

# 第七届全国小学英语教师教学技能大赛暨 2016 年全国高师学生英语教师职业技能竞赛(一级)初赛 参考答案

(试题总分:150 分)

1—5 ACBAB      6—10 CBCCA

11. goal      12. necessarily      13. literacy      14. remains      15. valuable

16—20 BADCB      21—25 CACBA

26. added      27. lend      28. because      29. of      30. neither  
31. involves      32. making      33. its      34. likely      35. memorize

36. It is in the middle of a tea and coffee plantation in India.

37. Ladders and a rope bridge.

38. It can be -37 degrees centigrade outside.

39. A team of architects, designers and snowbuilders.

40. Scuba dive.

41. Students' responsibility for their own learning.

42. A partnership

43. Getting students to do various kinds of homework on their own.

44. Within students' grasp; not occupy too little/ too much time

45. Be sensitive to students' own expectations of learning and act accordingly.

46. 远程教育具有灵活性和开放性,不受时空和学习进度的限制。

47. 如果有人认为理性知识不需要通过感性知识获得,那他就是一个理想主义者。

48. There was something original, independent and heroic about the plan that pleased all of them.

49. Some of the energy is converted into heat, which helps to maintain our body temperature to normal standard.

50. 略

51. A      52. C      53. C      54. B      55. B      56. C      57. B      58. A      59. B      60. B

61. A      62. B      63. A      64. C      65. B      66. A      67. C      68. B      69. A      70. C

71. ×      72. ✓      73. ✓      74. ×      75. ×      76. ✓      77. ×      78. ✓      79. ✓      80. ✓

81. ×      82. ×      83. ✓      84. ×      85. ×

86. 并列连词、从属连词

87. 主语 + 动词(SV); 主语 + 动词 + 表语(SVP); 主语 + 动词 + 宾语(SVO)

主语 + 动词 + 宾语 + 补语(SVOC); 主语 + 动词 + 间接宾语 + 直接宾语(SVOiOd)

88. 认知策略、资源策略(注:次序不能颠倒)

89. 语言知识、文化意识、学习策略、情感态度(注:次序不能颠倒)

90. 二级、五级(注:次序不能颠倒)

# The 7th National Teaching Skills Competition For Primary English Teachers and English Majors of Normal Universities (Band 1) (Tapescripts)

## Part I. Listening Comprehension

### Section A Dialogues

In this section, you will hear five short dialogues. Choose the best answer to each question. The dialogues will be read only once.

1. M: Excuse me! Do you know if I can take the 207 bus here?  
W: Yes, you can. Where are you going?  
M: The Fifth Street.  
W: Oh, that's six more stops.
2. W: Guess who I bumped into yesterday? It's Jack!  
M: Jack! Really? Where did you see him? We haven't seen him for ages!  
W: At the mall. We were both in the bookstore looking at movies. He works in a sandwich shop and attends the St. George Community College.
3. W: Hello, Michael. Can I help you with something?  
M: Yes, Ms. Williams, I was looking at my project grade and I was wondering why it was so low? I worked really hard on it.  
W: Well, it's a passing grade. But you gave it to me late. In my class, each day late means one grade lower.
4. W: Welcome to Panda & Bamboo Café. Table for one?  
M: No, I have a reservation for two. It should be under Milton.  
W: OK, Would you like something to drink while you wait for your friend?  
M: I'll just have water please. Oh, wait, actually hot tea would be good.
5. M: OK. Here are the departures. What's our flight number again?  
W: It's CA 5225. The boarding pass says it leaves from gate B-12.  
M: Let's see. CA 5225, gateB-12. There it is. Oh no! It's been delayed. It won't leave until 9:30! And the gate's been changed to H-9.

### Section B Conversation

In this section, you will hear one long conversation. Choose the best answer to each question. The conversation will be read only once.

W: Wait a minute. Here you are.

M: You mustn't give those people any money, Diane.

W: Why not? I think we should help people who can't help themselves. It can't be easy living on the streets.

M: If they're homeless, it's because they want to be. There are plenty of hostels and places they can stay.

W: Hmm. What would you think if you had no money and saw people like us with loads of shopping bags walking past all day, ignoring you? How would you feel?

M: They get plenty of money off the government ...

W: Oh really?

M: Yes. They spend the money they get from begging on drugs and alcohol. That's the only reason they ask for more ... and mugs like you give it to them!

W: I don't think it's that simple, Charles. Many beggars have mental problems, like depression. And anyway, living that kind of life no wonder they start drinking and taking drugs.

M: He was only, what, mid-twenties? Perfectly fit. He could get a job today if he wanted. When I was his age I had a job. I was working for my money, not begging for it. But people like him, they could easily get a job if they wanted one; the fact is, they know they can have a perfectly cushy life thanks to the government and people like you.

W: Cushy? I wouldn't call that kind of life cushy. Whatever the reason for it, people who beg on the streets have a hard life. Anyway, I don't like talking about this kind of thing. Let's just forget it.

### Section C Monologue

In the section, you will hear one passage. There are 5 missing words. Fill in the blanks with the exact words you hear on the tape. The passage will be read only once.

It has been taken for granted in the past that the aim of an English course is to make the learners communicate like native speakers. This is for most learners an inaccessible goal, and these days it is not even an appropriate one. Even if the aim is to communicate with, among others, native speaker, this does not necessarily mean trying to be a 'native speaker' oneself. The appropriate model in most cases, is probably the non-native-speaker teacher. For most students today, English is a tool, like basic arithmetic, or literacy, or computer skills: an ability they need to master in order to function effectively in today's world. The L1 remains the learner's primary language and the one they identify with. What we as teachers are aiming for is functional English-knowing bilingualism (or, in many cases, multilingualism). There is, therefore, no particular reason to ban the use of the L1 in the classroom. On the contrary, the L1 is likely to play a valuable role in the acquisition of English, and translation—at least at word or sentence level—is a useful ability, to be promoted rather than discouraged.

This is the end of Part I. Now please transfer your answers to your answer sheet.