“在生活中，有时候你可能被另一个人严重误解或伤害，以至于似乎是不可原谅的”，故选 B。

32

考查动词辨析。lost“失去”，located“位于”，occupied“占用”，trapped“陷入”。句意为“然而，怀着怨恨和复仇的幻想只会让你深陷于受害者的情绪之中”。keep / be trapped in 表示“陷入……的困境”，故选 D。

33

考查动词辨析。drive“开车”，shift“转移”，put“放”，drag“拖”。句意为“通过这样做，你可以将你的注意力从愤怒和仇恨中转移”。shift...away from 表示“使……远离”，故选 B。

34

考查动词辨析。clean“清扫”，keep“保持”，weaken“使变弱”，refresh“恢复精神”。and 连接并列结构，前面是 erase wrongdoing，所以后面应该表示忘掉、清除记忆。句意为“只有通过宽恕，你才能忘却过错、清理那些记忆”。故选 A。

35

考查副词辨析。naturally“自然地”，finally“最后”，definitely“清楚地”，initially“最初”。句意为“当你终于可以从解中解脱出来时，你会认为这是你成长中必要的一部分”。

36

推断题。第一段描述了一个在下雪天，作者打扫家和做饭时，让两个孩子自己玩，一个在扮演旋转的公主。一个在设计火箭船模型，并讲了这两个游戏锻炼了孩子哪方面的能力。第二段的第一句话“This kind of experiential learning...is full of movement, imagination, and self-directed play.”意思是这种实验式学习充满行动、想象和自主活动；第二段最后一句话又提到“children today are spending far less time on self-directed learning--moving freely and doing activities that they themselves chose”。即美国现在的儿童花费更少的时间在这种自由行动、自己选择活动的自主式学习上。由此推断，作者举自己孩子的例子，是想说明玩耍有时可以使孩子进行自主式学习，故选 C。

37

推断题。A 项“它与儿童的智力水平有关系”，文章没有提到。B 项“它让儿童自由地选择他们想做的事情”，原文第二段最后虽然提到了“doing activities that they themselves chose”，但也不是他们想做什么就选什么。C 项“它对学业表现没有什么帮助”，文中多次提到了实验式学习对儿童认知发展的好处，这对学习肯定是有帮助的。D 项“儿童通过实验式学习比被动学习学得更快”，第十段中提到“active learning--‘where the learner is doing, moving, acting, and interacting’--can change the way the brain works and can accelerate kids’ learning process. While passive learning...doesn’t favor brain activity.”可知，D 项表述正确。故选 D。

38

推断题。根据关键词 Nancy 定位到第四段。她说，好的幼儿园，课上学生、老师都是在不停地行动；也有结构化活动，但通常都是有目的的行动。儿童自己选择活动材料，根据他们想创造的东西自己决定需不需要其他的材料。积木与积木是如何搭在一块的，是否保持平衡、是否要搭得高一点、是否对称等，而这些数学概念就呈现在儿童积极搭建与行动的过程中。由此推断，Nancy 认为，理想的幼儿园课堂应该鼓励儿童通过实践来学习，故选 D。A 项“很重视儿童解决数学问题的能力”是对原文的曲解。B 项“尽可能多地向儿童提供结构化活动”，文章第二段中提到了结构化活动是教师主导的、由教师安排儿童做什么的活动，很明显这与 Nancy 的理念不相符。C 项“鼓励集体协作和交流”，文章没有提到。

39

态度题。最后一段中的“It would be unwise and impractical to pretend that children do not need any structure, or that academic skills are unimportant in school. Yet it is necessary to recognize that the early-childhood classroom has been significantly altered by increasingly rigorous academic standards in ways that

rarely align with how young children learn."意思是“假装儿童不需要任何结构化学习或认为学术技能在学校不重要，是愚蠢和不切实际的想法。但是也必须认识到，幼儿教育的课堂已经明显被那些日益严格的学术标准改变了，而这些标准并不符合低龄儿童的学习特点”。由此可见作者认识到了学术技能的两面性，态度是客观的，故选 B。

40

主旨题。整篇文章列举了多位研究者的看法，明确提出了儿童应该在活动中学习的观点，并说明了原因。本文的主体是 young kids，关键词有“movement”“play”“learn”，主要讲了 play 与 learn 的关系。故选 A。B 项“家长不应对孩子期望过高”，与主题无关；C 项“美国儿童正在面临学业上的最大挑战”，与主旨相去甚远；D 项“低龄儿童应该在学习和休息之间找到平衡”，文章没有提到 rest，而是 play。

41

综合语言运用能力；综合人文素养

42

形成性评价；终结性评价

43

调控策略

44

练习一：抢读字母

教师将全班分成若干小组，然后逐个出示字母卡片，学生举手抢答，教师让最先举手的学生读出该字母，读对的给该组记 10 分，最后得分最多的组获胜。

(设计意图：训练学生认读字母的能力，巩固所学字母。)

练习二：看谁快

将全班分成两组，一组学生持大写字母，另一组学生持小写字母，随后互换，教师快速念字母，要求持有该字母的学生迅速站起来，最先站起来的人得两分，后站起来的人得一分，没站出来的不得分，得分多的组获胜。(设计意图：训练学生听字母发音的能力，巩固语音知识，并且训练学生分辨大小写的能力。)

练习三：听音辨字母

教师可将读音易混的字母分别写在板上，如 G, J, O, W 等，共准备 2~4 套，同时将学生分成 2~4 个小组，每组抽一名学生到前面面向全班站好，教师发给每人一套卡片(2~4 张为宜)，游戏开始，教师念其中的一个字母，学生应立即找出并高举该字母，先找对的得 2 分，后找对的得 1 分，没找对的不得分，最后得分多的组获胜。

(设计意图：训练学生辨别读音易混的字母，巩固学生的记忆。)

练习四：字母排次序

教师点名，并出示一张字母卡片。被点名的学生应立即读出这个字母，并说出一个包含该字母读音的单词，接着由被点名学生的前面一位学生说出这个字母的前一个字母和一个含有该字母读音的单词，然后由被点名学生的后面一位学生说出这个字母的后一个字母和一个含有该字母读音的单词，如：被点名学生说：“B-bag”，前面的学生说：“A-apple”，后面的学生说：“C-cat”，答对的加两分，只说出字母说不出单词的加一分，凡说错或接不上的就给该组记负分。

(设计意图：训练学生记忆字母的顺序。)

练习五：听写字母

每个学生准备一张纸，并在上面画一个井字，将纸分成九格，然后教师随便念九个学过的字母，学生边听边将字母填在格子中。随便填在哪个格里都行。学生填好后，教师再打乱顺序逐个念这九个字母，学生边听边在听到的字母上画圈。当画的圈在横行、竖行或对角线上成一条直线时，

学生便可以边喊“Bingo”边将纸举起让教师检查，最先喊“Bingo”并写得准确的获胜。

(设计意图：训练学生听写、认读字母的能力。)

45

①该老师的课堂导入不够合理。根据新课讲授部分的对话可知，该片段的教学内容是单词 **draw**。但是该课堂导入却与新课毫无关系，只是起到了活跃课堂的作用，没有起到导入新课并引起学生学习兴趣的作用。

修改如下：

T: Now look at four cartoon pictures.

S: OK.

T: Do you like them?

S: Yes.

T: Look at another picture. What's the boy doing? He is drawing cartoon pictures. Read after me, draw, draw.

通过学生喜欢的卡通人物的图片进行导入，由图片联系到“画”的动作，从而引入生词。

②教师在引导学生进行练习时。单纯地靠“做一说”“说一做”来强化学生对“draw”的记忆，缺乏意义性与交际性。

修改如下：

把“说一做”活动修改成如下活动：

T: (PPT 呈现一个学生画画的场景) Now please make a dialogue in pairs according to the picture, using the new word “draw”.

46

该老师讲授新单词 **draw** 时运用了 TPR 教学法，在课堂上充分调动学生的多种感官，有利于活跃课堂气氛并且帮助学生保持较长时间的注意力。该教学法又称“全身反应法”，强调身体的互动性和教学的生动性。学生在做出“draw”的动作时，也加深了对词义的理解和记忆。所以这种教学法可供借鉴。

47

【参考设计】

Unit 6: My e-friend			
e-friend	live		
in	years		
old			
speak Chinese	have Chinese lessons at		
school	study Chinese after school		
Subjects	maths	PE	playing
foot ball	swimming		
Does he / she...?			
Yes, he / she does.			
No, he / she doesn' t.			

48

【参考设计】

Teaching Objectives:

Knowledge objectives:

(1) Students can learn the new words about jobs: teacher, doctor, nurse, singer, TV reporter,

actor, actress, etc.

(2) Students can master the sentences: What does he/she do? He/She is a(n) ...

Ability objective:

Students can use the new words and sentences to talk about careers in real situation.

Emotional objective:

Students can establish a proper career aspiration.

Teaching Key and Difficult Points:

How to make students master the new words and sentences.

Teaching Procedures:

Step 1 Greetings

T: Hello, boys and girls. How are you today?

Ss: I'm fine, thank you. And you?

T: I'm very well, thanks.

Step 2 Lead-in

T: Well, boys and girls. Let's listen to music--My father is a doctor. Can you guess what we will learn today?

Step 3 Presentation

(1) T: I teach lessons. I'm a teacher. (Point at herself) (The teacher shows some teachers' photos in turn and asks a question) What does he/she do?

(Guide students to answer) Ss: He/She is a teacher.

(2) T: (The teacher shows pictures of doctor and nurse one by one) Is he/she a teacher? Ss: No, he/she isn't.

T: What does he do? (Write on the blackboard)

(Guide students to answer) Ss: He's a doctor. She's a nurse.

(Use the same method to teach singer, TV reporter, actor and actress)

(3) The teacher shows word cards and asks students to read after him/her.

Step 4 Practice and Consolidation

(1) Spelling

The teacher divides students into two groups, and gives each person a letter card. T: Teacher! (Students who have t, e, a, c, h, e, r stand in a line)

(2) Finding your friends

The teacher distributes pieces of paper to each student, which tell "You are a(n) doctor/actor. Your friend is a(n) nurse/actress." Ask students to find their friends by asking "What do you do?" "What does your friend do?"

(3) Doing a survey

The teacher divides students into six groups, and asks them to do a survey about their family members' jobs.

S1: What does your father/mother/uncle/aunt do?

S2: He/She is a(n) ...