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编号: 303

云南省 2017 年中央特岗计划教师招考试卷 (中学英语)

座	U	K	뭉

请在答题纸上作答,否则不予评分!

满分: 120 分

Part One (专业基础知识部分

I.	Grammar	and	Vocabulary	(20×1)	分=20	分)
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C. a big house as same as

A. other

Directions: For the fol	lowing 20 incom	plete sentend	ces, you ar	e require	d to	choose	one tł	ıat
pest completes the senter	ce from four cho	ices marked	A, B, C	and D.				
. Carl is studying	food science at o	college and h	opes to op	en up		meat pr	ocessi	ng
factory of his own one	day.	· N						
A 1	To / 1			-	4	. 4		

1. Carl is studying _	food science at o	college and hopes to o	pen up meat p
factory of his own	n one day.		
A. / ; a	B. / ; the	C. the ; a	D. the ; the
2. Mary told Jack al	bout the persons and t	he big cake she	e saw at the party.
A. which	B. that	C. when	D. who
3. We find that Eng	lish is a bridge		,
A. of many kno	owledges	B. of much know	wledge
C. to many kno	wledges	D. to much kno	wledge
4. The economy in	China isat a h	igh speed.	
A. lifting	B. reaching	C. rushing	D. developing

	A. lifting	B. reaching	C. rushing	D.	developing
5.	There was a chill in the	ne air and fresh	n wind.		
	A. few	B. a few	C. a little	D.	little
6.	My parents have	ours.			
	A. as a big house as		B. as big a house as		

7.	It is widely acknowledged that students should be	in terms of overall quality

	11 13	widery ackine	wicuge	a that student	s should be	III tCi	illis of over	an quanty.
	A.	supported		B. matched	C.	evaluated	D.	controlled
0	-							

٥.	Peter	told his tea	acher a	long	and	story	to	explain	why	ne	was	late.	
	Α.	inconceivab	ole I	B. una	convincing	C).	unimagin	able		D.	incred	ulous

B. another

9.	We should tell the truth.	We can't say one thing to one person and	thing to someone
	else.		

C. the other

D. a house the same big as

D. one more

中学英语试卷	至 1	面 (土	8	而)

).	If I	to him	yesterday,	I should	know what to do now.	
	Α.	had spoken	B. have	spoken	C. spoke	

	A. had spoken	B. have spoken	C. spoke	D. speak
11.	Remember to spend s	ome time your	loved ones, because t	hey're not going to be a-
	round forever.			
	A. from	B. with	C. in	D. on
12.	If you don't pay you	r Internet fee on time	, your line will be	•
	A. cut down	B. cut off	C. cut in	D. cut up
13.	The students as well	as the teacher	present at the meetin	g yesterday.
	A. is	B. was	C. are	D. were
14.	Something clea	arly, or people won't	understand what you	mean.
	A. must say	B. may be said	C. may say	D. must be said
15.	we talk to sor	neone, we'll certainly	feel worse.	
	A. However	B. Beside	C. Unless	D. Except
16.	the past year	as an exchange stude	ent in Hong Kong, T	om appears more mature
	than those of her age			÷
	A. Spending	B. Spend	C. Having spent	D. To spend
17.	I don't think he is w	rong,?		
	A. do I	B. is he	C. isn't he	D. does he
18.	Never before	seen anybody who can	play tennis as well as	s Richard.
	A. had she	B. she had	C. has she	D. she has
19.	—Would you mind o	pening the window to	let the fresh air into t	the room?
	A. No, not at all	B. Yes, I'll do that	C. No, please not	D. Yes, of course not
20.	—Please don't forge	to bring little John t	o Kunming next time.	
	, thank you	1.		
	A. I won't	B. I hope so	C. That's right	D. My pleasure

II. Reading Comprehension $(15 \times 2 \text{ } \text{分} = 30 \text{ } \text{分})$

Directions: There are three passages in this part.

Passage One is followed by five questions or unfinished statements. For each of them, you are required to choose the best choice from the four choice marked A, B, C and D.

Passage One

Two friends have an argument that breaks up their friendship forever, even though neither one can remember how the whole thing got started. Such sad events happen over and over in high schools across the country. In fact, according to an official report on youth violence, "In our country today, the greatest threat to the lives of children and adolescents is not disease or starvation or abandonment, but the terrible reality of violence". Given that this is the case, why aren't students taught to manage conflict the way they are taught to solve math problems, drive cars, or stay physically fit?

First of all, students need to realize that conflict is unavoidable. A report on violence among middle school and high school students indicates that most violent incidents between students begin with a relatively minor insult. For example, a fight could start over the fact that one student eats a peanut butter sandwich each lunchtime. Laughter over the sandwich can lead to insults, which in turn can lead to violence. The problem isn't in the sandwich, but in the way students deal with the conflict.

Once students recognize that conflicts is unavoidable, they can practice the golden rule of conflict resolution: stay calm. Once the student feels calmer, he or she should choose words that will calm the other person down as well. Rude words, name—calling, and accusations only add fuel to the emotional fire. On the other hand, soft words spoken at a normal sound level can put out the fire before it explodes out of control.

After both sides have calmed down, they can use another key strategy for conflict resolution: listening. Listening allows the two sides to understand each other. One person should describe his or her side, and the other person should listen without interrupting. Afterward, the listener can ask nonthreatening questions to clarify the speaker's position. Then the two people should change roles.

Finally, students need to consider what they are hearing. This doesn't mean trying to figure out what's wrong with the other person. It means understanding what the real issue is and what both sides are trying to accomplish. For example, a shouting match over a peanut butter sandwich might happen because one person thinks the other person is unwilling to try new things. Students need to ask themselves questions such as these: How did this start? What do I really want? What am I afraid of? As the issue becomes clearer, the conflict often simply becomes smaller. Even if it doesn't, careful thought helps both sides figure out a mutual solution.

There will always be conflict in schools, but that doesn't mean there needs to be violence. After students in Atlanta started a conflict resolution program, according to Educators for Social Responsibility, "64 percent of the teachers reported less physical violence in the classroom; 75 percent of the teacher reported an increase in student cooperation; 92 percent of the students felt better about themselves". Learning to resolve conflicts can help students deal with friends, teachers, parents, bosses, and coworkers. In that way, conflict resolution is a basic life skill that should be taught in schools across the country.

tnat	should be taught in schools across the cour	ntry.
21.	This article is mainly about	
	A. the lives of school children	B. the cause of arguments in schools
	C. how to analyze youth violence	D. how to deal with school conflicts
22.	From Paragraph 2 we can learn that	
	A. violence is more likely to occur at lunch	time
	B. a small conflict can lead to violence	
	C. students tend to lose their temper easily	
	D. the eating habit of a student is often the	e cause of a fight

23.	Why do students need to ask themselves the questions stated in Paragraph 5?
	A. To find out who is to blame.
	B. To get ready to try new things.
	C. To make clear what the real issue is.
	D. To figure out how to stop the shouting match.
24.	After the conflict resolution program was started in Atlanta, it was found that
	A. there was a decrease in classroom violence
Y	B. there was less student cooperation in the classroom
	C. more teachers felt better about themselves in schools
	D. the teacher—student relationship greatly improved
25.	The writer's purpose for writing this article is to
	A. complain about problems in school education
	B. teach students different strategies for school life
	C. advocate teaching conflict management in schools
	D. inform teachers of the latest studies on school violence

Passage Two is followed by five questions or unfinished statements. For each of them, you are required to choose the best choice from the four choice marked A. B., C and D.

Passage Two

In almost every part of the world and in every age men have tried to limit the possibilities open to females by hindering their movement. The foot binding of upper class Chinese girls and the Nigerian custom of weighing women's legs down with kilos of heavy wire are extreme examples. But all over the world similar methods have been used to make sure that once you have caught a woman she cannot run away, and even if she stays around she cannot keep up with you.

What seems odd is that all these apparatus have been seen as beautiful, not only by men but by women as well. Tiny feet, which seem to us a deformity, were passionately admired in China for centuries, and today most people in Western society see nothing ugly in the severely squeezed toes produced by modern footwear. The high—heeled, narrow—toed shoes that for most of these centuries have been an essential part of women's costume are considered attractive, partly because they make the legs look longer. They also make standing for any length of time painful, walking exhausting and running impossible. The way of walking produced by them is thought to be attractive perhaps because it guarantees that no woman wearing them can outrun a man who is chasing her. Worst of all, if they are worn continually from the teenage years on, they deform the muscles of the feet and legs so that it becomes even more painful and difficult to walk in flat shoes.

Modern women's shoes are what keeps Samantha from running as fast as Sammy, literally as well as figuratively. As anyone who has worn them will agree, it is hard to concentrate on your job when your feet are killing you—especially if you are faint with hunger because you had only half a grapefruit and coffee for breakfast so as to stay a beautiful five kilos below your natural healthy weight. For a while in the sixties and seventies it was not necessary to be handicapped in this way unless you chose to be. During the last few years, however, women have begun wearing tight, high—heeled shoes again; and the most fashionable styles are those that

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give least support to the feet and make walking more difficult.

- 26. Men have tried to limit possibilities for women by
 - A, making it difficult for women to move
 - B. using heavy wire apparatus to catch women
 - C. allowing only women from upper classes to move around freely
 - D. insisting that women are inferior to men
- 27. What is odd about the customs concerning women's feet?
 - A. Tiny feet are considered beautiful by most people in Western society.
 - B. People accept that modern shoes are ugly.
 - C. Apparatus which deforms women's feet is not admired by men
 - D. Unnaturally shaped feet have been—and are—appreciated.
- 28. Why, according to the author, are high—heeled, narrow—need shows thought to be attractive?
 - A. They change the appearance of the legs.
 - B. Women have been wearing them for the last 100 years
 - C. People had almost no choice regarding shoes
 - D. They encourage men to chase women.
- 29. What was the situation in the sixties and seventi
 - A. People went on diets to lose weight more than they do now.
 - B. Women began to wear shoes which squeezed their toes.
 - C. People had almost no choice regarding shoes.
 - D. Fashion allowed wearing comfortable shoes.
- 30. What is the opinion of the author concerning modern women's shoes, in the text as a whole?
 - A. They are not very comfortable but are nevertheless attractive.
 - B. They lead to difficulties only after many years of wearing them.
 - C. They are not necessarily beautiful and cause many difficulties.
 - D. Their design has been influenced by Chinese and Nigerian customs.

Passage Three is followed by five questions or incomplete statements. You are required to answer questions or complete the statements according to the passage.

Passage Three

"Be proud of what you do," my father always told me, "whether you are a boss or a floor mopper." When I was 15, I got a summer job at the local hospital, where I was told that my duties would include mopping floors. I smiled and remembered Dad's advice.

Even though my job was the lowest, I was thrilled to have any work to do at all. I didn't see it as a handicap but as a challenge, because it was my first job. I learned to be punctual and to meet certain standards. In return, I was treated with respect by hospital staff and patients. Each morning I imagined that the plates coated with oatmeal would only make patients more sick, if I were not there to wash them clean. Once breakfast was done, I pitched in by mopping the floors of all patient wards, and cleaning toilets. Though I was exhausted, I knew that if the floors didn't shine, it would reflect badly on me. I wanted the job to be done well. People would beam and say, "That young guy surely does a good job." That gave me an overwhelming sense of pride.

Working at the hospital taught me that being proud of one's job is part of the commitment
o your work. It doesn't matter whether the commitment is mopping floors clean or managing
large business well. Though every job I have ever held, my father's advice has always stayed
vith me. I have mopped floors, and I have been promoted to manager of a large business. I
hink Dad would be proud of me.

think Dad would be proud of me. 31. What is the writer's attitude t	owards his first jo	b ?	
32. What did he learn when he got	the first job?		
33. Why did he wash the plates co	ated with oatmeal	?	***************************************
34. What did the hospital teach him	m?		
35. What is the best title of the pa	issage?		
III. General Knowledge $(5 \times 1 \text$	estions in this part		
marked A, B, C and D. You shows 36. Ireland is called the Emerald.			Е.
A. its shape C. its abundant	B. it	s connection s	
37. The oldest city in Canada is _	•		
A. Ottawa B. Toron	nto C. (Quebec	D. Montreal
38. Which of the following is the	oldest sport in the	Unite States	?

- - A. Baseball B. Basketball
- C. Tennis
- D. American football
- 39 Christmas Carol is a famous short novel written by
 - A. Ben Johnson
- B. Charles Dickens C. John Milton
- D. William Shakespeare
- 40. Which branch of study is not included in the scope of Linguistics?
 - A. Syntax
- B. Anthropology
- C. Pragmatics
- D. Phonetics

IV. Proofreading and Error Correction $(10 \times 1.5 \ \beta = 15 \ \beta)$

Directions: There is one passage in this part. The passage contains no more than TEN errors. Each indicated line contains a maximum of ONE error. In each case, only ONE word is involved.

When ∧ art museum wants a new exhibit,	插人 an
it never buys things in finished form and hangs them	去掉 never
on the wall. When a natural history museum	
wants an exhibition, it must often build it.	改为 exhibit
Emotional Intelligence (or EQ), as define by Daniel Goleman, is	41.
"a capacity for recognizing our own and others' feeling, for motivating	42
ourselves, and for managing ourselves, both with ourselves and in our	43.
relationships." Some scientists are argue that EQ is a better measure of	44.
how intelligence a person is, and many researchers on the subject now	45.
agreed that among the ingredients for success,	46.
EQ counts less than any other factor. Emotional Intelligence	47
could be of practice use many aspects such as how companies decide	48.
which job candidate hire, how parents should raise their children.	49.
how schools should teach them, or so on.	50.

V. Paragraph Translation. (15 分)

51. **Directions**: There is a short passage in this part. Please translate the English passage into Chinese.

Increasingly over the past ten years, people have become aware of the need to change their eating habits, because what we choose to eat can influence our health—for better or worse. Consequently, there has been a growing interest in natural foods. Vegetables, fruits, and grains grown in soil rich in organic matter are natural food. This in itself is natural process compared with the use of chemicals and fertilizers which merely increase the amount rather than the quality of foods in farming areas.

Nowadays, fiber is considered to be a significant part of healthy diet. In white bread, for example, the fiber has been removed. But it is present in unrefined flour and of course in vegetables. In countries where people have begun to reverse their eating habits and chosen low—fat foods and unrefined flour, certain diseases are comparatively rare. Hence the importance placed by food experts on the eating of whole—wheat bread and more fresh vegetables.

Ⅵ. Teaching Plan Design (15分)

52. **Directions**: You are required to design a detailed teaching plan with information given below.

Topic: Environmental Protection

Student level: Grade 8 in Middle School

Teaching time: 45 minutes

Part Two (教育学、教育心理学部分)

- Ⅶ、简答题(本大题共2小题,每小题5分,共10分)
- 4. 教师的成长与发展关系到学生的成长与发展。试简述新教师的成长经历了哪几个阶段?其 发展途径有哪些?
- Ⅷ、论述题(本大题共1小题,共10分)
- 55. 教师承担着教书育人、培养国家建设的接班人、提高民族素质的神圣使命。教师的教育能力是成功进行教育活动的重要条件。试论述一个称职的教师应具备哪些方面的教育能力及良好的人格特征?





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Answer Sheet

(答题纸)

满分: 120 分 考试时间: 150 分钟

总 分	题 号	I	П	Ш	IV	V	VI	VII	VIII.
核分人	题 分	20	30	5	15	15	15	10	10
复查人	得分						U,		

Part One (专业基础知识部分)

得分	评卷人	复查人

I. Grammar and Vocabulary (20×1 分=20 分)

1	2	3	4	5	6	7	, 8	9	10
11	12	13	14	15	16	17	18	19	20
			17						

得分	评卷人	复查人

 \blacksquare . Reading Comprehension $(15 \times 2 \ \beta = 30 \ \beta)$

Passage One

21

24 25

23

Passage Two

26	27	28	29	30

Passage	Three
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31.	
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中学英语答题纸 第1页(共6页)



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34	
35.	
得分 评卷人 复查人 Ⅲ. General Knowledge (5×1 分=5 分)	
36 37 38 39 40	
得分 评卷人 复查人 [V. Proofreading and Error Correction (10×1.5	5 分=15 分)
	,
When ∧ art museum wants a new exhibit,	插入an
it <u>never</u> buys things in finished form and hangs them	去掉 never
on the wall. When a natural history museum	
and the second of the second o	改为 exhibit
wants an exhibition, it must often build it.	
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得分 评卷人 复查人 V. Paragraph Translation (15 分)
51.

得分	评卷人	复查人

VI. Teaching Plan Design (15分)

52.



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Part Two (教育学、教育心理学部分)

得分	评卷人	复查人

₩. 简答题(本大题共2小题,每小题5分,共10分)

53.

54.

得分	评卷人	复查人

Ⅷ. 论述题 (本大题共1小题,共10分)

55.