绝密★启用前

2010 年在职攻读硕士学位全国联考

教育硕士

A

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[~~A~~] [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.

Do the languages we speak shape the way we think? Do __01__ merely express thoughts, or do the __02__ in languages shape the thoughts we wish to express?

Take "Humpty Dumpty sat on a …" __03__ an example. The nursery rhyme reveals __04__ languages can differ from one another. In English, we have to mark the verb __05__ tense, we say "sat" rather than "sit." __06__ in Russian, you would have to mark tense and __07__, changing the verb form if Mrs. Dumpty __08__ the sitting. You would also have to decide if the sitting was __09__ or not. If our hero sat on the wall for the entire time he was __10__ to, it would be another different form of the verb __11__ if he had a great fall. While in Turkish, you would often have to include in the __12__ how you acquired this information. For instance, if you saw the fellow on the wall with your own eyes, you would use one form of the verb, but if you had simply __13__ it, you would use a different form.

Do English, Russian and Turkish speakers __14__ attending to, understanding, and remembering their __15__ differently one way or another simply __16__ they speak different languages?

These questions __17__ all the major controversies in the study of __18__. Yet very little empirical work had been done on these questions until recently. The idea that language might shape thought was considered untestable at __19__. Now, some new research is showing __20__ language does profoundly influence how we see the world.

01.	[A] we	[B] they	[C] you	[D] people
02.	[A] vocabularies	[B] expressions	[C] structures	[D] usages
03.	[A] as	[B] for	[C] to	[D] with
04.	[A] how much	[B] why	[C] what	[D] how many
05.	[A] of	[B] in	[C] with	[D] for
06.	[A] But	[B] However	[C] Nevertheless	[D] Though
07.	[A] mood	[B] number	[C] gender	[D] person
08.	[A] took	[B] did	[C] made	[D] acted
09.	[A] to complete	[B] complete	[C] completed	[D] completing
10.	[A] meant	[B] planned	[C] hoped	[D] agreed

11.	[A] rather	[B] than	[C] instead	[D] from
12.	[A] phrase	[B] sentence	[C] structure	[D] verb
13.	[A] asked about	[B] looked around	[C] felt like	[D] heard about
14.	[A] end up	[B] result in	[C] lead to	[D] attribute to
15.	[A] knowledge	[B] experiences	[C] thoughts	[D] memories
16.	[A] before	[B] when	[C] because	[D] if
17.	[A] lead to	[B] touch on	[C] lie in	[D] come up
18.	[A] mind	[B] languages	[C] culture	[D] nation
19.	[A] past	[B] least	[C] best	[D] present
20.	[A] that	[B] what	[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.

What should true education do?

When most people think of the word "education," they think of a pupil as a sort of sausage container. Into this empty container, the teachers are supposed to stuff "education."

But genuine education, as Socrates knew more than two thousands years ago, is not inserting the stuffing of information into a person, but rather eliciting knowledge from him; it is the drawing out of what is in the mind.

"The most important part of education," once wrote William Ernest Hocking, the distinguished Harvard philosopher, "is this instruction of a man in what he has inside of him."

And, as Edith Hamilton has reminded us, Socrates never said, "I know, learn from me." He said, rather, "Look into your own selves and find the spark of truth that God has put into every heart and that only you can develop to fame."

In the dialogue called the "Meno," Socrates takes an ignorant slave boy, without a day of schooling, and proves to the amazed observers that the boy really "knows" geometry – because the principles of geometry are already in his mind, waiting to be called out.

So many of the discussions and controversies about the content of education are useless and inconclusive because they are concerned with what should "go into" the student rather than with what should be taken out, and how this can best be done.

The college student who once said to me, after a lecture, “I spend so much time studying that I don’t have a chance to learn anything,” was expressing his dissatisfaction with the sausage-container view of education.

He was being so stuffed with varied facts, with such an indigestible mass of material, that he had no time (and was given no encouragement) to draw on his own resources, to use his own mind for analyzing and synthesizing and evaluating this material.

Education, to have any meaning beyond the purpose of creating well-informed dunces, must elicit from the pupil what is potential in every human being – the rules of reason, the inner knowledge of what is proper for men to be and do, the ability to assess evidence and come to conclusions that can generally be agreed on by all open minds and warm hearts.

Pupils are more like oysters（牡蛎）than sausages. The job of teaching is not to stuff them and then seal them up, but to help them open and reveal the riches within. There are pearls in each of us, if only we knew how to develop them with enthusiasm and insistence.

21. What did Socrates say about genuine education?

[A] Education should draw students’ attention.

[B] Education demands to elicit much knowledge.

[C] Education requires explicit knowledge transfer.

[D] Education aims to develop students’ potentials.

22. As Edith Hamilton reminded us about Socrates, students

[A] should learn knowledge from their teachers with modesty.

[B] should investigate what the God has put in their hearts.

[C] were encouraged to discover the truth themselves.

[D] were required to find the spark to fame.

23. The example of the slave boy shows that

[A] the boy is a genius with rich knowledge.

[B] schooling is unnecessary to young people.

[C] clever people can learn geometry by themselves.

[D] knowledge exists in people’s mind waiting to be explored.

24. The underlined phrase “well-informed dunces” refers to
[A] well-educated but stupid students.
[B] intelligent but inefficient students.
[C] talented but incapable students.
[D] knowledgeable but inactive students.

25. Which of the following statements is not included in the view of education as sausage?
[A] Teaching content is primarily decided by teachers.
[B] Knowledge is transferred based on learners requirements.
[C] Teachers’ job is mainly to give students more knowledge.
[D] Students should acquire as much insights as possible.

26. Which of the following statements is not included in the view of education as oyster?
[A] Education intends to explore the pearls in students.
[B] Students are encouraged to show their own talents.
[C] Knowledge can only be acquired through hard work.
[D] Teachers’ job is mainly to find out students’ values.

Part B

You are going to read an extract about the nature of concepts. 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.

The nature of concepts

In a totally inorganic world there could be no concepts but with the existence of organisms capable of complex perceptual responses, concepts become possible. In brief, concepts are properties of organismic experience – more particularly, they are the abstracted and often cognitively structured class of “mental” experience learned by organisms in the course of their life histories.

27	

Through language learning, many concepts (classes of experience) will acquire names, that is, words or phrases in a particular language, partly because some classes of experience are so important and obvious that nearly every person acquires them for himself, and partly because language makes possible the diffusion and sharing of concepts as classes of experience.

28	

We can experience heat, or light, or odor directly, while our experiences of giraffes or atoms, say, may be characterized as being indirect, coming only through verbal descriptions or other patterns of stimuli that evoke these concepts.

29	

A further necessary condition for the formation of a concept is that the series of experiences embodying the concept must be preceded, interspersed, or followed by other experiences that constitute negative instances of the concept.

30	

But concept learning from verbal explanation, as will be noted below, must, as it were, put the learner through a series of vicarious experiences of positive and negative instances. For example, in telling a child what a lion is, one must indicate the range of positive and negative instances – the range of variations that could be found in real lions and the critical respects in which other animals – tigers, leopards, etc. – differ from lions.

31	

The evidence suggests that the learner must be oriented to, and attending to, the relevant stimuli in order to form a concept. The public test of the formation of a concept is the ability to respond correctly and reliably to new positive and negative instances of it; we do not wish to imply, however, that a concept has not been formed until it put to such a test.

32	

It is felt in different positions and with different parts of the body, and experienced with still other sense-modalities – taste, smell. But underlying all these experiences are common elements sufficient for the infant to make an identifying response to the particular toy in question – perhaps to the point that he will accept only the particular specimen that he is familiar with and reject another specimen that is in the least bit different.

[A] As the complexity of the concepts increases there is a greater necessity for an appropriate sequencing of positive and negative instances in order to insure adequate learning of the concept. At least this is true when the concept has to be formed from non-verbal experiences only.

[B] There is evidence that animals other than human beings behave with regard to concepts in this sense, but we shall confine our attention to human organisms. Because of the continuity of the physical, biological, and social environment in which human beings live their concepts will show a high degree of similarity.

[C] We have been describing what is often called the process of abstraction. We have given a number of necessary conditions for the formation of a concept; exactly what conditions are sufficient cannot yet be stated, but in all likelihood this will turn out to be a matter of the number, sequencing, or timing of the instances presented to the individual.

[D] One necessary condition for the formation of a concept is that the individual must have a series of experiences that are in one or more respects similar; the constellation of “respects” in which they are similar constitutes the “concept” that underlies them. Experiences that embody it may be called “negative instances.”

[E] Hence the hypothesis which seemed the simplest for a long time: that habit constitutes a primary fact, explicable in terms of passively experienced associations, and intelligence grows out of it gradually, by virtue of the growing complexity of the acquired associations.

[F] We use the term “experience” in an extremely broad sense – defining it as any internal or perceptual response to stimulation. We can “have experience of” some aspect of the physical, biological, or social environment by either direct or indirect means.

[G] The infant acquires “concepts” of many kinds even before he attains anything like language. One kind of concept that is acquired by an infant quite early is the concept embodied in the experience of a particular object – a favorite toy, for example. As the toy is introduced to the infant, it is experienced in different ways – it is seen at different angles, at different distances, and in different illuminations.

Part C

You are going to read a passage about plagiarism in research papers. 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.

Plagiarism in research papers

33	

A research paper presents the results of your investigations on a selected topic. Based on your own thoughts and the facts and ideas you have gathered from a variety of sources, a research paper is a creation that is uniquely yours. When writing a research paper, using someone else's ideas or phrasing and representing those ideas as our own, either on purpose or through carelessness, is a serious offense known as plagiarism.

34	

Ideas borrowed or paraphrased include written or spoken material, of course – from whole papers and paragraphs to sentences, and, indeed, phrases – but it also includes statistics, lab results, art work, etc. "Someone else" can mean a professional source, such as a published writer or critic in a book, magazine, encyclopedia, or journal; an electronic resource such as material we discover on the World Wide Web; another student at our school or anywhere else; a paper-writing "service" (online or otherwise) which offers to sell written papers for a fee.

35	

Let us suppose, for example, that we're doing a paper for Music Appreciation on the child prodigy years of the composer and pianist Franz Liszt and that we've read about the development of the young artist in several sources. In Alan Walker's book *Franz Liszt: The Virtuoso Years* , we read that Liszt's father encouraged him, at age six, to play the piano from memory, to sight-read music and, above all, to improvise. We can report in our paper (and in our own words) that Liszt was probably the most gifted of the child prodigies making their mark in Europe in the mid-nineteenth century – because that is the kind of information we could have obtained from a number of sources; it has become what we call common knowledge.

36	

However, if we report on the boy's father's role in the prodigy's development, we should give proper credit to Alan Walker. We could write, for instance, the following: Franz Liszt's father encouraged him, as early as age six, to practice skills which later served him as an internationally recognized prodigy (Walker，1959). Or, we could write something like this: Alan Walker notes that, under the tutelage of his father, Franz Liszt began work in earnest on his piano playing at the age of six (1959). Not to give Walker credit for this important information is plagiarism.

37	

The penalty for plagiarism is usually determined by the instructor teaching the course involved. In many schools and colleges, it could involve failure for the paper and it could mean failure for the entire course and even expulsion from school. Ignorance of the rules about plagiarism is no excuse, and carelessness is just as bad as purposeful violation. At the very least, however, students who plagiarize have cheated themselves out of the experience of being responsible members of the academic community and have cheated their classmates by pretending to contribute something original which is, in fact, a cheap copy.

38	

Within schools and colleges that have a diverse student body, instructors should be aware that some international students from other cultures may have ideas about using outside resources that differ from the institution's policies regarding plagiarism; opportunities should be provided for all students to become familiar with institutional policies regarding plagiarism.

A	Possible sources of plagiarism
B	Ways of proper acknowledgement
C	Definition of plagiarism
D	Hidden reasons for plagiarism
E	Acceptable borrowing without acknowledging
F	Cultural differences in plagiarism
G	The price of plagiarism

Part D

You are going to read a passage about the benefit of walking. 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

A step in the right direction

A simple walk out in the fresh air often helps focus the mind and clear it of those everyday concerns. “All truly great thoughts are conceived while walking,” observed Nietzsche. “Methinks the moment my legs begin to move, my thoughts begin to flow,” was how Henry Thoreau described an experience many of us have had, be it tackling challenging work or fretting over problems.

If we still don’t know why walking inspires clarity and creativity, it’s because there are too many possible explanations, not too few. An evolutionary psychologist might say we’re designed to thrive outside, not at a desk; a scholar of the psychological phenomenon of “priming” might point to studies suggesting that high ceilings – and also, perhaps, the sky – prompt unrestrained thinking. A recent study offers more straightforward reasoning. In it, both children and adults performed a memory exercise better when walking than sitting. The researchers speculate that the physiological arousal of walking simply makes for better brain functioning, while the normally detrimental effects of multitasking are eliminated when the tasks are sufficiently different, drawing on separate “wells” of attention, rather than fighting over one.

The greatest mental benefits of walking are explained not by what it is, but by what it isn’t. When you go outside, you cease what you’re doing, and stopping trying to achieve something is often key to achieving it. Stepping away from work combats the paralyzing effects of perfectionism, because when a task is suspended, the risk of failure is suspended, too; you’re thus freer to dream up insights. And in some hard-to-specify way, even the distractions of walking seem to help. The writer Ron Rosenbaum takes this to extremes, not just walking while thinking, but watching TV while writing. “I’m slightly ashamed to admit it, since it sounds like such a horrid violation of the writer’s solitude,” he once said. “But I have a theory of ‘competing concentration’… if you have something that you have to focus against... it forces you to concentrate.”

Naturally, the self-improvement industry has ideas to optimize your inspirational walking – the Idea Organizer will capture your breakthroughs (so will a notebook). I'm more skeptical of the merits of a desk for home treadmills, while the aforementioned evolutionary psychologist would probably advise wearing Vibram "foot-gloves" for added authenticity. But all you really need do is go for a walk. "I only went out for a walk and finally concluded to stay out till sundown," the naturalist John Muir wrote, "for going out, I found, was really going in." Though apparently he never had to worry about deadlines.

		Yes	**No**	**Not given**
39	Bodily movement and mental activity are related.	[A]	[B]	[C]
40	It's not clear why walking inspires creativity.	[A]	[B]	[C]
41	Fresh air helps to inspire clarity in mind.	[A]	[B]	[C]
42	We can do two or more things at one time.	[A]	[B]	[C]
43	Temporarily suspending a task is beneficial.	[A]	[B]	[C]
44	We should try to avoid the distraction of walking.	[A]	[B]	[C]
45	Walking helps to keep us healthy.	[A]	[B]	[C]

绝密★启用前

2010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).

Teachers have traditionally worked alone. Co-operation with external parties is a necessary challenge for the entire educational sector. Openness to various learning environments outside school is one of the required changes. [46] The deregulation that has occurred in the managing system and the transfer of decision-making powers to the local level will increase the significance of co-operation in teaching. Successful work performance requires competition to be transformed into a strength that arises from co-operation. [47] This presents a major challenge to principals in particular, but also to individual teachers, and in addition to the ability to co-operate, a strong inclination towards it is needed. It is becoming increasingly difficult to identify the basic skills that an active citizen of the future will need. It is even more difficult to define the substance of these skills in detail. It has been estimated that information related work will account for more than 60% of all occupations in working life by 2030. The proportion of manual work will remain below 5%. People will primarily produce information instead of material goods. People in information professions will need to solve complex problems, which requires a high level of expertise and information processing skills.

The ability to participate in creative cultural activities is important in the development of expertise. An expert creates new information and introduces it for common development. Knowledge, skills and competence will be very different from what they are today. In the future, people will work more and more with the aid of abstractions and graphical symbols. [48] In the development of expertise, everyone is also required to have network competence, since one cannot exactly know the specific skills needed, co-operation between the labor market and schools is essential.

The expanding provision of educational technology creates opportunities for real-time co-operation. The importance of information and communications technology (ICT) in building learning environments has been emphasized in this project. Future learners will largely build their own learning environments while teachers will assist students with this. Distance-independent communication and study will increase dramatically. [49] This is particularly prominent in supplementary education as well as in vocational continuous training. In particular, the principle of lifelong learning requires all teachers to be sufficiently familiar with and capable of guiding the learner in the use of various new tools.

Mastering the ICTs will bring new dimensions to the concept of exclusion. On the other hand, the globalization of information and increasingly rapid transfer of information will decrease the certainty brought about by science and technology. There has been a shift from the age of permanent information to one of changing belief systems. [50] In learning ICT skills, it is advisable to bear in mind that learning which aims at repetition or mechanical memorization will not easily yield to new innovations. It is therefore important to sufficiently understand the main operating principles of both hardware and software, which will allow us to learn and to take new systems into use. The society of the future will be increasingly based on cultural pluralism and on ideological diversity. In a world where borders are opening up, tolerance of cultural diversity will be a challenge. Tolerance is based on high self-esteem and information. On the other hand, the ability to embrace contacts with less familiar cultures presents a necessary challenge both for individuals and their communities.

Section IV Writing (40 minutes, 20%)

As an English language teacher, you plan lessons and deliver lessons. Sometimes you feel quite successful, and sometimes you don't feel so. Reflect on a lesson you just delivered, and discuss its strengths and weaknesses in about 300 words. Describe what happened in the class and what you did not expect and explain possible reasons.

2010 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. B	02. C	03. A	04. A	05. D
06. A	07. C	08. B	09. C	10. A
11. B	12. D	13. D	14. A	15. B
16. C	17. B	18. A	19. C	20. A

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

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

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

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

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

2010 英语二

试卷二参考答案

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

[46] 管理机构放宽权限并把决策权下放给地方一级，将提升教学中合作的重要性。

[47] 这不仅对校长是一项重大的挑战，对教师个人也是挑战；除了要有合作能力以外，还需要有很强的合作意识。

[48] 在发展专业能力的过程中，劳动力市场和学校的合作至关重要。每个人还需要具备网络能力，因为一个人不能确切地知道其所需要的特定技能。

[49] 这在补充教育和在职继续培训中尤其突出。终身学习的理念要求所有教师都必须十分熟悉各种新的学习工具，并能指导学习者使用这些工具。

[50] 值得注意的是，在学习信息和通信技术时，以重复或机械记识为目的的学习，不会轻易带来新的发明创造。

Section IV　Writing（20 分）

（答案略）