

The mission marked (28) _____ 310th launch of China's Long March carrier rocket series.

Developed and constructed by Aerospace Dongfanghong Development in Shenzhen, South China's Guangdong province, the BNU-1 (29) _____ 16 kilograms and carries three experimental payloads—a multispectral camera, a high-resolution visible-light camera and (30) _____ automatic identification system receiver, a device for ship identification.

The satellite is tasked (31) _____ observing and monitoring climates and environments in the Antarctic and Arctic. It is expected to work in a sun-synchronous orbit more than 730 km above the Earth for up to two years, the China Academy of Space Technology, parent of Aerospace Dongfanghong Development, said in a statement.

After a certain period of in-orbit tests, it will be (32) _____ (运载) to the Joint Center for Polar Research of Chinese Universities to start formal operations.

The BNU-1's service will enable China to put an end to its heavy (33) r _____ on Western companies' satellites in terms of images and data of polar regions, extensively bolstering the nation's polar and global environmental research, the academy said.

It noted that the satellite can track ice movement along sailing routes and combine the data—(34) _____ passing ships' information received via the mounted automatic identification system receiver to analyze collision hazards and then (35) _____ (自主地) prepare navigation routes.

(二) 课程与教学论知识填空(共5小题,每小题2分,满分10分)

36. 教师应合理安排教学内容和步骤,组织多种形式的课堂互动,鼓励学生通过观察、模仿、体验、探究、展示等方式学习和运用英语,尽可能多地为他们创造_____机会。
37. 根据重音和语调的变化,理解和表达不同的意图和态度,属于_____的内容。
38. 学生能在小组活动中积极与他人合作,相互帮助,共同完成学习任务,属于_____内容。
39. 根据义务教育课程标准,加强学习策略指导,培养学生_____能力。
40. _____是学生英语学习的重要组成部分,能为学生的语言实践和自主学习提供更大的平台。

三、翻译题(共2小题,满分10分)

41. When you find yourself drained and depleted of energy, remember to find a place of sanctuary and rest. Take the necessary time in your own life to dream your dreams and renew your energy, so you'll be ready to face each new day. When you feel tension building, find something fun to do. You'll find that the stress you feel will dissipate and your thoughts will become clearer. When you're faced with so many negative and draining situations, realize how minuscule problems will seem when you view your life as a whole—and remember the positive things.

42. Calligraphy, like painting, proves the nearly infinite uses of the writing brush. The major tools of calligraphy are known as the “four treasures of the study”, which include the writing brush, ink-stick, paper, and ink stone. Looking at these four treasures, the early writing brush was peculiar to China. The writing brush has such a long history that prehistoric painted pottery, inscriptions on oracle bones, bamboo slips and silks have been found with examples of brushwork.

四、书面表达(满分20分)

43. Writing

Nowadays, it's very difficult for college students to find a good job. Therefore, some people think that having a high education is useless. Ability is more important. What do you think about it?

Write in English within 150 words, no less than 120 words.

五、案例分析与教学设计(44题10分,45题25分,满分35分)

教学材料:

Hi, this is Liu Yun. I'm going to have a busy weekend! On Saturday, I'm going to the bookstore by subway. I'm going to buy a new CD and some story-books. Then, I'm going to go home and read the new books. On Sunday, I'm going to the supermarket with my mother. We are going after lunch. Then, in the evening, I'm going to visit my aunt. We are going to watch TV together. That will be fun! What about you? What are you going to do on the weekend?

一、教学目标设计

- 1.能读懂材料中的段落,并根据段落内容写出提纲式的 Liu Yun's weekend plan.
- 2.能够模仿段落内容描述自己的周末活动安排。
- 3.培养学生合理安排自己学习与生活的能力。

二、教学过程设计

Step 1 Class opening and review

(1) 师生谈话: T: Hello! Boys and girls! What day is it today? Tomorrow is the weekend. Do you like the weekend? Now let's sing a song about the weekend, ok? (师生用上一单元 Where are you going 的曲调演唱教师自编歌曲) 内容如下:

Let's sing!

A: What are you going to do on the weekend?

Tell me, tell me quickly.

B: I'm going to read a book,

I'm going to clean my room,

I'm going to go to the market,

We are going after lunch!

A: What are you going to do on the weekend?

Tell me, tell me quickly.

B: I'm going to visit my aunt,

I'm going to go to the park,

I'm going to have a busy weekend!

Step 2 Preview

操练句型: What's she /he going to do on the weekend?

She's/he's going to...

Who's she/he going with?

She's/he's going with her/his...

操练过程: 教师找一名学生(女)与自己对话,请其他学生仔细听:

T: What are you going to do on the weekend?

S: I'm going to...

T: Who are you going with?

S: I'm going with my...

教师指着刚才对话的学生,向其他人提问:

What's she going to do on the weekend?

She's going to...

She's going with her...

教师找一名学生(男)与自己对话,请其他学生仔细听:

T: What are you going to do on the weekend?

S: I'm going to...

T: Who are you going with?

S: I'm going with my...

教师指着刚才对话的学生,向其他人提问:

What's he going to do on the weekend?

He's going to...

Who's he going with?

He's going with his...

Step 3 New class

教师承接上一环节的句型操练导入新课: We are going to have a busy weekend. Liu Yun is going to have a busy weekend too. What's she going to do on the weekend? Let's listen and read.

(1) 听录音,初步理解短文内容。

(2) 听录音,跟读。

(3) 自读短文,回答问题:

1. Where's Liu Yun going on Saturday?

2. What's she going to buy?

3. What's she going to do at home?

4. What's she going to do on Sunday?

5. When are they going?

6. What's she going to do in the evening?

7. What are they going to do?

8. What's her weekend like?

(4) ...

(5) ...

Step 4 Consolidation and extension

Step 5 Class closing

吟唱教师改编歌谣(用第三单元 Let's chant 的韵律来吟唱) Let's chant!

She's going to buy a book, She's going to take a look.

He's going to bake a cake, He's going to walk near lake.

They are going to take a trip, They are going to take a sip.

We are going out to play, We are going to have a good day!

44. 案例分析(满分 10 分)

以下各题可用英语或汉语作答,答案均完整地写在答题卡上。

请根据新课程理念,对该教师在热身、复习、新授、结束部分的教学设计进行评价。指出该教师在教学过程中存在的优缺点,说明理由,并将答案完整地写在答题卡上。

45. 教学活动设计(满分 25 分)

教学设计中英文皆可,教师指导语须用英文,设计意图用汉语作答。答案均完整地写在答题卡上。

补充上述 Step 3 中(4),(5)和 Consolidation and extension 环节的教学设计。

要求:(1)说明设计意图;(2)教学设计中应包含活动的组织过程和教师指导语等。

华图名师预测试卷六

注意事项:

1. 本试卷满分 150 分, 考试时间 120 分钟。
2. 本试卷分为两部分: 第一部分为选择题, 第二部分为非选择题。
3. 请把所有答案涂、写在答题卡上。不要错位、越界答题。

第一部分 选择题

一、选择题(本大题分为两个部分: 单项选择和阅读理解, 满分 55 分)

(一) 单项选择(共 20 小题; 每小题 2 分, 满分 40 分)

1. —I know you want to talk about this report, but I'd like to tell you about our new partner.
—_____. We can talk about him later.
A. Let's stick to the point B. It's nice of you
C. It's really hard to say D. You'll make it
2. —Fiona never fails to grasp any chance of promotion.
—She's a woman of _____.
A. ambition B. attention C. expectation D. reputation
3. The travel agency will make all the arrangements for you. _____, you can organize your transport on your own.
A. Furthermore B. Similarly C. Instead D. Alternatively
4. I was walking along the Qiantang River when I noticed the beautiful sun setting. I snapped a few shots (抓拍) and noticed _____ UFO in the picture.
A. an B. a C. / D. the
5. Since people are fond of humor, it is as welcome in conversation as _____ else.
A. anything B. something C. anywhere D. somewhere
6. _____ all the problems, several of the players produced excellent performances.
A. According to B. Instead of C. In addition to D. In spite of
7. When people want to expand their knowledge, they usually _____ books that offer useful information.
A. point to B. turn to C. attend to D. belong to
8. I was watching the clock all through the meeting, as I had a train _____.
A. catching B. caught
C. to catch D. to be caught
9. He hurried home, never once looking back to see if he _____.
A. was being followed B. was following
C. had been followed D. followed
10. She and her family bicycle to work, _____ helps them keep fit.
A. which B. who C. as D. that
11. What I finally believe is that it's of no importance _____ others think about you, and what matters most is the attitude of your own.
A. what B. how C. that D. why
12. _____ we don't stop climate change, many animals and plants in the world will be gone.
A. Although B. While C. If D. Until
13. Not until the end of the performance _____ the chance to take photos with the respectable actor.
A. the audience got B. the audience had got
C. did the audience get D. had the audience got
14. —What's wrong with the door?
—The key has got stuck in it and _____ come out.
A. shouldn't B. mustn't
C. needn't D. won't
15. It was his masterpiece *The Great Gatsby* that made _____ one of the greatest American novelists.
A. F. Scott Fitzgerald B. William Faulkner
C. Ernest Hemmingway D. Gertrude Steinbeck
16. Washington D.C. is named after _____.
A. the U.S. President George Washington
B. Christopher Columbus
C. both George Washington and Christopher Columbus
D. none of them
17. The United Kingdom is a constitutional monarchy. The _____ has very little power.
A. queen B. monarch
C. prime minister D. king
18. On hearing the utterance "It's hot here", the listener opened the door. It is a(n) _____.
A. locutionary act B. illocutionary act
C. direct speech act D. perlocutionary act
19. Which of the following activities can help develop the skill of listening for gist?
A. Listen and find out where Jim lives.
B. Listen and decide on the best title of the passage.
C. Listen and underline the words the speaker stresses.
D. Listen to pairs of words and tell if they are the same.

20. Which of the following would a teacher encourage students to do in order to develop their cognitive strategies?

- A. To make a study plan. B. To summarize a story.
C. To read a text aloud. D. To do pattern drills.

(二) 阅读理解(共5小题,每小题3分,满分15分)

Everybody loves a fat pay rise. Yet pleasure at your own can vanish if you learn that a colleague has been given a bigger one. Indeed, if he has a reputation for slacking, you might even be outraged. Such behavior is regarded as “all too human”, with the underlying assumption that other animals would not be capable of this finely developed sense of grievance. But a study by Sarah Brosnan and Frans de Waal of Emory University in Atlanta, Georgia, which has just been published in Nature, suggests that it is all too monkey, as well.

The researchers studied the behavior of female brown capuchin monkeys. They look cute. They are good-natured, co-operative creatures, and they share their food readily. Above all, like their female human counterparts, they tend to pay much closer attention to the value of “goods and services” than males.

Such characteristics make them perfect candidates for Dr. Brosnan’s and Dr. de Waal’s study. The researchers spent two years teaching their monkeys to exchange tokens for food. Normally, the monkeys were happy enough to exchange pieces of rock for slices of cucumber. However, when two monkeys were placed in separate but adjoining chambers, so that each could observe what the other was getting in return for its rock, their behavior became markedly different.

In the world of capuchins, grapes are luxury goods (and much preferable to cucumbers). So when one monkey was handed a grape in exchange for her token, the second was reluctant to hand hers over for a mere piece of cucumber. And if one received a grape without having to provide her token in exchange at all, the other either tossed her own token at the researcher or out of the chamber, or refused to accept the slice of cucumber. Indeed, the mere presence of a grape in the other chamber (without an actual monkey to eat it) was enough to induce resentment in a female capuchin.

The researchers suggest that capuchin monkeys, like humans, are guided by social emotions. In the wild, they are a co-operative, group-living species. Such co-operation is likely to be stable only when each animal feels it is not being cheated. Feelings of righteous indignation, it seems, are not the preserve of people alone. Refusing a lesser reward completely makes these feelings abundantly clear to other members of the group. However, whether such a sense of fairness evolved independently in capuchins and humans, or whether it stems from the common ancestor that the species had 35 million years ago, is, as yet, an unanswered question.

21. In the opening paragraph, the author introduces his topic by _____.

- A. posing a contrast B. justifying an assumption
C. making a comparison D. explaining a phenomenon

22. The statement “it is all too monkey” (Last line, Paragraph 1) implies that _____.

- A. monkeys are also outraged by slack rivals
B. resenting unfairness is also monkeys’ nature
C. monkeys, like humans, tend to be jealous of each other
D. no animals other than monkeys can develop such emotions

23. Female capuchin monkeys were chosen for the research most probably because they are _____.

- A. more inclined to weigh what they get
B. attentive to researchers’ instructions
C. nice in both appearance and temperament
D. more generous than their male companions

24. Dr. Brosnan and Dr. de Waal have eventually found in their study that the monkeys _____.

- A. prefer grapes to cucumbers
B. can be taught to exchange things
C. will not be co-operative if feeling cheated
D. are unhappy when separated from others

25. What can we infer from the last paragraph?

- A. Monkeys can be trained to develop social emotions.
B. Human indignation evolved from an uncertain source.
C. Animals usually show their feelings openly as humans do.
D. Cooperation among monkeys remains stable only in the wild.

第二部分 非选择题

二、填空题(本大题分为两部分:短文填空和课程与教学论知识填空,满分30分)

(一) 短文填空(共10小题,每小题2分,满分20分)

How can mortals record the immortal beauty of the world? Botanist Zhong Yang, a professor at Fudan University, (26) _____ (展示) his answer with his life’s work.

In search of plant seeds, he traveled to places that no botanist had ever before (27) _____ foot. On the northern slope of Qomolangma, (28) _____ is known as Mount Everest in the West and reaches more than 6,000 meters above sea level—Zhong carried (29) _____ his work as no one had done before. He traveled more than 500,000 kilometers, (30) _____ more than 100 days in the most desolated places each year. Thanks to his audacity and (31) d _____ to his work, he (32) c _____ 40 million plant seeds and surveyed the organisms on the “roof of the world” in the Tibet autonomous region.

Yet his life came to an end on Sept 25, 2017 in a car accident in Erdos, Inner Mongolia autonomous region.

Zhong once said, "All lives must end, but I am fearless (33) _____ my students will continue the research."

From the northern Tibetan Plateau to the southern Tibet valley, (34) _____ the dead zone to the Yarlung Zangbo River, we can see traces of the spectacular life of Zhong and gain (35) _____ (一瞥) of his long pilgrimage as a collector of natural beauty.

(二) 课程与教学论知识填空(共5小题,每小题2分,满分10分)

36. 陈老师在英文写作课堂上让学生对习作进行自评和互评,体现了学生在评价中的 _____ 地位。
37. 《义务教育英语课程标准(2011年版)》指出,在学习中乐于参与、积极合作、主动请教,初步形成对英语的感知能力和良好的学习习惯,这属于 _____ 目标要求。
38. 义务教育阶段英语课程的总体目标是培养学生的 _____,其中包括语言知识、语言技能、学习策略、情感态度、文化意识。
39. 《义务教育英语课程标准(2011年版)》提出 _____ 是英语课程的出发点和归宿。
40. 语言知识和语言技能是综合语言运用能力的基础,文化意识是得体运用语言的保证, _____ 是影响学生学习和发展的重要因素,学习策略是提高学习效率、发展自主学习能力的保证。

三、翻译题(共2小题,满分10分)

41. Disappointment brings you face to face with some of your most serious weaknesses. This provides you with the awareness and opportunity to grow stronger in ways that really count. The experience of being ineffective often helps you to see new ways in which you can be more effective. When you are clear about what doesn't work, you are closer to understanding what does work. There is positive value in every experience. That is especially true when it comes to disappointment. Look at disappointment as your chance to come back even stronger. Then pick yourself up and do precisely that.
42. Just because life has let you down, it doesn't mean that you must let yourself down. Pick yourself up, quickly take a positive step, and know that you are closer to reaching your goal than you have ever been before. You have already been through some of the hard part and experienced some of the difficulty that you have to go through. So keep going, and make that experience count.

四、书面表达(满分20分)

43. Writing

At present, there is such a saying in the society that the higher the diploma one gets, the more popular he becomes. While some people think that diploma is not equal to knowledge. What do you think about it?

Write in English within 150 words, no less than 120 words.

五、案例分析与教学设计(44题10分,45题25分,满分35分)

教学内容:

Gao Shan: Excuse me, Miss Li. Is Wang Bing helping you in the office?

Miss Li: No, he isn't. He and Mike are in the playground, I think.

Gao Shan: Are they playing basketball?

Miss Li: Perhaps they are.

Gao Shan: I'll go and join them, Miss Li.

Helen: Where are you going, Gao Shan?

Gao Shan: I'm going to the playground. Are you going to the playground, too?

Helen: No, I'm not. I'm going to the library. Su Hai and Su Yang are there.

Gao Shan: What are they doing? Are they studying in the library?

Helen: No, they aren't. They are clearing the library.

Gao Shan: I'll go and join them.

Helen: OK. Let's go.

教学目标:

- 1.能听、说、读单词及短语 after class, look for, join, study。
- 2.能听、说、读现在进行时的一般疑问句及其问答。
- 3.能听、说、读日常交际用语和句型 Perhaps they are. I'll go and join them. Where are you going?
- 4.能正确理解、掌握对话内容,并能朗读、初步表演对话。

课堂实录:

Lead-in

课件出示 chant

Standing, standing, I am standing.

Walking, walking, you are waking.

Running, running, he is running.

Jumping, jumping she is jumping.

Cleaning, cleaning, we are cleaning.

Sitting, sitting, they are sitting.

教师和学生边做动作边说。

接着教师询问: Are you standing now? What are you doing?

学生集体回答: We're sitting. We're having an English lesson.

Presentation

Look and say

T: (教师请一位学生做睡觉的动作) What is she doing?

Ss: She's sleeping.

T: Is she sleeping?

引导学生回答 Yes, she is.

同样的方法请两位学生做不同的动作, 询问 Is he/she/are they...? 引导学生回答。

Learn to say

1. 听唱歌曲 “What is he doing?” 后, 师生交流。

T: Is Helen watching TV?

Ss: No, she's not. She's reading.

T: Is Mike sleeping?

Ss: Yes, he is.

呈现教授 Is he/she...-ing? Yes, he/she is. No, he/she isn't.

2. 课件出示图片和钟, 显示放学时间到了, 师生交流。



Classes are over.



T: What are they doing? What can you do after school?

S: They're going home. I can play football after school, etc.

呈现教授词汇、句型 classes, over, class is over, afternoon, after, after class, after lunch.

Practice

Look and say

出示图片和问句, 让学生用所学内容表达。



1. 课件呈现两个小孩打篮球的图片

T: What are they doing?

S: They're playing basketball.

教师边说边呈现句型、词组 Do you want to join them? Let's join them.

2. 呈现图片, 让学生猜测。



A: Is Liu Tao dancing?

B: Is Liu Tao jumping?

C: Is Liu Tao skating?

D: Is Liu Tao playing football?

A: Are they reading books?

B: Are they doing housework?

C: Are they studying?

学生在回答的过程中学习新交际用语 Perhaps they are. Let's go and join them.

3. 生生互动, 操练句型

根据图片和关键句型, 进行替换练习。

—Where are you going?

—I'm going to the _____.

Consolidation

教师布置一个任务, Gao Shan, Helen 来到图书馆后, 他们在帮 Su Hai, Su Yang 什么呢? 发挥想象, 可以参考如下句型:

What's...doing?

Is/are... cleaning/sweeping...?

Perhaps....

44. 案例分析(10分)

以下各题可用英语或汉语作答, 答案均完整地写在答题卡上。

(1) 评述上述案例的教学目标。

(2) 针对 presentation、practice、consolidation 三个环节的设计进行评价(优点2点, 缺点3点)。

45. 教学设计(25分)

教师指导语须用英文, 设计意图用汉语作答。答案均完整地写在答题卡上。

根据本案例教学内容重新设计 Practice(2个活动)和 Consolidation(1个活动)环节的内容并说明设计意图。活动设计过程包括教师引导语等内容。

参考答案及解析

华图名师预测试卷五

第一部分 选择题

一、选择题

(一) 单项选择题

1. D 【解析】考查情景交际。句意:我能告诉约翰我们的秘密么?不,你千万不要,这是你我之间的秘密。因此本题选 D。
2. B 【解析】考查名词辨析。句意:通往成功路上的障碍不能打败我们,相反,它们只会让我们更强。attempt“尝试”;barrier“障碍”;contribution“贡献”;access“进入”。根据 can't defeat us 可知,此处表示“障碍”,因此本题选 B。
3. A 【解析】考查副词辨析。句意:狗的饮食习惯在被正确地建立起来前,需要有规律的训练。A 选项意为正确地;B 选项意为广泛地;C 选项意为原始地;D 选项意为暂时地。因此本题选 A。
4. C 【解析】考查冠词。句意:人们相信十月去雅安旅游是一次愉快的经历。通常情况下,表示月份的名词前不用冠词;泛指“一次愉快的经历”,enjoyable 的首字母发音是元音音素,用不定冠词 an,因此本题选 C。
5. A 【解析】考查代词。句意:“你看见这个位置上的一个红色背包了吗?”“我看见一个人拿着一个背包离开了,但不确定是不是你的包。”one 泛指前文提到的可数名词单数;it 指代前文提及的同一个事物;that 特指前文提及的同一类事物,既可指不可数名词,也可指可数名词单数;the one 特指前文提及的同一类事物,指代可数名词单数,根据句意可知,本空泛指背包,为可数名词单数,故用 one,因此本题选 A。
6. D 【解析】考查介词短语。句意:我们提供给学生高等教育。毕竟,我们希望孩子努力学习。on average 平均;at best 最多;in return 作为回报;after all 毕竟。因此本题选 D。
7. A 【解析】考查动词辨析。句意:当你在一个新城市驾车时很容易迷路,所以在你出发前研习一下新地图十分重要。study 在这里表示攻读,属于熟词生义。display 展示;deliver 表示传递,送达;publish 表示出版、发表。因此本题选 A。
8. D 【解析】考查非谓语动词。句意:吉姆已经退休了,但他仍然记得和学生们一起度过的快乐时光。spend 与 time 之间构成被动关系,所以用过去分词作后置定语。因此本题选 D。
9. B 【解析】考查一般现在时。句意:现在人们比过去更容易得到医疗保障,所以人们更长寿。根据句意可知叙述的是现在的一种客观情况,故使用一般现在时。因此本题选 B。
10. D 【解析】考查定语从句。句意:在接待处要等很长时间,在那里每个人都在登记。此处为非限制性定语从句,从句是主谓结构,缺状语,表示地点,所以用 where。因此本题选 D。
11. D 【解析】考查表语从句。句意:他努力学习并且后来成为了一个著名的作家,这正是他父亲所期望的。which 引导的定语从句中 was 后面又出现了一个句子,系动词后面接表语可以判断为表语从句,表语从句中缺少 expect 的宾语,所以用 what。因此本题选 D。
12. A 【解析】考查状语从句。句意:确保你保存了屏幕上的所有任务,以防电脑崩溃。A“以防万一”;B“仿佛”;C“为了”;D“即使”。根据句意,因此本题选 A。
13. C 【解析】考查倒装句。句意:故事围绕这一点展开,让其充满幽默和本土气息。分析句子可知,around this point 为表示位置的短语,同时主语不是人称代词,故需要用完全倒装,把整个谓语放到主语之前,因此本题选 C。
14. C 【解析】考查情态动词。句意:我的房间很乱,但是在我今天晚上出去之前没必要打扫它。我可以在早上打扫。由“我可以在早上打扫”可推知语气为“没必要在出去之前打扫”。因此本题选 C。
15. D 【解析】考查英国文学。I Wandered Lonely as a Cloud 的作者是 William Wordsworth; Kubla Khan《忽必烈》的作者是 Samuel Taylor Coleridge; Childe Harold's Pilgrimage《恰尔德·罗尔德游记》的作者是 George Gordon Byron。《西风颂》(Ode to the West Wind)是 Percy Bysshe Shelley(雪莱)的代表作,他的文论著作有《诗辩》(A Defense of Poetry)。因此本题选 D。
16. B 【解析】考查英国概况。英法之间的百年战争以英国人被赶出法国而告终。到 1453 年战争结束时,只有法国北部的加莱港还在英国人手里。因此本题选 B。
17. C 【解析】考查英国概况。诺曼征服标志着英国封建制度的确立。因此本题选 C。
18. A 【解析】考查社会语言学。句意:方言可以听出一个人从哪里来,而语域能够判断出他是做什么的。dialect 意为“方言”,是某一地区的人使用的语言;register 意为“语域”,即语言使用的场合和领域的总称,像律师、医生、集邮者等这些有特定职业或爱好的人群会使用特定的语域;genre 意为“语体、体裁”,是文化语境下的产物;style 意为“文体”,文体可以指一个人在某一特定时期说话或书写时特有的言语使用方式。因此本题选 A。
19. D 【解析】考查语篇教学。句意:当教授学生如何对祝贺和道歉进行合适的回应时,教师可以从以下哪个层次进行教学? A 项“词汇层次”;B 项“句式层次”;C 项“语法层次”;D 项“话语(语篇)层次”。祝贺和道歉属于交流,是语言功能的运用,话语层次的教学,有利于学生经历真实语境,提高语言运用的准确性。因此本题选 D。
20. D 【解析】考查学习策略。句意:如果教师让学生制定他们自己的学习计划,是在培养学生的

_____。元认知策略指学生对自己的认知过程及结果的有效监视及控制的策略,包括计划策略、监控策略和调节策略。学生制定学习计划属于元认知策略中的计划策略。D项符合题意。A项认知策略,B项情感策略,C项交际策略均不符合题意,因此本题选D。

(二) 阅读理解

21. A 【解析】细节理解题。题干问“研究者认为梦_____”。根据第1段段末可知研究者现在认为梦是可以控制的。文中第4、5段都谈论如何控制梦的问题。因此选项A“梦在进程中能够被改变”正确,是原文话题信息的同义转述。选项B“易受感情变化的影响”也许是过去研究者的观点,不是本篇文章强调的重点;选项C“反映我们内心深处的渴望与恐惧”同样是过去的观点;选项D“是神经修复的随意产生的结果”也是过去的观点。因此本题选A。

22. C 【解析】推理判断题。题干问“谈到大脑的边缘系统,作者是想说明_____”。作者在第2段段末谈到了大脑的边缘系统,目的是为了说明上下文中出现的“梦与情感的关系问题”,选项C正确。选项A“它在我们梦中的功能”的“function”一词不对,文章不是为了说limbic system在梦中的功能;选项B“浅睡眠机制”不是作者的目的;选项D“它与前额皮层的不同”也不对,文章无意说两者之间的区别。因此本题选C。

23. D 【解析】细节理解题。题干问“白天产生的负面情感往往_____”。根据feelings将答案锁定在末段,依据末段首句可知,答案为选项D“刚入睡时在梦中显现出来”。选项A“在我们的潜意识中恶化”与原文信息相反;选项B“发展成高兴的梦”是文章的只言片语;选项C“持续到我们入睡”意思不对,因为消极情感会在梦里出现,而不是睡觉前就没了。因此本题选D。

24. D 【解析】推理判断题。题干问“卡特赖特似乎在说明_____”。依据第三段前两句, Cartwright暗示了选项D“做梦也许不完全属于潜意识”这样的观点,故为正确答案。选项A“及时醒过来对摆脱噩梦是很重要的”是原文信息的扭曲表述,原文强调的是努力使自己苏醒;选项B“想象噩梦帮助我们控制噩梦”是原文片语信息的断章取义;选项C“应该听任梦的自然发展”是研究者对偶尔做噩梦的人的建议。因此本题选D。

25. A 【解析】细节理解题。题干问“Cartwright认为偶尔做梦的人该怎么做?”依据末段首句“除非梦让你睡不着,否则别在意它”可知A“有时做梦的人应正常生活”正确。选项B“寻求专业人士的帮助”与选项C“进行有意识的控制”是对那些常做噩梦的人的建议,选项D“在白天避免焦虑”是原文的断章取义。因此本题选A。

第二部分 非选择题

二、填空题

(一) 短文填空

26. launched 【解析】考查非谓语动词。句意:BNU-1,也被称为“冰探者”,于上午11时26分在山西省

太原卫星发射中心用一颗光学遥感卫星和一颗微型实验卫星长征四号乙运载火箭发射升空。launch“发射”,此处为被动,故用动词的过去分词形式。

27. experimental 【解析】考查形容词。句意:句意:BNU-1,也被称为“冰探者”,于上午11时26分在山西省太原卫星发射中心用一颗光学遥感卫星和一颗微型实验卫星长征四号乙运载火箭发射升空。a micro experimental satellite“微型实验卫星”。

28. the 【解析】考查冠词。句意:这次任务标志着中国长征系列运载火箭的第310次发射。序数词表示顺序,意为“第310次”,序数词前面应使用定冠词the。

29. weighs 【解析】考查动词。句意:BNU-1是由中国南方广东省深圳市的航天东方港开发公司研制建造,重16公斤,携带三个实验有效载荷——一个多光谱相机、一个高分辨率可见光相机和一个船舶自动识别系统接收器。由句意可知,BNU-1重16千克。

30. an 【解析】考查冠词。句意:BNU-1是由中国南方广东省深圳市的航天东方港开发公司研制建造,重16公斤,携带三个实验有效载荷——一个多光谱相机、一个高分辨率可见光相机和一个船舶自动识别系统接收器。automatic是元音音素开头的形容词,故用an。

31. with 【解析】考查介词。句意:该卫星的任务是观测和监测南极和北极的气候和环境。be tasked with“……的任务是”。

32. delivered 【解析】考查非谓语动词。句意:经过一段时间的在轨试验后,将交付中国大学极地联合研究中心正式运行。be delivered to“交付给,移交给”。

33. reliance 【解析】考查名词。句意:该学会表示,BNU-1的服务将使中国结束在极地图像和数据方面对西方公司卫星的严重依赖,很大范围上促进中国的极地和全球环境研究。reliance on“依靠,依赖”。

34. with 【解析】考查介词。句意:它指出,卫星可以跟踪航行路线上的冰运动,并将数据与通过安装的自动识别系统接收器接收的船舶信息相结合,以分析碰撞危险,然后自主准备导航路线。combine with“与……相比”。

35. autonomously 【解析】考查副词。句意:它指出,卫星可以跟踪航行路线上的冰运动,并将数据与通过安装的自动识别系统接收器接收的船舶信息相结合,以分析碰撞危险,然后自主准备导航路线。由中文意思可推知答案为autonomously,修饰动词prepare。

(二) 课程与教学论知识填空

36. 语言实践

37. 语音

38. 情感态度

39. 自主学习

40. 英语课外活动

三、翻译题

41. 【解析】当你觉得筋疲力尽的时候,暂时离开,让自己稍作休息。从你的生活中多抽出点时间去梦想,重振你的精力,你会完全准备好又去迎接新的一天。当你感觉到紧张的压力,做一些有趣的事吧。你会发现压力在渐渐消逝,你的想法也渐渐明朗了。当你面对重重困难的时候,要意识到相对于你的整个生命,这些难题其实是微不足道的,请铭记你生命中美好的东西。

42. 【解析】书法和绘画一样,都证明了毛笔无穷的用处。书法的主要工具是“文房四宝”,包括笔、墨、纸、砚。对中国来说,这四种书法工具中以早期书写的毛笔最为奇特。毛笔拥有悠久的历史,史前的彩陶、甲骨文、竹简和丝绸等上面都发现了毛笔书画的例子。

四、书面表达

43. 【参考范文】

Does Higher Education Cease to Be Useful?

In the current climate of rising college fees and tight job market, the functions of higher education are arousing public concern. Having a degree seems not to make any difference to our life and may not necessarily guarantee a good job and income. However, does higher education cease to be useful?

Students who attend higher education obtain a wide range of personal, financial and other lifelong benefits. First of all, the whole experiences of university life including all the academic lectures and social practices forge our personality and cultivate such virtues as cooperativeness and openness. In addition, according to the statistics, there is a trendy correlation between higher level of education and higher earnings despite the fierce job hunting competition. University is a huge advantage if we need to acquire expertise to practice in a meaningful profession.

In my opinion, it would be wise to attend university. Having a decent degree and being broadly intelligent may not guarantee us success, but it makes us a candidate.

五、案例分析与教学设计

44. 【参考答案】

(1)热身部分利用了朗朗上口的自创歌曲,不仅激发了学生学习的兴趣,让学生很快地融入英语学习的氛围,而且还复习了旧知 be going to 句型,激发了学生的原有图式。

(2)复习部分设计了一组句型操练。通过多次反复操练,大多数学生熟练掌握了第一人称与第三人称的人称代词与物主代词的转换,为下面阅读段落并根据段落内容进行第三人称的转述做准备,解决了本节课的教学难点。

(3)新授部分让学生通过听录音跟读,带问题自读,使学生能够充分理解短文内容。

(4)结束时,再次用学生熟悉的旋律来吟唱歌谣,在歌谣中巩固了用不同人称介绍周末安排,同时也放松了心情,活跃了课堂气氛,让学生以愉快的心情结束课程。

(5)这一系列的教学活动,体现了任务型的教学模式,学生在互动和交流中,感受学习的快乐,完成学习

任务,充分体现了学生的主体作用。

(6)学困生由于基础较差,跟不上课堂节奏,个别问题可能听不懂,在转述时可能不够流利,参与课堂活动较少,故教师的课堂教学应充分考虑学生的个体差异性,难易结合。

45. 【参考答案】

(4) Fill in the table

The teacher encourages students to work in pairs to summarize Liu Yun's weekend plan and fill in the table.

Saturday	Sunday

T: OK, now boys and girls, you have read the passage and answer some questions. Please try to summarize Liu Yun's plan with your partner and fill in the table.

(5) Make a discussion

T: OK, now boys and girls, we have learned Liu Yun's weekend plan. What do you think of Liu Yun's weekend plan? Do you like it?

设计意图:学生通过阅读完成表格梳理 Liu Yun's weekend plan,完成教学目标中提到的写提纲的要求;并通过讨论思考阐述自己对刘云周末安排的看法,锻炼交际能力。

Step4 Consolidation and extension

(1) Introduce Zhang Peng's weekend life.

T: Liu Yun has a good friend; his name is Zhang Peng. What's he going to do on the weekend? Let's look! Who's he? Is he going to have a busy weekend? What's he going to do on the weekend? What's his weekend like? Please introduce Zhang Peng's weekend life in a coherent paragraph.

设计意图:通过练习使用第三人称代词 he 和物主代词 his,是对上一环节介绍刘云(女孩)周末生活的拓展,学生继续巩固练习用第三人称的方式介绍他人的周末生活。

(2) Make their own weekend plans.

(3) Introduce their own weekend plans.

T: What are you going to do on your weekend? Can you say a passage about your weekend? (Students make their own weekend plan in the table first, then communicate and introduce their weekend life in the group, and report the result.)

设计意图:通过前面环节的充分练习,学生已能够有条理地组织语言,能够模仿段落内容描述自己的周末活动安排,实现本节课的教学目标。

华图名师预测试卷六

第一部分 选择题

一、选择题

(一) 单项选择题

1. A 【解析】考查情景交际。句意：“我知道你想要谈论这个报告，但是我想告诉你有关我们的新同伴的事情。”“让我们先谈报告的事情，之后再谈论他。”根据句意，因此本题选 A。
2. A 【解析】考查名词辨析。句意：“菲奥纳从没有在晋升机会中失利过。”“她是一个有雄心抱负的女子。”ambition“雄心，抱负”；attention“注意”；expectation“期望”；reputation“名声”。根据上一句说她从没有在晋升机会中失利过，推断她是个有雄心抱负的女子。因此本题选 A。
3. D 【解析】考查副词辨析。句意：旅行社会为你做好一切安排。或者，你可以自己安排。similarly 相似地；furthermore 还有；instead 相反地；alternatively 或者。因此本题选 D。
4. B 【解析】考查冠词。句意：我在钱塘江边散步时，看到美丽的夕阳。在所拍的照片中发现了一个 UFO。此处表泛指，第一次提到用不定冠词，且 UFO 是辅音音素开头的单词。因此本题选 B。
5. C 【解析】考查代词辨析。句意：因为人们喜欢幽默，所以它在谈话中和其他地方一样受欢迎。as... as 是比较句型，中间插入的是形容词或副词的原级。意思是“达到与什么相同的程度”。in conversation 和 anywhere else 比较，因此本题选 C。
6. D 【解析】考查介词短语辨析。句意：尽管有如此多的问题，几个成员还是表现得很好。A 选项意为根据；B 选项意为取而代之；C 选项意为除此之外；D 选项意为尽管。因此本题选 D。
7. B 【解析】考查动词短语辨析。句意：当人们想要扩充知识时，他们经常求助于能够给他们提供有用信息的书籍。point to 指向，表明；turn to 求助于，转向；attend to 注意，照料；belong to 属于。因此本题选 B。
8. C 【解析】考查非谓语动词。句意：在整个会议期间我一直在看表，因为我要去赶火车。根据上文判断出 as 引导原因状语从句，sb. have sth. to do 某人有事要做（在本句中 to do 由主语完成），因此本题选 C。
9. A 【解析】考查时态和语态辨析。句意：他匆忙回家了，顾不上回头看有没有人在跟踪他。这里 if 引导的宾语从句用过去进行时表示过去某一时刻(hurried home)正在进行的动作，又因 he 与 follow 之间为被动关系，故用被动语态。因此本题选 A。
10. A 【解析】考查定语从句。句意：她和家人骑自行车去上班，这有助于她们保持健康。_____ helps them keep fit 是非限制性定语从句，该从句修饰整个主句，引导词在从句中作主语，故该从句应用关系代词 which 引导。因此本题选 A。

11. A 【解析】考查名词性从句。what 引导主语从句，it 为形式主语。从句中 think 后缺少宾语，因此本题选 A。

12. C 【解析】考查状语从句。句意：如果我们不阻止气候变化，那么世界上的很多动植物都将会消失。动植物不灭绝的前提条件是阻止气候变化。although“尽管”；while“当……时候，尽管，然而”；if“如果”；until“直到”。因此本题选 C。

13. C 【解析】考查倒装句。句意：直到表演结束，观众们才有机会和这位受人尊重的演员合影。not until 位于句首时，主句用部分倒装，表演结束提示用一般过去时，A、B 两项都没有倒装，因此本题选 C。

14. D 【解析】考查情态动词。句意：“这个门怎么了？”“钥匙卡在里面了，不能拔出来。”will 表示将来时态，而其他情态动词没有这个用法，所以选择 will。因此本题选 D。

15. A 【解析】考查美国文学。《了不起的盖茨比》是非茨杰拉德的代表作，也使其成为了美国文坛上的一颗明星。因此本题选 A。

16. C 【解析】考查美国概况。首都命名为华盛顿是为了纪念美国的第一任总统乔治·华盛顿，而联邦直辖区命名为哥伦比亚特区是为了纪念第一位从欧洲横渡大西洋到达西半球的探险家克里斯托弗·哥伦布。因此本题选 C。

17. B 【解析】考查英国概况。英国是君主立宪制国家，国王或女王(君主)几乎没什么实质性的权力。因此本题选 B。

18. D 【解析】考查语言学。根据奥斯汀的言语行为理论，说话者说话时可能同时实施三种行为：言内行为、言外行为和言后行为。言内行为(locutionary act)是说出词、短语和分句的行为，它是通过句法、词汇和音位来表达意义的行为；言外行为(illocutionary act)是表达说话者意图的行为，它是通过说话完成的行为；言后行为(perlocutionary act)是通过某些话而得到的行为结果，它是话语所产生的后果或所引起的变化。根据以上言语行为理论，当听者听见“It's hot here”，产生了“打开门”的后果，因此属于言后行为。因此本题选 D。

19. B 【解析】考查听力教学。题干：下列哪项活动可以帮助提高听取中心大意的技巧？A 项“听文章找出吉姆住在哪里”；B 项“听文章选出最合适的题目”；C 项“听文章画出说话者强调的单词”；D 项“听一组词，并判断出它们是否一致”。选项中只有 B 项是对文章大意的把握。因此本题选 B。

20. B 【解析】考查学习策略。句意：为了发展学生的认知策略，教师可能会鼓励他们做什么？英语学习策略包括认知策略、调控策略、交际策略和资源策略等。在课程标准中对认知策略(cognitive strategies)的描述是：(1)根据需要进行预习。(2)在学习中集中注意力。(3)在学习中善于记要点。(4)在学习中善于利用图画等非语言信息理解主题。(5)借助联想学习和记忆词语。(6)对所学内容能主动复习并加以整理和归纳。(7)在学习中积极思考，主动探究，善于发现语言的规律并能运用规律举一反三。(8)在使用英语时，能意识到错误并进行适当的纠正。(9)必要时，有效地借助母语知识理解英语。(10)尝试阅读英语故事及其他英语课外读物。结合选项，B 项“概述故事”属于第(6)点，符合题意。其余三项均不符合。因此本题选 B。

(二) 阅读理解

21. C 【解析】逻辑关系题。第一段说，人会对不公正待遇感到愤懑，并自以为这是人才有的一种感觉；段末说，研究表明，猴也有这种感觉；下文接着探讨猴对不公正的详细感受。可见，作者通过把猴与人作比较

(comparison)来引出文章的主题,所以答案为C。因此本题选C。

22. B 【解析】推理判断题。本题可以定位在第1段,分析该段的逻辑关系,不难发现作者指出了两者的相似之处,那么相似之处就是B选项“对不公平产生怨恨也是猴子的本性”。选项D“除了猴子之外其他动物都不会有这种感情”与篇章的思想相矛盾。选项A“疏忽的对手也会使猴子大发雷霆”是原文片语信息的断章取义。选项C“像人类一样,猴子往往会互相嫉妒”不是作者谈论的重点,作者谈论的是义愤的情感。因此本题选B。

23. A 【解析】细节理解题。第二段末句“pay much closer attention to the value of...(更关注……的价值)”换词后就是“are more inclined to weigh(更会掂量)”,可见答案为A“更倾向于权衡它们所获得的东西”。选项B“专心凝听研究者们的指导”,选项C“漂亮且性情温和”以及选项D“比雄性伙伴更大方”,都是原文片语信息的断章取义,或者是原文未提及的信息。因此本题选A。

24. C 【解析】细节理解题。如果注意到题干中“eventually”一词的限制,本题就可以定位在第5段而选择C“如果感到被欺骗就不再合作”。关于群居动物在公平条件下合作的思想在上文第2段第2句也有提及。选项A“更喜欢葡萄,而不是黄瓜”与选项B“可以教会交换东西”不是研究者的发现,而选项D“当与其他卷尾猴分开时感到不高兴”是原文片语信息的断章取义。因此本题选C。

25. B 【解析】推理判断题。本题直接定位在第5段的最后一个句群,选项B“人类义愤填膺情感的进化来源不确定”正确。选项A不对,因为social emotions是猴子所天生具有的(末段第一句),谈不上develop(培养)。选项C“动物常常像人类那样公开显示出它们的感情”不正确,篇章中没有明显提出这一方面的信息。选项D“猴子间的合作只有在野外时才保持稳定”错误,原文强调的是在受到公平对待时保持稳定。因此本题选B。

第二部分 非选择题

二、填空题

(一)短文填空

26. demonstrated 【解析】考查动词。句意:凡人如何记录世界的不朽之美?复旦大学教授、植物学家钟阳用毕生的工作证明了他的答案。demonstrated意为“阐述,说明”,注意用一般过去时。

27. set 【解析】考查非谓语动词。句意:为了寻找植物种子,他去了植物学家从未踏足过的地方。set foot为固定短语,意为“踏足”。

28. which 【解析】考查关系代词。句意:位于珠穆朗玛峰的北坡,西起珠穆朗玛峰,海拔6000多米。此处which引导的是非限制性定语从句。

29. out 【解析】考查副词。句意:钟继承了前人没做过的事业。carry out为固定短语,意为“实施,进行”。

30. spending 【解析】考查非谓语动词。句意:他旅行了50多万公里,每年在最荒凉的地方停留100多天。spend some time doing为固定短语。spend与逻辑主语He之间为主动关系,故用现在分词形式。

31. dedication 【解析】考查名词。句意:由于他对工作的无畏和奉献精神……,dedication意为“无私奉献”。

32. collected 【解析】考查动词。句意:他收集了4000万颗植物种子,并对西藏自治区“世界屋脊”上的生物进行了调查。由句意可知,此处应为“收集种子”。

33. because 【解析】考查连词。句意:所有的生命都会结束,但我无所畏惧,因为我的学生将继续研究。此处“无所畏惧”与“我的学生将继续研究”之间为因果关系,故用because。

34. from 【解析】考查介词。句意:从青藏高原北部到藏南河谷,从死亡区到雅鲁藏布江,我们可以看到钟壮烈一生的痕迹。与前面部分From the northern保持一致。

35. glimpses 【解析】考查名词。句意:我们可以看到钟壮丽人生的痕迹,也可以窥见他作为自然美景收藏家的漫漫征途,并窥见了作为自然美景收藏家的漫长朝圣之旅。gain glimpses of为固定短语,意为“瞥见”。

(二)课程与教学论知识填空

36. 主体

37. 二级

38. 综合语言运用能力

39. 学生的发展

40. 情感态度

三、翻译题

41. 【解析】失望使你直面自己最严重的缺点,进而使你在最重要的方面增强意识,并给你提供机会让你变得更坚强。经历无用功会帮助你变得更有效率。当你清楚什么事情行不通时,你就明白什么事情行得通就越来越近了。每一次经历中都有积极的价值,尤其在失望时更是如此。把失望看成使你变得更坚强的机会。振作起来,坚定行动。

42. 【解析】生活让你感到失望了,但这并不意味着你一定要让自己感到失望。站起来,快速踏出积极的一步。要知道你现在距离你的目标比之前更近了。你已经通过了一些艰难险阻,也体验过了一些必然要经历的困苦,所以,坚持下去,让这些经历变得有价值。

四、书面表达

43. 【参考范文】

Knowledge and Diploma

It is generally believed that a high diploma guarantees a promising future. Some people identify high diplomas with profound knowledge and exceptional competence. Companies also tend to emphasize the academic achievement of a job candidate. Like it or not, there does exist a social reality that the higher diplomas one gets, the more popular he becomes.

On the contrary, other people claim that a high diploma doesn't automatically translate into knowledge. A diploma, in their eyes, is only the acknowledgment of one's educational experience rather than a guarantee of one's ability. Therefore, we can never measure the depth of one's knowledge by the grade of one's diploma. Besides, many knowledgeable people don't have a high diploma. Take Bill Gates for example. His dropping out of college cannot deny

the fact that he is one of the world's most learned men.

So I must say no one should ever equate a diploma with knowledge, because a diploma is nothing but a proof of a short-term study while genuine knowledge needs one's lifelong devotion.

五、案例分析与教学设计

44. 【参考答案】

(1) 优点:教学目标的表述体现了以学生为主体的思想。

缺点:1)缺少情感态度与价值观目标。

2)知识与技能目标内容过多,无法突出本节课的教学重点。

(2) 优点:

1)教师在教学过程中创设了具体情境,激发学生的学习兴趣,而且让学生更容易理解本节课的语言知识点。

2)在巩固环节中,教师采用了任务型教学的语言学习途径,提高了学生语言学习的兴趣并且让学生能够做到学以致用。

3)在整个教学环节中,教师始终能够坚持面向全体学生,突出学生是学习主体的原则,并且注重了语言学习的实践性和运用性。

缺点:

1)案例中教师未能把握重点,对语言点的关注过多,每引出一个新的语言点就创设一个情境,情境多而散。小情境之间相互无关联,无法整体把握对话的含义,构建对文本的整体理解。

2)练习环节的三个练习活动训练了学生三个不同句型的使用,而这三个活动又是相互割裂开的,无法实现语言知识的综合运用。

3)练习环节虽然活动比较多,但形式都是通过图片进行描述和对话,因此活动形式相对比较单一。可以采用视频或学生做动作其他同学猜测的方式进行。这样能够提高学生练习时的积极性。

4)在练习和巩固环节中缺少形成性评价的反馈作用。

45. 【参考答案】

Practice

Activity 1: Complete the tasks

(1) Students read the text silently and underline the sentences as questions in the present continuous tense.

(2) Students watch the video of the text and answer the questions.

Ask and answer:

①What's the time?

②What is Gao Shan doing?

③Where are Wang Bing and Mike?

④What are they doing?

⑤What are Su Hai and Su Yang doing?

⑥Where is Helen going?

While answering the questions, guide the students review the use of "perhaps" and "I think".

T: Now boys and girls, now let's read the text silently and underline the sentences as questions in the present continuous tense. Then watch the video of the text and answer the questions on the screen.

设计意图:通过任务型教学活动,学生加深了对“现在进行时”用法的理解。同时,观看课文动画能够提高学生学习的积极性,加深了对文章内容的理解。

Activity 2: Role-play

Create a situation: Supposing Jim is hurrying to a birthday party and you happen to meet him. Use the sentences such "Perhaps they are. I'll go and join them. Where are you going? etc." to carry on the dialogue, further consolidating what has learned.

T: Now supposing Jim is hurrying to a birthday party and you happen to meet him, what will you talk about? Use the sentences learned today to have a dialogue with each other.

设计意图:通过前期的教学活动,学生已经具备了独立理解、把握课文的能力。因此,在具体课文内容的处理上,运用“任务型”的教学方法,通过四个任务的层层递进,引导学生逐步的掌握整个对话文本,并且着重突出了以学生为主体的教学理念。

Consolidation: Telling a story

Material: several comic strips with stories. Show them on PPT.

Asking questions and sentence patterns:

What are they doing?

What's he/she/the dog doing?

They are singing/reading/...

It is ...in...

Is he/she/...? Yes, he/she is. No, he/she isn't.

Are they...? Yes, they are. No, they aren't.

The teacher shows the pictures 3-4 times continuously and quickly. Each student recalls the pictures independently and builds the basic story line in his mind. Students discuss in groups of 4 to 6 and express their opinions, use complete sentences to express the picture, and work together to complete the story. The teacher shows the picture again, and the class chooses "memory superman" and "story king" according to the completeness and correctness of the story.

T: Now I will show you some pictures continuously and quickly. You recall them in your mind. Then discuss together in groups of 4 to 6 to tell a story using the sentences learned today. Finally, we will choose "memory superman" and "story king" according to the completeness and correctness of the story. Let's get started.

设计意图:通过小组合作讲故事的形式,学生对文章的重点内容现在进行时进一步的巩固和运用,培养了学生的记忆能力,语言表达能力及合作能力。