

绝密★启用前



2009 年在职攻读硕士学位全国联考
教育硕士



英语二试卷一

[供报考学科教学（英语）专业考生使用]

Section I Use of English (20 minutes, 10%)

Section II Reading Comprehension (70 minutes, 50%)

考生须知

1. 本考试分试卷一和试卷二两部分。试卷一满分 60 分，考试时间为 90 分钟，14:30 开始，16:00 结束；试卷二满分 40 分，考试时间为 60 分钟，16:00 开始，17:00 结束。
2. 请考生务必将本人考号最后两位数字填写在本页右上角方框内。
3. 本试卷一为 **A** 型试卷，其答案必须用 2B 铅笔填涂在 **A** 型答题卡上，做在其它类型答题卡或试卷上的无效。答题前，请核对答题卡是否 **A** 型卡，若不是，请要求监考员予以更换。
4. 在答题卡上正确的填涂方法为在答案对应的字母上划线，如  [B] [C] [D]。
5. 监考员宣布试卷一考试结束时，请立即停止答试卷一，将试卷一及其答题卡反扣在自己的桌面上，继续做试卷二。监考员将到座位上收取试卷一及其答题卡。
6. 监考员收卷过程中，考生须配合监考员验收，并请监考员在准考证上签字（作为考生交卷的凭据），否则，若发生答卷遗失，责任由考生自负。

Section I Use of English (20 minutes, 10%)

Read the following text. Choose the best word for each numbered blank from A, B, C or D.

Can you “think” yourself younger?

Anti-aging may be more than herbs, creams, or exercise. Recently, more and more people are 01 towards anti-aging psychology, a major claim of 02 is that anti-aging requires you to learn life 03 attitudes, beliefs, and coping skills that 04 youthfulness and health. It is said only 30% of your aging is predetermined by your genetic code, and the 05 is your decisions and attitude.

So can you “think” yourself younger? Many people 06 these sorts of attitude adjustments as opposed to 07 your body with countless chemicals. Often, people say mind over matter, and to a degree 08 psychology works when you are looking 09 better performance on sports or other tests, but you cannot use your mind to 10 a physical injury, such as a broken bone, or in our 11, get a wrinkle out of our forehead. Your attitude can change your 12 personality, and smiling may make other people 13 you more, but I am not sure it is truly anti-aging.

14, your attitudes and beliefs can change your outward appearance and 15 as a possible effective anti-aging agent 16 by changing your attitude you reduce stress, which is a large 17 in aging. So, indirectly you can “think” yourself younger if your thoughts lead to less stress, but you will never become younger 18 simply thinking about becoming younger. Thinking positively and anti-aging is not 19, rather thinking positively is correlated with anti-aging 20 it reduces stress and helps you live a more active life.

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|------------------|----------------|---------------|--------------|
| 01. [A] moving | [B] going | [C] turning | [D] coming |
| 02. [A] that | [B] which | [C] what | [D] who |
| 03. [A] enhanced | [B] enhance | [C] enhancing | [D] enhances |
| 04. [A] include | [B] constitute | [C] construct | [D] foster |
| 05. [A] rest | [B] other | [C] others | [D] opposite |
| 06. [A] like | [B] prefer | [C] enjoy | [D] support |
| 07. [A] covering | [B] checking | [C] changing | [D] filling |
| 08. [A] positive | [B] reliable | [C] advanced | [D] modern |

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|-------------------|-------------|--------------|-----------------|
| 09. [A] for | [B] to | [C] at | [D] up |
| 10. [A] deal | [B] heal | [C] reveal | [D] recover |
| 11. [A] case | [B] sense | [C] mind | [D] time |
| 12. [A] major | [B] born | [C] outward | [D] obvious |
| 13. [A] to like | [B] like | [C] liking | [D] liked |
| 14. [A] Therefore | [B] However | [C] Although | [D] Furthermore |
| 15. [A] are | [B] find | [C] play | [D] act |
| 16. [A] unless | [B] but | [C] if | [D] after |
| 17. [A] problem | [B] factor | [C] issue | [D] question |
| 18. [A] when | [B] for | [C] by | [D] with |
| 19. [A] cause | [B] caused | [C] causing | [D] causation |
| 20. [A] because | [B] while | [C] whether | [D] how |

Section II Reading Comprehension (70 minutes, 50%)

Part A

Read the following text and answer the questions by choosing A, B, C or D.

The True Meaning of Self-Help

According to self-help expert Tony Robbins, walking barefoot across 1,000-degree red-hot coals “is an experience in belief. It teaches people in the most intuitive sense that they can do things they never thought possible.”

I’ve done three fire walks myself, without chanting “cool moss” or thinking positive thoughts. I didn’t get burned. Why? Because charcoal is a poor conductor of heat, particularly through the dead calloused skin on the bottom of your feet and especially if you walk across the bed of coals as quickly as fire walkers are likely to do. Physics explains the “how” of fire walking. To understand the “why,” we must turn to psychology.

In 1980 I attended a bicycle industry trade convention whose keynote speaker was Mark Victor Hansen, well known coauthor of the wildly popular *Chicken Soup for the Soul* book series. I was surprised that Hansen didn’t require a speaker’s fee, until I saw what happened after his talk: people were lined up out the door to purchase his motivational tapes. I listened to those tapes over and over during training rides in preparation for bicycle races.

The “over and over” part is the key to understanding the “why” of what journalist Steve Salerno calls the Self-Help and Actualization Movement (SHAM). In his recent book: *How the Self-Help Movement Made America Helpless*, he explains how the talks

and tapes offer a momentary lift of inspiration that fades after a few weeks, turning buyers into repeat customers. Surrounding SHAM is a bulletproof shield: if your life does not get better, it is your fault—your thoughts were not positive enough. The solution? More of the same self-help—or at least the same message repackaged into new products. Consider the multiple permutations of John Gray’s *Men Are from Mars, Women Are from Venus*. SHAM takes advantage by cleverly marketing the dualism of victimization and empowerment. SHAM experts insist that we are all victims of our wild and cruel “inner children” who are produced by painful pasts that create negative “tapes” that replay over and over in our minds. Liberation comes through empowering yourself with new “life scripts,” supplied by the masters themselves, for prices that range from \$500 one-day work-shops to Robbins’s \$5,995 “Date with Destiny” seminar. Do these programs work? No one knows. According to Salerno, no scientific evidence indicates that any of the countless SHAM techniques—from fire walking to 12-stepping—works better than doing something else or even doing nothing. The law of large numbers means that given the millions of people who have tried SHAMs, inevitably some will improve. As with alternative, ineffective medicine, the body naturally heals itself and whatever the patient was doing to help gets the credit. Patient, heal thyself—the true meaning of self-help.

21. What does Tony Robbins say about fire walks?
- [A] Fire walkers are actually cheaters.
 - [B] Fire walkers should have experience.
 - [C] Fire walking is a special experience.
 - [D] Fire walking requires much self-confidence.
22. “... turning buyers into repeat customers” implies
- [A] SHAM may lead to a dramatic shopping inspiration.
 - [B] SHAM believers buy more books of similar content.
 - [C] usually SHAM will only last for several weeks.
 - [D] tapes of Steve Salerno’s talks are sold at different time.
23. The advantage that SHAM takes is possibly the
- [A] economic benefit.
 - [B] scientific advances.
 - [C] public indulgence.
 - [D] believers’ vulnerability.

24. What is the author's attitude towards SHAM?
- [A] Critical.
 - [B] Understanding.
 - [C] Admiring.
 - [D] Indifferent.
25. The purpose of mentioning the prices (*for prices that range from \$500 ... to ... \$5,995 ...*) is to
- [A] tell readers the actual cost of such activities.
 - [B] satirize the high cost and a not-much-useful activity.
 - [C] recommend some of the worthwhile soul trainings.
 - [D] show the quality discrepancy among such activities.
26. Which of the following statements would the author agree with?
- [A] SHAM will work together with certain medicine.
 - [B] SHAM techniques are better than other techniques.
 - [C] SHAM may work for only a small number of people.
 - [D] SHAM works as effectively as physical healing.

Part B

You are going to read an extract about the work of the Master of Ceremony. Six paragraphs have been removed from the extract. Choose from Paragraphs A - G the one which fits each gap (27 - 32). There is one extra paragraph which you do not need to use.

Preparation for the Master of Ceremony

The Master of Ceremony (MC) performs a variety of duties during a program. As the MC you are responsible for getting things started, keeping the program moving, and closing the meeting. All that occurs between the opening and closing is your responsibility.

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As in preparing for any speaking situation, it may work to your advantage to outline the program and then the “body” of the presentation before you prepare your introduction and conclusion. In some instances, however, your welcome may be an established custom, and its preparation may well be your first and easiest task.

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In preparing the welcome, remember to start on time. Then, greet your guests and fellow members. Briefly make your remarks welcoming all present. Never let your welcome be presented impromptu. Plan the wording carefully as your beginning is likely to set the mood for the entire program. If you are serious or humorous, the atmosphere will have thus been set for the occasion.

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On the other hand, you don’t want people waiting for a speaker long after they have completed their dessert. It is best to prepare a time schedule for your entire program, check it with your caterer and speakers, and then stick to it as closely as you can.

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As you arrange the program, have a reason for putting one event or speaker first, another second, and so on. This will help you provide continuity and will help the audience to see connections between speakers. In some instances, you may need to provide impromptu remarks to tie one speaker’s presentation to the next speaker.

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Finally, as you prepare for the closing, review the suggestions in chapter 33 for the farewell speech. While the two are not exactly the same, there are similarities. Even the best program needs some sense of finality. Don’t simply dismiss your audience; you need to take a few seconds and thank the audience and tie the program to them one final time. Plan a way of tying the program to something in the future, and point out the benefits of having attended the meeting.

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As you can see, the preparation for being an MC is very extensive and needs to be planned carefully. Nothing should be left to chance. On the other hand, you should also prepare to speak, change, and adapt to the circumstances of the situation at hand. Adapt to the specific remarks of the speakers.

- [A] Next, prepare your introductions and transitional remarks so they tie your program together and provide continuity. When you speak, make your comments brief and related to the speeches or events that have just occurred or are about to take place.
- [B] It is essential that you keep a constant reminder that your purpose as MC is to: get things started, keep the program moving, and close the meeting. Resist any temptation during your preparation to think the audience has come to hear you. Whatever the occasion, you are not the featured speaker, so you will not want to “spotlight” your speeches.
- [C] As you introduce speakers, remember, it is your responsibility in introducing speakers to arouse interest in the speaker and the speaker’s topic. Again, try to avoid lengthy or too brief introductions. Otherwise, you may find yourself in a predicament by having used too much of the speaker’s time or not have properly prepared the audience for the speaker.
- [D] As a follow-up, stop and shake hands and thank all of your guest speakers again. Let them know that you are pleased with their performance and appreciate their help in making your job easy and enjoyable. Wait until all guests have departed before leaving. It is generally rude and impolite for the MC to leave the banquet or dinner before the special guests.
- [E] Sometimes the MC has other responsibilities within the organization. These duties must also be maintained. Handle these duties first, so the duties do not interfere with your responsibilities as MC. Once you have accounted for your official duties, you can begin to prepare for the responsibilities of being MC.
- [F] Once the program is under way, it is your responsibility to see that things keep moving. Try to avoid long gaps of time between events, but you don’t want to rush things too quickly either. If it is a dinner or banquet, you don’t want to have people eating their main course while the guest is speaking.
- [G] On some occasions, you may also need to prepare yourself for either presenting or receiving awards or gifts. As in the other speeches by the MC, these speeches are generally brief. All you need to do is to highlight the honoree and stimulate the audience to appreciate the person being honored.

Part C

You are going to read a passage about habits. From the list of headings A - G, choose the best one to summarize each paragraph (33 - 38) of the passage. There is one extra heading that you do not need to use.

Habits are bad only if you can't handle them

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We are endlessly told we're creatures of habit. Indeed, making this observation as if it were original is one of the most annoying habits of pop psychologists. The psychologist William James said long ago that life "is but a mass of habits ... our dressing and undressing, our eating and drinking, our greetings and partings, our giving way for ladies to precede are things of a type so fixed by repetition as almost to be classed as reflex actions." What pop psychology can't decide, though, is whether this state of affairs is good or bad. Are habits, properly controlled, the key to happiness? Or should we be doing all we can to escape habitual existence?

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This isn't a question of good versus bad habits: we can agree, presumably, that the habit of eating lots of vegetables is preferable to that of drinking a three-litre bottle of White Lightning each night. Rather, it's a disagreement about habituation itself. Since habit is so much more powerful than our conscious decision-making, what are needed are deliberately chosen routines. No matter how hard you resolve to spend more time with your spouse, it'll never work as well as developing the habit of a weekly night out or of doing the hardest task first each morning.

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Yet on the other hand, as we know all too well, habits lose their power precisely because they're habitual. An expensive cappuccino, once in a while, is a life-enhancing pleasure; an expensive cappuccino every day soon becomes a boring routine. Even proven therapeutic techniques, such as keeping a diary, work better when done occasionally, not routinely.

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I don't have an answer to this dilemma. But there is one way to get the best of both worlds: develop habits and routines that are designed to disrupt your habits and routines, and keep things fresh. One obvious example is the "weekly review", which time-management experts are always recommending: a habit, yes, but one that involves stepping out of the daily habitual stream to gain perspective. Or take Bill Gates's famous annual "think week", in which he holes up in the mountains with a stack of books and journals, to reflect on future paths of action. You don't need a week in the mountains, though: an hour's walk in the park each week might prove as beneficial.

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A smaller-scale kind of routinised disruption is a method known as burst working, involving tiny, timed sprints of 5 to 10 minutes, with gaps in between. Each burst brings a microscopic but refreshing sense of newness, while each tiny deadline adds useful pressure, preventing a descent into torpor. Each break, meanwhile, is a moment to breathe - a miniature "think week", to step back, assess your direction, and stop the day sliding into forgetfulness.

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All these techniques use the power of habituation to defeat the downsides of habituation. Like jujitsu (柔道), you're turning the enemy's strength against him; unlike jujitsu, we physically malcoordinated types can do it, too.

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| <p>[A] Breaking routines does not need a lot of time.</p> <p>[B] Things done too much lose their value.</p> <p>[C] Psychologists are not sure about the value of habits.</p> <p>[D] It is possible to change habits deliberately.</p> <p>[E] Disrupting habits and routines may lead to fresh ideas.</p> <p>[F] There is a way out from habituation.</p> <p>[G] Habits are indication of laziness.</p> |
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Part D

You are going to read a passage about productive postponement. Decide whether the statements in the box agree with the information given in the passage. You should choose from the following:

- A YES = the statement agrees with the information in the passage
- B NO = the statement contradicts the information in the passage
- C NOT GIVEN = there is no information on this in the passage

Productive postponement

It's a frustrating irony of the universe that the way to get something you really want is often not to want it so badly. Worry too hard about a task and the anxiety will prevent you performing your best; stop looking for love, goes the cliché, and that's when you'll find it. Try too hard to be happy and you'll find yourself on a misery-inducing treadmill (单调的工作) of self-improvement efforts, contradictory advice and motivational seminars conducted by exceptionally dubious men in hotel ballrooms.

The solution is to “let go” of worry, of seeking happiness. But implementing that advice is close to impossible: it's a tall order just to stop feeling anxious or to stop wanting something you want. Mercifully, some authors offer a far more palatable alternative: instead of getting embroiled in trying to let go of thoughts and emotions that get in your way, postpone them instead.

Understandably, putting things off has often been considered as undesirable: see the bestseller *Excuse Me, Your Life Is Waiting* and similar warnings not to “postpone your dreams”. But there's a flipside - a technique you might call productive postponement. The psychiatrist Robert Leahy, for example, recommends “worry postponement”: writing down your worries as they arise, and scheduling time to fret. It sounds strange, but there's research evidence for it, and logic: we worriers derive huge payoffs from worrying - we believe, on some level, that it makes things go better - and so the idea of giving it up can be terrifying. Just putting it off, safe in the knowledge that you can return to it later, is easier. (If you're worried you'll forget to worry, consider an email reminder service, and if worrying you'll forget to worry strikes you as absurd, well, consider yourself lucky and welcome to my world.)

Psychotherapists call techniques such as postponement “metacognitive”, meaning that they make you aware of your habitual thought processes, and therefore work more lastingly than, say, trying to relieve a particular worry by addressing its specific content. Postponement works with perfectionism, too. If you can’t get rid of the notion that some task must be done perfectly, can you suspend that requirement just for now, resolving to revert to your perfectionism at some predetermined point in the near future? The essayist Anne Lamott, in her book *Bird By Bird*, calls this the principle of “shitty first drafts”, but, like so much of her counsel, it applies beyond writing.

		Not		
		Yes	No	given
39	The more we try to get something, the more difficult it becomes.	[A]	[B]	[C]
40	It is advisable to give up what we are looking for.	[A]	[B]	[C]
41	Temporarily postponing things may be a good way to get what we want.	[A]	[B]	[C]
42	If you forget your worries, they will disappear.	[A]	[B]	[C]
43	Most people forget about their worries if they postpone worrying about them.	[A]	[B]	[C]
44	If you want to do things perfectly, you have to postpone.	[A]	[B]	[C]
45	Sometimes things can be done better when postponed.	[A]	[B]	[C]

绝密★启用前



2009 年在职攻读硕士学位全国联考
教育硕士

英语二试卷二

[供报考学科教学（英语）专业考生使用]

Section III Translation (20 minutes, 20%)

Section IV Writing (40 minutes, 20%)

考生须知

1. 试卷二满分 40 分，考试时间为 60 分钟，16:00 开始，17:00 结束。
2. 请考生务必将本人考号最后两位数字填写在本页右上角方框内。
3. 试卷二的答案必须用蓝色或黑色墨水笔写在试卷二答题卡指定区域内，未写在指定区域内的答案一律无效。
4. 监考员宣布考试结束时，请立即停止答题，将试卷二和答题卡反扣在自己的桌面上，坐在原位，等待监考员收试卷二和答题卡。待监考员全部收齐点清无误，宣布可以离场后，方可离开考场。
5. 监考员收卷过程中，考生须配合监考员验收，并请监考员在准考证上签字（作为考生交卷的凭据），否则，若发生答卷遗失，责任由考生自负。

Section III Translation (20 minutes, 20%)

Read the following text carefully and then translate the underlined segments into Chinese. Your translation should be written clearly on ANSWER SHEET 2 (答题纸).

Are Teachers Responsible for Student Learning?

The argument can be made that student learning is both the responsibility and choice of the individual student. Consider the following quote, which espouses this position:

Because every person is accountable for his or her own behavior but not for what other people do, teachers must be held accountable for what they do as teachers but not for what their students do as learners. Students are responsible for their own learning.

Ultimately, this position is quite accurate. As Elliot Eisner acknowledges, it is the students who must integrate and make sense of new knowledge or practice new skills. [46] Without their participation, it is possible that no actual learning will take place; and in fact, in many states in the U.S., high-stakes testing programs are holding students responsible for their learning by denying promotion, requiring summer school, and delaying graduation. But is learning solely the responsibility of students?

Most of us would agree that learning is a partnership between teachers and students in which both hold responsibility. Indeed, many educators believe that teaching has not taken place if students have not learned. Research clearly suggests that teachers and the quality of their instruction directly affect student learning. [47] If teachers can influence learning, then is it not a professional obligation to promote the greatest amount of learning possible? The process-product research summarized by Brophy and Good and a host of others has supported the positive effects of certain teaching practices that enhance student achievement gains. [48] Clearly, teachers are the school's primary point of contact with students and in large part determine the outcomes of educational goals and learning results for students. A substantial body of research has supported the

broader contention that teacher quality — as defined in numerous ways—directly affects student learning. In a sweeping meta-analysis of available studies on what variables impact school learning, Wang, Haertel, and Walberg found a “general agreement among experts” regarding these influences. [49] One of their major conclusions was that variables such as state, district, and even school-level policy have little direct influence on school learning; it is variables like psychological factors, instructional characteristics, and home environment that have more impact. Schools obviously have the greatest control over instructional characteristics as determined by classroom teachers.

[50] Given this research base, we believe that teachers are responsible not only for teaching but also, to some extent, for learning outcomes. If this position is accepted, then there is the question of how to measure learning outcomes.

Section IV Writing (40 minutes, 20%)

In some schools students are streamed (分流) into different groups based on their existing levels. But some people criticize this as discrimination. Students put into the lower level groups may feel inferior and thus lose courage to learn. What's your opinion on this issue? Please discuss this issue from theoretical as well practical points of view in about 300 words.

2009 英语二 A 卷参考答案

试卷一

Section I Use of English (每小题 0.5 分, 共 10 分)

01. C	02. B	03. C	04. D	05. A
06. B	07. D	08. A	09. B	10. B
11. A	12. C	13. B	14. B	15. D
16. C	17. B	18. C	19. D	20. A

Section II Reading comprehension (每小题 2 分, 共 50 分)

Part A: 21. D 22. B 23. D 24. A 25. B 26. C

Part B: 27. E 28. B 29. F 30. A 31. C 32. G

Part C: 33. C 34. D 35. B 36. E 37. A 38. F

Part D: 39. A 40. B 41. A 42. B 43. C 44. C 45. A

2009 英语二

试卷二参考答案

Section III Translation (每小题 4 分, 共 20 分)

- [46] 没有他们(学生)的参与,就可能没有真正的学习;而且,事实上,在美国许多州,高利害的考试使得学生必须对自己的学习负责,否则不准予升级,或必须参加暑期补习班,或推迟毕业。
- [47] 如果教师可以影响学习,那么,教师的职责不就是促进学生学到尽可能最多的东西吗?
- [48] 显然,在学校里,教师与学生接触得最多,在很大程度上他们(教师)决定教育目标的达成情况和学生的学习结果。
- [49] 他们研究的主要结论之一是,州、学区甚至学校制订的政策这些变量对在校学习没有多少直接的影响;而心理因素、教学特点、家庭环境等变量的影响更大。
- [50] 根据这项研究的结果,我们认为,教师不仅对教负责任,而且也一定程度上对学习的结果负责任。

Section IV Writing (20 分)

(答案略)