

杭州教育系统公开招聘教职工专业知识测试

(2018 年 5 月)

小学英语学科试题卷

一、完型填空 (共 20 题, 每小题 1 分, 满分 20 分)

阅读下面短文, 从每题所给的 A、B、C 和 D 四个选项中选择最佳选项, 并将答案写在答题纸上。

When it comes to eating smart for your heart, stop thinking about short-term fixes and simplify your life with a straightforward approach that will serve you well for years to come.

Smart eating goes beyond analyzing every bite of food you lift __1__ your mouth. "In the past we used to believe that __2__ amounts of individual nutrients (营养物) were the __3__ to good health," Linda Van Horn, chair of the American Heart Association's Nutrition Committee. "But now we have a __4__ understanding of healthy eating and the kinds of food necessary to __5__ not only heart disease but disease __6__ general," she adds.

Scientists now __7__ on the broader picture of the balance of food eaten __8__ several days or a week __9__ than on the number of milligrams (毫克) of this or that __10__ at each meal.

Fruits, vegetables and whole grains, for example, provide nutrients and plant-based compounds __11__ for good health. "The more we learn, the more __12__ we are by the wealth of essential substances they __13__," Van Horn continues, "and how they __14__ with each other to keep us healthy."

You'll automatically be __15__ the right heart-healthy track if vegetables, fruits and whole grains make __16__ three quarters of the food on your dinner plate.



__17__ in the remaining one quarter with lean meat or chicken, fish or eggs.

The foods you choose to eat as well as those you choose to __18__ clearly contribute to your well-being. Without a __19__, each of the small decisions you make in this realm can make a big __20__ on your health in the years to come.

- | | | | |
|------------------|--------------|-------------|--------------|
| 1. A) between | B) through | C) inside | D) to |
| 2. A) serious | B) splendid | C) specific | D) separate |
| 3. A) key | B) point | C) lead | D) center |
| 4. A) strict | B) different | C) typical | D) natural |
| 5. A) rescue | B) prevent | C) forbid | D) offend |
| 6. A) in | B) upon | C) for | D) by |
| 7. A) turn | B) put | C) focus | D) carry |
| 8. A) over | B) along | C) with | D) beyond |
| 9. A) other | B) better | C) rather | D) sooner |
| 10. A) conveyed | B) consumed | C) entered | D) exhausted |
| 11. A) vital | B) initial | C) valid | D) radical |
| 12. A) disturbed | B) depressed | C) amazed | D) amused |
| 13. A) retain | B) contain | C) attain | D) maintain |
| 14. A) interfere | B) interact | C) reckon | D) rest |
| 15. A) at | B) of | C) on | D) within |
| 16. A) out | B) into | C) off | D) up |



17. A) Engage B) Fill C) Insert D) Pack
18. A) delete B) hinder C) avoid D) spoil
19. A) notion B) hesitation C) reason D) doubt
20. A) outcome B) function C) impact D)

commitment

二、阅读理解（共15题，每小题2分，满分30分）

阅读下列短文，从每题所给的A、B、C和D四个选项中选择最佳选项，并将答案写在答题纸上。

A

Recently I attended several meetings where we talked about ways to retain students and keep younger faculty members from going elsewhere.

It seems higher education has become an industry of meeting-holders whose task it is to "solve" problems-real or imagined. And in my position as a professor at three different colleges, the actual problems in educating our young people and older students have deepened, while the number of people hired-not to teach but to hold meetings-has increased significantly. Every new problem creates a new job for an administrative fixer. Take our Center for Teaching Excellence. Contrary to its title, the center is a clearing house (信息交流中心) for using technology in classrooms and in online courses. It's an administrative sham (欺诈) of the kind that has multiplied over the last 30 years.

I offer a simple proposition in response: Many of our problems-class attendance, educational

success, student happiness and well-being-might be improved by cutting down the bureaucratic (官僚的) mechanisms and meetings and instead hiring an army of good teachers. If we replaced half of our administrative staff with classroom teachers, we might actually get a majority of our classes back to 20 or fewer students per teacher. This would be an environment in which teachers and students actually knew each other.

The teachers must be free to teach in their own way-the curriculum should be flexible enough so that they can use their individual talents to achieve the goals of the course. Additionally; they should be allowed to teach, and be rewarded for doing it well. Teachers are not people who are great at and consumed by research and happen to appear in a classroom. Good teaching and research are not exclusive, but they are also not automatic companions. Teaching is an art and a craft, talent and practice; it is not something that just anyone can be good at. It is utterly confusing to me that people do not recognize this, despite the fact that pretty much anyone who has been a student can tell the difference between their best and worst teachers.



21. What does the author say about present-day universities?

- A) They are effectively tackling real or imagined problems.
- B) They often fail to combine teaching with research.
- C) They are over-burdened with administrative staff.
- D) They lack talent to fix their deepening problems.

22. According to the author, what kind of people do universities lack most?

- A) Good classroom teachers.
- B) Efficient administrators.
- C) Talented researchers.
- D) Motivated students.

23. What does the author imply about the classes at present?

- A) They facilitate students independent learning.
- B) They help students form closer relationships.
- C) They have more older students than before.
- D) They are much bigger than is desirable.

24. What is the author's suggestion for improving university teaching?

- A) Creating an environment for teachers to share 'their teaching experiences.
- B) Hiring more classroom teachers and allowing them to teach in their own way.
- C) Using high technology in classrooms and promoting exchange of information.
- D) Cutting down meetings and encouraging administrative staff to go to classrooms.

B

The phrase almost completes itself: midlife crisis. It's the stage in the middle of the journey when people feel youth vanishing, their prospects narrowing and death approaching.

There's only one problem with the cliché (套话). It isn't true.

"In fact, there is almost no hard evidence for midlife crisis other than a few small pilot studies conducted decades ago," Barbara Hagerty writes in her new book, *Life Reimagined*. The vast bulk of the research shows that there may be a pause, or a shifting of gears in the 40s or 50s, but this shift "can be exciting, rather than terrifying".

Barbara Hagerty looks at some of the features of people who turn midlife into a rebirth. They break routines, because "autopilot is death". They choose purpose over happiness — having a clear sense of purpose even reduces the risk of Alzheimer's disease. They give priority to relationships, as careers often recede (逐渐淡化).

Life Reimagined paints a picture of middle age that is far from gloomy. Midlife seems like the second big phase of decision-making. Your identity has been formed; you've built up your resources; and now you have the chance to take the big risks precisely because your foundation is already secure.

Karl Barth described midlife precisely this way. At middle age, he wrote, "the sowing is behind; now is the time to reap. The run has been taken; now is the time to leap. Preparation has been made; now is the time for the venture of the work itself."

The middle-aged person, Barth continued, can see death in the distance, but moves with a "measured haste" to get big new things done while there is still time.



What Barth wrote decades ago is even truer today. People are healthy and energetic longer. We have presidential candidates running for their first term in office at age 68, 69 and 74. A longer lifespan is changing the narrative structure of life itself. What could have been considered the beginning of a descent is now a potential turning point—the turning point you are most equipped to take full advantage of.

25. What does the author think of the phrase “midlife crisis” ?

- A) It has led to a lot of debate.
- B) It is widely acknowledged.
- C) It is no longer fashionable.
- D) It misrepresents real life.

26. How is midlife pictured in the book *Life Reimagined*?

- A) It can be quite rose.
- B) It can be burdensome.
- C) It undergoes radical transformation.
- D) It makes for the best part of one’s life.

27. What does the author say about midlife today?

- A) It is more meaningful than other stages of life.
- B) It is likely to change the narrative of one’s life,
- C) It is more important to those with a longer lifespan.
- D) It is likely to be a critical turning point in one’s life.

C

Massive rubbish dumps and sprawling landfills constitute one of the more uncomfortable impacts that humans have on wildlife. They have led some birds to give up on migration. Instead of flying thousands of miles in search of food, they make the waste sites their winter feeding grounds.

Researchers in Germany used miniature GPS tags to track the migrations of 70 white storks (鸛) from different sites across Europe and Asia during the first five months of their lives. While many birds travelled along well-known routes to warmer climates, others stopped short and spent the winter on landfills, feeding on food waste, and the multitudes of insects that thrive on the dumps.

In the short-term, the birds seem to benefit from overwintering(过冬) on rubbish dumps. Andrea Flack of the Max Planck Institute found that birds following traditional migration routes were more likely to die than German storks that flew only as far as northern Morocco, and spent the winter there on rubbish dumps. “For the birds it’s a very convenient way to get food. There are huge clusters of organic waste they can feed on,” said Flack. The meals are not particularly appetising, or even safe. Much of the waste is discarded rotten meat, mixed in with other human debris such as plastic bags and old toys.

“It’s very risky. The birds can easily eat pieces of plastic or rubber bands and they can die,” said Flack. “And we don’t know about the long-term consequences. They might eat something toxic and damage their health. We cannot estimate that yet.”

The scientists tracked white storks from different colonies in Europe and Africa. The Russian, Greek and Polish storks flew as far as South Africa, while those from



Spain, Tunisia and Germany flew only as far as the Sahel.

Landfill sites on the Iberian peninsula have long attracted local white storks, but all of the Spanish birds tagged in the study flew across the Sahara desert to the western Sahel. Writing in the journal, the scientists describe how the storks from Germany were clearly affected by the presence of waste sites, with four out of six birds that survived for at least five months overwintering on rubbish dumps in northern Morocco, instead of migrating to the Sahel.

Flack said it was too early to know whether the benefits of plentiful food outweighed the risks of feeding on landfills. But that's not the only uncertainty. Migrating birds affect ecosystems both at home and at their winter destinations, and disrupting the traditional routes could have unexpected side effects. White storks feed on locusts (蝗虫) and other insects that can become pests if their numbers get out of hand. "They provide a useful service," said Flack.

28. What is the impact of rubbish dumps on wildlife?

- A.They have forced white storks to search for safer winter shelters.
- B.They have seriously polluted the places where birds spend winter.
- C.They have accelerated the reproduction of some harmful insects.
- D.They have changed the previous migration habits of certain birds.

29. What do we learn about birds following the traditional migration routes?

- A.They can multiply at an accelerating rate.
- B.They can better pull through the winter.
- C.They help humans kill harmful insects.
- D.They are more likely to be at risk of dying.

30. What can be inferred about the Spanish birds tagged in the study?

- A.They gradually lose the habit of migrating in winter.
- B.They prefer rubbish dumps far away to those at home.
- C.They are not attracted to the rubbish dumps on their migration routes.
- D.They join the storks from Germany on rubbish dumps in Morocco.

31. What is scientists' other concern about white storks feeding on landfills?

- A.The potential harm to the ecosystem.
- B.The genetic change in the stork species.
- C.The spread of epidemics to their homeland.
- D.The damaging effect on bio-diversity.

D

America's education system has become less a ladder of opportunity than a structure to transmit inequality from one generation to the next.

That's why school reform is so critical. This is an issue of equality, opportunity and national conscience. It's not just about education, but about poverty and justice.

It's true that the main reason inner-city schools do poorly isn't teachers' unions, but poverty.Southern states without strong teachers' , unions have schools at least as awful as those in union states. Some Chicago teachers seem to think that they shouldn't be held accountable until poverty is solved. There're steps we can take that



would make some difference, and Mayor Rahm Emanuel is trying some of them—yet the union is resisting.

I'd be sympathetic if the union focused solely on higher compensation. Teachers need to be much better paid to attract the best college graduates to the nation's worst schools. But, instead, the Chicago union seems to be using its political capital primarily to protect weak performers.

There's solid evidence that there are huge differences in the effectiveness of teachers. The gold standard study by Harvard and Columbia University scholars found that even in high-poverty schools, teachers consistently had a huge positive or negative impact.

Get a bottom 1% teacher, and the effect is the same as if a child misses 40% of the school year. Get a teacher from the top 20%, and it's as if a child has gone to school for an extra month or two.

The study found that strong teachers in the fourth through eighth grades raised the skills of their students in ways that would last for decades. Just having a strong teacher for one elementary year left pupils a bit less likely to become mothers as teenagers, a bit more likely to go to college and earning more money at age 28.

How does one figure out who is a weak teacher? Yes, that's a challenge. But researchers are improving systems to measure a teacher's performance throughout the year, and, with three years of data, it's usually possible to tell which teachers are failing.

Unfortunately, the union in Chicago is insisting that teachers who are laid off—often for being ineffective—should get priority in new hiring. That's an insult to students.

Teaching is so important that it should be like other professions, with high pay and good working conditions but few job protections for bottom performers.

This isn't a battle between garment workers and greedy bosses. The central figures in the Chicago schools strike are neither strikers nor managers but 350,000 children. Protecting the union demand sacrifices those students, in effect turning a blind eye to the injustice in the education system.

32. What do we learn about America's education system?

- A) It provides a ladder of opportunity for the wealthy.
- B) It contributes little to the elimination of inequality.
- C) It has remained basically unchanged for generations.
- D) It has brought up generations of responsible citizens.

33. What is chiefly responsible for the undesirable performance of inner-city schools?

- A) Unqualified teachers.
- B) Lack of financial resources.
- C) Unfavorable learning environment.
- D) Subconscious racial discrimination.

34. What does the author think the union should do to win popular support?

- A) Assist the city government in reforming schools.
- B) Give constructive advice to inner-city schools.



- C) Demand higher pay for teachers.
- D) Help teachers improve teaching.

35. Why does the author say the Chicago unions demand is an insult to students?

- A) It protects incompetent teachers at the expense of students.
- B) It underestimates students, ability to tell good teachers from poor ones.
- C) It makes students feel that they are discriminated against in many ways.
- D) It totally ignores students , initiative in the learning process.

三、语法填空 (共 10 题 , 每小题 1 分 , 满分 10 分)

阅读下面材料 , 在空白处填入适当的内容 (1 个单词) 或括号内的单词的正确形式。

In southern Portugal, scientists from the University of Edinburgh have recently found some fossil (化石) remains of a 36.____ (previous) unknown species (物种) of a crocodile-like "super salamander" .

The species could grow up to six feet in 37.____ (long). It lived in lakes and rivers. It was part of a wider group of primitive amphibians (两栖动物) 38.____ were widespread at the time but died out in the end. They are the ancestors of modern amphibians such as frogs. They are believed by scientists 39.____ (live) at the same time the dinosaurs began their rule.

Steve Brusatte led the study. He said the new species had 40.____ (hundred) of sharp teeth. It looks somehow "strange" 41.____ (compare) to anything today.

Feeding mainly 42.____ fish, it was at the top of the food chain. But it' s also 43.____ danger for newly appeared dinosaurs and mammals that moved too near the water.

The team says the finding confirms that this group of amphibians lived in a 44.____ (diverse) geographic area than had been thought.



The dig began in 2009 and took several years. The “super salamander” bones
45.____ (discover) in a half-meter thick layer of rock in a hillside. The team hopes to
raise funds to continue exploring the site.

四、书面表达 (满分 20 分)

请你以 “How can I be a qualified teacher?” 为标题，写一篇词数不少于 150 词
的英语短文。

五、教学设计 (满分 20 分)



根据下面提供的教学材料，设计一个课时的教案，请分析文本，确立教学目标，设计教学活动，并在恰当之处辅以设计意图说明，中英文皆可。

Let's try

Sarah and Mike are talking about this weekend.
Listen and circle.

1. Sarah and Mike are talking on _____.
A. Saturday B. Sunday
2. Who is Mike going to call?
A. His grandparents. B. His parents.

Let's talk

Mike: Hi, Grandpa. How are you? How was your weekend?
Grandpa: I'm fine, Mike. It was good, thank you.
Mike: What did you do?
Grandpa: Well, I stayed at home with your grandma. We drank tea in the afternoon and watched TV.
Mike: I watched TV, too. I watched some children's shows on TV.
Grandpa: That's nice. Did you do anything else?
Mike: Yes, I cleaned my room and washed my clothes.
Grandpa: You are a good boy!

What did Mike's grandpa do last weekend?

How was your weekend?
What did you do last weekend?





扫一扫获取答案

