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安徽省教师招聘 考试专用教材

2015
最新版

学科专业知识 · 中学英语

中公教育安徽教师招聘考试研究院◎编著

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备考指导

安徽省教师招聘考试中学英语备考指导

一、安徽省教师招聘考试考情介绍

安徽省中小学新任教师公开招聘考试为全省统一组织的公开性选拔考试,是落实“省考、县管、校用”教师管理体制的基础工作。其目的是吸引有志于从事基础教育事业的优秀人才到中小学任教,进一步规范中小学新任教师公开招聘工作,把好教师“入口关”。考试采取笔试和面试相结合的方式进行。笔试成绩将作为安徽省中小学新任教师公开招聘面试的依据,同时纳入考试总成绩。招聘考试从教师相应岗位的专业素质和教育教学能力等方面全面考核,择优录取。

我们在深入研究安徽省教师招聘考试真题的基础上,总结了安徽省教师招聘考试的命题特点,并结合教师招聘考试的整体发展变化情况,帮助大家从整体上认识安徽省教师招聘考试,把握考试方向,提升学习效率。

下表是 2014 年安徽省中小学新任教师公开招聘考试中学英语笔试的基本情况。

2014 年安徽省中小学新任教师公开招聘考试·中学英语题型、题量及分值分布表

题型		题量	分值
客观题	单项选择题	单项填空	10 题 10 分
		完形填空	20 题 20 分
		阅读理解	12 题 24 分
主观题	翻译	5 题 10 分	
	书面表达	1 题 20 分	
	教学设计	1 题 20 分	
	教学案例分析	1 题 16 分	
总题量		50 题	120 分

二、安徽省教师招聘考试中学英语学科题型分析及答题策略

安徽省中小学新任教师公开招聘中学英语学科考试大纲明确指出,笔试试题分为客观题与主观题,客观题有单项选择题、完形填空题、阅读理解题等题型;主观题有翻译题、写作题、教学设计和分析等题型。其中,内容比例:英语专业知识部分约占 70%,中学英语课程与教学论及应用部分约占 30%。这些在

2014年安徽省中学英语教师招聘考试真题中,呈现出如下特色。

(一)客观题

1. 题型介绍

客观题都是以单项选择题的形式出题,主要包含以下几种题型:单项填空、完形填空与阅读理解。2014年考试题为42题,分值为54分。其中,单项填空共10小题,每小题1分,共10分;完形填空共20小题,每小题1分,共20分;阅读理解共12小题,每小题2分,共24分。在所有考试题型中,单项填空部分相对来说难度系数较低,完形填空与阅读理解难度适中,主要考查考生对所学知识的掌握程度和辨别分析能力。

2. 考试内容

从安徽省教师招聘考试大纲来看,客观题主要考查英语专业基础知识,包括词汇与语法、英美概况、英美文学、跨文化交际知识等内容。其中,词汇包括名词、代词、数词、介词和介词短语、连词、形容词、副词、冠词和动词等各种词类;语法包括非谓语动词、时态、语态、陈述句、疑问句、祈使句、感叹句、特殊句型、简单句、并列句、主从复合句等句法知识;英美概况包括主要英语国家的历史、地理、政治、文化及其主要文化特点;英美文学包括英美各个时期主要作家、作品和文学流派的特点,对难度相当的文学作品进行赏析和评论;跨文化交际包括英语、汉语两种语言文化的对比,语言与文化的关系及如何得体地使用英语进行跨文化交际。

总结2014年安徽省中小学新任教师公开招聘考试中学英语真题的客观题考查情况如下:

题型	主要考点	题量	主要考查内容	考查频率	考查难度
单项填空	词汇	3题	名词、形容词、介词短语	★★★★★	★★★
	<input type="checkbox"/> 非谓语动词	1题	过去分词	★★★	★★★
	<input type="checkbox"/> 动词时态与语态	1题	一般现在时	★★★★★	★★★
	<input type="checkbox"/> 跨文化交际	1题	文化对儿童的影响	★★★	★★
	<input type="checkbox"/> 语言学	2题	语义学、方言的特点	★★★	★★★★
	<input type="checkbox"/> 英美文学	2题	海明威的写作风格、简·奥斯汀的小说《傲慢与偏见》	★★★★★	★★
完形填空	句意理解	7题	关键词句、隐含义	★★	★★★★
	上下文逻辑	2题	因果、转折	★★★	★★★★
	词义辨析	9题	名词、介词、形容词、动词、动词短语	★★★★★	★★★★
	惯用搭配	2题	词组的固定搭配	★★★	★★
阅读理解	主题、主旨	5题	主题类主旨大意、标题类主旨大意、目的类主旨大意	★★★★★	★★★★★
	细节理解	4题	具体事实、现象、理论	★★★★★	★★★
	推理判断	2题	判断文章细节内容、推断文章出处	★★★★★	★★★
	词句理解	1题	隐含义	★★★★★	★★★

3. 答题策略

(1) 单项填空答题策略

① 词语辨析法

仅从同义或语法角度看,给出的四个答案貌似都可以,但运用词语辨析法,结合句意仔细辨认,就会发现它们之间的细微差别。例如:

【安徽·2014年中学真题】His experience abroad provides a wider _____ on the problem.

- A. privilege B. perspective C. participation D. priority

【答案】B。解析:考查形近词辨析。本句意思为“他在海外的经历使他在看待问题上有了更开阔的视角”。privilege意为“特权,优待”;perspective意为“观点,视角,远景”;participation意为“参与,分享,参股”;priority意为“优先,优先权”。故选B。

② 语法分析法

时态、语态、非谓语动词、主从复合句等都有严格的使用规则和运用规律。做此类题的时候借助语法分析会使许多难题迎刃而解。例如:

【安徽·2014年中学真题】Your composition _____ beautifully. Is it the one I saw you write yesterday?

- A. reads B. read C. is read D. was read

【答案】A。解析:根据四个选项可知,本题想表达的意思为“你的作文读起来很美。这是昨天我看见你写的那篇作文吗?”read作不及物动词,意为“读起来(给人以某种印象)”,其主动形式可表达被动意义,因此首先排除C、D两项;根据下文Is it the one...提示,这里指现在说话时的感觉,应使用一般现在时。故选A。

③ 语境考虑法

有些单项选择题通过创设某种语境,把语言知识融入其中,做题时一定要正确理解题干含义,抓住上下文语境,领会整句的言外之意。命题人不会明确地在题干中将语言时间或空间背景标示出来,而是比较巧妙地隐含在句子中,稍不注意就会选错。例如:

【安徽·2014年中学真题】I went along thinking nothing _____, just looking at things around me.

- A. in need B. in doubt C. in particular D. in harmony

【答案】C。解析:此句意为“我一直走着,也没有想什么_____事情,只是在看旁边的事物”。根据语境,可以猜想到是我一直走着,没想什么特别的事情。in particular意为“尤其,特别”,代入句中符合题意,故选C。in need“在危难中,在危急中”;in doubt意为“怀疑,不确定”;in harmony意为“和谐”,后面通常和with一起用。

④ 关键词暗示法

题目中的关键词对于快速而准确地判定答案起着至关重要的作用。因此,找到句中的关键词,也就找到了解题的突破口。例如:

【安徽·2014年中学真题】Jim got well-prepared for the job interview, for he couldn't risk the good opportunity _____.

- A. to lose B. to be lost C. losing D. being lost

【答案】D。解析:考查非谓语动词的用法。本句意思为“吉姆为这次工作面试准备得很充分,因为他不能冒险丢掉这个良好的机遇。”“risk”为本句的关键词,risk doing sth.意为“冒险做某事”,又因为opportunity与lose之间存在动宾关系,因此是被动语态。故选D。

⑤ 直接选定法

直接选定法是通过题干中的已提供信息,捕捉到解题线索,从而直接得出答案的解题方法。考查英

美概况、英美文学、语言学及跨文化交际知识的单项选择题均宜使用这种方法,从而迅速得出正确答案。例如:

【安徽·2014年中学真题】The most distinguishable linguistic feature of a regional dialect is its _____.

- A. accent B. use of words C. morphemes D. use of structures

【答案】A。解析:考查语言学知识。题干问“地域方言的最显著语言特征是它的_____”,根据语言学知识,可知正确答案是 accent“口音”。

除了上述解题策略外,还可以运用以下解题策略:

① 克服母语干扰

英语与汉语在表达习惯、思维方式等方面有很多不同,由于母语在学生大脑中已经根深蒂固,所以它常常会对外语学习者大脑中尚不牢固的外语知识产生负面影响。

② 逐个排除法

根据题干提供的信息,将干扰项和错误答案逐个排除,缩小选题范围,然后将剩余的填入空白处进行检查,确定答案是否正确。

③ 标点提示法

标点符号虽小,但是却能提供许多信息(如:句末问号为疑问句;句末感叹号为感叹句;句中逗号,提示非限制性定语从句,或分词作状语;人名前后用逗号,提示称呼等)。因此有时我们可根据标点确定从哪个角度入手,形成正确的解题思路,进而快速找出答案。

小结:单项选择题命题点多,考生需要重视专业知识,能够熟练掌握词法与句法的相关知识点,做到活学活用。要达到看到题干就能立刻想到所要考查的知识点以及如何着手去解答这道题的水平,仅仅掌握上述所讲的几种技巧是远远不够的,考生还需要多加练习,并在练习中多加琢磨与总结。

(2) 完形填空答题策略

① 跳开空格、通读全文、把握文章大意。

目前此题型的文章主要以记叙文及议论文为主,因此在下笔做题前,应对每篇文章的大意有所了解,把握整篇的基调,切勿仓促下笔。

② 重视主题句。

此类题型所用的短文一般不给标题,但短文的主题句,往往是文章的首句,有时也出现在文章的中间或结束处。主题句是深入了解全文的“窗口”,因为其往往概括了文章的大意,为我们做题提供了很好的线索。

③ 语境联想、瞻前顾后、先易后难。

每个空格涉及的题型千变万化,主要以考查固定搭配、词义辨析、时态、语态、句意理解等为主,因此必须联系上下文,逐个击破。容易题先做,不能马上确定答案的切勿思考过久,可先跳过,等全文基本做完,加深理解后再来思考。

④ 复读全文,逐一检查。

将所选内容代入空格处复读全文,并逐一检查每个空格所填词语是否符合文意,避免不必要的失分。

【安徽·2014年中学真题】

As with spoken language, written language is always used for a purpose. People read a text 11 they think that it will enable them to find answers to questions that they are interested in answering. People write to express an 12 or to give information to particular readers. There are, of course, many different purposes for reading and writing and different purposes will 13 different reading and writing styles.

In general, written language is structurally more “correct” than spoken language. It has clear word and

sentence 14 and its information is more densely packed. More is said in 15 words. However, written language also contains both structural and contextual redundancy and this can help readers to 16 the text.

Written language is often structurally more 17 than spoken language. This is because when people write they have 18 to think about what they want to write and are able to 19 to what they have written and revise it as often as they wish. This greater structural complexity is one factor that may make a text 20 to understand.

When people read in their first language, they do not usually read every word in the text. Readers 21 their eyes across and down the text stopping at groups of words (fixations) to check for meaning. The speed with which people read 22 their purpose for reading and on how 23 a range of possible meanings their brain has to choose from at every fixation. 24 readers use the structural and contextual redundancy of the language, their 25 of what they have already read and the general knowledge they already have to 26 what will come next, and so 27 the number of possible choices that the brain has to consider at any fixation.

Both writers, when choosing how to express their 28 meaning for the audience that they have in mind, 29 readers, when interpreting writers' meaning, rely not only on their linguistic knowledge, but 30 their general knowledge of the context in which they are reading and writing. Such knowledge, whether specifically linguistic or contextual, is stored in the long-text memory.

- | | | | |
|--------------------|---------------|-----------------|------------------|
| 11. A. why | B. because | C. after | D. before |
| 12. A. apology | B. invitation | C. enthusiasm | D. intention |
| 13. A. require | B. classify | C. design | D. desert |
| 14. A. groups | B. impression | C. boundaries | D. separation |
| 15. A. sweet | B. easier | C. sensitive | D. fewer |
| 16. A. interpret | B. rewrite | C. construct | D. instruct |
| 17. A. shallow | B. complex | C. troublesome | D. negative |
| 18. A. stereotype | B. mercy | C. time | D. concept |
| 19. A. deliver | B. return | C. decline | D. expose |
| 20. A. difficult | B. interested | C. direct | D. natural |
| 21. A. raise | B. bend | C. move | D. struggle |
| 22. A. applies to | B. results in | C. sets off | D. depends on |
| 23. A. wide | B. dominant | C. potential | D. fantastic |
| 24. A. Considerate | B. Efficient | C. Sympathetic | D. Desirable |
| 25. A. inspiration | B. anxiety | C. confusion | D. understanding |
| 26. A. prevent | B. search | C. predict | D. regularize |
| 27. A. come across | B. take away | C. narrow down | D. give up |
| 28. A. similar | B. grateful | C. satisfactory | D. intended |
| 29. A. and | B. or | C. but | D. so |
| 30. A. for | B. on | C. in | D. With |

11.【答案】B。解析：空格前后是两个完整的句子，所以首先排除A项。根据句意可知，空格前后为因果关系，并且是前果后因，故because符合句意，故选B。

12.【答案】D。解析：根据句意“人们写东西是为了向特定的读者表达_____或是传达信息”可知，

intention“目的,意图,意向”,最符合题意,故选D。apology“道歉,抱歉”;invitation“邀请,招待”;enthusiasm“热情,热忱”,三项均不符合题意。

13.【答案】A。解析:根据句意“……不同的目的将_____不同的阅读和写作风格”可知,空格处填入的动词应该表示“决定或需要”之意,require“需要,要求”最符合题意,故选A。classify“分类,归类”;design“设计;绘制”;desert“丢开,抛弃”,三项均不符合题意除。

14.【答案】C。解析:文中说到写作比口语结构要严谨,因此此处指的是单词和句子有严格的界限,不像口语那样随意。故选C。

15.【答案】D。解析:文中下一句说到“However, written language also contains both structural and contextual ...”可知此处表达的是与下文内容相反的意义,所以应该是指“比较少”。故选D。

16.【答案】C。解析:根据句意“然而,书面语也存在文章结构和上下文的冗余,这能够帮助读者_____文本”可知,此处指的是能够帮助读者去组构文本。interpret“理解,诠释”;rewrite“重写”;construct“组成,创建”;instruct“教授,指导”。故选C。

17.【答案】B。解析:根据常识和句意“通常情况下,书面语在结构上比口语更_____”以及后一句的具体解释说明可知,complex“复杂的”符合题意,故选B。shallow“肤浅的,表面的”;troublesome“令人烦恼的,引起麻烦的”;negative“消极的;否认的”,三项均不符合题意。

18.【答案】C。解析:根据常识可知,与口语表达相比,人们在写东西的时候是有时间思考的,故选C。stereotype“陈规旧习,旧规矩”;mercy“宽容,怜悯”;concept“概念”,三项均不符合题意。

19.【答案】B。解析:根据句意“……他们能够_____已经写完的部分,并依据意愿修改”可知,return to“返回到”符合题意,故选B。deliver“传送,传递”;decline“下降”;expose“暴露,揭露”,三项均不符合题意。

20.【答案】A。解析:根据句意“这种较复杂的句子结构可能是导致文本_____理解的一个原因”可知,difficult“困难的,难做的”符合题意,故选A。interested“感兴趣的”;direct“直接的”;natural“自然的”,三项均不符合题意。

21.【答案】C。解析:根据句意“读者_____他们的眼睛纵横文本,在词群的地方停下来查看意思”可知,move their eyes across and down 搭配最恰当,且符合题意,故选C。raise“举起,提高(价格等)”;bend“(使)弯曲,屈身”;struggle“搏斗,争取”,只能作不及物动词,在接名词时,常与介词连用,三项均不符合题意。

22.【答案】D。解析:本句的主语是The speed with which people read,谓语句词是不及物动词,需要和介词连用;又由于后面接两个宾语,所以要用到两次介词。根据后面介词on的提示,可知此题选D。

23.【答案】A。解析:根据句意可知,人们的阅读速度一方面取决于他的阅读目的,另一方面取决于他们对所阅读内容的意义有多么_____理解。把wide“宽的,广泛的”代入句中,最符合题意,故选A。dominant“占优势的”;potential“潜在的”;fantastic“奇异的,古怪的”,三项均不符合题意。

24.【答案】B。解析:根据句意“_____的读者能够利用文章结构和上下文的冗余……”可知,Efficient“高效的,能干的”符合题意,故选B。Considerate“体贴的,体谅的”;Sympathetic“同情的”;Desirable“想望的,可取的”,三项均不符合题意,故排除。

25.【答案】D。解析:根据中心词the general knowledge“常识”可推断,限定词应该是选项中的understanding“了解,理解,认识”,代入句中意为“读者对已阅读内容的理解”,故选D。inspiration“灵感”;anxiety“焦虑”;confusion“困惑”,三项均不符合题意,故排除。

26.【答案】C。解析:根据不定式结构后的内容“下面将会出现什么”可知,predict“预测”符合题意,故选C。prevent“阻止”;search“搜索”;regularize“使有规则,使有秩序”,三项均不符合题意,故排除。

27.【答案】C。解析：根据句意“因此_____大脑在阅读停顿的地方考虑可能选择的数量”可知，narrow down“缩小范围”符合题意，故选C。come across“偶遇，碰见”；take away“带走”；give up“放弃”，三项均不符合题意，故排除。

28.【答案】D。解析：根据句意“当作者选择如何向观众表达他们_____意义时……”可知，intended“打算中的，预期的”符合题意，故选D。similar“相似的”；grateful“感激的，感谢的”；satisfactory“令人满意的”，三项均不符合题意，故排除。

29.【答案】A。解析：根据该段句首的Both可知，本句是由Both...and连接的表示并列的固定结构，故选A。or“或者”；but“但是”；so“因此”，三项均不符合上述搭配，故排除。

30.【答案】B。解析：根据句意可知，此处表达“不仅依赖……而且依赖……”，由前面的rely...on可知，此处介词也用on，即rely not only on..., but(also) on...。故选B。

(3) 阅读理解答题策略

- ① 掌握阅读材料的主旨和大意；
- ② 理解用以阐述主旨的事实和细节；
- ③ 根据上下文判断大纲附表以外的某些词汇和短语的意义；
- ④ 通过理解个别句子的意义，理解上下文之间的逻辑关系；
- ⑤ 根据所阅读的材料进行一定的判断、推理和引申；
- ⑥ 正确领会作者的观点和态度。

【安徽·2014年中学真题】

In his first public comment about the massive safety crisis surrounding his company, the President and CEO of Toyota apologized to his customers for causing them so much worry.

“I am deeply sorry.” said Akio Toyoda in his brief interview with the Japanese network NHK as he left his hotel in Davos, Switzerland. After the interview he was seen learning in a black Audi.

Toyoda had been attending the economic conference with other corporation and government leaders this week, while his deputies struggled to quell a consumer rebellion triggered by the recall of nine million cars worldwide.

In the interview, Toyoda said he could not answer questions because the company “was still investigating.” He said he hoped to provide an explanation to Toyota customers soon.

“Truly we think of our customers as a priority and we guarantee their safety.” according to a translation.

Referring to the near collapse of the company’s once strong reputation for safety and quality, Toyoda said, “I would like for the people to trust us.”

Toyoda is the grandson of the car company’s founder and has publicly criticized the company’s drive for profits in the last decade.

The *Wall Street Journal* reported Toyoda would place full page newspaper ads in 25 cities Sunday and Monday to explain how it plans to fix the most-recent defect found in eight of its models involving a sticky gas pedal.

The company is awaiting federal government approval of a redesigned acceleration pedal that is being produced by its supplier, CTS, and has already been shipped to some of its factories, according to CTS.

The company ordered a halt to sales and production of the eight models with the flawed pedal on Tuesday, following a recall of millions of cars a few days earlier.

The recall, which spread to Europe and China, is now estimated to involve at least nine million cars and trucks.

31. The first paragraph in the text serves as _____.

- A. an example B. a lead C. an exploration D. a comment

【答案】B。解析:根据题干的关键信息 The first paragraph 定位到第一段,该段指出丰田汽车的总裁兼 CEO 对于给顾客造成的麻烦予以道歉。首段起到一个引导作用,激起读者产生兴趣继续读下去。故选 B。

32. We can learn from the text that Toyoda _____.

- A. was struggling to solve the consumer rebellion by himself
B. provided an explanation to customers before investigation
C. has recently praised his employees for profit-driving policy
D. expected customers to trust the reputation for safety and quality

【答案】D。解析:根据文章第六段句意“谈到如今接近崩溃边缘的丰田公司曾经良好的安全和质量声誉时,丰田章男说:‘我想要人们信任我们。’”可知,丰田章男期望顾客相信公司的安全和质量声誉,故 D 项为正确答案。A 项偷换概念,把原文的主语 his deputies 偷换为 Toyoda,故排除。B 项与文中第四段的末句内容不符,把“希望的事情”说成了“既成的事实”。C 选项属于无中生有,也排除。

33. Which of the following is true?

- A. CTS is the supplier of the accelerator pedal for Toyota.
B. *Wall Street Journal* has branches in 25 cities worldwide.
C. The founder of Toyota Company is Akio Toyoda's father.
D. The recall reaches less than nine million Toyota vehicles.

【答案】A。解析:根据第九段“... a redesigned acceleration pedal that is being produced by its supplier, CTS ...”可知,A 项“CTS 为丰田汽车提供油门踏板”为正确答案。根据第八段可知,B 项错误。根据第七段中的 grandson 可知,C 项错误。根据最后一段的 at least 可知,D 项错误。

34. What would be the best title of the text?

- A. Toyota CEO Apologizes Deeply to His Customers
B. An Economic Conference in Davos, Switzerland
C. The Recall of Audi Spreads to Europe and China
D. *Wall Street Journal* Comes Out on Sunday and Monday

【答案】A。解析:纵观全文可知,文中都在讲丰田汽车的总裁兼 CEO 丰田章男就丰田汽车给顾客造成的麻烦给顾客道歉,故 A 项最符合文意,为正确答案。其他选项均严重偏离主题,故排除。

(二)主观题

1. 题型介绍

主观题包含四种题型:翻译、书面表达、教学设计、教学案例分析。2014 年考试题为 8 道题,分值为 66 分。其中,翻译共 5 小题,共 10 分;书面表达 1 题,共 20 分;教学设计 1 题,共 20 分;教学案例分析 1 题,共 16 分。在所有考试题型中,书面表达难度一般,翻译、教学设计以及教学案例分析题难度相对较大。它们主要考查考生语言理解和英汉双语转换的能力,运用所学语言构建语篇、表达观点的能力及进行教学设计与分析的能力。

2. 考试内容

从 2014 年安徽省教师招聘考试中学英语真题来看,翻译题主要以“英译汉(段落中的句子)”的形式

进行考查;书面表达以材料作文的形式进行呈现;教学设计题与教学案例分析题侧重于考查中学英语教学基础知识与基本能力。

总结 2014 年安徽省中小学新任教师公开招聘考试中学英语真题的主观题考查情况如下:

题型	主要考点	题量	考查内容	考查频率	考查难度
翻译	英译汉	5 题	对英语语言的理解、转换表达	★★★★★	★★★
书面表达	材料作文	1 题	表达观点、态度、感情, 提出建议等	★★★★	★★★
教学设计	语言知识与语言技能教学	1 题	教学目标的设计、教学重难点的把握、教学情境的创设、教学方法的选用、教学过程的安排等	★★★★★	★★★★★
教学案例分析	教学分析	1 题	对英语教学案例的分析、评价	★★★★	★★★★

3. 答题策略

(1) 翻译题答题策略

① 当给出的原文内容形式上、单词方面没有过多的困难时,就可以把它们直译过来,这样可以避免用别的词汇、句型替换时出现错误。在译文中既要保持原文的内容,又要保持原文的形式。例如:

【安徽·2014 年中学真题】Not only is the classroom a relatively stable physical environment, it also provides a fairly constant social context.

【参考答案】教室不仅是一个相对稳定的物理环境,而且还提供了一个相对稳定的社会环境。

② 当给出的原文中出现某些词组、词汇在翻译上遇到困难时,可以根据语境用意义相近的词汇来代替。例如:

【安徽·2014 年中学真题】Like many complex phenomena, teaching and learning look different depending on who you are, where you are standing, and where you are looking.

【参考答案】同许多复杂现象一样,身份不同,立场不同,看待事物的角度不同,教与学看起来也是不同的。

③ 英语翻译过程中,常常也需要注意翻译过来的句子之间的对仗与整齐,这不仅会使行文较简练,而且读起来朗朗上口。例如:

【安徽·2014 年中学真题】Behind the same old desks sit the same old students, in front of the form blackboard stands the familiar teacher.

【参考答案】旧课桌后坐着熟悉的学生,熟悉的黑板前站着熟悉的老师。

(2) 书面表达答题策略

① 措词。在写作时要选用明确、准确、生动形象的词,适当地使用成语或名人名言。人们在长期使用语言的过程中,积累了大量的习惯表达。文章中适当地使用这些短语、习语,可避免语言的单调贫乏,使句子生动而富于内涵。

② 句子。可以使用多种方法来表达同一概念,不断变化句子结构,使语言形式丰富多彩,强化表现力。英语中,同一思想用不同句式表达,其效果会大不相同。要想写出好的文章,就要不断地变化句子的结构形式。

③ 切题。文章内容必须与主题保持一致,否则文章语言再好,也只能算是失败之作。这是写作中最重要的要求之一,它要求写作开门见山、直入主题。

【安徽·2014 年中学真题】

根据材料中的两种不同观点,用英文阐述你的理解和看法,词数不少于 150。

It is generally believed that some people are born with certain talents for teaching, and others are not. However, it is sometimes claimed that anyone can be a good teacher.

【参考范文】

What Makes a Good Teacher?

It is generally believed that some people are born with certain talents for teaching, while others are not. However, it is sometimes claimed that anyone can be a good teacher.

In my opinion, acquired abilities are as important as talents. These two elements are like a pair of wings for a teacher; the absent of either will have an effect on being a good teacher. Therefore, a lot of personality traits are required to be a good teacher. First, a good teacher must have necessary knowledge to teach his subject. He should be capable of answering his students' questions. Second, a good teacher must have the sense of justice. He should have recourse to common sense to give all his students an egalitarian treatment no matter what their color, thoughts or religious beliefs are.

In conclusion, some people are born with talents for teaching, which make them be good teachers much easier. But others without talents for teaching also have greater chances by proper training and hard-working.

解析:范文首段用“It is generally believed that some people are born with certain talents for teaching, while others are not. However, it is sometimes claimed that anyone can be a good teacher.”开篇,引出将要论述的主题;然后根据材料中给出的观点提出自己的观点与看法,并在中间段以“In my opinion,... First, ..., Second, ...”阐述了理由、说明观点等;结尾段以“In conclusion, ...”归纳、总结。范文中出现的句型“It's generally believed that ..., while others are not.” “the required ... is as important as ...”及短语“be born with”“be capable of”“have recourse to”等都是文章中的亮点。

(3) 教学设计答题策略

① 确定教学目标。教学目标包含三维教学目标,答题的时候要一一列举,缺一不可。在书写的时候,不能随意,要有一定的规范和要求,谨记目标的主语一定要是学生。教学目标要明确、具体。

② 确定教学内容。找出新旧知识的契合点,使英语学习成为一个不断巩固学习的过程。

③ 确定教学重难点。根据语言素材与学生概况,结合教学目标,确定教学重难点。

④ 确定教学工具和教学方法。根据教学内容与安排确定课堂上需要的教学工具与教学方法。

⑤ 确定教学过程。教学过程设计要围绕教学内容、课程要求和学生的实际。各个环节之间的设计与衔接要自然流畅,形成一个完整合理的整体。

【安徽·2014年中学真题】

根据下面提供的听力材料,用英文简述其教学重难点,听前活动的教学步骤及设计意图,其中划线部分为该课时的生词(注:设计意图可用中文表述)。

Listen and read

Lingling: Hi, everyone! Come on and find somewhere to sit down. Sorry, it is a bit of mess. I'll put the fans on the shelf.

Betty: Let me have a look. You're got so many fans.

Lingling: Yes, about sixty.

Betty: Where did you get them?

Lingling: Most of them are presents. People often give me fans as presents because they know I like them. Do you collect anything?

Betty: Yes. I collect coins and notes, you know, like British pounds and US dollars.

Lingling: Coins? They must be really valuable. Can I see them?

Betty: Sure! I'll show you my stamps too. I've collected stamps from all over the world. I've got six or seven book of stamps.

Tony: My hobby doesn't cost as much as yours. I collect tickets, bus tickets and train tickets.

Betty: You can't do anything with old tickets.

Tony: I know. But when I look at them, I remember some wonderful places.

Lingling: Right! Their value isn't always important. Sometimes people collect things just to remember something important in their lives.

【参考答案】

(1) Teaching key and difficult points:

Let students master new words related to collection habits. Make students know how to talk about their collection habits.

Let students grasp the main information in the learning materials. Develop students listening ability.

(2) Teaching steps before listening:

Step 1 Warming-up

Ask students several questions about their interests and let them work in pairs to talk about them.

(设计意图:从学生的兴趣入手进行讨论,活跃课堂,提高学生学习的积极性。)

Step 2 Predicting

Show some pictures about collections, such as coins, stamps, fans and so on, and ask students which one does they like best. Then ask them to predict what the passage will contain by asking some leading questions.

(设计意图:引导学生对听力材料的内容作出预测,为学生理解听力材料做铺垫。)

Step 3 Presenting vocabulary

Show some word cards to students and help them learn new words in the listening material.

(设计意图:帮助学生生词,减少学生理解听力材料的障碍。)

(4) 教学案例分析答题策略

① 认真审题。认真阅读所给的材料是至关重要的,审题的时候不必慌乱,可以逐字逐句阅读,同时在阅读过程中划出关键点。

② 看准问题。要看题干最后提出的问题,弄清楚要考查的问题是什么。不要因为审题不准导致给出一堆无关紧要的答案。

③ 查找规则。考生在审题后应根据题干所提示的问题和案例,弄清楚所要考查的知识点,回忆相关知识点的概念或原理。

④ 仔细作答。答题可以分几步来作答:首先要组织解答提纲,再确定解答方式,最后落笔成文。答题要做到完整准确、简明扼要。

【安徽·2014年中学真题】

下面是一篇阅读材料“Dying to Be Thin”以及这篇材料的教学过程设计。请用中文从教师角色、阅读策略、活动设计等方面进行简要评述。

Dying to Be Thin

Dear Zhou Ling,

How are you? I haven't heard from you for weeks. Is everything okay with you?

Do you still go to the gym every day? I used to go to the gym three times a week, but I don't work out any more. I know another way to stay slim. Looking good is important to woman, isn't it? Every woman wants a slim figure these days, especially here in Canada. I'm trying to lose weight because I'm so ashamed of my body, since I'm preparing to act in a new TV play. I'm taking weight-loss pill called Fat-less, which are quite popular among young woman here. I hope to lose at least 10 kg. I take two pills a day and don't need to exercise.

The pills really work! I'm becoming slimmer and slimmer. I've lost 7 kg in the last two months. However, sometimes I feel tired and weak. My mother, whom you met last year, keeps telling me not to take them because they are dangerous. She says health is priceless, and I agree, but then I look so slim at the moment.

Write soon!

Yours,
Amy

Dear Zhou Ling,

Things change so quickly! I'm now in hospital recovering from liver failure. I regret taking those weight-loss pills. They contain a harmful chemical that caused my liver to fail. The doctor told me that I would die if I couldn't get a new liver. My mother is too old for such a long operation.

I thought I was going to die.

Then the doctor found that someone in your country, whose name is Li Dong, was an exact match for me. He donated more than half of his liver to save my life. I was very lucky, wasn't I?

I'm feeling better now. I follow my doctor's advice and exercise for at least half an hour everyday (but I seldom go to the gym!), and eat lots of fruit and vegetables. People should look after their bodies. My mother is right: don't damage your health for a slim and attractive figure. It isn't worth it. We shouldn't be ashamed of the way we look, should we?

I hope to hear from you soon.

Love,
Amy

教学设计:

While-reading

Step 1: Ask students to read the title and guess the two possible meanings it contains.

Step 2: Ask students to read the first letter quickly and find the answers to the following questions:

1. What's the main idea of it?
2. Who is Amy? What is she? Where is she from?
3. Why does she try to lose weight?

Step 3: Ask students to read the second letter carefully while listening. Then answer the following questions:

1. What happened to Amy?
2. Who saved Amy?

Step 4: Ask students to read the two letters again and fill in the chart. Afterwards, ask some students to retell Amy's story according to the chart.

Amy's	Feeling		advice	summary
	before	now		

【参考答案】

1. 该教学过程中,教师先引导学生对阅读材料进行预测,然后依次引导学生进行略读、细读等。教师设计了多个问题和一个表格,使每个学生都参与到教学活动中来。在整个过程中,教师是活动的组织者和引导者。然而,在整个阅读教学中,学生处于较为被动的地位,教师没有充分调动学生的积极性。

2. 该教师在第一步中让学生通过标题预测阅读内容;在第二步中让学生在阅读中获取大意和一些具体信息;在第三步中让学生细读,意在培养学生的预测、略读、寻读与细读等策略。但是,策略训练只有隐性的教学方式不行,还必须对策略进行显性处理,教师可在反馈阶段进行策略教学,反馈时要求学生介绍自己是如何阅读、如何获取信息、如何进行推理的。

3. 该教师在对该阅读课的讲解中采用对比阅读,通过设置不同的问题与任务,基本上做到了让学生在自主探究的气氛中度过,几个环节前后相连,次序合理,互相照应,设计过程流畅,顺利完成了教学任务。不足之处是在课堂活动设计中,学生之间的互动较少,问题设置过于简单,而且没有每一步的教学目的。

三、本书特色

※内容充实完备 全面覆盖考点※

本书依据安徽省教师招聘考试情况,在精心研究考试大纲和安徽省教师招聘真题的基础上,全面统计分析了安徽省中学英语教师招聘考试真题所包含的考点,最终确定了本书的核心内容,架构起以英语专业基础知识、高等教育对应于中学英语教学内容、中学英语课程与教学论内容为主的庞大知识体系。

※详细指导策略 精准把握考情※

本书在每一部分前都设置了重点导读与备考方略,分析了每一部分的主要内容、复习方法和备考策略等,以帮助考生了解学习重点难点、迅速明确学习目标、把握章节的重要知识点,从而可以使考生在复习准备的时候能够合理安排好时间,能够有规律地进行复习,做到心中有数。

※双色双栏设计 方便即学即练※

本书对主体内容进行了双色双栏设计,在主栏区域对重要内容进行红色标记。侧栏区域设置了知识拓展、考题再现和易错提示板块。在知识拓展板块我们对主体内容中的知识点进行了必要的补充,便于考生理解和巩固知识点;在考题再现板块我们为考生精选了有代表性的真题及模拟题,便于考生了解题目考查角度;在易错提示板块我们提炼了考生易错的内容进行分析,帮助考生精确识别易错点,加强考点准确记忆。本书在每章最后还设置了高效提升练习,以通过适当的练习,查缺补漏,巩固所学知识。

※考点分布清晰 重点难点突出※

每章伊始,本书设置了重要考点分布表,依据最新真题的考查题型和考查频度,汇总了每个考点的常考题型和要求掌握程度,使重点、难点更加突出,让考生能够对考试考题情况有全面的了解,旨在帮助考生合理分配各个部分与知识点的学习,有针对性地进行复习。

※知识框架精细 备考实用高效※

每章之前均设置有精细的知识框架图,使考生一目了然,对每部分将要复习的内容有清晰的概念,旨在帮助考生对全章知识有完整的理解和掌握。教师招聘考试归根结底是要考查应试者的教育教学能

力,本书定能帮助考生稳步提升教育教学能力,以最短的时间达到最好的复习效果。

“给人改变未来的力量”是中公教育的创业理念,能够在您通往成功的路上贡献我们的力量,是我们的不懈追求。殷切期待您对本系列图书提出宝贵意见,让丛书更好地帮助广大读者。感谢您对中公教育一如既往的支持,祝您梦想成真!

中公教育安徽教师招聘考试研究院

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