



2021 年湖北省义务教育学校教师招聘考试

英语专业知识（一）

注意事项

1. 答卷前，考生务必将自己的姓名和准考证号填写在试题卷和答题卡上的指定位置。
2. 选择题每小题选出答案后，用 2B 铅笔把答题卡上对应题目的答案代码涂黑。答在试卷和草稿纸上无效。
3. 非选择题用黑色签字笔在答题卡上对应的答题区域内作答。答在答题卡上非指定区域、试卷和草稿纸上无效。
4. 严禁在答题卡上做任何标记(含粘贴答案)，严禁使用涂改液、胶带纸、修正带。
5. 考试结束，考生将本试卷、答案卡和草稿纸一并交回。

一、单项选择题（本大题共 10 小题，每小题 2 分，共 20 分）

1. What a nice day! How about the three of us _____ a walk in the park nearby?
A. to take B. take C. taking D. to be taking
2. If there were no subjunctive mood, English _____ much easier to learn.
A. could have been B. would be
C. will be D. would have been
3. She _____ fifty or so when I first met her at a conference.
A. had been B. must be C. has been D. must have been
4. _____ the boss says, it is unreasonable to ask me to work overtime without pay.
A. Whatever B. Whenever C. Whichever D. However
5. A new laptop costs about _____ of a second-hand one.
A. the price of three times B. three times the price
C. as much as the three times price D. three times more than the price
6. We consider _____ he should have left without telling anyone beforehand.
A strange why B. it strange what C. it strange that D. that strange
7. It is going to be fine tomorrow _____.



A So is it B. So it is C. So it does D. So does it

8. Which of the following are regarded as Shakespeare' s four great tragedies?

- A. Romeo and Juliet, hamlet, Othello, King Lear
- B. Romeo and Juliet, hamlet, Othello, Macbeth
- C. Hamlet, Othello, King Lear, Macbeth
- D. Romeo and Juliet, Othello, Macbeth, Timon of Athens

9. "Alive" and "dead" are _____

- A. gradable antonyms B. relational antonyms
- C. complementary antonyms D. None of the above

10. which one has the same sound with touch.

- A. youth B. soup C. house D. enough

二、阅读理解：（本大题共 8 小题，每小题 3 分，共 24 分）

Passage one

Sustainable development is applied to just about everything from energy to clean water and economic growth, and as a result it has become difficult to question either the basic assumptions behind it or the way the concept is put to use. This is especially true in agriculture, where sustainable development is often taken as the sole measure of progress without a proper appreciation of historical and cultural perspectives.

To start with, it is important to remember that the nature of agriculture has changed markedly throughout history, and will continue to do so .medieval agriculture in northern Europe fed, clothed and sheltered a predominantly rural society with a much lower population density than it is today. It had minimal effect on biodiversity, and any pollution it caused was typically localized. In terms of energy use and the nutrients（营养成分）captured in the product it was relatively inefficient.

Contrast this with farming since the start of the industrial revolution. Competition from overseas led farmers to specialize and increase yields. Throughout this period food became cheaper, safe and more reliable. However, these changes have also led to habitat（栖息地）loss and to diminishing biodiversity.

What's more, demand for animal products in developing countries is growing so fast that



meeting it will require an extra 300 million tons of grain a year by 2050. yet the growth of cities and industry is reducing the amount of water available for agriculture in many regions.

All this means that agriculture in the 21st century will have to be very different from how it was in the 20th. this will require radical thinking. For example, we need to move away from the idea that traditional practices are inevitably more sustainable than new ones. We also need to abandon the notion that agriculture can be “zero impact”. The key will be to abandon the rather simple and static measures of sustainability, which centre on the need to maintain production without increasing damage.

Instead we need a more dynamic interpretation, one that looks at the pros and cons (正反两方面) of all the various way land is used. There are many different ways to measure agricultural performance besides food yield: energy use, environmental costs, water purity, carbon footprint and biodiversity. It is clear, for example, that the carbon of transporting tomatoes from Spain to the UK is less than that of producing them in the UK with additional heating and lighting. But we do not know whether lower carbon footprints will always be better for biodiversity.

What is crucial is recognizing that sustainable agriculture is not just about sustainable food production.

11. How do people often measure progress in agriculture?

- A) By its productivity
- B) By its sustainability
- C) By its impact on the environment
- D) By its contribution to economic growth

12. Specialisation and the effort to increase yields have resulted in_____.

- A) Localised pollution
- B) the shrinking of farmland
- C) competition from overseas
- D) the decrease of biodiversity

13. What does the author think of traditional farming practices?

- A) They have remained the same over the centuries
- B) They have not kept pace with population growth
- C) They are not necessarily sustainable
- D) They are environmentally friendly

14. What will agriculture be like in the 21st century

- A) It will go through radical changes
- B) It will supply more animal products



- C) It will abandon traditional farming practices
- D) It will cause zero damage to the environment

Passage two

The percentage of immigrants (including those unlawfully present) in the United states has been creeping upward for years. At 12.6 percent, it is now higher than at any point since the mid1920s.

We are not about to go back to the days when Congress openly worried about inferior races polluting America's bloodstream. But once again we are wondering whether we have too many of the wrong sort newcomers. Their loudest critics argue that the new wave of immigrants cannot, and indeed do not want to, fit in as previous generations did.

We now know that these racist views were wrong. In time, Italians, Romanians and members of other so-called inferior races became exemplary Americans and contributed greatly, in ways too numerous to detail, to the building of this magnificent nation. There is no reason why these new immigrants should not have the same success.

Although children of Mexican immigrants do better, in terms of educational and professional attainment, than their parents UCLA sociologist Edward Telles has found that the gains don't continue. Indeed, the fourth generation is marginally worse off than the third James Jackson, of the University of Michigan, has found a similar trend among black Caribbean immigrants, Tells fears that Mexican-Americans may be fated to follow in the footsteps of American blacks-that large parts of the community may become mired (陷入) in a seemingly permanent state of poverty and Underachievement. Like African-Americans, Mexican-Americans are increasingly relegated to (降入) segregated, substandard schools, and their dropout rate is the highest for any ethnic group in the country.

We have learned much about the foolish idea of excluding people on the presumption of the ethnic/racial inferiority. But what we have not yet learned is how to make the process of Americanization work for all. I am not talking about requiring people to learn English or to adopt American ways; those things happen pretty much on their own, but as arguments about immigration hear up the campaign trail, we also ought to ask some broader question about assimilation, about how to ensure that people, once outsiders, don't forever remain marginalized within these shores.



That is a much larger question than what should happen with undocumented workers, or how best to secure the border, and it is one that affects not only newcomers but groups that have been here for generations. It will have more impact on our future than where we decide to set the admissions bar for the latest wave of would-be Americans. And it would be nice if we finally got the answer right.

15. How were immigrants viewed by U.S. Congress in early days?

- A) They were of inferior races.
- B) They were a Source of political corruption.
- C) They were a threat to the nation's security.
- D) They were part of the nation's bloodstream.

16. What does the author think of the new immigrants?

- A) They will be a dynamic work force in the U.S.
- B) They can do just as well as their predecessors.
- C) They will be very disappointed on the new land.
- D) They may find it hard to fit into the mainstream.

17 What does Edward Telles' research say about Mexican-Americans?

- A) They may slowly improve from generation to generation.
- B) They will do better in terms of educational attainment.
- C) They will melt into the African-American community.
- D) They may forever remain poor and underachieving.

18. What should be done to help the new immigrants?

- A) Rid them of their inferiority complex.
- B) Urge them to adopt American customs.
- C) Prevent them from being marginalized.
- D) Teach them standard American English.

三、综合题（本大题共 2 小题，第 19 小题 16 分，第 20 小题 20 分）

19. 案例分析

教学内容： My birthday

教学目标



- (1)能够听、说、认、读月份的名称，并能书写其缩写格式。
- (2)能够就月份进行四季划分并会唱 Let's chant 。
- (3)能够使用句型：When is your birthday? My birthday is in ...

教学过程

Step 1: Warm-up & Revision

(教师事先在黑板上画四个框，将四季的卡片贴在框顶)

师生看单词卡片进行对话。如：

T: Do you like spring?

Ss: Yes, I do.

T: What's the weather like in spring?

Ss: It's warm. And it's windy, too.

T: What can you do in spring?

Ss: I can fly kites, I can plant trees and flowers.

Step 2: Presentation and Practice

1. 教学单词 March April May

(1)T: Which month do you like best in spring?

(如有学生点到 March, 就引入 March 教学，其余两个单词教师可以通过手势，提问学生 T: Before/After March, it is...自然引入)

(2)指导读并板书

(3)出示餐巾纸“五月花”

T: What's the English for “五月花”?

T: Spring is March、April and May.(师总结)

2. 教学 July June August

(1)教师指着“夏季”方框，画一轮艳阳，表情夸张地说

T: Oh, summer is after spring, and it's hot, very very hot.

T: Do you like summer?

S: Yes, I do.

T: What can you do in summer?

S1: I can swim in the lake.

S2: I can eat ice-cream.

T: And my favorite season is winter. Why? Guess?

S: You like swimming? You can play in the field?

T: ((表赞许) You are right .But that is not all. The most important reason is that -----my birthday is in summer.



(2)教师指着剩余的三个月的卡片

T: They are all in summer. One of them is my favorite month .what is it?

S:Is it June?

(3)教师挑出 June 卡片,帮助学生正确发音,并拼读和书写其简写形式。

T: Yes, I like June. But it's not my favorite month.

S: July or August?

(4)特别注意纠正学生这两个单词的发音,给出清晰的示范,要求学生准确跟读,最后,教师做出

回答:My favorite month is July, because my birthday is in July. (师板书: My birthday is in July.)

T: My birthday is in July. When is your birthday?

3. 师生一起做“Before and After”游戏

T: Now, Let's play a game.

教师向学生宣布游戏规则: 在 March→August 六个单词中, 教师随机给出一个单词并举左手或右手, 举左手表 before, 举右手表 after, 要求学生反应迅速, 口齿清晰。

4. pair-work

学生之间进行 pair work , 两人一组练习句型。教师挑选 1-2 组进行“连锁回答”要求发音清晰、流畅。

Step 3: Consolidation

1. 教师放录音, 学生跟读。教师出示月份转盘请学生结合主情景图的内容用“When is your birthday ? My birthday is in句型做游戏, 复习巩固所学单词。

2. 教师将学生分组并且完成一张有关学生生日的调查表格。调查后请学生做报告。

Step 4: Homework:

1. 熟读单词并准备好默写十二月单词的缩写。

2. 制作家人生日统计表, 调查家人生日。

请针对该教师应用课堂资源、教师和学生的地位以及教师的新授与练习环节三个方面进行评价。

20.



- (1) ①请根据本业教材所展示内容判断教学中所学语言的交际功能是什么？（1分）
- ②完成该交际功能所需要的主要语言结构是什么？（1分）
- (2) 本业内容包括两项活动：“let's learn”和“match and say”。这两个活动之间的关系是什么？（2分）
- (3) 假定“shy”是生词，请问：
 - ①你问为采用哪种方法向学生解释该词的词义效果比较好？（1分）
 - ②请说明理由。（2分）
- (4) 本课的三维目标是什么？（7分）
- (5) “let's play”部分需要设计教学情境，我们可以运用语言创设情境，也可以运用活动创设情境。



①请结合教材内容，简要描述如何运用语言来创设情境？（3分）

②请结合教材内容，简单描述如何运用活动来创设情境？（3分）

四、写作题（本大题共1小题，20分）

请以“要不要去英语国家大学深造”为题写一篇短文。

要点：1. 去英语国家大学深造的优点：学习环境好；语言文化熏陶……；2. 去英语国家大学深造的缺点：费用问题；生活问题……；3. 你的观点及理由。

注意：字数不少于150。